Design Early Childhood Learning Program in Early Childhood Outdoor Learning

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Abstract
This study aims to describe the design of early childhood outdoor learning in accordance with the needs and development of children. Children's learning is a major part of shaping a child's personality that is superior, has integrity and is a responsible human being. Children's education needs to be formulated and planned well so that children grow with maximum potential in the future for a better life. Children's education in Indonesia is growing quite rapidly. There are several formal and non-formal children's education programs, kindergarten (TK), RaudotulAthfal (RA), Play Group (KB), Early Childhood Education (PAUD), Similar Paud Unit (SPS), and others. However, not all children's play spaces have measurable programs to stimulate children's development. In this study trying to develop appropriate learning programs for children. This study uses a descriptive method that describes how early childhood learning development in RPTRA can stimulate aspects of child development, language, cognitive, motor, social, emotional and artistic. These aspects are the six aspects of development developed in Indonesia. Through the development of learning, children can play well in outdoor area.

Keywords: Learning Design, Early Childhood Learning, Outdoor Learning.

Introduction

Early childhood education is the first and foremost education for humans in life. Early childhood education is the initial foundation for children towards the next life. Early childhood, who are in the golden age, are in the development phase of all aspects of development rapidly. Physical, motor, language, cognitive, social emotional.Sinaf-brain of a child thrives to flourish. As many as 80% develop at an early age and the rest develop at age 8 to adulthood. Concentration on early childhood has become a major concern and is becoming increasingly intense based on the importance of early childhood education. Because early childhood will not be repeated, children are unable to repeat their golden phase and parents are unable to return children to that phase. Parents, educators, adults, the community, and the government must work together to realize good and quality education to realize a golden generation with integrity.

Children who get the right stimulation and intervention will find their potential and success quickly too. Children who are less or even not getting good stimulation will look for their identity longer.Several studies have shown that learning programs given to children will have positive and negative effects. This depends on the program provided to the child. If the child is in a good, positive, and productive environment, the child will get good stimulation. On the other hand, children who are in a negative environment find it difficult to be stimulated and develop well.In that context, the Provincial Government of DKI Jakarta with a vision to make Jakarta a smart city (smart city) that is child friendly. Jakarta The capital city of Indonesia is a city that pays important attention to the maximum growth and development of children. This is

indicated by the creation of several child-friendly spaces in each *kelurahan*. The child-friendly space which was then called the Child Friendly Open Public Space (RPTRA) has been present during the community, which is the answer to the decreasing space for children to play and carry out daily activities.

Based on observations made at the RPTRA Bahari, South Jakarta, for example, outdoor programs conducted for early childhood are seen as still not stimulating children's development and growth. Outdoor programs run by managers and instructors are still incidental, conditional, and unstructured.A good learning program must determine the goals to be achieved. Handling of early childhood cannot be done without planning and preparation. Clear planning is needed so that children are not treated with inappropriate approaches or even approaches that are detrimental to children. Inappropriate actions will greatly affect the subsequent development of the child. As Montessori said, only in an environment that is appropriately and correctly designed, children can categorize their perceptions, which in turn will shape their true understanding of the realistic world (DadanSryana, 2016). Children who are given a positive approach will become strong and strong personal. On the other hand, a child who is given a negative approach will give birth to children who are weak, ungodly, and even become a burden to life.

This study seeks to create a design for a child's stimulation program that is suitable for children's development, creating a child-friendly outdoor learning program. So that outdoor learning in DKI Jakarta can be carried out properly and make it a constructive, educative, and child-friendly children's playground.

Literature Review

Early Childhood Learning

The formal definition of Early Childhood Education varies, adopting a holistic approach: Early Childhood Education supports the survival, growth, development and learning of children including health, nutrition and hygiene and cognitive, social, physical, and emotional development from birth to entry into primary school at school formal, informal and non-formal arrangements(Aktürk& Demircan, 2017; Brandes-Aitken et al., 2019; Thulin & Jonsson, 2014).Early Childhood Education Programs cover a very wide range of settings, from childcare programs to community-based childcare, centre-based provision and formal pre-school education, often in schools. Programs usually aim at two age groups: children under 3 and those from age 3 through to primary school.

Early childhood development refers to a combination of physical, mental, and social development in the early years of life dimensions that are generally handled by integrated ECD programs(Di Maggio et al., 2016; Veldman et al., 2016, 2019). These programs include interventions to improve nutrition, health, cognitive development, and social interaction of children in the early years (Myers & Young, 1997). Early Childhood Education is an activity that takes place before school age. In this case preschool is part of early childhood education. The goal of early childhood education is the development of a child's all-round personality. Apart from education and teaching, early childhood education also includes basic care. Early childhood education should help children become ready and mature for smooth transfers to school (Härkönen, 2015).

Early childhood education is a very diverse field serving children from birth to age 8. During these years, children participate in a wide variety of care and educational settings. Regardless of where they work or what their specific position is, however, early childhood teachers are professionals. This means that they make decisions based on specialized knowledge, continue to learn throughout their careers, and are committed

to providing the best possible care and education for each child. The opportunity to make a difference in this interesting field has never been greater.

Early Childhood Education refers to programs for children based on an explicit curriculum delivered by qualified instructors and designed to support children's development and learning. Arrangements can include childcarecentres, nursery schools, preschools, kindergartens pre-secondary and kindergartens. Attendance is regular and children can participate alone or with a parent or caregiver.

Child Friendly Integrated Space

Development is a process of change in which children learn through interaction with adults, objects and the environment. Likewise, learning is considered an important part of the development process and the outcome of children's development. Therefore, the ECD program is important for the holistic development of children. These programs can improve physical health and motor development, social and emotional development, language development and basic cognitive skills. Early childhood education helps children get the best start in life, giving them a solid foundation for future success at school. socially and emotionally and in all aspects.

According to Bloom's theory, there are three elements that influence student learning: cognitive entry behaviour, affective entry character, and teaching quality. Bloom emphasizes that "the cognitive and affective outcomes of instruction act as cognitive entry behaviour and affective entry characteristics for subsequent components of instruction (Burns & Gentry, 1998) Therefore, students who initially received low-quality teaching would be less successful with subsequent topics related to the quality of their initial teaching. Students with high teaching quality do not suffer from complicated problems from those who have lower levels of teaching, and will instead approach new problems with trust and motivation, because they will have a better understanding of the prerequisite items needed to new teaching unit (Burns & Gentry, 1998).

In addition, the learning environment must offer a place for children's academic improvement (Catania, Lowe, & Horne, 1990) in structured educational settings. Although children can make mistakes in solving math problems, they usually do not receive frequent feedback and explanations from the instructor, which assists them in developing math and problem-solving skills (Siegler, Shrager, &Sophian, 1984) In an academic setting, teaching practice children and the amount of time spent studying academic subjects influenced children's higher levels of accuracy in mathematics (Cahan& Cohen, 1989). Overall, the Bloom model shows that a high-quality ASP contains structured learning, educational material, and regular feedback. of instructors or staff will have a stronger positive impact on participants' academic development than unstructured parenting settings (e.g., relative, self, parental care) (Park & Zhan, 2017)

A connection was demonstrated between recent findings in brain research and principles of appropriate practice development to explore implications for early childhood learning environments and teaching practice. New research into how the growing mind learns appears to support the value of NAEYC's constructivist approach to early childhood education where the environment is designed to capture a learner's attention, foster meaningful connections with prior understanding, and maximize short and long-term memory through active patterning and problem solving. Each unique learner needs to feel challenged, but not afraid, so that stimulating experiences generate exchange of ideas and promote deeper understanding (Rushton & Larkin, 2001).

Gifted adolescents are in high school and benefit from a classroom environment that

supports their social and emotional development. Teachers from gifted youth must create a classroom environment where young people know it's safe to be smart and where they feel valued and respected for their intelligence, creativity, and passion. By leveraging available strategies for creating such an environment, teachers improve the psychosocial well-being of gifted adolescents (Hébert et al., 2015). Although the quality of the home environment contributes to the development of all children, it may be especially important for children of certain ages and from certain backgrounds. For example, the quality of the early home environment plays an important role in determining the developmental trajectory of very young children, and is a predictor of their later cognitive, academic, and behavioural functioning (Bradley &Mckelvey, 2011) In addition, research shows that a stable and providing stimulating and sensitive experiences at home may be especially important for children living in other poor and high-risk environments.

Despite increasing evidence of the benefits of a high-quality home environment, there is a lack of research specifically aimed at the effects of an early care environment on the functioning of young people involved in the child welfare system. Four hypotheses were proposed: (1) a higher number of children at home would be associated with less positive child outcomes; (2) placement stability (eg, fewer places outside the home) during infancy which will positively affect the well-being of preschool children; (3) a high-quality early home environment (ie, cognitive stimulation and emotional support) will positively affect the well-being of preschool children; and (4) placement stability will moderate the effect of a quality care environment on child outcomes so that experiences of a high-quality parenting environment will have a greater effect on child outcomes for children who experience a greater number of feeders than placement

outside the home (Harden & Whittaker , 2011).

In that case, early childhood education requires a smart environment to develop children's basic abilities. An intelligent environment is a physical environment that is enriched with sensing, actuation, communication and computing capabilities that aim to acquire and utilize knowledge about the environment so that it can adapt to the preferences and requirements of its population. In this domain, there is a need for tools that support application design and analysis (Cicirelli, Fortino, Guerrieri, Spezzano, & Vinci, 2017). DKI Jakarta's child-friendly open public space (RPTRA) is a public space provided by the DKI Jakarta government to facilitate play and learning spaces for children and the community. RPTRA is an artificial environment created to educate the public and as a forum for developing creativity and a playground..RPTRA is an intelligent butan environment which is a physical environment that involves feeling, initiative and creativity to be able to interact and communicate in developing knowledge. In other words an intelligent environment is an environment that can develop the potential and competence of children.

The development of RPTRA into a space that can facilitate and educate children in particular needs special attention. RPTRA development is carried out by creating programs that are in line with the stated vision, namely as a child-friendly integrated space. As a child-friendly integrated space, RPTRA requires programs to maximize child development.

Methods

This research method uses descriptive qualitative research that presents a literary study then explains in a narrative the learning design that will be developed.

Results

The development of children's learning programs in outdoor learning is made according to the context and content needed

in children's learning. In this case, we develop learning by analysing existing needs and then adjusting them to the child's developmental stages according to their age. It is hoped that adjusting children's learning according to their age will lead children to become mature individuals, good at making decisions and to become individuals who are responsible for themselves and their families.The learning development design used in this study is an adaptation of the Dick & Carey model can see in figure 1.
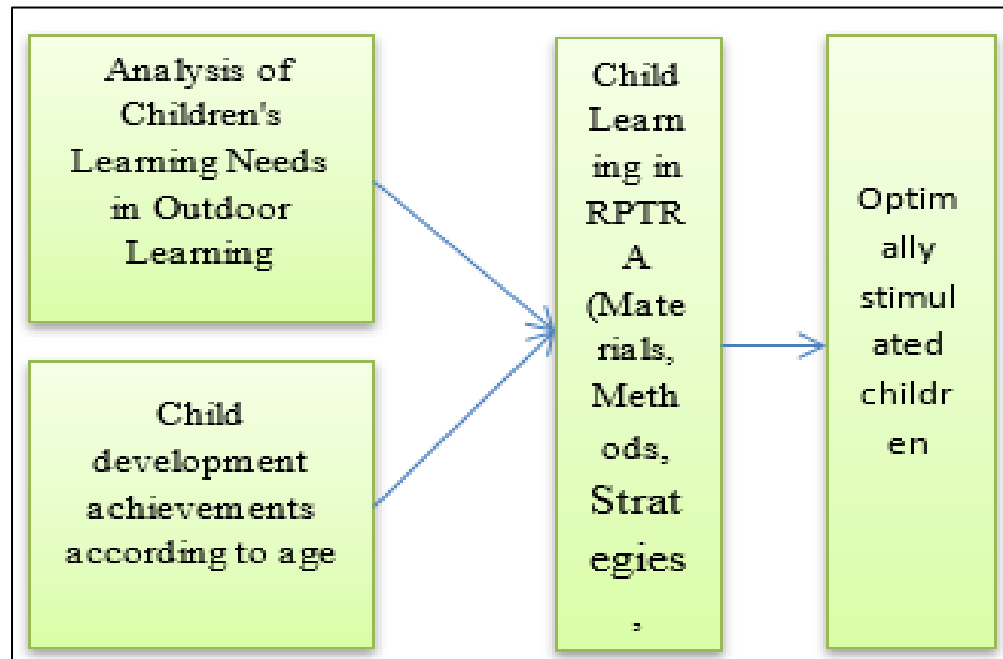

Figure 1. Early Childhood Learning Program Design in Outdoor Learning

Conclusion

Development of early childhood learning in outdoor learning that can stimulate aspects of child development, language, cognitive, motor, social, emotional and artistic. These aspects are the six aspects of development developed in Indonesia. Through the development of this learning, children can play well in outdoor learning. The results of the study conducted show that the design of children's learning in outdoor learning is very much needed to be able to aid instructors or managers in carrying out learning approaches that can maximize children's potential.

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