

# Classical Learning Model With Steam Utilizing Loosepart In Instant Attitude Of Discipline And Early Child Responsibility

Siti Khasiroh

{sitihasiroh03@gmail.com}

Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

**Abstract.** The prolonged covid pandemic has had broad impacts, including a decrease in the character of discipline and responsibility in early childhood. The classical learning model with STEAM content (Science, Technology, Engineering, Art and Mathematics) by utilizing loose parts is applied at Busthanul Athfal 'Aisyiyah Bajong as an effort to instill the character of discipline and responsibility in children. This research was conducted to find out how far the application of the STEAM-laden classical learning model by utilizing loose parts can instill the character of discipline and responsibility in children. This research is a field research with a qualitative phenomenological approach. The research object is a classical learning model with STEAM content by utilizing loose parts. Data mining in the study was carried out through observation techniques, interviews and document search. Technical analysis of data using the method of reduction, analysis and classification. The results of the study show that the classical learning model which is carried out by providing STEAM content and utilizing loose parts in learning is able to instill the character of discipline and responsibility in children. Children can take part in the entire range of learning activities presented by educators and complete assignments with full responsibility. STEAM and loosepart content in the classical learning model presents learning that is fun and remains child-centered. The results of the study show that the classical learning model which is carried out by providing STEAM content and utilizing loose parts in learning is able to instill the character of discipline and responsibility in children. Children can take part in the entire range of learning activities presented by educators and complete assignments with full responsibility. STEAM and loosepart content in the classical learning model presents learning that is fun and remains child-centered.

**Keywords:** Classical Learning Model, STEAM, Loosepart, discipline, responsibility.

## 1 Introduction

Early childhood in the age range of 3-4 years experiences the second phase of life, where children begin to learn a lot from the environment by accepting various new cultu.[1] The prolonged COVID-19 pandemic requires children to experience a different learning environment than usual. Early childhood education institutions through their educators vary the learning models used to provide the best learning environment during the pandemic, this effort is carried out both in terms of approach, strategy, model and media used. Online learning or commonly referred to as online learning is one method that is considered effective during a pandemic, this learning uses internet facilities where children do not meet face to face with educators. [2] The use of gadget media dominates online learning activities. This learning model brings children closer to the digital world. The impact of interaction between children and gadgets with high intensity brings positive and negative impacts.

The negative impacts arising from the online learning model using gadget media include children's dependence on gadgets, shifting children's learning patterns, children's moral attitudes and declining religious values and low positive character in children. Discipline and a sense of responsibility are one of the characteristics that decline due to the impact of online learning. Discipline is a character that must be owned by children, with discipline children can carry out activities according to norms and rules set in their social environment. [3] Responsibility is one of the pillars of character that must be possessed by early childhood. With an attitude of responsibility, children are able to understand tasks and carry out their roles well in the social environment. [4]

The decline in discipline and responsibility is a serious problem in post-pandemic learning, especially in Busthanul Athfal 'Aisyiyah Bajong. Educators seek various learning strategies and methods to instill and strengthen the character of discipline and responsibility in children. The central and group learning models applied do not have a significant impact on changing the character of discipline and responsibility of children. Children are accustomed to online learning models that do not involve children's activeness both in terms of physical and psychic, children are relaxed and not serious and do not even have a sense of responsibility and discipline in carrying out play activities.

The classical learning model is a learning model that invites children to carry out learning activities together and end them together.[5]

This learning is considered old-fashioned because it prioritizes the lecture method. The survey was conducted to 94 Raudhatul Athfal educators in Bukateja sub-district. Through an online questionnaire containing questions about the application of the classical learning model, 100% of educators Raudhatul Athfal in Bukateja sub-district stated that the classical learning model is not relevant for post-pandemic early childhood learning needs. They revealed that the group and center learning models were rated better than the classical learning model. Bustanul Athfal 'Aisyiyah Bajong as an institution under the ministry of religious affairs of Purbalingga district in post-pandemic learning applies the classical learning model to instill and improve the character of discipline and responsibility.

The classical learning model used was developed by providing STEAM (Science, Technology, Engineering, Art and Mathematic) content and utilizing loosepart in learning. STEAM is a learning content that combines and integrates knowledge content, introduces and brings technology closer to children, assembly practice or engineering processes, art and mathematics

content. The content of STEAM in learning combines five disciplines to answer world problems, in this case early childhood. [6] *Loosepart* is a term coined by Simon Nicolson, he believed that children are creative humans and that their environment will facilitate the stimulation of creativity. [7] *Loosepart* is a release material from nature and the environment, can be in the form of used materials or natural materials, even any material that can be carried, moved, released and put together, presented as media and learning support tools.[8]

Based on the search results, researchers found several similar studies. First, a study conducted by Riska Aroital Lisa entitled "Analysis of Semi-Group Classical Learning on Early Childhood Social Emotional Development of 5-6 Years in TK Aisyiyah 10 Surabaya". This study raised the classical learning model developed by incorporating elements of the group learning model, the focus of research on the success of the classical model to develop children's social emotional abilities.[9] Second, research conducted by Ratnawati entitled "Early Childhood Classical Learning Model". This research is general and theoretically discusses the classical learning model with the library research method. Furthermore, the third study was conducted by Emi Nuraeni, Ema Hanapiah and Noviyanti Ulpah under the title "The Effect of the Application of Learning Models on Aspects of Early Childhood Development in Al Falah Kindergarten". This research study is still general in nature examining the influence of a learning model to develop aspects of child development globally. [10]

The fundamental difference from previous research with this study is the focus of the research study, namely on the application of classical learning models with STEAM content and the use of looseparts. Previous research has not raised this. The classical learning model in this study was used to develop two variables, namely character, discipline and responsibility. The purpose of this study is to find out how the application of classical learning models with STEAM content and the use of loosepart can instill and improve the character of discipline and responsibility in early childhood.

## 2 Method

This research is a field research, which is research conducted by collecting data and information directly from respondents. The respondents studied were educators and protégés at Busthanul Athfal 'Aisyiyah Bajong. The approach used in this study is a qualitative phenomenological approach, which examines the phenomenon of a learning practice by observing.

The data collection method in this study used observation, interview and document extraction. Observations were made on the application of classical learning models given STEAM (Science, Technology, Engineering, Art and Mathematic) content by utilizing loosepart. Researchers observed the application of the STEAM-loaded classical learning model by utilizing loosepart and the character of discipline and responsibility of children. Interviews were conducted with educators regarding the flow of applying the STEAM-loaded classical learning model by utilizing looseparts. Interviews were also conducted on students to explore students' awareness in the character of discipline and responsibility. Document excavation was carried out by researchers to find completeness data related to the STEAM-loaded classical learning model by utilizing *loosepart*.

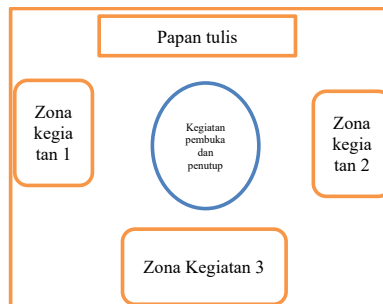
Data analysis techniques are carried out through reduction, analysis and classification steps. Researchers reduce data by collecting data through the process of observation, interviews and extracting documents. Next, the researcher analyzes the data that has been collected, then classifies the incoming data and sorts out the relevant data. The results of the study were then reported descriptively.

### **3 Result and Discussion**

Classical is a learning model in which educators treat students passively, carry out activities simultaneously and complete them together. [11] This learning model does not provide children's independence in learning. In its implementation, a classical learning model can be developed, namely by providing STEAM content and utilizing loosepart as a medium, tool and learning support material. Bustanul Athfal 'Aisyiyah Bajong as an institution that applies the classical learning model after the pandemic to instill and strengthen the character of discipline and responsibility of children.

The implementation of this model is carried out through several activity flows, namely planning, structuring the main environment, implementing learning and evaluation. The flow of this activity is prepared and agreed upon jointly between educators, principals and parents. The first flow is to make a lesson plan, this is done entirely by the educator. Learning planning has an important role in the successful implementation of learning.[12] This planning begins with educators compiling an annual program containing Basic Competencies (KD) that must be achieved in one year, the distribution of themes, time allocation, methods and media to be used. After that, educators will reduce the annual program to a smaller program, namely the semester program. The semester program contains the division of themes and subthemes, time allocation and Basic Competencies (KD) to be achieved. From the semester program the educator will reduce to a weekly program, where the educator will in detail plan the activities, methods and tools of materials used during the week which are summarized in one sub-theme of learning. The end of the planning activity is for the educator to prepare a Daily Learning Program Plan (RPPH) which in detail regulates the activities that the educator will carry out from the initial activity to the final activity. In planning activities, educators also develop approaches, evaluation plans and media and tools to be used.[13]

The next flow is to arrange the play environment, this is done by educators by guaranteeing classes according to the learning theme that will be carried out on that day. Class arrangement is a classroom arrangement that is deliberately done by educators to attract children's attention, interest and imagination in the learning process.[14] At this stage, educators present loosepart materials to support STEAM-loaded play activities. Class arrangements do not have standard rules, educators are free to arrange the play room as they wish. Loosepart materials are presented variously to support the increase of creativity and independence of children in carrying out play activities. Class arrangements are carried out according to the variety of plays planned by educators in RPPH. Class arrangement can vary, here is one description of the arrangement of the main environment.



**Fig. 1.** Class Setup

After the educator plans and arranges the play environment, the educator then carries out the classical model learning process. The learning process is divided into four sessions. First, the initial activities. In the initial activity, educators invite children to march, pray, say greetings and perceptions. Second, core activities. In the core activity, educators start the activity by providing initial inspiration, can be through questions and answers, reading story books, and observing real objects directly. Educators use a scientific approach to learning by doing Step 5M (observing, questioning, gathering information, associating and communicating). Play activities are presented with STEAM (Science, Technology, Engineering, Art and Mathematic) content. STEAM content included in learning can strengthen educators in instilling 21st century skills in children, namely Creativity, Communication, Collaboration, and Critical Thinking. 21st century skills in question are the ability to think critically, communicate, create and collaborate.[15] This is reinforced by the presence of loosepart material in learning. The core activity presents 3 types of play that contain elements of role playing, development play and motor sensory. The core activities are carried out one-on-one together, but educators minimize instruction and give children freedom to be creative in their play activities even though they are done together. Activities are carried out together from beginning to end. Educators ensure children are fully involved in the activity process. The character, discipline and responsibility of carrying out play activities are maximized stimulation at this stage.

The next flow is learning evaluation activities. Evaluation activities are carried out to measure the achievement of basic competencies. Educators also evaluate the character of discipline and responsibility. Evaluation activities are carried out using conservation techniques, anecdotal records and records of works. Evaluation activities are carried out to measure children's abilities and as feedback for educators in evaluating the learning model used and the effect of success.

The implementation of the classical learning model with a planned flow of activities makes learning run orderly and smoothly. This is in line with the function of lesson planning, which is to direct learning in an orderly manner.[12] The arrangement of the play environment with good classroom arrangements can provide a comfortable learning environment and stimulate children's cognitive abilities, the environment influences the development of maximum thinking power for children. [14]

The classical learning model carried out by including STEAM content and the use of looseparts is a development of the classical learning model that is considered ancient used in

Bustanul Athfal 'Aisyiyah Bajong. The development of this model makes the classical learning model remain relevant for use in Early Childhood Education units.

#### **4 Conclusion**

The Classical Learning Model developed by incorporating STEAM content (*Science, Technology, Engineering, Art and mathematic*) and the use of loosepart in learning can instill and improve the character of discipline and responsibility in early childhood. The implementation of the STEAM-loaded classical learning model by utilizing loosepart through the flow of planning, structuring the play environment, implementation and evaluation shows that this model remains relevant to use and provides space for creativity and freedom for children to learn.

## References

- [1] M. Montessori, *The Absorbent Mind, Pikiran Yang Mudah Menyerap*. Yogyakarta: Pustaka pelajar, 2017.
- [2] S. A. Harahap, D. Dimiyati, and E. Purwanta, "Problematika Pembelajaran Daring dan Luring Anak Usia Dini bagi Guru dan Orang tua di Masa Pandemi Covid 19," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 2, pp. 1825–1836, 2021, doi: 10.31004/obsesi.v5i2.1013.
- [3] R. Harjanty and S. Mujtahidin, "Menanamkan Disiplin Pada Anak Usia Dini," *NUSRA J. Penelit. dan Ilmu Pendidik.*, vol. 3, no. 1, pp. 271–286, 2022, doi: 10.55681/nusra.v3i1.157.
- [4] R. N. Harpelle, "Cooking Class:," *Negot. Identities Mod. Lat. Am.*, pp. 115–138, 2018, doi: 10.2307/j.ctv6cfqhh.11.
- [5] K. Y. Dharma, N. Sugihartini, and I. K. R. Arthana, "Pengaruh Penggunaan Media Virtual Reality Dengan Model Pembelajaran Klasikal Terhadap Hasil Belajar Siswa Di Tk Negeri Pembina Singaraja," *J. Pendidik. Teknol. dan Kejuru.*, vol. 15, no. 2, pp. 298–307, 2018, doi: 10.23887/jptk-undiksha.v15i2.14481.
- [6] M. Akkas and E. A. Suryawati, *Capaian Pembelajaran Elemen Dasar-dasar Literasi & STEAM*. 2021.
- [7] Alfirda Dewi Nugraheni, "Penguatan Pendidikan Bagi Generasi Alfa Melalui," *Univ. Negeri Semarang*, pp. 512–518, 2019.
- [8] C. Flannigan and B. Dietze, "Children, Outdoor Play, and Loose Parts," *J. Child. Stud.*, vol. 42, no. 4, pp. 53–60, 2018, doi: 10.18357/jcs.v42i4.18103.
- [9] R. A. Lisa, "Analisis Pembelajaran Klasikal Semi Kelompok Terhadap Perkembangan Sosial Emosional Anak Usia Dini 5-6 Tahun Di Tk Aisyiyah 10 Surabaya," *Pedagog. J. Anak Usia Dini dan Pendidik. Anak Usia Dini*, vol. 4, no. 1, p. 90, 2018, doi: 10.30651/pedagogi.v4i1.3609.
- [10] R. Ratnawati, "Model Pembelajaran Klasikal Dalam Pendidikan Anak Usia Dini," *AL-HANIF J. Pendidik. Anak dan Parent.*, vol. 1, no. 2, pp. 75–80, 2021.
- [11] Hijriati, "Pengembangan Model Pembelajaran Pendidikan Anak Usia Dini," *J. Ar Raniry*, vol. 3, no. 1, pp. 74–92, 2017.
- [12] R. Ananda, *Perencanaan Pembelajaran*, 01 ed. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia, 2019.
- [13] D. J. K. Agama, "kma-2018-792 Pedoman Implementasi Kurikulum Raudhatul Athfal (RA).pdf." 2018.
- [14] D. Mariyana, Rita, *Pengelolaan Lingkungan Belajar*, 3rd ed. Jakarta: Kencana, 2010.
- [15] Y. A. Yulianti and D. Wulandari, "Flipped Classroom : Model Pembelajaran untuk Mencapai Kecakapan Abad 21 Sesuai Kurikulum 2013," *J. Kependidikan J. Has. Penelit. dan Kaji. Kepustakaan di Bid. Pendidikan, Pengajaran dan Pembelajaran*, vol. 7, no. 2, p. 372, 2021, doi: 10.33394/jk.v7i2.3209.