



Implementation of the Classical Learning Model in Kindergarten

Lina¹

¹Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Jambi, Indonesia

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ABSTRACT

Purpose of the study: The aim of this research is to describe the implementation of the classical learning model in kindergarten.

Methodology: The method used in this research is descriptive quantitative and qualitative using questionnaires, observations and interviews as data collection techniques. Analysis of questionnaire and observation data uses statistical techniques, while interviews use interactive analysis.

Main Findings: The implementation of the classical learning model in kindergarten is of "good" quality. The results of the questionnaire showed a percentage of 81% for general implementation, with a percentage of 75% for class setting indicators, 77% for teaching preparation indicators, and 93% for implementation process indicators. The observation results also showed "good" quality with a percentage of 83% in general, with a percentage of 64% for class setting indicators, 32% for teaching preparation indicators, and 70% for implementation process indicators. The interview results show that the school has implemented the classical learning model well, but there are shortcomings in using the latest curriculum and curriculum standards.

Novelty/Originality of this study: The novelty of this research lies in the description of the implementation of the classical learning model in kindergarten and the analysis of its quality based on questionnaires, observations and interviews. This research provides a better understanding of the challenges and advantages of implementing classical learning models in early childhood education institutions with minimal teaching staff.

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Corresponding Author:

Lina,

Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Jambi, Indonesia

Email: linaa09@gmail.com

1. INTRODUCTION

Education at kindergarten level is a form of early childhood education, namely children aged 0-6 years [1]. Early childhood education is a coaching effort shown to children from birth to six years of age which is carried out by providing educational stimuli to help development, growth both physically and spiritually so that children are ready to enter further education [2]. In its development, the community has shown concern for the problems of education, care and protection of children aged 0 to 6 years with various types of services according to their existing conditions and abilities, both formal and non-formal education channels. Implementation of early childhood education through formal education in the form of kindergarten and other equivalent forms, which use programs for children aged 4 - ≤ 6 years. Meanwhile, the implementation of early childhood education through non-formal education takes the form of child care centers and other equivalent forms.

Early childhood education is organized based on age groups and types of services, which include: a). Early childhood education services for ages from birth to 6 (six) years consist of child care centers and similar early childhood education units, and equivalent. b). Early childhood education services for ages 2 (two) to 4 (four) years consist of play groups and the like. c). Early childhood education services for ages 4 (four) to 6 (six) years consist of kindergarten and equivalent [3]. Education for early childhood is something that is very basic and cannot be ignored because it is the basis for the success of subsequent education [4]. Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education [5].

The learning models that are usually carried out in early childhood education units are classical learning, group learning with safety activities, activity corner-based learning, area learning and center-based learning [6]. In the early childhood education process, there are several learning models that can be used, including group learning models based on activity angles, group learning models based on safety activities, learning models based on areas (interests) and learning models based on centers.

The results of initial observations in the field carried out at several kindergartens that have implemented the classical learning model in kindergarten show that there are several institutions that have not prepared preparations for learning, for example preparing weekly learning implementation plan and weekly learning implementation plan for learning guidelines because the teachers are in school institutions. focusing learning entirely on student worksheet, so that learning is not optimal and does not fulfill aspects of children's development in the learning process. In accordance with the results of initial observations made by the researcher, the researcher is interested in conducting research because according to the researcher, this area is an area where the majority uses classical learning, but the education sector still really needs to get more attention, especially at the early childhood education level.

From the results of observations made by researchers, this condition also often occurs in kindergartens in villages, where many of the teaching staff are junior high school graduates and high school equivalents, graduates who are not graduates of early childhood education, so in practice it does not work optimally. Therefore, seeing the phenomenon above, the researcher was moved to conduct research which will be realized in the form of a article with the title "Implementation of the classical learning model in kindergarten". The aim of this research is to describe the application of the classical learning model in kindergarten.

2. RESEARCH METHOD

This research was conducted using descriptive research. Descriptive comes from the English to describe which means to explain or describe something, for example circumstances, conditions, situations, events, activities and so on [7]. Descriptive research is research that aims to investigate circumstances, conditions or other matters related to the research topic, the results of which will later be presented in the form of a research report.

The research methods used in this research are quantitative and qualitative research methods. According to Sugiono the existence of quantitative and qualitative research methods does not need to be contradicted because they are in fact opposed to each other because they actually complement each other [8]. Quantitative research can combine the use of data collection techniques (not methods). In quantitative research, researchers use data collection techniques which mainly use questionnaires, the data obtained is quantitative data. To strengthen the data from the questionnaire results, it can be supplemented with observations or interviews with respondents who have provided the questionnaire [9], [10].

Thus, this research will describe the actual situation of implementing the classical learning model in kindergarten by collecting data using research instruments, quantitative and qualitative data analysis, with the aim of testing the hypotheses that have been established. Collecting research data using questionnaires and quantitative observations using qualitative research instruments and interviews. The population in this study were 5 kindergarten teachers who implemented the classical learning model. The sample of this research is in kindergartens that apply the classical learning model.

In this research, researchers used several data collection techniques. First, researchers used a questionnaire given to 5 respondents in kindergartens that implemented the classical learning model. Next, researchers conducted observations of kindergartens using statements related to the implementation of the classical learning model to respondents. Apart from that, researchers also conducted interviews with 5 teachers in kindergartens who apply the classical learning model. Finally, the researcher used documentation techniques by taking photos of the condition of the kindergarten and the classroom settings.

After the data is obtained through questionnaires and observation of respondents' answers, the next step is to carry out data analysis in accordance with the research questions that have been determined and interpreted. In data analysis, several steps were carried out as follows. First, analysis of respondents' answers from the questionnaire was carried out by converting positive statements into values Yes = 1 and No = 0, while negative statements were converted into Yes = 0 and No = 1. Next, the data percentage was calculated for each answer. In

addition, in data analysis techniques through interviews, researchers collect and record all written notes obtained from the field. Because the data obtained through interviews can be voluminous and complex, it is important to take careful and detailed notes. After the information is collected, it is possible that conclusions will be drawn and decisions will continue to develop in the form of brief descriptions. Next, verification or conclusion drawing is carried out which is part of the overall activity, both in the form of a description and description of the object being studied.

3. RESULTS AND DISCUSSION

The results of this research involve three types of data obtained, namely data from questionnaires, data from observations, and data from interviews. The implementation of the classical learning model in kindergarten for each indicator can be seen in the following table:

Table 1. Recapitulation of Results of Implementation of the Classical Learning Model

No	Indicator	Answer (%)		Quality Aspects
		Yes	No	
1	Class settings	75	25	Good
2	Teaching preparation	77	67	Good
3	Implementation process	93	7	Very good
	Average	82	18	Good

In the questionnaire data, researchers analyzed the data using statistical techniques. The research results show that the implementation of the classical learning model in kindergarten has "good" quality with a percentage of 82%. Then, researchers carried out analyzes on certain indicators, such as classical settings, teaching preparation, and implementation processes. The results show that the implementation of the classical learning model on the classical setting indicator has a "good" quality with a percentage of 75%, on the teaching preparation indicator it also has a "good" quality with a percentage of 77%, and on the implementation process indicator it has a "good" quality with a percentage of 93% .

Furthermore, in the observation data, researchers also analyzed the data using statistical techniques. The implementation of the classical learning model in kindergarten for each indicator can be seen in the table as follows:

Table 2. Recapitulation of Observation Results of the Implementation of the Classical Learning Model

No	Indicator	Answer (%)		Quality Aspects
		Yes	No	
1	Class settings	64	36	Good
2	Teaching preparation	32	68	Not Good
3	Implementation process	93	7	Very good
	Average	82	18	Good

The results show that the implementation of the classical learning model in kindergarten has "good" quality with a percentage of 82%. In the analysis of certain indicators, such as classical settings, teaching preparation, and the implementation process, it was found that the implementation of the classical learning model in the classical setting indicator had a "good" quality with a percentage of 64%, while the teaching preparation indicator had a "not good" quality with a percentage 32%, and the implementation process indicator has "very good" quality with a percentage of 93%.

Next, in the interview data, the researcher describes the research results that have been obtained. The implementation of classical learning in kindergarten is described based on class settings, teaching preparation, and implementation of learning models. Researchers found that teachers had prepared classroom settings well, prepared curriculum, curriculum standards, programs, weekly learning implementation plan, and weekly learning implementation plan in teaching preparation. The learning model is implemented through preliminary activities, core activities, breaks and closing activities. During the introductory activities, the teacher provides greetings, prayers, sings, and explains the day's activities. Core activities are carried out using worksheets, while breaks allow children to choose the games they like. Activities carried out while playing for children can develop friendly or communicative characters [11]. The right learning media will make it easier for students to learn [9]. Closing activities involve eating together and giving homework to the children. By applying the classical learning model to learning activities, it can help children's development and grow character in children [13], [14].

4. CONCLUSION

Based on the research results, it can be concluded that the implementation of the classical learning model can be seen from the results of the questionnaire and observation which is of "good" quality. And also reinforced by the results of the interview. It is hoped that it can improve the quality of classical learning in kindergartens so that it will be better in the future in order to optimize all children's development.

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