

Implementation of Outbound Kids at Al-Mahira Kindergarten

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Abstract

This study aims to determine the application of outbound kids' games for early childhood in TK Al-Mahira, Bengkulu City. This research uses descriptive qualitative approach. The research informants in this study were class teachers who held outbound activities and the Principal of the TK Al-Mahira, Bengkulu City. The place of research is TK Al-Mahira, Bengkulu City Address Jl. Kinibalu VI No.II, Kebun Tebeng, Kec. Ratu Agung, Bengkulu City, Bengkulu Province. Data collection techniques using participatory observation, interviews, and documentation. The first is participatory observation. The results of this study showed that the implementation of outbound games in early childhood at TK Al-Mahira was well-developed and could serve as an example for other schools in implementing outbound kids' activities at school. This can be seen in the outbound implementation, there are two types of outbound activities, namely class outbound and joint outbound. The main purpose of outbound activities is to train children's cooperation and concern for others, train children's mentality in healthy competition, train independence, self-confidence, and cooperation with friends. The activity stages consist of preparation, implementation, and evaluation.

Keywords: early childhood education, application of outbound kids' game

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INTRODUCTION

Early childhood is a child who is in the age range 0-6 years. At that age, development occurs very rapidly. Early age is a very important age so it is termed the golden age. So that at this time is the most appropriate time to stimulate children's development (Mulianah, 2018). In order to be able to provide various efforts for the development and growth of children, education in early childhood is needed. Early childhood education provides stimulation or stimulation for the development of children's potential so that they become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, cute, critical, creative, innovative, independent, confident, and become citizens of a democratic and responsible (Suyadi, 2014).

Early childhood education is essentially contained in Law Number 20 Paragraph 1 Point 14 which explains that early childhood education is a coaching effort given to children from birth by providing educational stimuli to help physical and spiritual growth and development so that children have readiness. to enter further education. Therefore, PAUD provides an opportunity for children to develop their personality and potential to the fullest. The teacher is the most decisive component

in the education system as a whole. The teacher also determines the success of students. The teacher determines the success of students, especially in the learning process (Syarnubi, 2019).

One of the teacher's tasks is to prepare human resources ahead of 2030 so that it is a big job for the world of education and policymakers. Formal, non-formal, and informal education began to be intensive in carrying out model development in early childhood. One form of developing learning models in early childhood is to create a conducive and enjoyable learning environment including outbound activities at school. The game presented is not just a game but must be a quality game in helping the development of children's intelligence. Outbound activities are game activities in open spaces that require adult or teacher supervision.

According to Ceria quoted by Sobah, one of the characteristics of outbound activities is that they are full of joy because they are carried out with games (Ani Sobah, 2022). Basically, the learning done in early childhood education programs is playing while learning. The outbound game method is very suitable to be applied in early childhood learning because outbound is an activity or child's play activities in the open that is very effective in building an understanding of a concept and building behavior in a recreational atmosphere so that children are closer to nature and become knowledge for children (Hermawati, 2016).

The opportunity and freedom to do various activities will provide new experiences for children. In addition, the experience of participating in outbound will teach children to interpret teamwork as one of the keys to success together. This is because many activities in outbound use group play activities using a number of certain rules. The outbound game method is able to contribute in developing various skills including communication, cooperation, and leadership which can be implemented through game activities, simulations, and adventures.

Al-Mahira Kindergarten School is the only nature-based school in Bengkulu Province and already has adequate facilities and infrastructure to carry out Outbound activities. Al-Mahira Kindergarten School uses outdoor learning strategies by means of outbound activities which make a positive contribution to learning success. Based on the observation results, it can be seen that the students of Al-Mahira Kindergarten in Bengkulu City have a high enthusiasm for learning, the majority of their students are very active and really love nature. Therefore, the researcher is keen to learn more about how to introduce outbound games to kids in Kindergarten Al-Mahira, Bengkulu City. For this reason, researchers conducted research with the title "Implementation of Outbound Kids at Al-Mahira Kindergarten".

METHODS

This study uses a qualitative descriptive method. The rationale for using this method is that the research wants to understand the phenomena that exist in natural conditions. In addition, researchers need to go directly into the field with research objects so that qualitative descriptive methods are more appropriate to use. In accordance with the problem that the focus of this research is a descriptive description of the implementation of the outbound kids' program in TK Al-Mahira, the researcher uses a qualitative approach by describing the data that the researcher obtained as a result of a study. By using this method, the researcher will get the data as a whole, and can be described clearly so that the results of this study are truly in accordance with the existing field conditions.

Informants are people who are estimated to master and understand data, information, and facts from an object of research (Bungin, 2007). The informants in this study were class teachers who held outbound activities and the Principal of the Al-Mahira Kindergarten, Bengkulu City. The place of research in this study is Al-Mahira Kindergarten, Bengkulu City, Addressed Jl. Kinibalu VI No.II, Kebun Tebeng, Kec. Ratu Agung, Bengkulu City, Bengkulu Province. The reason for taking this location is that the Al-Mahira Kindergarten school in Bengkulu City is the only school in Bengkulu

Province based on nature, the learning strategy in the open by carrying out outbound activities, and the facilities and infrastructure for carrying out outbound activities are adequate. The research subjects were group B children totaling 40 children.

Data collection techniques using participatory observation, interviews, and documentation. The first is participatory observation. In this study, researchers used participatory observation techniques in which researchers were involved with the daily activities of objects to be observed and used as research sources (Sugiono, 2016). Second, interviews. In this study, researchers conducted qualitative interviews in which qualitative interviews required questions that were generally unstructured and open in nature to elicit opinions from the participants (Creswell, 2012). Third Documentation, in this case, the required documents such as activity photos.

FINDING AND DISCUSSIONS

Al-Mahira Kindergarten School, Bengkulu City, is an educational institution that uses outbound games as learning media. Outbound games are activities that are adventurous and full of challenges as a learning process to discover and recognize children's potential so that they can recognize themselves. Outbound activities are an approach to learning through experience. In general, the implementation of the game must be planned in advance by the previous teacher so that the results are optimal. The process of implementing outbound games is carried out in the open. Outbound games for group B early childhood consisted of holding water with a pipe, games by moving the ball according to color, traditional games such as single clogs, flying fox games, and games of creeping with rope obstacles.

Based on the results of interviews with the Principal of Kindergarten Al-Mahira Bengkulu City. There are two types of outbound activities, namely class outbound and group outbound. It is known that the class outbound is scheduled every Wednesday. In its implementation, it consists of various kinds of outbound, ranging from modern and traditional games. The implementation system is adjusted to each class. Usually, outbound activities do not have to use fancy tools and materials, but the tools and materials around are adapted to the needs of the class and in accordance with the needs and development of students. Outbound together is usually held once a semester with family gathering activities carried out with parents and students. Places for outbound activities can be at school or outside school.

According to the Principal of Al-Mahira Kindergarten, the main purpose of outbound activities is to train children's cooperation and concern for children towards others, train children's mentality in healthy competition, train independence, self-confidence, and cooperation with friends. The impact of carrying out outbound kids' activities is that children are more enthusiastic, enthusiastic and have high creativity because sometimes children give creative ideas to create new games in outbound kids. This is in line with research conducted by Aini et al. who mentioned that some of the benefits of outbound games include: establishing effective communication, being able to do team building, learning to do problem-solving, fostering self-confidence, learning leadership, establishing cooperation in teams (synergy), playing entertaining games (fun games), learning to concentrate or focus attention, practicing honesty and sportsmanship. Outbound is actually a training activity that requires great physical endurance. In it, the participants go through a tough and risky adventure (Aini, et al., 2022).

Teachers have a very big role in designing outbound activities that can really provide learning experiences for children. The teacher is required to be able to carry out its main function in encouraging the active participation of children in the play experience, guiding the process of reflection on the experience that has been obtained, assisting children in concluding concepts based on the results of reflection so that new understandings are formed and providing stimulation so that the behavior that emerges based on this new understanding can be applied in everyday life. In

relation to the function and role of the teacher as a facilitator, teachers are expected to have basic competencies as outbound facilitators including competence for outdoor learning, competence for operational equipment for outdoor activities, competence for determining the location of outdoor activities, and competence for preserving the environment.

The Al-Mahira Kindergarten class teacher who held outbound activities explained that in order to organize outbound activities that truly contain experiential learning, preparation and equipment and special skills are needed in its implementation. Preparation before outbound is based on games that children like according to the needs, development, and age of children. There are three stages before carrying out outbound activities including: 1) Preparation. At this stage, first set the goals of the outbound activities. So that it can design the activities to be carried out including choosing a location or place to be carried out a place survey by the committee team from the Al-Mahira Kindergarten School, formulating activity material, types of games (games) according to the needs and development of children, facilities, and infrastructure has been tried by the teacher and adjusted to the age of the child; 2) Implementation. At this stage, outbound activities are usually carried out in the open but can also be carried out indoors. Beginning with the opening, ice-breaking/energizer, forming groups, doing various types of games, reflection, and closing; 3) Evaluation. At this stage, an assessment is carried out systematically to determine the extent to which the objectives of the outbound activities are achieved by students, in accordance with the direction and objectives of the outbound activities.

Outbound activities can build and increase self-confidence for children who do them in which there are sports games that are challenging and require a lot of thought but are very fun. So that the implementation of outbound has a very important meaning for many parties such as activity participants, schools, service teams, and for universities. It is said so because the activity participants, in this case, the Al-Mahira Kindergarten, Bengkulu City, have the objectives of physical education as 1) A place for fostering national character, 2) Development of body organs to improve physical health and fitness, 3) Neuromuscular development, 4) Development emotional mental, 5) Social development and, 6) Intellectual development.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of outbound kids' activities makes a positive contribution to learning success. Outbound activities can build and increase self-confidence for children who do them in which there are sports games that are challenging and require a lot of thought but are very fun. There are two types of outbound activities, namely class outbound and group outbound. the main purpose of outbound activities is to train children's cooperation and concern for others, train children's mentality in healthy competition, train independence, self-confidence, and cooperation with friends. The impact of carrying out outbound kids' activities is that children are more enthusiastic, enthusiastic and have high creativity because sometimes children give creative ideas to create new games in outbound kids' activities. There are three stages before carrying out outbound activities including preparation, implementation, and evaluation.

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