GUIDED SCIENCE FAIRY TALE AS AN FREEDOM OF LEARNING STRATEGY AT MADRASAH IBTIDAIYAH

Sri Rahayu[1], Tutuk Ningsih[2]
{cararici@gmail.com[1], tutuk@uinsaizu.com[2]}

UIN Prof. K.H.Saifuddin Zuhri Purwokerto

Abstract. The concept of independent learning is to reform the education system in Indonesia. Independent learning provides freedom to implement learning innovations to produce quality human resources to solve industry 4.0 challenges. The purpose of this research is to describe the learning-guided science fairy tale as a strategy for independent learning. The research method used is qualitative descriptive. Data collection techniques are performed through observation, semi-structured interviews, and documents. The informants in this study are teachers and students of the 6th grade of MI Al-Falah UM Jakarta. Data credibility is tested by triangulation techniques with interactive techniques, namely reducing data related to the learning of guided science fairy tales as an independent learning strategy, presenting data related to the research focus, and verifying research data. The results of the study found that the learning of guided science fairy tales can create independent learning by directing independent students to learn with characterization in the form of (1) Commitment, involving students to be responsible for achieving learning goals; (2) Independent, allowing students to perform adaptive ways of working; and (3) Reflective, encouraging students to get to know the advantages and limitations and hone their potential.

Keywords: Guided Science Fairy Tales, Independent Learning, Science Learning

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INTRODUCTION

"Freedom of Learning" has become one of the most frequently studied terms in the world of education lately. The concept of independent learning is a policy adjustment that is used as the direction of education in the industrial era 4.0 where schools have the freedom to interpret competencies in accordance with the essence of national education in the law (Sherly et al., 2020) by providing the widest opportunity for teachers and students to explore issues - actual issues that can support character development (ditpsd.kemdikbud.go.id, 2022). In fact, "free learning" has been used by the Cikal Teacher Campus since 2014 and was patented in 2018 as an ecosystem for driving educational change that has been practiced in a series of training, curriculum, and publications through the Learning Teacher Foundation. Minister of Education and Culture Nadiem Makarim also appreciated the Cikal School. With the spirit of mutual cooperation and kinship, "Merdeka Belajar" can be used together for the benefit of educational development (Kemdikbud.go.id, 2022). Through independent learning, Minister

of Education and Culture Nadiem Anwar Makarim hopes that teachers can freely implement learning innovations to make it easier for students to learn, innovate, and create (Ainia, 2020) which in turn can improve the quality of human resources in facing the challenges of era 4.0 (Kemdikbud.go.id, 2019) by creating independent students to learn.

Students who are free to learn have the following characteristics: (1) commitment, enthusiasm to develop themselves in various fields and goal-oriented; (2) independent, able to determine appropriate ways to work adaptively; and (3) reflection, being able to evaluate oneself on strengths and limitations (Kampus Guru Cikal, n.d.). Teacher creativity determines independent learning, especially at the elementary school level where the majority of students are still young, like to play and move, and prefer to work together (Bambang, 2028). Guided science fairy tales can be one of the innovative learning strategies in realizing independent students to learn. Inaad Mutlib Sayer, et al [2018] in their journal entitled "Fairy Tale as a Medium for Children's Character Cooperation Building" reported that storytelling is one of the best techniques in education. Storytelling is also one of the oldest forms of education in conveying traditions, culture, and history from generation to generation. In its development, fairy tales become a person's way of conveying knowledge or experience (Zipes, 2012).

According to Utami & Zakaria [2021] fairy tales are children's literary works in the form of prose in the form of fictional stories with moral messages in them. Meanwhile, Monalisa [2013] argues that fairy tales are stories that cannot be proven true with the aim of entertaining and describing something in the natural surroundings to be used as lessons. There is an assumption that fairy tales and knowledge are contradictory. This is because the imaginative and fantasy nature of fairy tales cannot possibly be combined with systematic and logical knowledge. For this reason, researchers are interested in conducting research by combining fairy tales and knowledge in thematic learning of science content. The research is expected to be a development of the research of Imroatun Hidayah and Muhammad Nur Wangid [2020]. The results of his research concluded that science-based fairy tale books proved to be valid and effective in improving students' understanding of math and science concepts. In addition, this research also complements the research of Kevin Aditia, et al [2020] regarding fairy tale-based learning assistance. His research concluded that fairy tale-based learning assistance can improve students' critical thinking as indicated by increased learning enthusiasm, motivation, and curiosity.

This research was conducted in class 6 MI Al-Falah UM Jakarta on the theme "Save Living Things Around Us" with science content. With the help of a competency-based learning canvas, teachers design independent learning to learn. The learning strategy used is guided science fairy tales, where the teacher does storytelling with science fairy tale content that directs students to independent student learning activities in the form of commitment, independence, and reflection. Science tales according to Sophya (dalam Fitri et al., 2019) are a way of communicating or interactive media with constructive characteristics for the learning process. The teacher also completes the students with worksheets that have been prepared previously. Through guided science fairy tales in this research, it is hoped that students will not only understand concepts and think critically but be able to direct students to become independent students to learn in accordance with the concept of education in the industrial era 4.0.

RESEARCH METHOD

Methods The research method used in this research is descriptive qualitative to get a detailed description of guided science fairy tales as a learning strategy for independent students to learn. Data collection techniques in this study were carried out through: (1) Observation, namely by making direct observations of guided science fairy tale learning activities; (2) Semi-structured interviews to obtain information that was not obtained from observation. Informants in this study were grade 6 students and grade 6 MI Al-Falah teachers; (3) Documents as additional data related to learning. These documents are in the form of competency-based learning canvases, photos, videos, student worksheets and other documents related to guided science fairy tale learning.

The credibility of the data is tested by technical training so that the data obtained is consistent, complete, and definite, namely using various methods of collecting from one source (Sugiyono, 2020). Data analysis techniques in this study used interactive techniques, namely: (1) data reduction, sorting and focusing on matters related to learning science fairy tales as a learning strategy for independent students to learn; (2) Data presentation, compiling and presenting data related to the research focus; (3) Verify, conclude and verify the data obtained into systematic, meaningful, and comprehensive information.

RESULT AND DISCUSSION

1.1 Competency-Based Learning Canvas

The concept of independent learning reforms the burden of teachers to be free to innovate, learn independently, and be creative (Yamin & Syahrir, 2020). The learning canvas provides freedom for teachers to carry out learning because it serves as a tool to visualize thinking processes that are easier to modify, improve, and develop (Setiawan & Susanti, n.d.) in the process of independent learning. The learning canvas becomes a learning strategy design that provides independence for teachers which has implications for students to be free to learn with the characteristics of commitment, independence, and reflectiveness. The learning strategy canvas consists of student-centered elements. Therefore, teachers must know the profile of students so that independent learning can be carried out properly. Profiles of 6th grade students of MI Al-Falah UM have very diverse economic backgrounds, the average student is the middle class. The livelihoods of parents are varied with various fields of work. Most of the parents belong to the educated category and are quite busy. Grade 6 students really like fairy tales with animal-themed protagonists.

In the guided science fairy tale lesson with the theme "Save Living Creatures" in grade 6 MI Al-Falah UM Jakarta, the teacher designs the learning canvas as follows:

1.1.1 The objectives to be achieved, (1) are written in a statement sentence: "explain the causes of the reduced flora and fauna in the vicinity", "Campaign for the preservation of flora and fauna"; (2) written in the question sentence: "How should students explain the causes of the reduced flora and fauna in the vicinity?", "How do students campaign for the preservation of flora and fauna?"

1.1.2 Make a list of activities: (1) find out the native fauna of Jakarta by googling or going to the library; (2) find out the native flora of Jakarta by googling or going to the library; (3)

observing the environment around the school; (4) discuss; (5) conclude; (6) presentation; (7) create campaign tools; (8) campaigning; (9) all activities in the teacher's guidance as a fairy tale narrator.

1.1.3 Choose the activity that best achieves the learning objectives, write it in the form of "why" and how" questions. On this competency-based learning canvas, grade 6 teachers choose campaign activities. Based on the results of the interviews, according to the grade 6 teacher, the campaigning activities will cover the overall learning objectives. For example, by campaigning for the preservation of flora and fauna, students must know why flora and fauna must be preserved, how to preserve them, what flora and fauna should be preserved, and so on. The question sentence written by the teacher: "Why do we have to campaign on the preservation of flora and fauna?" and "How do we campaign for the preservation of flora and fauna?"

1.1.4 Make a description of the instructions: (1) Beginning: Look for flora and fauna native to Jakarta that are almost extinct! (2) Design a campaign for the conservation of the flora and fauna; (3) Do a campaign according to the work you made!

1.1.5 The teacher writes the last elements on the learning canvas: (1) What I will know the students: flora and fauna that have been and are almost extinct, the causes of extinction, how to prevent extinction; (2) Concepts that students will understand: ecosystem balance; (3) Skills that will be mastered by students: language skills (listening, listening, writing, speaking), drawing skills, making videos.

1.1.6 On the canvas that has been designed, the teacher states that he is trying to do student-centered learning while at the same time directing students to be free to learn. The teacher admitted that he chose science storytelling as an introduction and guide for science content thematic learning with the theme "Save Living Creatures" because science fairy tales read by teachers can make learning more interesting while increasing *scientific attitude* (Yulistia et al., 2021). The teacher admitted that he was quite confident in telling stories, because before the pandemic every teacher had a schedule to do literacy after the flag ceremony. One of them is by telling storytelling or training students to tell storytelling. "I hope that with the expressions, intonation, and storyline given, the children are motivated to carry out learning," said the 6th grade teacher.

1.2 Commitment

Commitment is one of the characteristics of students who are free to learn, which means that they are goal-oriented and their achievements (Kampus Guru Cikal, n.d.). At the beginning of the lesson, the teacher has succeeded in attracting students' attention with his narration.

> *"Huh, who are you?Walnut glared at the black body, pointed beak with hideous claws. "Soooooooo! loloooogg!'* he shouted in horror. *"Don't be afraid, please, don't be afraid, I'm not a ghost. Pocong is white, I'm jet black like a pocong spilled from used oil!'* said the big figure. *"Then who are you? I never saw you!'* cried Canary. The large figure showed its pointed beak, a sign that it was a carnivore. Its sharp nails function to… (teacher asks students to answer), *"I am…(*teacher directs students to answer)". *"I'm the Bondol Eagle,"* his face suddenly darkened.

The results of the observations showed that the students looked radiant when the teacher told stories in front of the class. They are free to laugh and comment on the teacher's narration. This is in line with the opinion of Monalisa [(2013)] that the dramatization and movement conveyed by a storyteller can increase students' motivation and understanding of the concepts and information conveyed. However, from the characteristics mentioned by the teacher regarding the Bondol eagle figure, none of the students could answer it even though the teacher had given a clue, such as "I am from Jakarta, I am a Transjakarta logo, my statue is in East Jakarta." Students admitted that they did not know about the Bondol eagle whose condition is almost extinct.

> ""*Why have I never seen you?' asked Canary. "How can you see me, the number of me and my brothers is now few. I lost a lot of my family…"* (the teacher directs the students to answer the possible causes of the extinction of the Bondol Eagle).
> *"Will you save the Bondol Eagle and its brothers?*(ask the teacher to the students).

The teacher directs students to commit to completing the learning objectives. "Through narratives that are interesting, easy to understand, and absorbed by students, I hope that children are more motivated and responsible in completing learning," said the grade 6 teacher. Habsari in (Sayer et al., 2018) stated that storytelling especially at the education level basis becomes an alternative way of conveying values or character. Teachers realize that it requires continuous effort, for that they admit that they often integrate fairy tales in various subjects. Students then write down the causes of extinction in the worksheet provided.

> *"My dear friends, help me. Do you know what caused the number of my family to decrease?"* The Bondol Eagle wants you to write down your answers below!

"Hearing the story of the bondol eagle, I felt that the eagle was in front of me. I feel sorry for him and want to help him. Especially the bondol eagle, an animal native to Jakarta," said Vidyalisha Naira. Naira's opinion is in line with the statement of Muyassaroh & Sunaryati (2021) that learning that is adapted to the environment will help students increase their knowledge, environmental identity, understanding of more applicable concepts, and enthusiasm. Not only Naira, the other 6th graders were excited to complete the guided LKPD. In this activity, students are expected to become independent students who have commitment to learning. The guided method is one of the teaching patterns for free teachers to learn, the Among has an educative effect, namely increasing the relationship between teachers and students that is more humane, reflecting the motto ing madya mangun karso (in the midst of building ideals) by humanizing humans in the education process (Ainia, 2020) so that the emergence of commitment to students in achieving learning objectives.

1.3 Independent

Students who are independent learn independently characterized by being able to set priorities and determine appropriate ways to work adaptively(Kampus Guru Cikal, n.d.). The teacher continues storytelling as a means of guiding students.

> The bondol eagle told the canary. *"You know, I used to fly a lot between the tall trees. The atmosphere at that time was very pleasant, the air was*

cool,…" (the teacher directs the students to explain the function of plants in the environment). Kenari was silent, he was imagining how Jakarta used to be. *"Wow it must be very fun, huh, Eagle,"* said Kenari with teary eyes. *"Why are you sad, Kenari?"* asked Elang Bondol (the teacher directs the students to explain the consequences of the extinction of plants*)."In the past, my sister and I used to laugh and joke with the trees. Gandaria tree is very fond of singing, Did you know the gandaria tree?"* asked Elang Bondol (the teacher directs students to look for native and endangered Jakarta plants).

Students then write on LKPD, native plants of Jakarta that have become extinct and are almost extinct. Teachers are free to seek information from various sources. The results of the observation show that although most students search for information through search engines on the internet, there are some students who look for reference sources in the library. "I had read about endangered flora and fauna during a visit to the library, so I looked for it again," says Kayla Andary. "I prefer to read books, looking for information on cellphone or laptop often makes my eyes hurt," admits Liyana Zahirah. This activity is an effort by the teacher to provide opportunities for students to determine adaptive ways to complete their assignments. By providing alternative ways for students to achieve learning goals, they become part of independent learning. Teachers no longer uniform the truth or their desires so that they can ignite the critical power and reasoning of students in dealing with problems (Yamin & Syahrir, 2020).

1.4 Reflective

Reflective students are able to evaluate themselves against their strengths and limitations, they understand what needs to be improved and how to do it in achieving learning goals (Kampus Guru Cikal, n.d.). The next activity in the "Save Living Creatures" learning theme is campaigning. The teacher continues the science story in front of the class.

"I really want my family and my place to live like it used to be, Kenari," the eagle bowed languidly. Walnut was silent for a moment, *"Aha! Don't be sad Eagle, me and my 6th grade friends will help you!*Kenari's eyes lit up (the teacher directs the students to design a campaign).

In this activity the teacher forms students into small groups consisting of four to five people. The teacher again gives freedom to students to complete campaign tasks according to their respective abilities. "Our group chose to make a campaign video, because we, our group, no one can draw," said Erland Ramadhan El Salman. "Making videos is easier, there are many application options and the results are good and interesting," said Flora Clarinta. Unlike the group, Ashifa Sahira Putri Kholifah prefers to draw posters in her campaign, "Making posters is easier and more fun," said Ashifa, who often wins painting competitions and is active in painting extracurricular activities. Erland, Flora, and Ashifa's statement shows that they have been able to recognize their limitations and hone other skills that become their strengths.

Documentation shows that there are three forms of campaign methods made by 6th grade students of MI Al-Falah UM, namely illustrated posters, digital posters, and videos. "Unexpectedly, it turns out that children can be more creative than the teacher previously thought," said the 6th grade teacher when interviewed. Realizing students who are free to learn means creating an atmosphere of independent learning, campaigning activities provide freedom to students in the learning process so as to provide enlightenment to their strengths

where the advantages possessed by students must be supported so that they can transform into a positive directed potential (Nasution, 2020).

At the end of the lesson the teacher concludes the material together by retelling the story of "Elang Bondol".

> *"I think planting trees in every house can… "* (The teacher directs students to relate extinction and prevention.) *"Thank you, Kenari and good children, I hope people who see your campaign will open their hearts,"* said Elang Bondol hopefully.

The results of observations and interviews showed that students were happy because the story of Elang Bondol hada happy ending. They hope that the extinction of Jakarta's native flora and fauna will no longer occur so that the balance of the ecosystem in Jakarta can be maintained. Guided science tales are one of the learning strategies for independent students to learn by building a learning atmosphere that facilitates students in developing reason, character, comfort, innovation, independence, and student skills (Yamin & Syahrir, 2020). In practice, students feel happy and not burdened with the given task because it is completed in a way that they like and are good at. The realization of independent students in learning in the learning process is expected to form quality and superior resources to solve challenges in the industrial era 4.0.

CONCLUSION

Thematic learning of science content with the theme "Save Living Creatures" with guided science fairy tales can be a strategy in implementing independent learning and realizing students who are free to learn. Students are invited to carry out learning activities that provide wider opportunities to explore actual and factual issues that are around them with various alternative ways that are more humanistic, interactive, sharpen skills, and support their potential. These activities include: (1) conveying science tales by involving students as figures who are also responsible for solving problems that occur. This method is expected to foster commitment to students; (2) through science fairy tales, students are asked to explore the causes and effects of extinction and to find out what flora and fauna have become and are almost extinct in Jakarta in an adaptive way. This activity is carried out in order to form and provide opportunities for students to become independent students to learn independently; (3) through science fairy tales students are encouraged to create campaigns related to the extinction of Jakarta's flora and fauna in accordance with their potential. This activity trains students to have reflective abilities.

Guided Science Fairy Tale as an Freedom of Learning Strategy at Madrasah Ibtidaiyah
Sri Rahayu[1], Tutuk Ningsih[2]

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