

Strategies in Improving Early Children's Learning Motivation Through Outing Class Activities

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Abstract

Motivation to learn is encouragement from within and outside the child that can affect the process and results of learning. Children's learning motivation fluctuates when learning in class and needs to be a concern of the teacher. One of the activities that can increase early childhood learning motivation is *outing class*. *Outing Classes* can encourage children's learning activities, and stimulate thinking, imagination, and creativity as well as aspects of child development. This research was conducted at RA Perwanida Pliken. The purpose of this research is to find out the strategy for increasing early childhood learning motivation through activities *outing classes*. This study used qualitative research methods. Data collection techniques used are means of observation, interviews, and documentation. The data analysis uses descriptive analysis where the writer tries to explain in detail the research data that has been collected. The main informants in this study were six students and two teachers who were determined by purposive sampling. The conclusion of this research is *outing classes* can increase early childhood learning motivation. Activity steps *outing class* are as follows: a) Planning *outing class* consists of determining the steps to achieve the goal, determining a safe and attractive place for the child, and the time of implementation, b) Implementation *outing class* namely realizing the plan that has been determined in place *outing class* with the teacher's direction to achieve the goal and c) Evaluation *outing class* implemented to find out what the goal is *outing class* has been achieved or not by conducting questions and answers with the child about what the child has learned on the spot *outing class*.

Keywords: strategy, motivation to learn, outing class

1. Introduction

Learning while playing is a process experienced by early childhood in education at school. This happens because the child's world is play. Children will gain knowledge and meaningful life experiences through play. Learning that is experienced by early childhood will change their behavior. To achieve changes in attitudes and behavior of children needed a motivation to learn. Learning motivation can encourage children to be enthusiastic about participating in learning activities (Setiawan, 2017).

Sondang P. Siagian argues that motivation is the driving force that causes a person to devote his abilities, strength and time in order to achieve predetermined goals. According to Mc. Donald, motivation is a change in energy experienced by a person within himself which is characterized by the emergence of affective and reactions to achieve goals as well as a driving force that comes from within a person and this encouragement as a driving force. Pupuh Fathurohman and Sobry argue that motivation is a psychological condition that stimulates someone to do something (Setiawan, 2017). Based on the above understanding, it can be concluded that motivation is a process experienced by someone who gives the ability to do something so that predetermined goals are achieved.

According to Uno, motivation and learning are two things that are interrelated. Learning is a relatively permanent change in behavior that potentially occurs as a result of practice or reinforcement (reinforced practice) based on the goal to achieve certain goals. Thus, it can be concluded that learning motivation is closely related to motivation, namely a person's encouragement that arises from within and from outside himself which will affect a person's desire to learn and a conscious effort to move, direct, and maintain a person's behavior so that he is compelled to act to do something so as to achieve certain results or goals (Lestari, 2020).

Based on the source that causes it, motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that appears does not require encouragement from the outside because it already exists within itself according to their needs. Extrinsic motivation is motivation that appears to require encouragement from outside itself. Intrinsic motivation is stronger than extrinsic motivation. Thus, early childhood learning must try to generate motivation intrinsically by cultivating their learning interest in the learning being studied (Uno, 2016).

Komarudin argues that Outing Class are activities outside of school which contain activities outside the classroom or in nature, for example playing in the environment around the school, playing in the garden, playing in the countryside, playing in the fields, camping and exploring activities that develop all aspects of child growth and development. The learning process can occur both inside and outside the room and even outside the school area. Outing Class is a learning process outside of school which has a very important meaning for the growth and development of children (Hidayat, 2020).

Through Outing Class, environment can be used as a learning resource for children. The teacher has an important role, namely as a motivator. Teachers accompany children to learn actively and creatively in finding out, exploring and exploring their environment. Outing Class oriented to the activeness of children in utilizing the environment as a source of learning. So, in addition to gaining knowledge and meaningful life experiences, children will be more sensitive to their environment and improve children's ability to communicate with their environment (Hidayat, 2020).

Outing Class can reduce boredom and laziness so that children will experience fun learning activities. Good conditions will affect children in receiving and understanding the learning given. If in learning the child feels happy, comfortable and not bored, the ability to accept and understand the learning being studied will be better so that it will affect children's learning outcomes (Hidayat, 2020).

Previous research that is relevant to this research is research by Rizka Lailatul Rahmawati and Fikri Nazarullail entitled Learning Strategies Outing Class to Improve Aspects of Early Childhood Development concluded that one of the benefits of the activity Outing Class this is to increase children's knowledge about the surrounding environment and help improve aspects of child development (Rahmawati & Nazarullail, 2020).

For some children, learning in the classroom is boring learning. Therefore it is necessary to have a strategy to create learning that is not boring for children so that children's learning motivation increases. This can be done through activities Outing Class. In this study, the authors will examine strategies in increasing early childhood learning motivation through activities Outing Class.

2. Research Methods

This study used qualitative research methods. According to Denzin and Lincoln, qualitative research is research that uses natural settings with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. Erickson stated that qualitative research seeks to find and describe in a narrative way the activities carried out and the impact of the actions taken on their lives (Anggito & Setiawan, 2018). Data collection techniques were carried out by means of observation, interviews and documentation (Ismail & Farahsanti, 2021). Data analysis uses descriptive where the author tries to explain in detail the research data that has been collected. The main informants in this study were six students and two teachers who were determined by purposive sampling. Methods that describe the type or nature of research, data sources, data, data collection techniques, data collection instruments, data collection procedures, and data analysis methods.

3. Results and Discussion

RA Perwanida Pliken is a formal educational institution for early childhood. RA Perwanida Pliken is located at Jalan Puteran No. 1 Pliken Village RT 001 RW 006, Kembaran District, Banyumas Regency. In the 2022/2023 school year, RA Perwanida Pliken has 36 students. Activity stepsouting class implemented at RA Perwanida Pliken are as follows:

3.1. Planning Outing Class

Planning Outing Class consists of determining the steps to achieve the goal, determining a safe and attractive place for the child, and the time of implementation. The teacher first determines the goals to be achieved. The goal to be achieved is to increase the learning motivation of early childhood. To increase children's learning motivation, it is necessary to hold activities Outing Class. A safe and interesting place for children to perform Outing Class is a visit to the Fire Department. Then determine the right time to visit the Fire Department, which is Wednesday, November 8, 2022 at 08.00. The teacher then wrote a letter to the Fire Department asking for

permission to carry out Outing Class in the Fire Department. In addition to asking for permission, the teacher also conducts a survey of the fire department and ensures that the location is safe for children.

The teacher also plans a vehicle that will take the children to the Fire Department. The teacher chooses public transportation or commonly called angkot. City transportation is considered safe to take children to the Fire Department.

3.2. Implementation Outing Class

Implementation Outing Class namely realizing the plan that has been determined in place outing class with the teacher's direction to achieve the goal. As previously planned, the children had gathered at 08.00. The children will ride the city's public transport to the Fire Department. The children were divided into two groups, each group consisting of 18 children. One city transport can be filled by 18 children. Do not forget that before boarding city transportation, the children will be absent to ensure that no child is left behind. Before leaving the children also pray to get on the vehicle first. When city transportation is running, children are very happy to see the view of Mount Slamet, green rice fields and vehicles crossing the road.



Figure 1. The children are listening to the explanation from the firefighters

Arriving at the Fire Department, the children were directed to sit on the carpet provided by the Fire Department. Firefighters are very friendly greeting children. Children learn many things from Firefighters. Firefighters introduced themselves, explained the task duties and practice the steps to put out the fire. The children gained a lot of interesting new knowledge, it turns out that the Firefighters not only deal with fires but also catch snakes in the house and dispose of beehives.



Figure 2. Firefighters explaining firefighting duties to children

Next, the kids try on child-sized Firefighter suits. Due to the limited number of clothes, not all children try to wear Firefighter clothes. The children took turns practicing putting out the fire directly. The children were very enthusiastic about this activity. Some even want to try it again and again.



Figure 3. The kids try on child-sized Firefighter suits

3.3. Evaluation Outing Class

Evaluation Outing Class implemented to find out what the goal isouting class has been achieved or not by conducting questions and answers with the child about what the child has learned on the spot outing class. After the children carry out the activity Outing Class at the Fire Department, researchers conducted a debriefing with six children and interviews with two teachers. The six children were able to answer simple questions related to the Fire Extinguisher and the children enjoyed participating in the activity. The two teachers also explained that activity Outing Class can helps increase children's learning motivation, children feel unsaturated and become more enthusiastic in learning.

4. Conclusion

Based on the results of research on "Strategies in Increasing Early Childhood Learning Motivation through Activities Outing Class" which was carried out at RA Perwanida Pliken concluded that the activity steps outing class are as follows: a) Planning outing class consists of determining the steps to achieve the goal, determining a safe and attractive place for the child, and the time of implementation, b) Implementation outing class namely realizing the plan that has been determined in placeouting class with the teacher's direction to achieve the goal, and c) Evaluation outing class implemented to find out what the goal isouting class has been achieved or not by conducting questions and answers with the child about what the child has learned on the spot outing class.

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