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**OUT DOOR AS LEARNING LEARNING CHARACTER  
CHILDREN EARLY CHILDREN AGE  
(STUDY CASE IN KELOMPOK BERMAIN NUR HIDAYAH DISTRICT OF KUNINGAN)**

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**ABSTRACT**

Early childhood is a golden age called golden age. At this time the growth and development of children is very rapid and closely interconnected with each other such as physical growth, motor, emotional social, cognitive, language, and art. Character of children's independence has been achieved at this time one of them through learning outside the classroom or outdoor. The goal to be achieved through this research is to know and describe: 1). to know the objective condition of independence character before applying the learning of outdoor activities in Nur Hidayah Playing Group of Kuningan Regency. 2). know how to apply the learning of outdoor activities in improving the character of independence in the Playing Group Nur Hidayah District Kuningan. 3). knowing the result of independence character after applying outdoor learning activity in Nur Hidayah Playing Group of Kuningan Regency. This study uses qualitative research deskriptif Source of this data is students in the Playing Group Nur Hidayah District Kuningan academic year 2017/2018, while the sample of the study amounted to 4 students into the case. The result of the research shows that: 1) the initial condition of the independence character of the child by the teacher is still relatively monotonous and conventional in that it is associated with the work which is limited to the learning that is related to the outdoor activities 2) the application of outdoor learning is done through the simple learning stages not complicated and can be followed by the child. 3). The results of the application of learning through outdoor activities in certain forms have contributed as in improving the character of independence of children in general, especially when starting to work with friends and the division of tasks with other friends meningkast significantly. Based on the results of the discussion that has been described learning activities with outdoor activities very positive impact on improving the character of independence of children in the Playing Group Nur Hidayah District Kuningan academic year 2017/2018. The result of obsevation of increasing the independence character of the children from before and after doing the application of outdoor activities showed the optimal and significant development.

**Keywords:** outdoor learning media, character of independence

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**PRELIMINARY**

Early childhood is a golden age called golden age. At this time the growth and development of children is very rapid and closely interconnected with each other such as physical growth, motor, emotional social, cognitive, language, and art. These aspects are developed to enhance and develop skills and can socialize in everyday life in order to be a good person and have a good impact on early childhood for the future.

The introduction of outdoor learning activities in children by schools since early childhood will more quickly stimulate the child's physical motor growth in aligning the power of thought appropriate to the level of motor development of early childhood so as to generate creative impact on the development of psychiatric children. Activities that seem more dominant in children in the form of motor activity since early childhood is known as an energetic soul, active and lively. Therefore, with outdoor is expected to develop the character of children's independence optimally.

Based on these descriptions, the researchers see how important the learning activities outdoors, in addition to developing the character of independence of children and train child psikomotor. For that, researchers want to study how outdoor able to develop the character of independence early childhood 5-6 years in the Playing Group Nur Hidayah District Kuningan.

**THEORY AND METHODS STUDY**

According to the Directorate of Early Childhood Education (2000: 8) early childhood is a child aged 0-6 years, which is a period of growth and development is very influential for the next life. Early childhood is also defined as a preschooler. According to Biechler and Snowman (1993) in Patmonodewo (2000: 19) are those aged between 3-6 years. They usually attend preschool programs. While in Indonesia, they generally participate in Child Care Program (3 - 5 years) and Play Group (Age 3 Years) while at the age of 4 - 6 years they usually follow the Kindergarten Program.

In view mutahkir (Solehuddin, 2003: 23) the term early childhood is a child ranging from 0 to 8 years. When viewed from the phases of education undertaken by the children of Indonesia, then those included in the group of Early Childhood is a low grade elementary school children (grade 1-3), kindergarten (TK), Play Group (Play Group) and children the previous period (infancy).

Freud's failure to cultivate a good personality at an early age will form a troubled person in his later adulthood. The success of parents to guide their children in dealing with personality conflicts at an early age is crucial to the success of children in social life in adulthood (Erikson, 1968).

outdoor activities can be said as a field trip, because with the field trip means to get a chance to observe, obtain information or review everything directly, Hildebrand (Lilis Suryani, 2008: 2). Field trips also mean bringing young children to certain objects as teaching enrichment, providing learning experiences that children do not have in the classroom. Welton and Mallon (Lilis Suryani, 2008: 2), and also gives children the

opportunity to observe and experience themselves up close. Foster and Headley's (Lilis Suryani, 2008: 2) Understanding Approach Learning Outside Class (Outdoor study) learning process for students should be really fun, so students feel at home to learn. The learning atmosphere is created so that there is no psychological emphasis for both parties, teachers and students. Learning outside the classroom (outdoor study) is one of the efforts to create learning, avoid the saturation, boredom, and the perception of learning only in the class. Approach to learning outside the classroom (outdoor study) is a learning approach that uses the atmosphere outside the classroom as a situation of learning various games as media the transformation of the concepts conveyed in the lesson. (Irawan, A. In Ginting, 2005: 37). The learning approach outside the classroom uses several methods such as assignment, questioning, and learning while doing or practicing with learning situations while playing. This out-of-class learning approach has advantages that support student learning. Out-of-school education is based on four principles that are needs, lifelong educational principles, relevance principles, and principles of future insight. The house plays a crucial first, sharp and important role in starting a continuous lifelong learning process throughout an individual's life through family learning. Basically these activities become the root for the growth of educational acts known today (sujana, 2010: 64).

This research uses a qualitative method that aims to create a description, description or painting systematically, factually and accurately about the facts, properties and relationships between the phenomena investigated and the research approach using the procedure of continuous observation to find the results of the maximum, this research is carried out 2 weeks until child achievement is achieved. According to (Sugiyono, 2012: 7) writes, "the term qualitative research is intended as a type of research whose findings are not obtained through statistical procedures or other forms of calculation." Total population of 7 students and 4 sample students, data collection techniques: observation, interview, study documentation, literature study. The steps of data collection: planning, data collection, data collection and processing, inference and presentation of data

## **RESULTS AND DISCUSSION**

According to the classroom teacher, in the application of children's character, the teacher gives a briefing on the rules of the outdoor game, then the teacher gives examples of movement in every child's games or outdoor activities aimed at the child can move with flex and lively, teachers compose simple games to grow character development the basis of which is owned by the child, then when the teacher has given an example of the behavior of the child and then follow the behavior in accordance with the teacher's character over and over again. Selanjutnya children forward in turn, the goal for teachers to know when being given traditional peacock dance learning children using varied movement of children can follow it well. After the children all come to the front the teacher gives each child a chance to remember each other's activities cheerfully given to the child, the child is invited to perform repeated outdoor activities in order to stimulate the growth of characteristic flower that is in him.

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### **1. Objective Conditions Growing Flower Character Children Before Done Outdoor Activities**

In actual conditions when the child has not gained learning to grow character through outdoor activities, the teacher asks all children questions about the preferred hobbies and enjoyments, from 17 children who choose to play outside 2 people who are fond or liked by children. This is encouraged by children who love or fondue outside the classroom. Teachers before giving the application about the growth of character by using games outside of the classroom or outdoor that in listening began to respond to outdoor activities. Learning activities in children should always be oriented to the child's growth and need a stimulus in the learning process to optimize all the character of its development. Thus the various types of learning activities should be based on the development and needs of each child. Application of Growing Character of Children Performed Outdoor Activities

### **2. The application of growth and development of character with playing program**

Play is an approach in carrying out learning, learning activities to grow children's character developed by the teacher should be done in a special situation by using strategies, methods, materials / materials and media that is interesting and easy to follow by children.

Through playing child sauce expresses what is in the mind of the child and then expressed through energetic body movements, so that the flower grows berkaktermenjadi meaningful for children through outdoor activities. When playing a child builds an understanding related to his experience. Child development is systematic, progressive and sustainable. This means the progress of the development of one aspect will affect the aspect and character of other developments.

Outdoors activities see things as a way of expressing themselves and exploring themselves and building their confidence for the better. Stimulation should be given in an integrated and sustainable so that all aspects and character of development can develop in a sustainable manner by paying attention to the maturity in the context of character development in children.

In an active, creative, innovative, effective, and fun learning process can be done by a child prepared by the teacher with interesting, fun activities, to arouse children's curiosity, motivate children to think critically and discover new things, such as developing the fondness and interests of children. Learning process in the Playing Group Nur Hidayah Kuningan District Brass District, especially on CS and HS provide opportunities for students to think, act, opinion and expression and dare to dance with confidence.

### **3. Child Growth Character Growth Results When Conducted Outdoor Activities**

Data obtained from this research is a characteristic growth in early childhood through outdoor activities in the Playing Group Nur Hidayah Kuningan District Kuningan Regency that obtained the results of observation. The observation data is done to know

the growth improvement of the character of the child through the outdoor activities, while the provision of learning through field try is done to determine the final ability in the child after given the learning of characteristic growth through the outdoor activity.

From the results of research on the subject of the researcher it can be concluded that the 2 subjects of this research succeeded in developing the growth of character through outdoor activities seen after doing 4 times the application of traditional dance peacock child active in agility and cheerfulness and self confidence, the child was enthusiastic and very happy to receive learning grow character development, because the development of teachers character that is packed with good and interesting so that children love to do learning activities through outdoor activities. So increase the growth of character of children through outdoor activities can experience a significant increase as when teachers give growth characterized through the development of outdoor activities, children are seen more active and confident.

Based on all observation data above, it can be concluded that there is an increase in the growth of character characteristic of outdoor activities in the Playing Group Nur Hidayah Kuningan Regency Kuningan better and more children understand and can perform good activities. Data show that all children who do all learning activities, for it is very good the role of the teacher provides improvement in the process of improving the growth of character that is more interesting through outdoor activities.

With this result of research is closely related to the theory The approach of learning outside the classroom (outdoor study) is a learning approach that uses the atmosphere outside the classroom as a learning situation of various games as media transformation of the concepts that are delivered in learning. (Irawan, A. In Ginting 2005: 37), explains that outdoor learning activities highlight the ability to use the entire body (or part of the body) in different ways for both expression of motion (dance, acting) and activity. Character is an example in developing the mastery of the early childhood personality tersebut. Kegiatan outdoor is one of the supporters to improve the growth of children's character, which when the child is responsible, patient, discipline and tolerance of children in stimuli to train, explore the potential and increase the growth of character that is in the child.

Therefore, the growth of character is needed and needed by everyone, especially in early childhood, both from aspect, behavior and intelligence that should always be stimulated and directed positively by the people in the environment around the child.

## **CONCLUSION**

Based on the results of discussion about outdoor activities in improving the character of early childhood independence, it can be concluded that with this research results are closely related to the theory of theory The approach of learning outside the classroom (outdoor study) is a learning approach that uses the atmosphere outside the classroom as a variety of learning situations the game as media the transformation of the concepts conveyed in the learning. (Irawan, A. In Ginting, 2005: 37) explains that

outdoor activities highlight the ability to use the whole body (or parts of the body) in different ways for both expression of motion (dance, acting) and purposeful activities.

Outdoor activities in children is one of the supporters to improve the growth of children's character, which when the child can patiently wait for his turn, confident, curiosity is high, responsible, disciplined and illuminating to his friend is the soul that is in the child.

As for the results of discussion on the outdoor activities in improving the growth of early childhood character, it is concluded from the following research questions:

1. The objective condition of developing children characterized by the teacher is relatively increased, in that case it is said through outdoor gaming activities conducted by the children in Nur Hidayah Playing Group of Kuningan District of Kuningan Regency.
2. The application of growth and development of character is pursued through the related stages of implementation in carrying out the character development of children through a pleasant outdoor activity through the stages of the movement which is held every two weeks until the children are not accustomed to become accustomed to, doing this outdoor activity requires a long time.
3. Learning outcomes for 4 meetings to improve the growth of children's character in certain forms have contributed as in the outdoor activities of children in general, especially when membangaun self-confidence and self-expression to stimulate children in stimulating children in various activities.

Therefore outdoor activities are needed by everyone, especially in early childhood, both in terms of physical, motor, behavior and characters that should always be stimulated and directed positively by people in the neighborhood of children.

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