Boost The Standardization Thinking with The ABCD5E Learning Model and Various Learning Model Approaches

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Abstract

The teacher competence achievement would never stop, it meant that competence must always be developed and aligned with the needs in accordance with the era. A teacher must be adaptive to educational needs that are not according to standards only. The objective of the paper is a reflection of the implementation of early childhood learning in Indonesia generally and the authors institution particularly. Writing was done through self-reflection followed by a review of the Project and Nature Base Learning Approach theory. The results indicated that there was a reflection on the design of the ABCD5E learning model development which then needs to be reviewed by adopting the good method used in the Project and Nature Base Approach learning models.

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INTRODUCTION

In accomplishing their duties, teachers should endeavor to fulfill the main tasks and functions. One main task is educating students through teaching-learning activities. During the education process, teachers have a chance to develop models, methods, and strategies based on the condition or culture (Nuh, 2014). Learning models in early childhood education (PAUD) in Indonesia are basically good; however, the implementation needs to be improved. The use and the implementation are still focusing merely on how to distinguish one model from another, how to manage environment setting during teaching-learning activity, and less focusing on students’ process during playing time. Teachers’ work is considered good if their administrative tasks are completed and fulfill the accreditation standard. A good teaching-learning activity lies not only in the administrative task, but also in how teachers can take meanings from the learning process with students. Does the learning process support student development? Does the student develop based on her/his passion?

The achievement of teacher competence is indefinite, meaning that teacher competence is always developing to fulfill the needs in the current era. A teacher must be adaptive to education needs (Wati & Kamila, 2019). Students, in their era, from different generations, with different family backgrounds, certainly require teacher creativity in presenting education. However, according to the author of this paper, standardization leads to the limited way of thinking. Learning activities conducted by most authors’ colleagues in the same district still indicate the use of teaching models and approaches that merely focus on complying with the standards. The standard of learning model and implementation guidelines can be improved.

Based on the observation of the surrounding early childhood institutions, at the district level, city level, province level (in Central Java), or national level (outside Central Java), they endeavor to provide early childhood education that complies with the standard of early childhood 2013 curriculum. The 2013 Curriculum of early childhood education is primarily ideal, however, the work is evaluated based on how far the administration standard is fulfilled, for instance through accreditation. This is in line with the statement by Firiyah, S.Pd. as the assessor of early childhood education during the interview on August 25th 2021. Based on the explanation in the 2013 curriculum, the approach of early childhood education is student-centered. In reality, there found difficulties in building a student-centered approach. Student-centered approach as defined in the 2013 Curriculum, Article 11 b, is a learning process that involves interactive, inspirational, fun, contextual, and student-centered games so that students can actively participate, to accommodate students’ initiative, creativity, and independence based on their ability, interest, physical and psychological development of the students (Permendikbud, 2014). The understanding of student-centered learning is also less optimal in the authors’ institution.

Revisiting the past two years, the authors and the institution development team has been trying to develop a learning model called ABCD5E, which refers to a learning model that aims to stimulate students’ critical thinking, collaborative, communicative, and creative. This project started when the Indonesian Minister of Education provided freedom for teachers to teach students. Freedom of learning that we are supposed to understand in terms of early childhood education is freedom for students to play (Director General of Teachers & Education Personne, Ministry of Education and Culture Republic of Indonesia, Iwan Syahril, Wednesday (28/10/2020). This policy provides us a room to develop learning. This motivates us to try new things transparently and to be accepted by the policy makers. We push ourselves to exceed the standard, but we still need to sharpen the learning approach in our new design of learning model. We use project-based approach and nature-based approach.

Reflecting on the real condition, the problem is not on the type of learning models/approaches/strategies, but on the content being learnt in the model. This is in line with the
explanation that “Maybe many of the teaching methods used are excellent, but if the statement of content is taken as setting out what is to be learnt” (Hirst, 2009). We come up with a question, whether student-centered learning has been well-implemented. The writers of this paper assume that teacher’s understanding of student-centered learning model is important so that the learning process can be achieved, instead of fulfilling the work standard and administrative tasks. There are many learning approaches in education, so which one is the most suitable to be adopted in our institution based on the curriculum characteristics in Indonesia?

This paper aims to reflect on the learning process. A reflection paper consists of statements regarding student learning results and experiences (Novitasari et al., 2019). This paper reflects the implementation of learning in early childhood education which is nationally standardized. This reflection paper describes the observation results and the authors’ experience by reviewing project-based approach and nature-based approach, as well as the ABCD5E learning model to boost the standardized way of thinking. In this paper, the authors explained the assumptions of learning approach suitable to be adopted in ABCD5E learning model that we have developed, especially based on the characteristics of the Indonesian curriculum.

METHODS

The writers conducted a literature review of several studies. The results of these studies were analyzed and reflected in the implementation. The studies were related to the topic Project-based Approach and Nature-based Approach as well as ABCD5E learning model. The researchers obtained data from the interview with many direct sources such as the practitioners of early childhood education, the assessor of early childhood education from many regions in general, and the implementer of ABCD5E learning model in specific.

RESULTS AND DISCUSSION

The reflection results indicate the need for more references to develop the learning model initiated by the writer and the development team in our institution. An ABBCD5E learning model was designed and implemented as a learning model in kindergarten. One objective of designing this model is to stimulate students to think critically, collaboratively, communicatively, and creatively. Therefore, we have to review project-based approach and nature-based approach to be adopted as the development of ABCD5E model, particularly in the learning process based on the literature review as follows:

The results of the study by Ayla Arseven entitled The Reggio Emilia approach and curriculum development process conveyed that Reggio Emilia is an alternative approach to teach students and generally have constructivist education quality. This approach facilitates students to solve a problem by themselves, belongs to student-centered, and allows family, society, as well as teachers to take part in this approach. It is important that students participate in learning activities and actively take part. Students that grow up using the Reggio Emilia approach will become the ones with high self-confidence, good personality, and high solidarity (Arseven, 2014). In the RE approach, students have an opportunity to do in-depth investigation, to search and ask about what they see, make a hypothesis in solving a problem, predict the results, experiment, and reflect their investigation (Hewett, 2001)

The paper written by Ann-Marie Clark on Changing Classroom Practice to Include the Project Approach stated that “It is reasonable to assume that teachers new to the Project Approach may continue to use the customary processes of systematic, direct instruction (traditional pedagogy) to cover the content of the project and have children produce prescribed results. In such cases, the
teachers' filters (from preexisting general pedagogical knowledge and beliefs) may prevent them from recognizing that there are other ways to offer opportunities for learning in their classrooms. Some that are likely to develop their children's intellectual capabilities as well as foster their academic skills. (Clark, 2006). This argument proves that project-based learning still provides an opportunity for students to develop their intellectual abilities.

In the article of Judy Harris Helm Lilian G. Katz (2016), the interest in project-based approach has been increasing consistently in the past three decades. More teachers reported their experience in journals and conferences. Project-based learning has developed rapidly and become an integral part of planning for 21st-century schools. Projects from schools around the world with students of all ages were presented in this article.

In the book written by Carrolyn Edwards at all, it is mentioned that another value of project work is that extended studies of particular phenomena undertaken in project work give young children an early experience of knowing and understanding a topic in depth. As Inagaki (1992) pointed out, having experience of knowing a topic in-depth can be highly rewarding for young children. Such early experience of feelings of mastery can also cultivate and strengthen a disposition to seek in-depth understandings of topics a disposition that can serve children well throughout their development and education.

Johnstone in his article entitled Nature-based early childhood education for child health, wellbeing and development: a mixed-methods systematic review protocol elaborated that the effects of engaging with nature in childhood are potentially wide-ranging and may extend beyond the health benefits of participating in active outdoor play. Recent literature reviews have suggested that engagement in nature improves a range of physical, social, emotional and cognitive outcomes (Johnstone et al., 2020)

The study by Handayani, et al (2021) indicated that through ABCD5E learning model during the implementation of Assisting Teachers and Education Personnel in On The Job Learning 2 using ABCD5E learning model in the Collaboration Program of Teachers and Education Personnel (GTK) in early childhood education by Kemdikbud 2020, the teachers and education personnel are able to solve their problems in the learning process. ABCD5E model can stimulate students to think critically, communicatively, collaboratively, and creatively. ABCD5E learning model as initiated by Handayani, SW. with this team aims to help teachers make lesson plans, implementation, and evaluation based on the principles of 21st learning. Using ABCD structure ((Audience, Behaviour, Condition, and Degree), teachers formulate learning objectives using operating words. 5E is adoption from Robert Kurplus' theory developed by Robert Baby. 5E includes Engagement, Exploration, Explanation, Elaboration and Evaluation (KACAR, 2013).

Based on the above references, project-based approach can be adopted. According to the writers, it is very possible to adopt various approaches as mentioned in the previous sections. Considering the great effect of students' development, there should be a procedure and technique on how to involve students in solving problems, so Indonesian students are able to perform this. The differences in culture make us wiser in adopting and applying the learning approach. The strategy of how a teacher implements good values of the above approach will make us get accustomed to doing not only the standardized activity, but also those affecting learning quality and their effect on our students.

CONCLUSION

The courage to apply this successful practice helps our way of thinking to accomplish teacher duties not merely to fulfill the standard. Project-based Approach and Nature-based Approach are assumed to improve the standardized way of thinking. Various approaches can be adopted wisely
which is suitable with the culture in our country. The working procedure of Project-based Approach and Nature-based Approach in teaching our students can be implemented in the teaching process with a proper design which is suitable with the learning model to be developed. One learning model that is developed based on the three approaches is the ABCD5E learning model. The author assumed that the three approaches will positively affect the implementation of the ABCD5E learning model.

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