

The Concept of Independent Learning of Early Childhood in Perennialism Perspective

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Abstract

The general purpose of education is an effort to build individual character through a certain systematic and planned process. The formation of good character must start from an early age (golden age). Positive, creative, effective, fun and non-coercive early childhood learning atmosphere must be used in the character development process. This allows individuals to develop according to their desired talents and interests without any coercion as contained in the concept of independent learning. Perennialism in education is a cultural heritage from the previous generation to the new generation, in the form of eternal values that are not limited by space and time, which has the aim of forming the character of students who can adapt to the times and do not leave values and culture as personality traits. nation. The research used is library research in exploring related concepts. The research approach used is descriptive qualitative. Education in the perspective of perennialism places more emphasis on noble values and religious norms. The philosophy of perennialism in the freedom of early childhood learning is an effort to build the character of Pancasila students who have morals, uphold the values of goodness that have noble values.

Keywords: independent learning, early childhood, perennialism

1. Introduction

Early childhood education is the most important education to be carried out in the period of human development, or what we often call the golden age. It is during this golden period that a person's brain develops the fastest in his life. This happens since a person is in the womb until the age of 0 to 6 years at an early age which is the earliest growth and development of a child's brain. Early childhood education has a major impact on the development of one's character. Just like constructing a building, you must first make a strong foundation, so that what will be built and developed becomes strong and sturdy so that it can become an ideal building as desired. The importance of the foundation that is built on this early education can affect the cognitive and psychological development of the individual later. Early childhood education must pay more attention to personality development so that later the child will have good character and according to age and development.

Philosophy is closely related to education which is essentially a process of passing down philosophical values that are made so that the necessities of life can be fulfilled and make life better. Philosophy of education is a science that also seeks to solve problems that arise in the world of education. The philosophy of education is also a philosophy that views education as a process of humanizing students, enabling students to develop and realize all the potential that exists within them (Jenilan, 2018).

Education always related closely to curriculum as a guiding instrument learning in reach destination education by optimal. The curriculum that has now begun to be widely implemented is the independent learning curriculum which was initiated by the Minister of Education and Culture Nadiem Makarim. The concept of freedom of learning formulated by the Minister of Education and Culture Nadiem Makarim is the same as the concept described by Ki Hajar Dewantara. This concept emphasizes the importance of the principle of student independence and also provides opportunities for students to develop their potential to become independent, but still under the supervision of teachers and parents so that the value of student potential does not develop in a negative direction. The role of the educator is not to be someone who seems to know everything, but rather to act as a facilitator for students who receive and convey knowledge to each other in the implementation of learning (Mualifah, 2013).

In the conception or in the reality that occurs in the field. In Faiz's research (2020), the education system with the concept of independence learns to take the philosophical thought of progressivism, namely that humans must keep up with the times, therefore education must also adapt to the changing conditions of the times. This is like the concept of live long education, namely lifelong education which emphasizes that education must be relevant to the times. Meanwhile, Yusuf's research (2021) says that the concept of free learning that was initiated by the Minister of Education and Culture Nadiem Makarim is compatible with the concept of education according to constructivist. Both emphasize the aspects of freedom, independence and flexibility of an educational institution by maximizing the potential of its students. If it is formulated together between the concept of free learning and the constructivist, it will get a harmonious meaning, namely that students must develop freely and naturally, learning is based on direct experience and the teacher as a facilitator, not a giver.

Rahmawati (2017) also examines perennialism in the Education curriculum. study discusses the perspective of perennialism, essentialism and progressivism philosophy on the education curriculum in Indonesia. Other research also discusses the philosophy of perennialism in the early childhood education curriculum (Afiyah, 2020). Research on character education in elementary schools in the view of Thomas Aquinas' perennialism philosophy is also reviewed by Yati (2022). From some of these studies, it can be concluded that the concept of independent learning in the perspective of perennialism has not been studied specifically. This study aims to describe the concept of independent learning in early childhood education in terms of perennialism philosophy.

2. Research Methods

This study aims to provide a discourse on the concept of independent early childhood learning according to the perennialist philosophy. The research approach used is a qualitative approach by applying library research methods. This research is literature-based by using literature as the object of study. Secondary data used in this study include books, articles in journals, and other written documents. technique Content analysis is used to answer the problem. This requires data to answer or describe the research question. The results of content analysis are then used as material to answer questions.

Primary data collection in this study is related to the philosophy of perennialism educational. The data sources are then reduced related to the topic of discussion. In this study, the researchers tried to explore and provide arguments related to the concept of independent early childhood learning by analyzing the philosophy of perennialism.

3. Results and Discussion

Perennialism is a philosophy with a conservative flow, meaning that the current order of life needs to be looked at in the past related to social, cultural and cultural aspects. Perennialism assumes that the current condition is a condition that has chaos, disturbance, confusion and cultural confusion. The origin of the word perennialism is perennial which can be interpreted as eternal, eternal, eternal or endless. The essence of perennial philosophical beliefs is to hold values or norms that are eternal. Perennialism means that everything that has existed so far is made into an understanding that wants past values with the aim of restoring the belief in past human values in solving problems of human life in the present and even whenever and wherever (Latifah, 2016).

Latin calls this perennialism *philosophia perennis* which was coined by Aristotle followed by Thomas Aquinas in the 13th century. Successful ideas in ancient times were highly respected by this perennialism school, for example thoughts or ideas in ancient Greece or in the Middle Ages in the 13th century AD. This school assumes that these ideas are very useful in the current era, which means that the successful past system must be included in human development in the present era. Aristotle said that habitual development is the main basis in fostering discipline starting with habits from early childhood. Ontologically, Aristotle says that there is more matter than form in the nature of children, in other words, children have a lot of potential while teachers have actuality.

What makes humans special is that they have rationality. This rationality gave birth to the basic concept of freedom. The basic theory of learning according to perennialism is mental discipline, rationality and the principle of independence. Mental discipline is a basic theory in the form of training and coaching thinking which is the most important obligation in learning. Perennialism has the main principle that humans are different from other creatures. Thinking and independence should be the main goal in learning. This is what distinguishes humans from other creatures, namely humans can be themselves independently.

The concept of independent learning in the context of early childhood education is freedom to play. For early childhood, in playing there is an ongoing learning process. Freedom to play in this context does not mean playing without rules but still using the basic rules in the learning process. The education system that has been applied so far is considered excessive in determining the learning materials that must be given to students where these early childhood students are just starting to learn to know themselves and their environment. Material that should not have been given will actually become a mental and psychological burden for those who basically still want to know a lot of things by playing the way they want. In free play, children have the freedom to choose the type of game to be played according to the child's interests. Therefore, the playing

media provided must be interesting and varied so as to generate interest in learning in children. To stimulate all aspects of child development, creative and fun games are needed. Play can develop the concept of identity, can support children to grow and be independent, and have control over their surroundings. In addition, by playing children can explore, imitate and practice daily life, and can also adapt to their environment. The role of the teacher in the concept of independent learning for early childhood is not as a teacher but as a facilitator who facilitates children to find something in their play activities.

Education in the view of perennialism is a way to return to the values and norms of the past culture because perennialism assumes that the crisis in various aspects that occur is caused by the influence of the present. In perennialism philosophy, the important thing from the learning process is to do exercises and coaching in thinking (Tapung, 2014). Education in early childhood emphasizes fostering thinking by providing stimulation during play because playing early childhood is learning. By fostering and directing children during education, a personality based on religious morals will be formed so that humans will also be formed who have noble character and have faith in their creator. Early childhood education prioritizes inculcating good values so as to produce a proud generation in the future.

Early childhood education with the perennialism philosophy is closely related, because the learning objective of this perennialism is the formation of character based on truth values and the purpose of early childhood learning is to develop knowledge and develop skills in children so that they have readiness to take higher education. next level. Therefore, it can be concluded that the learning objectives in early childhood education and the educational goals of perennialism have the same goal, namely by directing children to get used to being independent in accordance with the principle of independent learning.

In early childhood education, it is better to focus on the formation of children's character by not providing heavy and not useful material for their age. Children in the age range of 0 to 6 years should be given direction and knowledge about the basics of life in knowing themselves and their environment. The introduction of the value of life is prioritized in early childhood learning so that they understand better because at that age there is very rapid brain development to capture things that are basic in nature that introduces the role of himself and his environment. The implementation of the values of everyday life, for example, is to say good, be kind, be polite and have sympathy for those around him, be responsible and others. The contribution of education at an early age is very important in shaping and developing children's character. If the values of good education are not embedded in early childhood, it is feared that later they will be easily influenced by things that are not good or harmful.

The formation of children's morals must be carried out by PAUD institutions by instilling noble values and religious norms from an early age. In early childhood, something learned will be more easily absorbed and they tend to imitate what they see. Therefore, perennialism views a teacher as someone who has knowledge and also plays an important role in the classroom. Early childhood education is the most important and most basic level of education because children have the breadth of thinking that requires stimulation of thinking from both parents and educators who are received from an early age. To get the maximum potential in children who have been there since birth, careful and systematic preparation is needed through the stimuli provided.

Based on his ontological belief, the link between perennialism and education is emphasizing the behavior of educators and also the learning methods provided. The more the times, the more developed the learning methods provided. Apart from being a teacher, educators also act as facilitators or liaisons. Early childhood education should be able to stimulate children's development optimally so that later they are able to become people who have a role in their environment. Similarly, the purpose of education in the view of perennialism is to make people who have good morals and character based on noble values and religious norms.

4. Conclusion

To improve the current order of people's lives which are full of chaos, it is necessary to look at several aspects related to education such as educational goals, educational methods, curriculum content whether the existing curriculum is relevant to the current period, on the other hand related to education personnel, namely teachers, facilities, and other supporting elements. The philosophy of perennialism in the early childhood education curriculum is an effort to shape the character of children who are moral, uphold the noble values of religion, and always uphold the values of goodness, which is called education.

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