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LEARNING STRATEGY IMPLEMENTATION (APPLICATION) OF INDEPENDENT VALUE LEARNING DURING COVID-19

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ABSTRACT

This study aims to examine how implementation learning strategies (application of learning the value of independence develop and what factors influence, both those that support or hinder learning activities during the Covid-19 pandemic at the State Integrated PAUD institution Pembina Timur Banjarmasin, which is located at Jalan Pangeran Hidayatullah (Lingkar). In the North) Gang SMP 14 RW. 001 RT. 05 NO. 47 Benua Anyar Village, East Banjarmasin District. The study used a qualitative descriptive approach with multi-site research. The results found in the field that the strategy for developing the value of independence for early childhood is to establish cooperation good relationship between the school and parents, providing daily, weekly and monthly activities with holistic programs. The resulting independence of children is being able to be separated from their parents, being responsible for their duties, choosing play activities, putting bags in lockers, removing and installing shoes That is, wearing their own clothes, tidying up play equipment and writing utensils, washing hands, eating and drinking alone, brushing teeth, wearing mukena and other prayer utensils. Dare to appear in front of the class and the camera when studying online.

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PRELIMINARY

Childhood is the time when children experience a golden phase or golden age (golden age). At this time the child must be given the trust in order to develop his independence. Children need good parenting, as the proverb says, learning in childhood is like carving on a stone, learning when growing up is like carving on water, which means when we study or study from a young age, knowledge will be permanently engraved in our heads because of the child's thoughts. -children are still clean, pure and not much of a burden on the mind(Sadikin & Hamidah, 2020; Sisca & Moningka, 2011).

Independence is something that is very important in order to develop children's knowledge, attitudes and behavior. Children who are educated independently from childhood will make it easier for them to live life when they grow up. By having an independent soul, at least they are not troublesome and can even help others. Children are expected to be able to solve simple problems in everyday life, such as taking food (rice and side dishes), eating alone, going to the toilet, making milk drinks, washing dishes and glasses after use, dressing, making beds, combing hair, putting on and taking off shoes. , tidying up toys and returning them to their place, accompanying younger siblings to play, putting sandals on the shelf after use, brushing teeth and completing assignments given by the teacher without help(Sa'diyah, 2017; Syarifuddin et al., 2022).

In line with the government's efforts to overcome the problem of independence is to make independence as one of the characters that must be formed in the purpose of education. In Article 3 of the 2003 National Education System Law, the purpose of education in Indonesia is to develop the potential of students to become human beings of faith and piety to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become citizens to shape character and dignified civilization(Deswita et al., 2019).

According to(Naikun et al., 2016) independence is included in the aspect of social-emotional development. Competencies and learning outcomes to be achieved are the ability to recognize the environment, social environment, the role of society and respect socio-cultural diversity as well as being able to develop self-concept, positive attitude towards learning, self-control, sense of belonging, motivation and creativity.(Tresnaningsih et al., 2019) independence as the ability to direct and control oneself in thinking and acting and not feeling emotionally dependent on others.

Forming a character is not an easy thing. Independence does not appear suddenly. To become an independent person requires a process and time that is not short. Without being

taught children will not know how they should form themselves. The ability to form oneself is the essence of independence. Independence will support children to learn to understand behavioral choices and the risks that must be accounted for. The more restrained, the more difficult the child to control his emotions and the possibility of behavior that appears is rebellious or even very dependent on other people.

The teacher's role is very necessary in the formation of children's character, especially in terms of independence. This refers to the 2013 curriculum (Kurtilas), the field of Social Emotional development of basic competence (KD) 2.8, namely having behavior that reflects independence. The current pandemic situation affects all aspects of life, including the world of education. Learning activities are usually carried out face-to-face in schools, since the Corona virus outbreak hit, distance learning (PJJ) must be carried out or more familiarly called learning from home or BDR.

Fully learning from home is of course a new condition in our education world due to the Corona virus outbreak. With conditions like this, of course, many things have changed and must be adjusted. Previously, under normal conditions, children could be independent in just a matter of weeks or days if they went to school. For example, when you have to separate from your parents, go to the toilet, play, eat and drink, get dressed, do chores and so on. However, because they study from home, many parents complain that they have to do the work directly from the teacher that should be done by the child.

The reality on the ground, there are still many children who show behavior that is not independent, always dependent and expecting help from the people around them. They do not want to do assignments if not with the teacher. Some want to do the work, but are helped by their mother or sister. There are even children who do not want to do the tasks either given by the teacher or other activities at home such as bathing, dressing, eating, putting on and taking off shoes and so on.

The low level of independence of children according to observations made by researchers is because children are not accustomed to being independent(Triyono, 2020). Teachers and parents still often provide help even when the child doesn't really need it. Actually they are able to do an activity on their own without having to be helped(Hidayati, 2014; Reza & Hidayati, 2017).Maybe this is due to the feeling of pity or affection that parents have for their children. Excessive protection (over protection) and the fear of parents if something happens to their children. For example, when a child wants to brush their own teeth, parents are afraid that their child will be pricked by a toothbrush or swallowed by toothpaste.

The learning atmosphere may not be as pleasant as at school, children do not feel shy about their parents as usually children are reluctant and obey their teachers. Based on empirical data, during this Covid-19 pandemic, most children do not want to do the assignments given by their teachers.

In line with that, it is necessary to have a strategy so that learning from home activities (BDR) remain effective, children become more creative, fun and the objectives of learning activities, especially in terms of independence, can be achieved. Thus, research is needed to find a solution.

The East Banjarmasin Pembina State Integrated PAUD and 'Aisyiyah 23 Kindergarten are under the auspices of the Banjarmasin City Education Office and are in the same activity platform, namely the Teacher Working Group (KKG) of the East Banjarmasin Orchid Group. Both institutions use the 2013 PAUD Curriculum Permendikbud 146 of 2014, containing 4 Core Competencies (KI), 46 Basic Competencies (KD) and 6 areas of development, namely: religious and moral values (NAM), social emotional, language, cognitive, physical/ motor and art.

Of the many PAUD institutions in the city of Banjarmasin, the researchers decided to choose two PAUD institutions, namely PAUD Terpadu Negeri Pembina Timur Banjarmasin and TK 'Aisyiyah 23 Banjarmasin to be the research location. Based on the preliminary study, researchers saw that the learning activities carried out by the two PAUD institutions during the Covid-19 pandemic had unique, interesting and different learning activities from other PAUD institutions.

Researchers are very interested in researching how learning strategies, implementation (application) of learning, independence values are developed and what factors influence, both those that support or hinder learning activities during the Covid-19 pandemic in both PAUD institutions.

RESEARCH METHODS

This study uses a qualitative descriptive approach with the type of multi-site research. Data were obtained directly by interviewing informants or direct sources. The main data regarding issues that are focused on research include: school strategies, implementation of learning, the value of independence developed and factors that influence efforts to develop the value of independence for early childhood during the Covid-19 Pandemic. Informants that will be met are principals, teachers and parents. The data analysis technique used in this study is the data analysis model of Miles and Huberman (2010).

RESEARCH RESULTS AND DISCUSSION

A. Strategy for Developing the Value of Early Childhood Independence in PAUD Integrated State of East Banjarmasin and Kindergarten 'Aisyiyah 23

Based on the data that has been presented, it was found that the State Integrated PAUD Pembina Timur Banjarmasin has implemented the development of the value of early childhood independence. The PAUD institution considers that the development of the values of independence for early childhood is very important to be developed as early as possible.

This is in line with the opinion(Nulhakim et al., 2022; Susanto, 2021) states that independence means the ability of children to perform various activities with their own strength so that children do not depend on others. By relying on themselves, each child will gain the freedom to be creative so that it can increase children's confidence and creativity.

These PAUD institutions both use the 2013 PAUD Curriculum (Kurtilas) as a reference in preparing learning plans and their implementation developed by each institution in accordance with the existing situation and conditions as well as the facilities and infrastructure available at the institution.

This is in accordance with the characteristics of the 2013 PAUD curriculum(Selvi, 2018), that is:

1. Optimizing child development

Child development includes aspects of religious and moral values (NAM), social emotional (Sem), language, cognitive, physical motor and art that are stimulated in a balanced way in order to achieve optimal development The curriculum must support the implementation of integrative holistic services by combining education, nutrition services , health, care and protection as well as child welfare.

2. Using thematic learning with a scientific approach in

providing educational stimulation Thematic learning is delivered through learning procedures with a scientific approach. Themes in the 2013 PAUD Curriculum

not determined centrally, but selected and determined by PAUD institutions in accordance with the conditions and availability of facilities and infrastructure in each institution. The learning process with a scientific approach and habituation is carried out in playing activities in a pleasant atmosphere. Children are free to develop ideas, be creative and explore without breaking the rules.

3. Using authentic assessment in monitoring children's development The assessment is carried out objectively and continuously to obtain developmental data that is raised by children when they participate in activities or through children's work.
4. Involve parents in the learning process.

The 2013 PAUD curriculum places parents as partners for educators. Involvement of parents is believed to be an important part of the learning process in addition to the involvement of parents can encourage the success of children in the next level of education.

5. The curriculum is developed with the Principle of Diversification

The curriculum as the heart of education is developed and implemented contextually to respond to the needs of the region and the needs of children today and in the future. The national curriculum stipulated through Permendikbud No.146 of 2014 is a reference that must be developed into an operational curriculum by schools to suit local conditions, potential and wisdom as well as

the peculiarities of each region. The development of the values of independence for early childhood in the State Integrated PAUD Pembina Timur Banjarmasin and Kindergarten 'Aisyiyah 23, all school members, namely the principal, teachers, students and parents were involved. All school members provide space for students to carry out activities or activities that support the development of children's independence.

This is in accordance with what was expressedjohanes, which states that "All school members, parents, students, committees and local community leaders to support the implementation of character education". The development of children's independence values is carried out in daily activities, weekly activities, monthly activities, semester activities and annual activities as well as programs integrative holistic. Value development

Child independence is contained in all aspects of child development, especially social and emotional development.

The above is in accordance with what was stated(Lutfianawati et al., 2018),There are several aspects of emotional social development that need to be developed in early childhood, namely learning to socialize, learning to express themselves, learning to be independent and independent from the supervision of parents and caregivers, learning to socialize, learning to work together in groups and learning to develop children's leadership power. Each child will experience different socio-emotional development, depending on who and where the child interacts. It is the role of parents, educators and people around the child who can support and assist the social and emotional development of children so that they develop according to expectations. Independence is a behavior that can be formed through a habit. Through regular

habituation, done every day it will become a habit. If children are accustomed to being independent,

B. Implementation of Learning in the Development of Independent Values

Early Childhood Education at the State Integrated Early Childhood Education of Banjarmasin

Timur and Kindergarten 'Aisyiyah 23

Based on the findings in the field, the implementation of learning in developing the value of independence in the two institutions, especially during this pandemic has similarities. Learning activities are carried out through programmed and spontaneous activities, which are carried out through:

1. Daily Activities

Daily activities include welcoming activities, opening activities, core activities, rest (eating, drinking and resting) and closing activities. In the welcoming activity, it was seen that the children were used to being separated from their parents who only escorted them to the school gate/fence. After shaking hands with parents and saying hello, the child then shook hands with the teacher and said greetings too.

2. Weekly Activities

In weekly activities, children's independence is also seen. Children dare to line up in the yard without their parents waiting for them. For example, during ceremonies, playing activities before entering class, on Wednesdays there are joint sports and gymnastics activities. On Tuesdays and Thursdays there is a short play activity before going to class.

3. Monthly Activities

If it coincides with February or August, usually the officers from the puskesmas will give vitamin A. Every month the Puskesmas officers on November 9 weigh and measure height and head circumference at the Pembina Negeri Terpadu Negeri Banjarmasin Timur and Puskesmas Cempaka Putih officers at 'Aisyiyah Kindergarten 23 The children will happily come forward when their names are called one by one to be weighed, their height and head circumference are measured.

This shows that they are independent. They also dare to take vitamin A and deworming medicine which is also given regularly.

4. Semester Activities

Semester activities are filled with the distribution of report cards. Usually children also come when their parents take report cards. But before the distribution of report cards, there was a party where the children ate their own lunch and they showed their independence in eating and drinking. Because now we are still in a pandemic condition, the distribution of report cards is a shift system.

5. Annual Activities

The annual activity is filled with the commemoration of religious holidays, such as welcoming the Islamic new year, the anniversary of the birth of the Prophet Muhammad, the commemoration of Isra Mi'raj and the rituals of Hajj. There are also commemorations of national holidays such as Kartini's birthday, education day, independence day, youth oath, heroes day and mother's day.

C. Children's Independence Values Successfully Developed in PAUD Integrated State of East Banjarmasin and Kindergarten 'Aisyiyah 23

All values of independence are implemented integrated in all aspects of development (religious and moral values, social emotional, language, cognitive, physical, motor and artistic), both planned and spontaneous through habituation which is carried out every day and every time.(Geofanny, 2016), stated that independence for early childhood is a child's ability that is adapted to developmental tasks such as learning to eat alone and interacting with others. An independent attitude is shown by the behavior of children who are not dependent on others, are accustomed to making decisions independently, have the initiative to learn or do something without having to be assisted or with assistance as needed (Kemendikbud, 2015).

Table 4.42 The Equation of Development of Early Childhood Independence Values in the State Integrated PAUD Pembina East Banjarmasin and 'Aisyiyah Kindergarten 23

NO	Research focus	East Banjarmasin State Integrated PAUD	Kindergarten 'Aisyiyah 23
1	Strategy Development		
	Curriculum	KTSP, semester program, RPPM and RPPH	KTSP, semester program, RPPM and RPPH
	Headmaster and teachers	- Have qualifications Education S-2, S-1 PG-PAUD, S-1 BK, S-1 PLB - Increased competence and teacher quality with attend training, seminars workshops, workshops etc	- Have qualifications Education S-1 PG-PAUD - Increased competence and teacher quality with attend training, seminars workshops, workshops etc
		- Pages & play tools outside	- Pages & play tools outside - Rooms with

NO	Research focus	East Banjarmasin State Integrated PAUD	Kindergarten 'Aisyiyah 23
	Infrastructure	- Rooms with accessories and tools play in class	accessories and tools play in class
	Parent	- Parenting, meeting - Celebration of the big day religious and national	- Parenting, meeting - Celebration of the big day religious and national
	Cooperation with relevant agencies	Department of education, foundations, Health Center, RRI, Universities Height (PT), Village, Poltabes	Department of education, foundation Health Center, RRI, Universities Height (PT), Village, Poltabes
2	Learning Implementation		
	Daily Activities	- Welcoming activities - Opening activities - Core activities - Rest (eat, drink and play) - closing activities	- Welcoming activities - Opening activities - Core activities - Rest (eat, drink) and play) - closing activities
	Weekly Activities	- Flag ceremony - Play before login - Sports/gymnastics together - Friday Taqwa	- Flag ceremony - Play before login - Sports/gymnastics together - Friday Taqwa
	Monthly Activities	- Top Theme - DDTK (Early Detection Growth and development) - Eating together	- Top Theme - DDTK (Early Detection Growth and development) - Eating together
	Semester Activities	- Report Sharing Semester I : December Semester II : July	- Report Sharing Semester I : December Semester II : July
	Annual Activities	- Celebration of the big day religious - Celebration of the big day national	- Celebration of the big day religious - Celebration of the big day national
3	Children's Independence Values		
		- can part with parents without crying - responsible for Assigned job - choose play activities alone - put the bag/supply in the locker - remove and install shoe - wear own clothes, clean up tools play and stationery - wash hands, eat and drink alone - brushing teeth - wear a mukena and	- can part with parents without crying - responsible for Assigned job - choose play activities alone - put the bag/supply in the locker - remove and install shoe - wear own clothes, clean up tools play and stationery - wash hands, eat and drink alone - brushing teeth - wear a mukena and other prayer equipment - dare to appear or go forward

NO	Research focus	East Banjarmasin State Integrated PAUD	Kindergarten 'Aisyiyah 23
		other prayer equipment - dare to appear or go forward in front of the class alone - dare to appear in front camera while studying on line - patiently waiting for the invite - can go to the toilet alone (toilets).	in front of the class alone - dare to appear in front camera while studying on line - patiently waiting for the invite - can go to the toilet alone (toilets).
4	Factors that affect the value of independence		
	The factors that support	- Parents who gave Endorsement - School environment - Facilities and infrastructure complete - Qualified teachers - Cooperation/partnership	- Parents who gave Endorsement - School environment - Facilities and infrastructure complete - Qualified teachers - Cooperation/partnership
	Inhibiting factors	- Lack of parents support - Children's emotions and condition	- Lack of parents support - Children's emotions and condition

D. Factors Affecting the Value of Early Childhood Independence at the State Integrated Early Childhood Education of Banjarmasin Timur

1. Parental support

Parents have a very important role in the development of children's independence. This parenting activity aims to align the school's vision, mission, goals and programs with parenting at home among parents who still think that learning is only if children are taught to read, write and count. They assume, if children do not read, write and count then children do not learn.

2. School environment

The school environment is quite strategic, near the highway so that it is easy to access, close to the mosque so that it makes it easier for religious learning activities, the environment is clean and healthy and shady because it is overgrown with trees and beautiful because of the many flowers.

3. Facilities and infrastructure

It is known that the facilities and infrastructure at the State Integrated PAUD Pembina Timur Banjarmasin and TK 'Aisyiyah 23 are very supportive for learning activities in the two PAUD institutions.

4. Teacher quality improvement

Many of the roles of teachers include being a motivator and facilitator for students. As a person who sets an example, of course you have to be better than the person who is being given an example. To be a role model, it is fitting for a teacher to have broad knowledge and insight, both religious and scientific.

5. Cooperation with related parties

A success of course there are supporting factors. The success of schools in shaping children into independent individuals certainly cannot be separated from the involvement of various parties. In addition to the support from parents, the school environment, adequate facilities and infrastructure, even if possible complete, qualified and competent teachers in their fields, as well as collaboration with related parties.

CONCLUSION

The learning strategy for developing the values of independence for early childhood at the State Integrated PAUD Pembina Timur Banjarmasin and Kindergarten 'Aisyiyah 23 is to establish good cooperation between the school and parents and related external parties. implementation (application) of learning in developing the value of independence for early childhood in the Covid-19 pandemic conditions at the East Banjarmasin Pembina State PAUD and 'Aisyiyah 23 Kindergarten through daily, weekly, monthly, semester and yearly activities that are integrated with a holistic program and the highlight of the theme is distance learning activities (PJJ), both online and offline and face-to-face learning (PTM)

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