# ANALYSIS INDOOR AND OUTDOOR SETTING OF THE LEARNING PROCESS IN KINDERGARTEN

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**Abstract**

Early childhood education seeks to create an environment and provide stimulation and good service for the development of various potential children. Efforts that can be made to to develop and optimize these developments one of them by preparing the environment based on the interests of children. This research was conducted qualitatively by using case study method in which the researcher observed and interviewed principals and teachers about the placement of children's learning area, especially in kindergarten. This research was conducted on one kindergarten located in west java bandung district of west java. These results are presented in the form of descriptive analysis. Analysis of observation can be reviewed in terms of indoor and outdoor in preparing the setting of children's learning area. Many factors that can affect the setting of learning areas for children and one that can affect is the growth and development affect the stage of children.

**Keyword**: setting learning area and early childhood education

## INTRODUCTION

### The Preschool Environment

Understanding young children's perspectives about their environment is important and should be taken into consideration in research as well as in practice. By knowing what young children think, adults – especially parents and teachers – should get the hang of these young children's emotions, needs, interest and preferences much better and probably could offer a more meaningful learning experience for the children by acknowledging and providing materials and experiences of importance to the children's interest. However, there is a question on how far do adults – especially the teachers – took the children's perspectives about the environment into their consideration. It is important for adults to really apprehend what children think and see as children's views about the environment and the world, for it may not be necessarily the same as how adults view the world, and it is a false impression for adults to assume that children have the same reason of what they see around them. (Nadiah, 2010).

This environment covers all aspects that affect the learning area. The environment should be in accordance with the stage[s] of child development and can be used as a means to attract children. New Zealand is one of the countries with the highest literacy rate in the world, it is achieved, among others, by making the group in the learning process in an arrangement of area settings (Kasten & Clarte, 1993). In addition, there are also cases in the State/ country Australia due to the arrangement of the classroom in the learning process wherever setting the learning area was not only could be done at school, but the home and playground environment can also affect the stage[s] of child development.

The evidence suggests that the family is a critically important influence on, and quite possibly the major force behind, the etiology of creative behavior (Dacey, 1989). The environments in which children work, play and live can encourage or discourage the expression of creativity. Current thinking emphasizes that all young children evidence the potential for creativity (Isenberg &Jalongo, 2001; Mayesky, 1998; Tegano, Moran & Sawyers, 1991), and that parents and teacher attitudes and behaviors that devalue creativity will thwart its development (Roeper, 1977; Wright & Wright, 1986)

### The Importance of Providing a Conducive Environment for Children

The children's learning ways and habits in their environment should be considered well. So many hypotheses and curiosity of children should continue to be facilitated well and satisfactorily. The behavior of observing, socially interact, take everything they find into their mind, the habit of asking, and the courage to convey the answers, the ability to adjust their comprehension with new information are need to be continuously stimulated, facilitated and optimally developed. This requirement becomes of great importance if we realize that children need a good environment for future investments and practitioners they would be (Nugraha, 2003). We shall viewing children as an investment, for the preschool children are in a golden

age, the period of sensitivity. Children are sensitive to receive all the stimuli, that is, their physical and psychological functions are ready to respond to any stimulus provided by the environment. Thus, the environment as an element that supplies or provides some stimulus needs to receive a serious attention. The permanence of the environment provided will have an effect on the process and outcome of the child's behavior development, either directly or indirectly. Gagne (Muhibin, 1998) suggests that children's learning outcomes are influenced by the environment. Environment is a key determinant of the success in building children's abilities and behaviors. The implication is that the providing of the environment for children should be given priority, so as to create a systematic, planned, organized learning environment and get the positive response from children (Semiawan, 2002).

**Area Setting**

In early childhood education, learning centers are designed areas that contain planned learning activities and materials. During free play time, children are encouraged to work from one learning center to the other at their own pace, and teachers are free to walk around the classroom, introduce new materials to children, facilitate and support children's learning and evaluate children's use of materials and learning experiences. The common learning centers include art, block, computer, manipulative, science, dramatic play, language and reading, and sensory centers (Kostelnik, et al., 2004). Each learning center can offer opportunities for exploration of science. For instance, in an art area, children combine different colors of paints and discover new colors. In the sensory area, children play with a set of measuring cups or different sized containers and find out how many small containers of water it takes to fill a cup. The science area is where children explore, experiment, and practice scientific skills, such as observing, classifying, comparing, communicating, inferring, predicting, and concluding (Croft, 2000). A science area should be located in a sunny area of the classroom, with a low table displaying materials that children can explore freely. It should include open ended materials and keep them up to date, and should be accessible to children with different experiences and backgrounds (Harper-Whalen &Spiegle- Mariska, 1991; Kostelnik et al., 2004; Rivera, 1998; Worth & Grollman, 2003).

**RESEARCH METHOD**

The research method used in this article is a case study method. The school that became the object of research is in The Regency of West Bandung, in Alam Sanggar Indah Residential, TK Bina Insan Qur'ani. The reason why this kindergarten was chosen to be the research object is for this school was newly established in 2016 and carries a different learning setting (*Calistung – Baca, Tulis, Hitung: Reading, Writing, Counting*) compared to other newly established kindergartens. This school became one case that can be used as research materials for many other kindergartens in the area are also based on *Calistung* but with a less friendly classroom setting for children, therefore the researcher chooses TK Bina Insan Qur'ani as the object of research.

**RESULT AND DISCUSSION**

The results of observations conducted by the researches in the field indicate that the very kindergarten has a quite well management. This can be seen from the implementation of the classroom settings which performed on a weekly basis and whenever a particular theme requires outdoor set arrangement, the learning activities of children can be done outside the classroom accordingly. Outdoor play has been an integral part of early childhood education and hence housing facilities. However, concepts about the values of certain types of play have changed over the years. Outdoor space should provide opportunities for activities similar to those conducted in the indoor space (Anita & John, 1992).

Figure 1. Children plant rice in paddy fields

One of the outdoor activities undertaken by the kindergarten is to play activities while learning in the fields. The activity was setting in the rice field area not far from the school environment. The selection of area for this activity, even though, is fairly simple, on deck and cheap, but it is a hands on experience for the children. The selection of outdoor settings also cannot be separated from the specifications of the outdoor learning environment. Among them:

1. The chosen area shall facilitate the children's activity supervision
2. The better soil structure, in Figure 1 it can be seen that the paddy fields have a contour that safe for children, for it is mushy and

soft; therefore, this activity can stimulate the physical motor of the children.

The selection of the setting both inside and outside the classroom has an impact on the children's activity; for example, in outdoor activities in figure 1, the children engage in rice-growing activities in the paddy fields, these activities can provide a stimulus to their cognitive development. In addition, rice planting activities can be a reference in the motor physical activity associated with holding rice and walking backwards (*tandur*). Children also obtain a knowledge that the rice they eat comes from rice crops. The selection of outside the classroom setting becomes one of the learning implementation alternatives in stimulating children's development (Mariyana, 2005). TK Bina Insan Qur'ani is not not teaching *calistung*, but they are diverting the abstract numbers and letters according to the child into concrete form, through the management of a good class setting then this can be done.

Especially, programmes of outdoor play often focus on physical activities and recess, rather than encouraging cognitive skills and social interaction (Davies, 1996; Johnson et al., 2005). Furthermore outdoor play takes time away from academic activities in many schools (Pellegrini & Bohn, 2005; Sutterby & Frost, 2002). The developmental and educational values of outdoor environments are related to their distinctive features, which provide opportunities for particular types of play. One distinctive feature of the outdoors, particularly in comparison with the indoors, is the greater space and freedom of movement available for children. Another feature is the different types of equipment and materials that can be provided in outdoor settings (Davies, 1996; Greenman, 1988). These features enable children to engage in a variety of large muscle activities. The natural materials, sand, water, and mud, are extremely versatile because they have no predefined form and can be shaped and modelled by the containers in which they are placed. Adding all sorts of tools to these basic materials greatly increases their potential (Prescott, 1994).

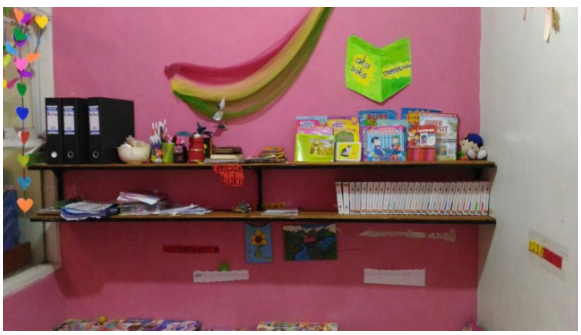

Figure 2. Preparation center

This kindergarten adopts the central setting classroom management. Each one room can be created into two centers at once by utilizing the existing rooms in the school. The indoor setting can also be managed by teachers who will be in the particular center. For example, the KG B's teacher who will be in the preparatory center, so the teacher can set the class according to her/his creativity and the characteristics of the children who will be in the center. Another example, for the art center with the activities of playing drama of the traffic, teachers can utilize the street in front of the school as a scene for the performance drama. Of course, this must be equipped with signs so that the children can perform safely, comfortably and happily. The indoor class setting in Figure 2 indicates that not only counting can represent numbers, but the objects that surround the child can be used as a means in the learning process. The management of central class settings can be managed by teachers, both inside and outside the classroom. Hirose, Hinobayashi, and Minami (2007) examined the influences of indoor and outdoor settings on various aspects of children's play (i.e. cognitive play, social play, and types of objects used). In indoor settings, children frequently engaged in conversations with peers and participated in dramatic play or games with rules with toys. In outdoor settings, children frequently engaged in exploration, manipulation ofmaterials, functional play, and locomotion.

Based on the results of the above analysis, it is found that the management of the learning environment in kindergarten schools constitutes a means to provide space for activity, creativity, exploration, experimenting, express themselves to gain new concepts and information as an outcome of learning process. To achieve good results, the management of this learning environment should be coordinated and integrated in accordance with the school situation. The learning centers setting in schools not only aims to get a learning center that has adequate infrastructure, but also to stimulate the children's development. In addition, the placement of learning center settings should also consider the aspect of effectiveness related to the daily activities of children. Bredecamp & Cople (1987) suggests that the education of kindergarten children is intended and designed to serve and enhance the intellectual, social, emotional, language, and physical development of children.

Therefore, the role of the play environment in day care centres, preschools, and kindergartens is important to understand (Johnson et al., 2005; Pellegrini, 1984; Pellegrini & Perlmutter, 1989; Smith & Connolly, 1980). In these group childcare

settings, children's play is mainly divided into indoor and outdoor play. These two domains differ physically, socially, and culturally and with respect to the play behaviours that happen there (Johnson et al., 2005; Naylor, 1985). Despite the significance of indoor and outdoor play with regard to children's development and education, relatively little is known about play behaviours of children in both of these settings (Davies, 1996; Holmes & Procaccino, 2009; Naylor, 1985).

## CONCLUSION AND SUGGESTION

The educational environment setting is starting within the family with the birth of the individual and continues throughout his primary and higher education. However, educational environment cannot be limited to formal educational institutions, since an individual also acquires awareness through his social life and his social relationships. In this context, the area setting is an important tool to manage educational environment. It may even be thought of as a kind of school.

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