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Implementation of Outdoor Learning Activity (OLA) to Develop Motor Ability of Early Childhood

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ABSTRACT
This study aims to describe the implementation of Outdoor Learning Activity (OLA) to develop motor skills in early childhood. The research approach uses a qualitative descriptive method in the form of a survey. The subjects in this study were educators of Early Childhood Education (ECE) institutions under the auspices of the Bustanul Athfal Teachers Association , Raudhatul Athfal Teachers Association and Himpaudi Magelang Regency, totaling 40 educators both teaching kindergarten, RA/ BA, Playgroup and Child Care Center. The data collection tool used is a questionnaire by respondents in the FGD event to identify the implementation of OLA in developing motor skills of early childhood. In this survey research, researchers used quantitative data analysis techniques with a descriptive approach. The results of the study indicate that activities that develop motor skills have been implemented in Outdoor Learning Activity (OLA) by implementing demonstration methods, hands-on practice, field trips, playing methods, project methods, and assignments. A complete understanding of the understanding of OLA is playing outdoors by designing fun activities with the aim of getting sunlight, only reaching 6% as evidenced by 27.03% of educators who just implement OLA every day to get sunlight.

Keywords: Outdoor Learning Activity (OLA), Motor Ability, Early Childhood

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1. INTRODUCTION

The period in which children's first experiences at school are obtained is called the preschool period (Yoleri, 2014). The results of the study show that the critical period is an early age where the child's further development is influenced by the self-concept and basic competencies possessed by the child (Chi et al., 2016). It is important for children to get in touch with open places and nature which is integrated into Education. This is because increasing physical activity and preventing obesity can be done through spending outdoor play activities (Stone & Faulkner, 2014).

Physical activity including swinging, jumping, kicking, running can provide a blood supply to a child's brain and cause natural chemicals to support a greater number of neuronal connections (Healy, 1998). In America, both policymakers, teachers, and parents underestimate the benefits of outdoor breaks in the name of improving the quality of learning (Kieff, 2001). Even though outdoor rest activities can provide opportunities for children to learn and get learning experiences that are not possible when learning is done indoors (Burriss & Burriss, 2011). The results of the study indicate the need for an educator to be provided with education about outdoor learning which must be improved because outdoor learning contributes to aspects of child development, namely motor, language, cognitive, and social emotional preschool children (Yıldırım & Akamca, 2017). Supported by a 22% increase in physical activity through the implementation of natural features and looping pathways designed in OLA (Cosco, N., Moore, R., 2014). At least once every 30 minutes outdoor activity must be planned every day (Cooper, 2015).

The results of the 2020 research in America that the world is being faced with covid, daycare centers and PAUD institutions around the world still have to struggle to be able to provide services and prevent the spread of disease. There is a claim of providing 6 square feet of distance between children from one another so that learning activities can be designed in a large outdoor area, so that each child will have sufficient levels of vitamin D in the blood and purify the air to help reduce the spread. So that children will also benefit from physical development. This can all be achieved by implementing OLA by preparing the necessary playing equipment to play OLA (Chaney, 2021). Survey results481 day care centers in Texas, what is most needed to improve the quality of their outdoor setting is to create an environment with nature, vegetation, trails, and play and learning settings. However, PAUD educators do not provide opportunities for students to study outside every day for various reasons (Ernst, 2012). However, most daycare centers in the United States have access to only a fenced-in play area with a commercial play structure (Byrd-Williams et al., 2019). Children's linguistic, cognitive, and motor skills including balance, coordination, and endurance improve as a result of interacting with nature (Yıldırım & Akamca, 2017). Outdoor learning that is naturally designed is beneficial for children's self-control, increasing physical fitness, reducing ADHD, increasing children's gross motor skills, and children's self-confidence (Cooper, 2015). In general, children who play outdoors are fitter than children who play indoors. In addition, children who play outside show a statistically significant increase in their motoric fitness, agility, and balance (Fjørtoft, 2001).

However,Until now, in learning activities there are still restrictions on physical activity (Burriss & Burriss, 2011). OLA learning has not been fully implemented because there are still concerns about the risk of injury (McFarland & Shelby, 2018) and lack of knowledge about how to use space and play elements (Ernst & Tornabene, 2012). So this study aims to determine the implementation of OLA in developing children's motor skills and to find out educators' understanding of OLA.

2. METHOD

This research uses a descriptive qualitative method in the form of a survey. The subjects in this study were educators of Early Childhood Education (ECE) institutions under the auspices of the Bustanul Athfal Teachers Association, Raudhatul Athfal Teachers Association and Himpaudi Magelang Regency, totaling 40 educators both teaching kindergarten, Playgroup and Child Care Center (TPA). The data collection tool used is a questionnaire by respondents in the FGD event to identify the implementation of LOA in developing motor skills of early childhood. In this survey research, researchers used quantitative data analysis techniques with a descriptive approach. The stages of research carried out are:

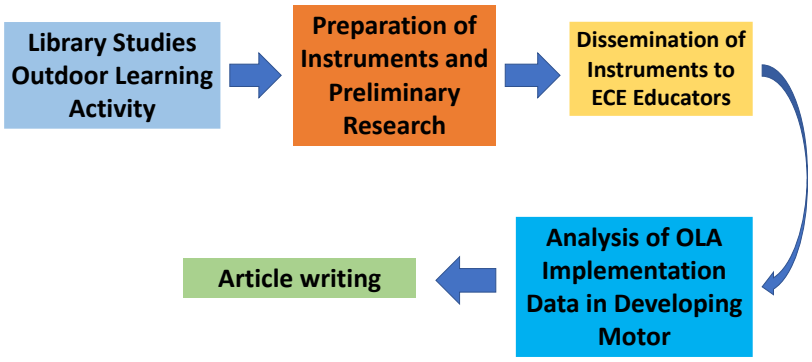

Figure. 1. Outdoor Learning Activity Stages

3. RESULTS AND DISCUSSION

a. Early Childhood Motor Development

Based on the results of the analysis of research data, it was found that the child's motor skills were still interpreted as the child's movement ability by involving the muscles instructed by the child's brain. In addition, motor skills are defined as the ability to coordinate body parts in carrying out activities. Motor is divided into 2, namely fine motor and gross motor. Fine motor skills are defined as the ability to move small muscles with eye-hand coordination. While gross motor is related to the ability to move the limbs. Children's motor skills, both gross and fine, develop. Children's motor development is defined as the stages or processes of developing children's movements, the stages of early childhood movements according to their age, as well as the development of children's movements from simple movements to complex movements. The process of children's motor development is in line with the maturity of the nerves and muscles of the child. Children's motor development has a very important role for the survival of children, especially the stimulation provided by parents or educators to support motor development according to the child's age.

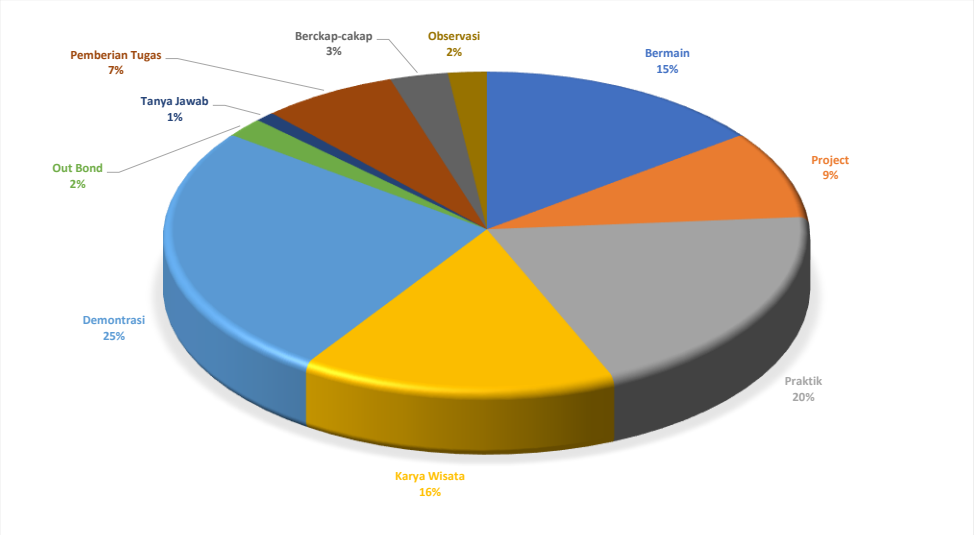

Figure 2. Methods of Developing Motoric Early Childhood

Based on the results of the questionnaire analysis on the implementation of gross motor skills for early childhood, children's motoric development is implemented through the demonstration method 25%, the direct practice method 20%, the field trip method 16%, the play method 15%, the project method 9%, and the assignment method 7%. The methods that are rarely implemented in developing children's motor skills are 3% conversation, 2% outbound, 2% observation, and 1% question and answer. This method is implemented to develop early childhood motor skills through learning activities that have been planned in the Daily Learning Implementation Plan. The learning activities implemented to develop fine motoric and gross motor skills for early childhood are:

Table 1. Implementation of Learning Activities that Develop Children's Motor

Learning methods	Activities that Stimulate Gross Motor	Activities that Stimulate Fine Motor
Demonstration	Jump, tiptoe, throw, catch, walk, squat, jump rope and crawl.	Folding/origami, cooking class, thickening, collage, montage, cutting, tearing, squeezing, and pinching.
Live Practice	Running, tiptoe jumping, catching, throwing, walking, squatting, climbing, jumping rope, and sports.	Folding/origami, cooking class, drawing, collage, montage, cutting, tearing, pasting, squeezing, playing with sand, picking, and cutting.
Study tours	Recreation	
Play	Play ball and play drums.	playing blocks, cooking class and playing playdough.
Project		*Cooking class*

Assignment	Jumping, tiptoeing, catching, throwing, walking, crouching, climbing, crawling, hanging.	*Cooking class*, folding / origami, drawing, coloring, thickening, drawing, cutting, collage, montage, tearing, sticking, squeezing, sand playing, picking.

Implementation of learning activities that stimulate children's motor development is carried out every day to find out the extent of improvement or development experienced by students. As for measuring children's motor skills are carried out by educators with various methods. Measurement of children's motor skills is based on several things, including:

1. Child Development Achievement Level Unit which is implemented with the play method
2. Observations made on a regular basis
3. Based on DDTK standard
4. Develop child development screening according to age development.

In providing a stimulus for children's motor development, educators experience obstacles. The obstacles experienced by educators in developing children's motor skills include:

Table 2. Obstacles to Children's Motor Development

Children's Motor Development Constraints	**Score**	**(%)**
Uncertain children's interests and moods	8	14.03
Limited teacher ability	10	17.54
Incomplete places and facilities	13	22.82
Less than optimal in stimulating children	3	5.26
Children are less confident and creative	3	5.26
Limited time	5	8.77
Children do not want to participate in activities / passive	11	19.3
Age difference so interests are different	2	3.51
Tantrum	2	3.51
		100

Based on the table above, it can be seen that the obstacles experienced in children's motor development show that 22.82% of the problems lie in incomplete places and facilities, 19.3% of children passively participate in learning activities, and 17.54% of problems with teacher abilities. limited in designing learning activities that can stimulate children's motor development. 22.81% of educators stated that the place and facilities were incomplete because educators still thought that learning activities should be carried out in the classroom and using learning media by buying, even though basically related to where both game activities to stimulate fine motoric and gross motoric can be done in the classroom. indoors or outdoors.

b. Implementation of Outdoor Learning Activity (OLA)

OLA is a learning activity carried out outside the school room that is designed in an interesting and fun way by involving physical activities so that children get enough sunlight. However, there are

still those who argue that OLA is only defined as an outdoor play activity. Based on the results of the analysis of understanding of OLA, it was found that:

Based on the results of the diagram above, the understanding of LOA for 96% of educators still thinks that learning activities are carried out outdoors. Meanwhile, for educators who understand that OLA is not just an outdoor learning activity, the activities designed are fun activities with the aim of getting only 6% sunlight. This shows that there is still a need for awareness about the understanding of OLA that educators do every day to get sunlight and design interesting activities outside the room to get sunlight and develop several aspects of child development in accordance with the Early Childhood Education Accreditation instrument in item to 26.

After the researchers took data about the implementation of OLA in early childhood education institutions in Magelang district, not all institutions implemented OLA as a fun learning activity that was carried out every day as a habit to get enough sunlight. The quantity of OLA implementation for one month can be observed in the following table:

Table 3. Quantity of OLA Implementation for 1 month

Quantity	Score	Percentage (%)
Every day	10	27.03
2-3 Times	3	8.11
4 times	14	37.84
5 times	1	2.7
6 times	1	2.7
8 times	5	13.51
12 times	2	5.4
According to the needs	1	2.7
	37	100

Based on the table above, it can be seen that only 27.03% have implemented OLA every day to provide a stimulus for child development. This shows that OLA still needs to develop a model in its implementation so that it is hoped that educators can take advantage of the potential of the environment they have to make a variety of activities that can develop all aspects of child development.

The survey results show that there are several obstacles faced by educators in implementing OLA. The obstacles in question are:

1. The educator's fear of children is difficult to control when learning activities are carried out outdoors.
2. Need more supervision
3. Unpredictable weather
4. Takes time to prepare for outdoor learning
5. Inadequate facilities
6. Child not focus
7. Security considerations because not all institutions have a fund fence on the side of the highway
8. The minimum number of educators
9. Monotonous learning activities are carried out outdoors.

There are obstacles experienced by these educators, so that educators reduce the quantity of outdoor play. Referring to the survey results related to the quantity of learning implemented outdoors, 37.84% of educators implement OLA once a week which is carried out every Friday, and 13.54% of institutional units implement OLA 8 times a month. There are obstacles experienced by educators, educators overcome obstacles by entering into agreements before carrying out OLA activities, always reminding children to follow agreed rules, and supervision is carried out by involving parents. Based on the analysis of the survey results, it is deemed very important to develop an OLA activity model that can stimulate all aspects of child development.

Discussion

Based on the results of the research described above, educators carry out learning activities that can stimulate fine motor skills and gross motor skills. Activities that can stimulate fine motor skills include: Folding/origami, cooking class, drawing, collage, montage, cutting, tearing, pasting, squeezing, playing with sand, picking, and cutting. While activities that can stimulate gross motor skills include running, jumping on tiptoe, catching, throwing, walking, squatting, climbing, jumping rope. Gross motor activities that have been implemented are able toprovide blood supply to the child's brain as well as cause natural chemicals to support a greater number of neuronal connections (Healy, 1998).

The results show that not all educators have the same understanding of OLA. There are still 94% of educators who interpret learning outdoor activities as just playing outside. Only 6% of educators have a complete understanding of OLA understanding, namely playing outdoors by designingfun activities with the aim of getting some sunshine. This is in accordance with the opinion (Cooper, 2015)that at least 30 minutes of outdoor activities must be planned every day. However, in reality it has not been in line with expectations, namely where only 27.03% have just implemented activities OLA every day. This is because the implementation of OLA is still experiencing problems. The obstacles faced in children's motor development are the fear of educators regarding children being difficult to control when learning activities are carried out outdoors, requiring more supervision, unpredictable weather, time-consuming preparation for outdoor learning, inadequate facilities, children not focus, security considerations because not all institutions have a fund fence on the side of the road, the lack of educators, and monotonous learning activities carried out outdoors. Therefore,Until now, in learning activities there are still restrictions on physical activity (Burriss & Burriss, 2011).The learning outdoor activity has not been fully implemented because there are still concerns about the risk of injury (McFarland & Shelby, 2018) and lack of knowledge about how to use space and play elements (Ernst & Tornabene, 2012).

The research results showchildren's interest is even greater when playing activities are presented in outdoor form (DfES, 2006; Shackell et al., 2008). Learning activities designed with OLA are able to develop gross motor skills, develop fine motor skills, and gardening (Bilton, 2010). OLA will also provide fresh air, this is because fresh air can cause children to think fast, not sleepy, so they can study well (Clements-Croome et al., 2008). In addition, vitamin D can be activated, so every day 10-15 minutes of sun screen children get sunlight which is beneficial for making the body healthy, strengthening bones (Fletcher, 2008). So that physical activity carried out outdoors can improve brain function, improve mood, and enhance learning (Blakemore & Frith, 2005).

4. CONCLUSION

Based on the results and discussion in this study, it can be concluded that motoric has been implemented in OLA by implementing demonstration methods, hands-on practice, field trips, playing methods, project methods, and assignments. A complete understanding of the understanding of learning outdoor activities, namely playing outdoors by designingfun activities with the aim of getting sunlight only reached 6% as evidenced by 27.03% of educators who just implemented OLA every day to get sunlight.

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