

Caring Community in Early Childhood Learning on Theme 'Profession' Based on Lesson Study Activity

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan *caring community* dalam pembelajaran anak usia dini dengan tema 'profesi' berdasarkan kegiatan lesson study. Penelitian ini merupakan penelitian deskriptif. Subjek penelitian adalah siswa kelompok B1 di PAUD St.Yoseph Ternate tahun akademik 2018/2019. Teknik pengumpulan data dilakukan dengan menggunakan observasi dan dokumentasi. Selanjutnya, data dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa bantuan guru diperlukan dalam mengembangkan sikap peduli dan semangat kolaboratif pada siswa kelompok di PAUD St. Yoseph pada tema 'profesi' karena adanya bantuan timbal balik dan kegiatan pelengkap. Selain itu siswa juga merasa puas jika mereka dapat berkontribusi dan bediskus bersama. Rata-rata sikap peduli muncul baik pada siswa terhadap teman, siswa terhadap guru dan siswa terhadap lingkungan belajar dalam pembelajaran berbasis pelajaran adalah 83,3% (SM atau sudah muncul) dan 16,7% (BM atau belum muncul). Hambatan yang telah diidentifikasi dalam pelaksanaan komunitas peduli dalam pembelajaran anak usia dini adalah pada aspek siswa dan guru. Selain itu, *caring community* dan pembelajaran kolaboratif dapat meningkatkan pemahaman anak usia dini tentang tema 'profesi'.

Kata Kunci: Caring Community, Pembelajaran Anak Usia Dini, Lesson Study

Abstract

This research aims to describe caring community in early childhood learning on theme 'profession' based on lesson study activity. The research is using descriptive. Subjects of the research are B1 group students at PAUD St.Yoseph Ternate academic year 2018/2019. Data collection techniques are carried out by observation and documentation. Data were analyzed qualitatively. The results showed that teacher help is needed in developing caring attitude and collaborative spirit in group students at PAUD St. Yoseph on theme 'profession' because there will be mutual assistance and complementary activities and moreover early students will feel satisfied if they are able to contribute and succeed together. The average of caring attitude appears both in students towards friends, students towards teacher and students towards learning environment in lesson study-based learning activities is 83.3% (SM or already appeared) and 16.7% (BM or not yet appeared). The obstacles that have been identified in the implementation of caring community in early childhood learning are on students and teachers aspect. In conclusion, conducting caring community and collaborative learning can improve early childhood students understanding on theme 'profession'.

Keywords: Caring Community, Early Childhood Learning, Lesson Study

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INTRODUCTION

According to Program for International Student Assessment (PISA) in 2012, Indonesia was ranked first in terms of school as a fun and easy place to make friends (Hobri, 2016). For early aged, friendship is not only involved in the same activities but rather in the mutually agreed relationships one another, those children like personal qualities and respond to each other's wants and needs. Moreover, friendship is based on kindness efforts that indicate that someone can be relied on or trusted to support others. Because of its nature, early childhood friendship becomes selective (Berk,

1992). So that peer groups become a very important context in understanding and perceptions about themselves and others.

Lesson study is very important conducted by early childhood education because it will increase caring attitudes among others and become an asset of early childhood students into adolescents and adults. Lesson study activity tend to see the caring community rather than cognitive. This is due to the caring community; it will build students' moral intelligence. According to Borba (2008), moral intelligence is the ability to understand right and wrong in this case strong ethical beliefs so that they can be right. With caring attitude, students can recognize what is good and what is wrong and become a habit so that students are able to feel and doing good.

One way to develop development aspects of early childhood, especially caring attitudes and willing to work together can be done in various ways. One of them is by giving applicable, enjoyable, and easily imitated learning material, through providing a correct understanding of character education, habituation, example and learning in an integrated way. This is in line with the concept of early childhood learning is learning through playing or playing through learning. Children are given freedom in playing and exploring what is played.

Correspondingly, based on reality happened at PAUD St. Yoseph Ternate, caring community had not yet been shown by students. Some students are busy themselves with sharing and jumping tasks given by the teacher. And even some students who do not care about their friends in group when asking for help. Caring attitude is very much needed by early childhood students. By implementing caring community, teachers prepare children to become personal characters and care for others. Meanwhile, students also can learn how to build interaction so that students can help each other.

This is also supported by observations carried in B1 group students at PAUD St Yoseph academic year 2018/2019 on theme 'Professions ' and sub-theme 'Kinds of Professions' with group collaboration learning models. In core activities, there are four activities done including sharing task that is by arranging random letters into 'police' words, matching 'police car' patterns and jumping tasks is by doing puzzle and storytelling activity about 'police friends' showed that not all B1 students help each other in completing their activities. In addition, learning communication appears that teacher is not too busy preparing students to learn. Occasionally, teacher help is needed by students in matching words and patterns. Based on the problem above, then the research problem is formulated as follows: how is caring community in early childhood learning based on lesson study activity theme 'Profession' in B1 group students of PAUD St. Yoseph Ternate and learning obstacles faced in increasing caring community.

METHODS

The research method used in this research is descriptive qualitative method. This research is conducted at PAUD St. Yoseph Ternate. The subjects are B1 class students in the second semester of academic year 2018/2019 with the number of 13 students, while the data were gathered from observation sheet, sound recording, and documentation. To analyze the data, the technique is a qualitative data analysis developed by Miles and Huberman (Moleong, 2006) consisting of three stages performed sequentially those are: 1) data reduction, 2) presents data, 3) draw conclusions and verification. From the results of observation in learning activities on child character assessment of

child development, it can be formulated the percentage. The criterions of child character assessment in kindergarten are: BM or not yet appeared (<50), MM or began to appear (50 <75), M or appeared (75 <87.5), and SM or already appeared (87.5 > 100).

RESULTS AND DISCUSSION

The implementation of caring community based on lesson study activity theme 'profession'

In this research, it focused on one of the most important characters developed by early childhood students namely caring. It can be interpreted as a concern. Caring attitude is useful in forming character building. Therefore, to find out how the practice of caring community in early childhood learning theme 'profession' based on lesson study in B1 group PAUD St. Yoseph Ternate, the researchers visited school directly. After obtaining permission, the researcher directly participated in lesson study activities starting from plan, do and see stages. The collaborative learning shows that caring occurs in students activity is a relationship between two students and this is an aspect of communication. Communication is rooted in language, both verbal and nonverbal. If there is communication between two students in two different languages, then they will have two ways to interpret it in different ways. Miscommunication will occur between the teacher and students, depending on the communication pattern occurs between them. Caring attitude of group B1 students as follow:

- a) Students towards friends



Figure 1. Caring attitudes occurs in group activities

Based on the data, it showed that among all groups in B1 PAUD St. Yoseph class, only Kiyomi and Kimberlee group did not appear caring attitude between them. Kimberlee, who is active student in class prefers to study on her own, alone and just being indifferent to Kiyomi in completing sharing and jumping tasks. Since the beginning of lesson, Kiyomi was seen daydreaming occasionally and was reprimanded by Kimberlee. There are still attitudes that have not shown participation and a good enthusiasm for learning in this group. Meanwhile, another group namely Jordan, Clara and Rafael,

Emelin and Jonathan, Katelina and Khenzo, Timothy and Mikayla and Kayleen and Siti look to help each other in completing sharing and jumping tasks given by the model teacher. Interactions occur are more two-way interactions. Each student works together and some start caring for friends in the group and other groups. This is in line with the opinions of some experts who state that collaborative learning can provide opportunities for students to actively participate and they can learn from each other to build their own knowledge throare still attitudes that have not shown participation and a good enthusiasm for learning in this group.

b) Students towards model teacher

Teacher and students carry out every routine or structured activity. Such routine activities are eating, toileting, greeting, pick-up, and so on. While structured activities such as activities planned for children in the group. Some examples of caring attitudes that occur between students and model teachers are: when learning activity starts, teacher invites all children to sit in groups and they are asked to pay attention to who their friends are not present that day, then when eating together, teacher makes sure all the children sitting in their groups washing their hands thoroughly and also teacher invites all children to pay attention to each other's lunchbox and invite them to share the food they carry. In conclusion, to build an attitude is not just about giving good and bad values but rather growing awareness and applying good and bad in daily life. Therefore, it must be done gently and pleasantly.

c) Students toward learning environment

This concern was apparent from several students such as Kimberly, Jordan and Khenzo. Kimberlee's caring attitude is evident when she cares deeply about table and class cleanliness. Another thing that became a habits of Kimberlee and Khenzo was washing hands. When washing his hands, Kimberlee had told a friend that do not waste water in vain. Kimberlee understands to turn off water when it is being used. While Khenzo taught not to be wasteful in using hand washing soap, the teacher would reprimand if they played soap. Jordan also teaches his friends about queuing to wash hands. His friends must learn to wait patiently for their turn. By teaching a culture of queuing will shape the character of children so that they will be easier to socialize when they grow up. Less important lessons from mathematics can be taught starting from the age of five or when children can play with peers.

d) Learning Obstacle in Implementing Caring Community

1) Teacher aspect:

At the beginning of the lesson, teacher does not convey the correct information on how to match the 'police car' pattern. Furthermore, in the jumping task, even in the storytelling activity 'police friends of children' the teacher does not seem capable of mastering related material. Although students look enthusiastic, but they have not been hypnotized by the delivery of the teacher. Another teacher obstacle is the lack of reinforcement, reward and do not motivate students in each student's completion of activities.

2) Students aspect:

Students who are passive in the learning process are an obstacle for the teacher because the lesson design that have been designed are not effective to implement. It does not seem caring attitude towards the target students shows that students are less motivated to follow the learning

process carried out. Besides that, another obstacle is the miscommunication between students and teachers also influences the learning process so that caring attitude does not appear to students in the learning process. Verbal and nonverbal communication also contribute to the caring attitude of students. The caring attitude is very dependent on the communication patterns that occur between the two.

Gifford and Arvin (2009) explain that collaborative learning through heterogeneous groups can accelerate learning in groups, as well as improve the performance and overall behavior of students in groups. While the provision of complex problems can improve learning efficiency in each group member (Kirschner, Kirschner, & Paas, 2009). Students with high, medium, or low academic experience epistemological barriers so collaborative learning is needed that can facilitate all students to learn effectively.

Table 1. Result of students activities

Group	Students Name	Sharing Task	Jumping Task	Caring Attitude
1	Kiyomi	MB	MB	BM
	Kimberlee	BSB	BSH	
	Jordan	BSB	BSB	
2	Clara	BSH	MB	SM
	Rafal	BSH	MB	
3	Khenzo	BSH	MB	SM
	Kateline	BSH	MB	
4	Mikayla	BSB	BSB	SM
	Timothy	MB	MB	
5	Siti	MB	MB	SM
	Kayleen	BSB	BSB	
6	Emelyn	BSH	BSH	SM
	Jonathan	BSH	BSB	

Annotation:

- Not Appeared BM means do not show the expected behavior.
- Start Appears / MM means students begin to exhibit the expected behavior with the help of others.
- Appeared / M means students shows the expected behavior but sometimes still needs to be reminded.
- Already Appeared / SM means it has become a student's habit automatically and it does not need to be reminded

Based on the above table, the average result of B1 group students at PAUD St. Yoseph that has been able to bring up caring attitude of students towards friends (SM or already appeared), the students towards teachers and students towards the learning environment based on lesson study activities on theme 'Profession' is 83.3 %, while 16.7% have not been able to show caring attitude (BM or not appeared). Thus the research results indicate that teacher help is needed in developing

caring attitude and collaborative spirit of students in classroom because the creation of mutual assistance and complementary activities and all students will feel satisfied if they are able to participate and succeed together. Furthermore, collaborative can be interpreted as a form of cooperation that is based on mutual trust, respect, acceptance, care and competitiveness in order to achieve goals. Collaboration will make students strengthen each other. Collaboration also will foster a spirit to move forward together based on mutual care between people (caring community).

CONCLUSION

Based on data analysis and discussion of research finding it can be concluded as follow: teachers help is needed in developing caring attitude and collaborative spirit of B1 group students at PAUD St. Yoseph Ternate on theme 'Profession' because in collaboration there will be creating mutual assistance and complementary activities and all students will feel satisfied if they are able to contribute and succeed together. The average caring attitude that appears both in students towards friends, students towards model teachers and students towards the environment on lesson study-based learning activities is 83.3 %, while 16.7% have not been able to show caring attitude (BM or not appeared. There are two obstacles face in the implementation of caring community at PAUD St. Yoseph Ternate namely students and teachers aspect.

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