Authentic Learning to Enhance the Learning Interest of Outlying Children

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Abstract. The elementary school attendance rate for children residing in the Bajo Coastal suburbs (RBCS) amounts to only 30.05% per semester, with dropouts being commonplace. This situation is a major concern for the development of a future generation with high-quality potential. The aim of this study is to reignite interest in learning amongst these peripheral children through the implementation of authentic learning methods. This research holds significant value in combatting ignorance and underachievement and diminishing the rise in out-of-school rates at the primary school level within Bone Regency. A phenomenological design was employed as a qualitative approach to study this phenomenon. Study participants consisted of nine RBCSs, two teachers, and two principals, selected through purposive, accidental, and snowball sampling. Data were gathered using participatory observation and unstructured interviews. The qualitative and descriptive analysis of the data revealed that children with learning disabilities lacked interest in school due to their lack of enthusiasm for classroom-based learning. Additionally, children with learning disabilities displayed a proclivity towards kinesthetic learning. Finally, the utilization of an authentic learning approach proved to be a means of reigniting the children's enthusiasm for learning. The outcome is that children with a low interest in learning can still achieve success if the learning process adapts to their actual circumstances. The findings of this investigation can provide guidance for primary school teachers in the suburbs of Bajo Beach and serve as a blueprint for basic education planning by local authorities.

Keywords: Disadvantaged Children, Authentic Learning, Curiosity in learning, learning preferences

1   Introduction

Education is essential to ensure all individuals have the freedom to live a better life (Sen, 1999). However, marginal communities show less motivation to educate their children (Ali, 2017; Mansyur, 2019; Elisa, 2013), including the Bajo tribe in the coastal area of Bone Bay, South Sulawesi. Marginal communities have an average level of education up to primary school, with only a few educated until junior high school (Ali, 2017). At the primary school level, most students only complete Grade 5, and in fact, 24% drop out in Grade 4. The low attendance of RBCS High School, which averages

30.05% per semester (Report of the Principal of an Elementary School on the outskirts of Pantai Bajo), contributes to this reality. The interest of students to go to school is very low. Interests, on the other hand, have been found to play a key role in influencing students' learning behavior and intentions to participate in the future (Chen, 2001). The learning style of these marginalized children has not been maximized in school, so there is no incentive to be happy to go to school. For RBCS, studying at school is not fun and they do not feel at home in school. As a result, they find ways of self-realization outside of school.

The case of RBCS not feeling to stay in school is that the learning process in schools is not able to meet the needs and expectations of RBCS. Indeed, several studies have shown a link between teacher enthusiasm and student interest in a subject (Kim &; Schallert, 2014; Lazarides et al., 2018; Lazarides et al., 2019). Teachers must be able to design lessons that fit the learning styles of the majority of learners in their classrooms. The authenticity that students feel from learning activities is the excitement and curiosity of those who are experienced (Nachtigall &; Rummel, 2021). Teachers need to prepare themselves to design lessons and try to implement them well (Mutch, 2012). Teachers need to prepare knowledge, skills and strategies to apply effectively. (Suyanto, 2017; Alsubaie, 2016). Teachers are expected to implement an appropriate curriculum (Marques &; Xavier, 2020). Curriculum activities are carried out for the purpose of student development and student assessment (Ogar &; Opoh, 2015). Curriculum implementers refer to theories in effective implementation activities such as lesson planning, student motivation and assessment (Syomwene, Anne, 2020). The characteristic of RBCS is not that children like to stay in one place, but rather they move and mutate from one place to another. It is thus in the teacher's interest to deal with them according to their characteristics.

One learning approach that fits the characteristics of RBCS is authentic learning. Authentic learning is a learning approach that presents real or concrete conditions so that the learning process is more effective. Authentic learning activities must have personal and cultural relevance (Stein, Isaacs, & Andrews, 2004). Personal relevance means that learners must be able to relate the new information they learn to their lives outside the classroom and their theories about how the world works. In other words, authentic learning tasks teach students how to think like members of their discipline (Meyers &; Nulty, 2009). Authentic learning is an educational approach that allows students to investigate, debate, and build concepts and relationships in deep and meaningful ways by engaging with authentic issues and projects related to their lives (Donovan, Bransford & Pallegrino, 1999).

Authentic learning refers to learning that is integrated or embedded in real-life situations and meanings (Jonassen, et al., 2008). To benefit from an authentic learning experience, RBCS must choose a learning experience that aligns with their learning preferences and interests. Authentic learning can occur through knowledge gathering, dissemination and design of learning objects (Loewen et all, 2017). The potential of authentic learning lies in its potential to explicitly engage students and tap into their innate drive (Mehlinger, 1995). Through in-depth and tangible activities, scholars are more likely to retain knowledge and refine important thinking skills. Authentic learning experiences are those that are personally relevant from the learner's perspective and

located in an appropriate social context (Stein et all., 2004). Teachers should pay attention to each student's unique learning preferences and adjust the curriculum accordingly. Authentic learning can allow RBCS to explore the world around them in a learning environment. When RBCS expectations are met in school, they are more likely to feel satisfied and satisfied.

2   Method

This study utilizes a phenomenological qualitative methodology, which explores and analyses the experience of a single phenomenon in everyday life (Cresswell, 2017). The aim of phenomenological research is to comprehend the meaning of events and their significance to individuals within a specific context. The central principle of phenomenology is meaning making. Meaning is a crucial aspect that emerges from human consciousness. It requires a comprehensive and thorough analysis to identify the fundamental features of consciousness experience (Smith et al., 2009: 11). Phenomenology aims to understand how individuals develop meaning and significant concepts within the framework of intersubjectivity. The essence of the phenomenological tradition lies in observing the natural setting of everyday life. The phenomenological paradigm is deemed appropriate for investigating intricate issues, and it is also a robust mechanism for developing comprehension of life experiences and human existence.

2.1   Time and Location of Research

The research was conducted for a span of five months, starting from April to August 2023, at two primary schools, which were situated around 400-500 meters from the Bajo Village. Bajo Village is approximately 7 km to the east of Watampone City in Bajoe Village, East Tanete Riattang District, Bone Regency. The travel time from Watampone City zero point to Bajo Village is about 15 minutes.

2.2   Research Participants

The study's participants were students and teachers grade of III and IV from a primary school in the Bajo neighborhood, specifically those with RBCS. The selection process involved purposive and snowball sampling, which yielded nine student informants alongside the two teachers and principals. The succeeding segment provides a description of the research participants.

Table 1. Description of Informers

Subject Code	Student									Teacher		Principal	
	KLA	ADI	CAC	AFD	TIF	FATHER	LKM	RHM	RND	RWT	SJH	RMT	AAW
Gender	F	M	F	F	F	M	M	M	F	F	F	F	M
Age	9	10	9	9	8	11	10	8	10	48	46	56	50

2.3   Research Instruments, Data Collection and Analysis

The main research instrument is the researcher, following the methods of Cohen et al. (2005) and Creswell (2014). On-site data collection is achieved through the use of questionnaires and observation themes. In addition, documentation studies are carried out on lesson plans and anecdotal notes of class teachers. Researcher triangulation is used to ensure the validity of interpretations, based on Cohen et al. (2011) and Leavy (2017). This study used triangulation of sources and methods, especially interviews and in-depth observations. Interview data were collected in narrative format (Ylikoski and Zahle, 2019), and the study involved selected informants (Cohen et al., 2005, 2011; Christensen et al., 2014). The participants were selectively selected, and interviews were conducted at each school four times. Active recordings are made during interviews, and field notes are taken entirely.   Observations were made on student activities inside and outside the classroom. The results of these observations display a description of the learning process and student reactions before and after learning occurs.   The collected data has been analyzed through reduction, display, and conclusion methods (Miles and Huberman, 2017). Exploration of participants' experiences and opportunities through narrative analysis is further presented (Given, 2008). The research process can be adjusted depending on the data and information required.

The process of analyzing data, transcribing interviews and recordings is carried out simultaneously with the help of a colleague who has been assigned by the researcher. The results of the initial interview are submitted, then sent to the informant via WhatsApp in the form of a word document for verification. Informants are given time to review their transcripts to ensure accuracy. Then, the researcher returns to the informant to check the accuracy of the verified transcription. The analysis is done by carefully reading the transcript and highlighting any findings related to the research problem and its RQ through re-checking the informant.

3   Results

This study seeks to rekindle the enthusiasm for learning among children residing in peripheral regions by adopting an authentic learning method. To accomplish the aforementioned goals, three research questions (RQ) were pursued, namely:

R.Q.1. How do teachers cater to peripheral children's educational needs in school?
R.Q.2. What is RBCS's curiosity in authentic learning approaches?
R.Q.3. What is the most effective method for teaching these children authentic learning?

The results of the three research questions, based on the field study conducted using proper research procedures, approaches, and methods, are summarized in:

Table 2. Research Results Based on Research Questions

Research questions	Research Results
What is the teacher's approach to teaching marginalized children in school?	Task-based learning begins with the teacher presenting a topic followed by group work that involves learners answering various questions in their instructional manual. The cognitive aspect is mostly emphasized with the aim of

	stimulating analytical thinking. Although the learning approach is in the form of group work, it often amounts to one or two people completing the tasks found in the manual. Group members who did not actively participate in the completion of the task simply observed their workgroup colleagues.
What are the benefits of an authentic learning approach to RBCS?	This approach significantly increases their interest in learning. Native learning can effectively meet the RBCS kinesthetic learning style, which requires movement and action in the learning process. Teachers are adept at utilizing the RBCS learning style, which ultimately leads to a noticeable improvement in their school attendance, thus reducing their previous tendency to become lackluster in that regard. RBCS school visits show increased participant interest in education. Students who were previously silent during group assignments now become more engaged in learning activities. These expressions and actions of RBCS learners show an increase in their enthusiasm for learning.
What are the original learning techniques that RBCS can effectively teach?	Instructors use authentic learning for RBCS using the following syntax: (1) Teachers offer learners the opportunity to display activities that are frequently performed outside the classroom, (2) teachers link learners' demonstrations or expressions to relevant learning material, (3) teachers encourage learners to apply the RBCS approach to learning habits outside the classroom (differentiation), and (4) The students map out their hikes and plan activities before returning to the classroom to share their experiences. *"To address RBCS, the use of practical activities that individuals often encounter in their environment is necessary. It's important to prioritize school before anything else, sir." (Interview T. III*)

4   Discussion

This study aims to generate interest in learning for PPD at school. RBCS's interest in going to school is very low, which is a major cause of high dropout rates, especially in primary schools. When PPD are at school, they feel shackled because their movements are restricted by school rules. They are not familiar with rules that restrict them from doing things. It was interesting to the researchers when they asked why the children were lazy to go to school and even dropped out of school. One of them stated, *"School is not good." A lot of work. It's hard to play." (Interview, RBCS5)*. The same question was asked to RBCS2, who said, *"I get bored quickly. Lessons are hard." (Interview, RBCS2). "Learning here .... is not good, it's boring."* added child.

R. Q. (1) What strategies do teachers use to support marginalized children in schools?
Analysis of interview extracts highlights that marginalized children may be reluctant to attend school due to heavy task loads that hinder their opportunities for expression.

Current teaching methods do not seem to facilitate a comfortable learning environment for these children. The teaching techniques used by educators are incompatible with RBC behavior in their environment. As a result, they look for alternative avenues to satisfy their ambitions. As a result, children may become disengaged and miserable when the curriculum conflicts with their familiar routines. There is a discrepancy between their daily experience and the conditions that arise within the educational institution.   RBCS does have unique attributes that set them apart from other marginalized youth. Whatever individuals do on a regular basis, whether involved with their family or peers, they consider it an integral part of their existence. For educators, this poses a critical problem since it is necessary to identify various learning styles before presenting the material.

The researchers' findings show the use of the assignment method by teachers in the learning process in elementary schools. The teacher provides an explanation of the subject matter followed by questions for learners to answer. The researchers' findings show the use of the assignment method by teachers in the learning process in elementary schools.

"We adhere to the guidelines in this book. I remind our teachers that the material must be book appropriate. You can use examples from the child's environment." (Interview Pcp.1).

The principal's understanding of differential learning is lacking. They allow teachers to learn from textbooks, which show an attempt to change them to fit the specific needs of students. The content of this approach emphasizes cognitive aspects that stimulate learners' thinking. Although group work is organized, in practice, only one or two individuals work to complete the tasks in the learners' books. The fourth-grade teacher stated, *"I apply what is outlined in the teacher's handbook as necessary."* (Interview. Q.1) *"The students in this school show a lack of interest in learning. It's important for teachers to keep motivating them to drive academic engagement." (interview, T.2*)

This statement implies that the learning process is less flexible and not aligned with the needs of students. The teacher's approach to learning is rigidly influenced by handbook guidelines. In fact, these guidelines are just standard suggestions that should be adjusted based on the specific properties of the learners instructed.

R. Q. (2) What is RBCS' interest in learning with an authentic learning approach?

RBCS' lack of interest in learning can be revitalized through the implementation of authentic learning. This method keeps learners, especially RBCS, busy and interested in learning. By using real-life objects in the environment as educational resources, teachers can engage learners with the subject matter and utilize their experiences as the primary means of explaining them. The teacher correlates the thinking and action of the Attitude, Perception, Behavior, and Performance (RBCS) model with the subject matter presented. This correlation arouses great enthusiasm from learners in the classroom who were initially silent during group tasks but are now actively involved in learning activities. Students who are able to show interest in their learning seem to have learned quite well. In addition, they claim that interest can increase and stimulate the desire to learn (Yusimah, 2013). In fact, their attitudes and actions show a high curiosity to learn.

This is in line with Maria Montessori's (2004) perspective that enthusiasm for learning can vary among children, but there are activities suitable for each child.

With this authentic learning, the type of RBCS learning can be channeled and the interest in learning can increase. RBCS has a kinesthetic learning style that relies on movement and action in learning. Teachers make good use of RBCS learning styles, so RBCs who were previously too lazy to attend school often attend school. RBCS' frequent visits to schools have increased their interest in learning at school. Regarding the growing interest in RBCS in schools, the fourth grade teacher said:

"Because I often learn outside the classroom and draw on the experiences of children with disabilities, they (children with disabilities) have followed the lessons to the end. Previously, they were rarely active until the last lesson. They will go home one by one, sometimes say goodbye, sometimes not say goodbye (Interview. IT).

The teacher's statement above answers the issue that RBCS laziness in school is caused by the running of the learning process in schools has not been able to utilize the RBCS learning style. The results of this study also prove that the fulfillment of student learning styles plays an important role in student attendance at school. By fulfilling the learning styles of students, it can intrinsically channel the inspiration and ideas of students. Thus, there is a strong cohesiveness between the way teachers approach learning and the expectations of RBCS in the learning process. This is also the reason why RBCS is able to survive in school. On the other hand, if the learning style of students is not in accordance with the values, perceptions, and learning climate developed by the teacher, then there can be inner turmoil in students that makes them unable to calm down. They continue to try to channel their learning style through their own activities.

R. Q. (3) What is the authentic learning process that can teach RBCS well?

The use of authentic approaches can be beneficial in increasing students' interest in learning RBCS at school. This approach brings a sense of reality to learning, allowing learners to have a more comprehensive understanding of relevant issues. The use of authentic approaches can be beneficial in increasing students' interest in learning RBCS at school. Authentic learning can not only increase students' interest but also help them connect with their environment. With authentic learning, students can explore relevant issues and become enthusiastic about preserving their culture. Activities often also include the use of authentic learning materials, complex problems/tasks, and collaboration among learners (Nachtigall1 et all, 2022). In connection with this, the teacher of class IV says the following:

"I am aware, sir, of the existence of authentic methods, but we have never been trained on how to apply them. To be honest, I just learned about an authentic learning method like the one you taught. It turns out that children here prefer this approach, where they learn through play outside the classroom. However, I must admit that I felt overwhelmed at first when dealing with children outside the classroom, and I found it difficult to maintain control, especially with RBCS. " (Interview, T-2)

According to the grade IV teacher, authentic learning is good for activating students, but the disadvantage is that it is necessary to organize students appropriately so as not to seem like just playing. The child's world is indeed a world of play, precisely teachers

must be able to use the child's world to design learning activities. Learning design should pay attention to how children learn. Children will get meaning in learning, if presented in real terms according to daily experience. It can be said that authentic learning is one of the forms of manifestation of the theory of constructivism by Jean Piaget and Lev Vygotsky. Constructivist theory views that learners can interpret information into their minds in the context of their own experiences and knowledge, on their needs, backgrounds, and interests. Piaget used a cognitive constructivist approach, while Vygotsky used a social cognitive or social constructivist approach. Constructivist theory addresses how children's knowledge is formed. Children's knowledge is formed through their interaction with the environment. Children continue to explore the environment to find out the environmental conditions around them.

R. Q. (4) What is the authentic learning process that can effectively teach RBCS?

Authentic learning involves learners confronting factual and direct experiences in their daily lives. After taking part in this learning approach, RBCS3 shares their pleasure, saying *"I enjoyed it. Jolly good." (Interview. RBCS3).*   RBCS7 also expressed excitement, noting *"We play games while also learning." (Interview. RBCS7).* As a skilled educator, it is imperative to base academic subjects on the environment and student experience. Authentic learning is one approach to achieving this. Therefore, understanding the daily life of students is very important for teachers. *"When creating RBCS material, it is advisable to include real-life situations that are common and relatable to students,"* suggested a Class III teacher interviewed. The top priority is for students to attend school. Each teacher has a different understanding of authenticity as an instructional approach, resulting in diverse strategies for implementing it. The researchers described their observations and interviews in the study, focusing on how grade III and IV teachers in elementary schools located in the Bajo neighborhood incorporate authentic learning approaches. The authentic learning process for primary school teachers is outlined as follows:

Table 3. Authentic Learning Steps for RBCS

Delivering learning	Deliver learning objectives by highlighting natural activities that align with real-life experiences in the learner's environment.
Make a connection	Learners connect their experiences to learning objectives. Learners share their experiences in relation to learning objectives. Teachers facilitate and encourage students to express their experiences. On this occasion, the teacher relates the content of the material to reduce the impression of obligation and responsibility.
Demonstration	Learners demonstrate the subject matter according to their learning style. Attention should be focused on RBCS to keep it on track.
Refleksi	Teachers and learners reflect on learners' demonstrations.

Follow-up	The teacher delivered learning activities the next day with a focus on inviting students' curiosity.

The implementation of authentic learning is not fixed, but it is very adaptable to the circumstances of students from RBCS. As per the words of a Grade 3 teacher, *"If I observe a lack of concentration among children during class, I take them out to engage in some physical activity." Based on this situation, I then proceeded to demonstrate the learning materials for the day. " (interview, T-2).* This original learning approach has been shown to alleviate RBCS school-based boredom. The attitude of RBCS throughout the teacher's planned activities is one of satisfaction and enthusiasm, willingly following the teacher's instructions. The production of pleasure and excitement while learning is essential for optimal acceptance of knowledge. Enjoyment positively affects the didactic process, increases participant satisfaction and can positively affect the memorization of information. More students claimed to have learned something new, more stated that they felt comfortable in meetings (Hernik &; Jaworska, 2018).

Effective learning can be achieved when teachers take advantage of real-life conditions and delve into student experiences during the learning process. The use of authentic learning in primary schools located in the Bajo neighborhood has been very impactful in generating educational interest among RBCS. The development of this interest in learning can ultimately reduce the dropout rate (OSR) of children from the Bajo tribe.

5   Conclusion

Children who lack interest in learning can regain their ability to learn effectively when the learning process is modified to match their daily experiences. Conversely, teaching strategies that deviate from familiar habits can severely impede the development of their competence and potential. Hence, the adoption of authentic learning methodologies presents a viable solution for enhancing children's interest in learning in the Bajo suburbs.

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