

## FIELD TRIPS AS SCIENCE LEARNING IN EARLY CHILDREN

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**ABSTRAK.** *Field trip merupakan salah satu metode pembelajaran yang memberi kesempatan kepada anak-anak untuk mengamati atau mengobservasi dan memperoleh informasi secara langsung dengan berbagai benda di sekitar anak. Taman Kanak-kanak Nara Islamic School Kota Cirebon menerapkan metode field trip dalam mengembangkan kemampuan sains. Jenis peneliti ini menggunakan penelitian deskriptif kualitatif. Pemerolehan data berasal dari observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa field trip sangat efektif digunakan pada anak Taman Kanak-kanak karena anak dapat belajar secara langsung berbagai kejadian yang terjadi dan dapat merangsang anak untuk bertanya. Filedtrip diterapkan sesuai dengan perencanaan yang sudah dibuat. Pelaksanaan pembelajaran sains melalui kegiatan field trip diantaranya dengan memperkenalkan langsung anak ke alam. Anak dapat melihat, mendengar, merasakan, rasa dan menyentuh sesuai dengan yang distimulasi Pendidik. Anak juga dapat belajar secara langsung sehingga lebih mudah memahami. Keberhasilan penggunaan metode dalam pembelajaran sains melalui kegiatan field trip anak usia dini dapat teramati dengan hasil penilaian anak berkembang sesuai harapan dalam aspek memecahkan masalah dan berpikir logis.*

**Kata Kunci:** *Anak Usia Dini, Metode Field Trip, Pembelajaran Sains*

**ABSTRACT.** *Field trips are one of the learning methods that provide opportunities for children to observe or observe and obtain information directly with various objects around the child. Nara Islamic School Cirebon City applies the field trip method in developing scientific skills. This type of research uses descriptive qualitative research. Data acquisition comes from observation, interviews, and documentation. The results show that field trips are very effective for Kindergarten children because children can learn directly about various events that occur and can stimulate children to ask questions. Filedtrip is applied according to the plan that has been made. Implementation of science learning through field trip activities, including by introducing children directly to nature. Children can see, hear, feel, taste and touch according to what is stimulated by the educator. Children can also learn directly so that it is easier to understand. The success of using the method in learning science through field trip activities for early childhood can be observed with the results of the assessment that children develop according to expectations in the aspect of solving problems and thinking logically.*

**Keyword:** *Early Childhood, Field Trip Methods, Learning Science*

### INTRODUCTION

Field trip activities are very important for early childhood because they can witness and see their learning directly, not just based on what they hear (Maulidya Ulfah, Ery Khaeriyah, 2018). So the purpose of field trips is to experience children's lives. This experience can introduce children to the outside world. For example, on field trips children at the zoo, will feel happy

when they meet new things and can see the animals directly. In addition, children can be invited to go to the fire department, to a batik place, to a cow farm, and so on.

At Nara Islamic School there were several problems regarding field trips including the obstacles experienced by Nara Islamic School teachers in Cirebon City in teaching science to early childhood such as difficulties in choosing science introduction methods, assessments, and preparing science learning scenarios. In addition, there is still little introduction to science with the field trip method at Nara Islamic School, and the implementation of science learning in early childhood experiences several obstacles related to the implementation of learning. These obstacles include many Early Childhood institutions that have not been touched by science and many teachers who use children's worksheets instead of using practical tools, so that children only carry out orders, not make things.

Teachers use a lot of lectures, discussions, and assignment methods in introducing science (Adnyani, 2021). Even though by doing field trip activities children can gain direct experience from the objects they see, they can also ask questions and answers, so they can solve the problems they face in lessons and general knowledge (Siti Fathonah & Prasetyo, 2014). Therefore, field trip activities are very good if they introduce science learning because they do not only use lecture, discussion, and assignment methods, but children can see, hear, examine, and try what they encounter so that later children can conclude in certain places to learn something related to the material being taught (Khaeriyah et al., 2018). In this case, children can be invited to zoos, beaches, museums, or certain cultural sites to get to know more about these objects. This method is very well used in materials that involve children directly and are real-world in their environment. This is intended so that children can get to know more clearly and in detail, what is being taught through the observation process they are doing.

In Act no. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are necessary for himself, society, nation, and state (Act No. 20, 2003). Early childhood is the nation's generation. As we know that children's intelligence begins at the age of 0-6 years, which is commonly called the golden age. Based on psychological reviews and educational science, early childhood is a period of laying the foundation or initial foundation for the growth and development of children (Suyadi & Ulfah, 2013). Training early childhood understanding of science is an effort to introduce basic concepts in science (Siti Fathonah & Prasetyo, 2014). This is very important to facilitate the learning process at the next level and to arouse children's interest in science. Exercises to develop children's understanding of science include training in recognizing objects and events that occur around children and getting to know a process (Mulyasa, 2013). Thus it is hoped that children will be familiar with objects and media that are commonly used and interested in exploring the universe through science. Cognitive development is closely related to the development of knowledge about what is seen and felt through all five senses (Ulfah, 2014). Cognitive abilities are currently developed through science training (Erneling, 2014). Thus, it is hoped that children can successfully develop thinking skills to process the acquisition of learning outcomes and find alternative problem-solving through developing logical abilities and knowledge of space and time (Barrouillet, 2015).

Through this field trip method, early childhood can get a direct opportunity to observe everything directly. So that it can arouse children's interest in something, broaden obtaining information, and enrich the scope of early childhood learning activities and programs that are impossible to present in the classroom. So, children can observe the world through the realities that exist directly including humans, animals, plants, and other objects that involve the child's five senses (Ulfah & Khoerunnisa, 2018). For example, if a child is invited to go to a fire station, the child is taught directly how to put out a fire and the child can try it under the supervision of a firefighter. In addition, children are invited to a place to make batik, children will be taught how to make batik properly, and children are also free to make batik directly under the supervision of a teacher.

Every child born into this world has the same potential (Suyadi & Ulfah, 2015). It's just that the educational process in different environments, causes the potential of one human being to experience differences. It all depends on how the environment educates and directs it (Fadlillah, 2016). The growth and development of children will be related to the brain, when the brain receives something good, the brain will record it in memory and vice versa. When a child receives something bad, the brain will record it too (Colburn, 2009) (Maemonah et al., 2022). Cognitive development is a development related to one's thinking ability (Sreenidhi et al., 2017). The occurrence of this development process is influenced by the maturity of the brain which can show its function properly. Another opinion states that cognition is part of the intellect which refers to acceptance, interpretation, thinking, remembering, imagining, decision-making, and reasoning. With this cognitive ability, individuals can respond to events that occur internally and externally. The figure who sparked this cognitive theory is Jean Piaget (Xu, 2019). In this theory, Piaget revealed that assimilation is a process in which a new stimulus from the environment is integrated into the knowledge that already exists in the child. This process can be interpreted as an object or a new idea interpreted about the ideas or theories acquired by the child (Sefrina, 2013).

Field trips are one of the learning methods that provide opportunities for children to observe or observe, and obtain information directly, such as animals, plants, and other objects that are around children. Through field trip activities, children will gain a direct learning experience by using all five senses, so that what is obtained from the field can be more memorable and in turn will settle in the child's memory (Mursid, 2015). Science is very important role, including 1) Science is the ideal vehicle for developing children's critical thinking about the natural world; 2) When learning about nature, children can respect the environment around them; and 3) Science can teach children about the diversity of life appropriately and connectedly (Siti Fathonah & Prasetyo, 2014).

According to research conducted by Ery Khaeriyah, Aip Saripudin, Riri Kartiyawati (2018) entitled "Application of Experimental Methods in Learning Science to Improve Early Childhood Cognitive Abilities". This research method is the Classroom Action Research (CAR) method. Implementing the experimental method in science learning to improve the cognitive abilities of early childhood, namely by introducing colors, mixing colors, and media that introduce children to natural phenomena. In this experiment, children began to develop and increase their cognitive abilities and scientific knowledge compared to before, these experiments also used different media from what the teacher had taught children (Khaeriyah et al., 2018).

Based on the description above, the researcher is very interested in conducting research and examining further matters related to field trips. In this case, the researcher will conduct research on how the process of learning science through Field Trips at Nara Islamic School Cirebon. Science is the way we think and see the world around us which presents facts or realities related to natural phenomena (Desmita, 2011). From a language standpoint, science comes from English, namely science, and Scientia comes from Latin which means knowledge. However, this statement is too broad in everyday use, so it is necessary to raise the etymology of other studies. Scholars see the proper etymological definition of science as German. This refers to the word *Wissenschaft*, which has the meaning of knowledge that is structured and systematically well organized (Fathurrohman, 2015).

Cognitive can mean intelligence, thinking, and observing, namely behavior that causes people to acquire the knowledge needed to use knowledge. With this understanding, cognitive development is a child who can coordinate various ways of thinking to solve problems by designing, remembering, and looking for alternative forms of problem-solving, which is a measure of cognitive development (Nurhayati, 2011). Field trips are one of the learning methods that provide opportunities for children to observe or observe, and obtain information directly, such as animals, plants, and other objects that are around children. Through field trip activities, children will gain a direct learning experience by using all five senses, so that what is obtained from the field can be more memorable and in turn will settle in the child's memory (Yenti Julianti, 2015). Field trip activities can be a stepping stone to carrying out learning activities using other methods in a class or are the culmination of activities after carrying out learning activities in class, educators need to design classroom learning activities as a springboard for carrying out field trip learning activities (Hamzah & Mohammad, 2015).

The field trip method is a method of delivering subject matter by bringing students directly to objects outside the classroom or in an environment adjacent to the school so that students can observe or experience it directly. The field trip method is considered by researchers an effective method. used as a learning method, especially in training students' descriptive essay writing skills, because by observing the real environment students will be more enthusiastic in developing their ideas, opinions, and ideas into written form (Djamarah et al., 2012). Research by Ery Khaeriyah, Aip Saripudin, Riri Kartiyawati (2018) entitled "Application of Experimental Methods in Learning Science to Improve Early Childhood Cognitive Abilities". This research method is the Classroom Action Research (CAR) method. Implementing the experimental method in science learning to improve the cognitive abilities of early childhood, namely by introducing colors, mixing colors, and media that introduce children to natural phenomena. In this experiment, children began to develop and increase their cognitive abilities and scientific knowledge compared to before, these experiments also used different media from what the teacher had taught children (Khaeriyah et al., 2018).

## **METHOD**

This study uses a qualitative research approach. The type of research used is descriptive. Descriptive research is research that seeks to describe a symptom, event, or event that is happening now or when the research is taking place (Arikunto, 2013). Qualitative research is research that aims to know and understand the phenomena experienced by the subjects studied,

namely actions, behaviors, perceptions, motivations, and so on which are carried out holistically with a descriptive approach in the form of words and language in a special natural context also utilize various natural methods (Sugiono, 2015). In this study, the researchers attempted to provide a clear description based on the real data obtained regarding the implementation of field trips in science learning at Kindergarten Nara Islamic School Cirebon City (Bungin, 2013). The data sources in this study were educators, principals, students, and parents of students (Sugiono, 2017). Data collection methods are interviews, observation, and documentation (Uhar Suharsaputra, 2014). Data analysis techniques use several aspects, namely the period of data collection, data reduction, data presentation, and conclusion (Noor, 2011).

## **RESULTS AND DISCUSSION**

Based on research that has been conducted at Nara Islamic Schoolin Cirebon City through the interview, observation, and documentation methods to determine the extent of children's knowledge in implementing the field trip method, the implementation of science learning introduces children directly to nature, and the success of using methods in learning science can be known from the description or picture below.

### **Planning Science Learning Through Field Trips**

Data in the field of learning at Nara Islamic School Cirebon City in learning science through this field trip activity uses the 2013 curriculum based on Educational Unit Level Curriculum. This field trip is carried out according to the school curriculum. The school has determined in advance where the field trip activities will be carried out. Not just an ordinary field trip activity, but still with a purpose and provide benefits to children. Using the 2013 curriculum because learning at Nara Islamic School in Cirebon City begins with an annual program and a semester program which is carried out every year. Then proceed with making Weekly and Daily Learning Implementation Plans which are prepared by each class teacher and their accompanying teacher. Learning Implementation Plans is made according to the theme. Including field trip activities adapted to the existing theme. This is the same as what has been conveyed by the basic teaching and learning strategies covering the following matters: (1) determine the specifications and qualifications for changes in student behavior; (2) determine choices regarding approaches to learning problems, choose procedures, methods, teaching, and learning techniques; (3) norms and criteria for the success of teaching and learning activities. Specifications and qualifications for changes in student behavior are desired as learning outcomes that must be carried out.

### **Implementation of Field Trip in Science Learning**

According to (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137, 2014) Number 146 concerning the Early Childhood Education Curriculum that one of the learning approaches used in the 2013 Curriculum is an integrated thematic approach. In the integrated thematic learning model in early childhood education, the activities carried out for one theme, sub-theme, or sub-sub-theme are designed to achieve attitudes, knowledge, and skill competencies together by covering some or all aspects of development. Field trip activities are one of the methods of carrying out teaching activities in Kindergarten by observing the world through the realities that exist directly which include humans, animals, plants, and other objects. Another way to connect children with the community



is through field trips with children. By introducing children directly to nature, it is not only in a class that learning can be done. Children need to see, hear, feel, taste, and touch their world to connect words and ideas to locations and people in their community. So that children can learn directly so that children will understand more easily.

The steps for carrying out field trip activities outside of school, namely: a) Setting prioritized targets according to the theme of the chosen learning activity; b) Establishing contact and introduction of field trip target areas; c) Formulate program activities through field trips; d) Prepare materials and tools needed for field trips; e) Establish field trip rules; and f) Requests for permission and participation of the child's parents (Muslihuiddin, et al., 2012). Learning design is a process of planning learning materials and activities that must be carried out, planning learning resources that can be used, and planning evaluation of success. The learning designs that can be practiced include classical learning, group learning with safety activities, learning based on activity angles, area learning, and center learning. These various designs use relatively the same steps in a day, namely preliminary or initial activities, core activities, rest/meals, and final or closing activities. According to (The Regulation of the Minister of Education and Culture, the Republic of Indonesia Number 137, 2014) concerning the Early Childhood Education Curriculum that the standard level of achievement of child development is:

a. Opening

Opening activities are carried out to prepare children psychologically and physically to participate in the learning process. This activity relates to the discussion of sub-themes or sub-themes that will be implemented. Some of the activities that can be carried out include marching, greeting, praying, and telling stories or sharing experiences.

b. Core activities

The core activity is an effort to play activities that provide learning experiences directly to children as a basis for forming attitudes, and acquiring knowledge and skills. The core activities of early childhood learning management provide sufficient space for children to take initiative, be creative, and be independent according to their talents, interests, and needs. The core activities carried out with a scientific approach include observing, asking questions, gathering information, reasoning, and communicating.

c. Closing

The closing activity is a calming activity. Some things that can be done in early childhood learning management activities for the closing of the lesson include: 1) Making simple conclusions from the activities that have been carried out, including the moral message to be conveyed; 2) Advice that supports good habits; 3) Reflection and feedback on activities that have been implemented; 4) Make calming activities such as singing, poetry, and telling stories that are uplifting; and 5) Inform the lesson plan for the next meeting (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137, 2014).

Learning at Nara Islamic School begins with marching or commonly known as circle time activities. Circle time for learning science through field trip activities has several differences from learning activities in the classroom or school environment. Of course, this field trip activity is not carried out in the classroom but is carried out outside the class or what is commonly called an outing class. Initially, the children lined up on the playground, then the teacher greeted the

children, asked how they were doing, and asked the day, date, month, and year. After that, chatting, praying, reading student pledges, clapping, and a small warm-up. This activity aims to motivate the children to carry out the activity. After that, the teacher gave directions to students to be orderly and careful during the activity.

The core activity begins with the teacher giving an understanding children about what activities will be carried out. The field trip activity at Nara Islamic School is learning directly. For example, watching a movie at CGV in Graze City Mall, Cirebon City. Previously, the children were given instructions in advance by the cinema guide. Then provide knowledge about cinema, for example making popcorn, how to buy cinema tickets or acting as a cashier, and ending with watching a movie. Constructivism theory believes that knowledge will be actively built by children through perception and direct experience with their environment. Children who have a lot of contact with nature will better interpret their world so children need to get the opportunity to interact with their environment which will make them actively continuously gain knowledge (Mursid, 2015). In science education for early childhood, children will play based on their freedom and curiosity which is considered an opportunity for children to build their knowledge about their world.

After the field trip activities are completed, the next is the closing activity. During the closing activity, the guide/teacher evaluates the activity from start to finish. Ask the child how he felt during the activity, whether it was fun or not. Then asked what had been done during the activity, and the last one was praying to go home. According to the results of the documentation notes that have been carried out by the researchers that the field trip activities at Nara Islamic School in Cirebon City include:

**Table 1 Schedule of Field Trip Activities**

<b>Field Trip Activities</b>	<b>Schedule</b>
Visiting Polresta Cirebon	September
Zoo (Land)	October
Visiting Gramedia Graze CMall	November
Zoo (Sea)	December
Visiting Radar Cirebon	January
Visiting Firefighter Office	February
Visiting CGV Graze City Mall	March

### **Field Trip on Science Learning**

Based on the results of the study, science learning at Nara Islamic School in Cirebon City is by Permendikbud No. 137 of 2014 Article 18 concerning assessment standards is a criterion regarding the assessment of children's learning processes and outcomes to fulfill the standards for the level of achievement of child development according to the age level. This is evident when children learn directly children will more easily understand what material is being taught. Constructivism theory believes that knowledge will be actively constructed by children through perception and direct experience with their environment. Children who have a lot of contact with nature will better interpret their world so children need to get the opportunity to interact with their environment which will make them actively continuously gain knowledge (Mursid, 2015). In

science education for early childhood, children will play based on their freedom and curiosity which is seen as an opportunity for children to build their knowledge about their world.

The learning outcomes of science learning from field trip activities are facts, concepts, or knowledge that will be achieved from the implementation of the field trip activities. The learning outcomes achieved by children from field trip activities are new knowledge about the natural surroundings. Children learn facts from field trip activities and learn to develop cognitive and language abilities. Children develop language through interaction with friends or teachers during field trip activities. So, so far learning science through field trip activities is considered to be very effective because when using this field trip method, children will learn outside the classroom, learning outside of this classroom children discover many new things especially those related to science, and from there children can see directly the process of growing trees that were small before becoming big by giving concrete examples.

The researcher concluded that science learning through field trip activities at Nara Islamic School in Cirebon City had followed the 2014 Pregulation of the minister of education and culture Number 137 concerning Standards for Child Development Achievement Levels, especially in the cognitive and science fields. Where children aged 4-5 years or grade A children can recognize objects based on their function, know the concept of a lot and a little, and know the difference between sweet, salty, sour, and spicy. The following is Level of Achievement of Child Development issued by the Minister of Education and Culture regarding cognitive and scientific development as follows:

**Table 2. Level of Achievement of Child Development**

Level of Achievement of Child Development
4- 5 years old
Recognize objects based on function (knife for cutting, pencil for writing)
Using objects as symbolic play (chairs as cars)
Recognize simple concepts in everyday life (drizzle, rain, dark, light, dim, etc.)
Knowing the concept of many and few
Creating something according to their ideas related to various problem solving
Observe objects and symptoms with curiosity
Know the pattern of activities and realize the importance of time
Understanding the position/position in the family, space, and social environment (eg as a student/child/friend)
Classify objects based on function, shape or color, or size
Recognize the causal symptoms associated with him
Classify objects into the same group or similar groups or groups in pairs with 2 variations
Recognize patterns (eg, AB-AB and ABC-ABC) and repeat them
Sort objects by 5 series of sizes or colors

## Supporting and Inhibiting Factors for Field Trip Activities

### Supporting Factors

Supporting factors in the implementation of field trips in science learning at Nara Islamic School in Cirebon City are due to the support and collaboration between teachers and parents. With the support of teachers and parents, children can enjoy learning outside of school so they can get to know new things. This is one of the supporting factors in Nara Islamic School in Cirebon City so that it can carry out field trip activities every month. According to (Asmani J. M, 2010) that the field trip method as a learning method has several advantages, which are as follows: 1) Children can directly experience the activities that take place at the field trip location;



2) Children can find the first source of information to solve the problems they face; 3) Encouraging children to be more motivated in the learning process; 4) Making learning materials in class more relevant to reality because children are brought directly to sources of information; and 5) Children acquire integrated knowledge and experience. Meanwhile, according to the results of interviews conducted by researchers, it can be concluded that the supporting factors for field trip activities in science learning are: 1) Children can learn freely outside the school environment; 2) Children can get to know new things; 3) Children can see something new, and 4) Children follow existing rules (learning discipline outside the school environment) (Masdudi, 2017).

### Inhibiting Factors

The inhibiting factor in the implementation of field trips in science learning at Nara Islamic Schoolin Cirebon City is the frequent occurrence of unexpected things during field trip activities. For example, during a field trip activity at the cinema, many children are afraid of the dark, which causes many children to cry. Besides that, field trip activities are not carried out every day but are carried out only once or twice a month. According to (Asmani J. M, 2010) it can be concluded that the field trip method as a learning method has several obstacles, which are as follows: 1) Requires careful preparation so that field trip activities can be carried out smoothly; 2) If the distance to carry out field trip activities is quite far, it requires quite expensive costs; 3) Recreational elements are often a priority so that learning objectives are not conveyed; 4) Make students confused if the object being observed is not very clear, and 5) There were difficulties in managing a large number of students. The inhibiting factor in the implementation of field trips in science learning at Nara Islamic School in Cirebon City is the frequent occurrence of unexpected things during field trip activities. For example, during a field trip activity at the cinema, many children are afraid of the dark, which causes many children to cry. Besides that, field trip activities are not carried out every day but are carried out only once or twice a month.

### CONCLUSION

Broadly speaking, the scientific development of students at Nara Islamic School in Cirebon City is by the level of achievement of development in the cognitive aspect, although in each age group there are one or two children who experience limitations so their development has not met expectations or is still developing. According to the researcher, planning is carried out using the field trip method using the following steps: a) Setting prioritized targets according to the theme of the chosen learning activity; b) Establishing contact and introduction of field trip target areas; c) Formulate program activities through field trips; d) Prepare materials and tools needed for field trips e) Establish field trip rules; and f) Requests for permission and participation of the child's parents. The implementation of field trips in science learning has been well implemented by the results of field observations. The success of using methods in early childhood science learning is evidenced by children developing according to expectations and by standard aspects of children's cognitive development through early childhood science learning. The results of field trip activities in science learning at Nara Islamic Schoolin Cirebon City, according to the results that the researchers, included anecdotal notes, weekly assessments,

observation notes, performance notes, assignment notes, and monthly assessments. The assessment is routinely carried out by teachers at the Nara Islamic School in Cirebon City.

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