Playing in Wahana: Drive Thru Learning Service in Kindergarten

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Introduction

Since 2020 and within a year, the government has made several policies in the field of education, one of which is online/distance learning to continue to provide meaningful learning experiences for children. Experience without burdening children with the demands of completing all curriculum achievements for grade promotion and graduation. Second, it can be focused on life skills education, including the prevention of Covid-19. Third, learning activities and assignments can vary between students according to their respective interests and conditions, including considering the gap in access/study facilities at home (Fitriansyah, 2022).

Efforts made by various stakeholders to optimise learning have not been able to stimulate children's interest in learning. Especially early childhood whose stages of cognitive development are still pre-concrete operational. Children can optimally understand a concept through direct learning experiences. The children are still not interested in completing their play assignments (Sari et al., n.d.).

Parents have run out of ways to motivate young children to participate in online learning. Children who are unique and active can not be more than 5 minutes just sitting still and focused on one media only. Children who tend to be active will move a lot and don't like just sitting around watching a computer or laptop screen or even a small smartphone screen. Another obstacle is that the internet covers not all areas and not all families have gadgets. In the end, children are just left alone and lose the best time to get developmental stimulation in the golden age (Yunitasari & Hanifah, 2020).

Learning innovations to be able to optimize the provision of stimulation during the covid pandemic while still paying attention to health protocols are very necessary amid the confusion of parents who currently also have to act as teachers at home. Likewise, the confusion of the teachers in varying various activities so that the children remain enthusiastic about learning at home. This learning model can not only be done during a pandemic but also during the new normal and also when other disasters occur. Learning activities do not require classrooms but only large areas that can be arranged in such a way as activity circuit posts. Children take turns visiting the post one by one to do activities. Children can also do activities on a vehicle (car or motorbike) such as drive-thru services. Children can still meet face to face with teachers and friends from a safe distance. Drive-thru service is a service without getting off or the initiative enables people to have access without leaving their cars and respecting physical distancing measure (Zhao et al., 2008). Considering the current conditions, children still get direct learning experiences with teachers while maintaining a safe distance.

Drive-thru in learning has been carried out but only in distributing activities or collecting children's work to school. Drive-thru activities have not fully carried out learning activities. Thus, researchers are interested in conducting research on the development of a drive-thru learning model for children aged 5-6 years. Children of 5-6 years old are the focus of research because this age is the final age of pre-school to the elementary school level. This age stage is crucial for children's school readiness. This period is a transition period from pre-school to elementary school(Kementerian Pendidikan dan Kebudayaan, 2003).

Method

From the research problems raised, this research uses a research and development approach. Research and development is a research process based on user needs and followed by product development according to the intended needs. Research and development is an industry-based development model in which the findings of the research are designed to produce new products and procedures. Which is tested in the field systematically, evaluated and improved again to find effectiveness, quality, or more specific criteria standards. According to Borg and Gall (Effendi &

Hendriyani, 2018) explained that: The ultimate goal of research and development is to produce new products or improvements to old products which then also carry out experimental tests to obtain a final model.

Preliminary studies were conducted in the provinces of DKI Jakarta, Central Java, East Java, and Gorontalo. A preliminary study was conducted as a step to collect needs analysis data in the field. This province was chosen as a pilot project for the drive-thru learning model for children aged 5-6 years based on the data on the highest Covid-19 cases and the election of Gorontalo as the representative of the province of eastern Indonesia.

The validation stages of the developed model are carried out by involving experts. The experts conduct a review of the developed model, and then the results of the expert study are used as the basis for revising and or validating the developed model. The experts involved are experts in the design of play activity programs for early childhood, and material/content experts in early childhood play activity programs. The technique used is the researcher meets one by one with each expert. The instrument used in the expert review process is an open questionnaire.

Further testing was carried out. The procedures carried out in the one-on-one trial were: (1) the researchers selected three children with different abilities and according to the characteristics of early childhood; (2) researchers carry out play activities according to the developed model; and (3) the researcher observed the changes that occurred in the three children using the observation sheet.

The research data was obtained by using observation, documentation, interviews, and photos of activities accompanied by video recordings. Observations are used to collect data on children's play activities and the implementation of drive-thru services. Interviews and documentation were used to strengthen direct observation data from sources, both children and teachers. Photos can be studied subjectively and analyzed inductively to produce descriptive data. Meanwhile, video is used to record playing activities so that children's playing activities can be seen during the drive-thru service.

Discussion

Developing a drive-thru learning service model in learning activities for children aged 5-6 years is a learning innovation effort carried out to develop learning models suitable for children aged 5-6 years during recovery and disaster management such as the COVID-19 pandemic. So that the main target in developing the drive-thru learning service model is early childhood aged 5-6 years. The main thing that is expected is the increase in children's learning and playing activities, as a form of effort in carrying out learning innovations to overcome the difficulties and lack of children's activities when participating in online learning activities or online using the zoom application.

Learning in early childhood can be referred to as a play activity program. Because in early childhood learning is done while playing. As stated by Sutton-Smith that play can be education in schools. We must not forget that a vital role in learning has to do with the culture of the child, not the culture of adults and there is a role of joy in its implementation which is often the opposite in our educational concerns.

While play can be educational in the school sense, we should never forget that its much more vital role in learning has to do with child culture, not with adult culture, and furthermore, it has festive roie to perform that is often the very antithesis of our educational concerns .(Frost et al., 2012).

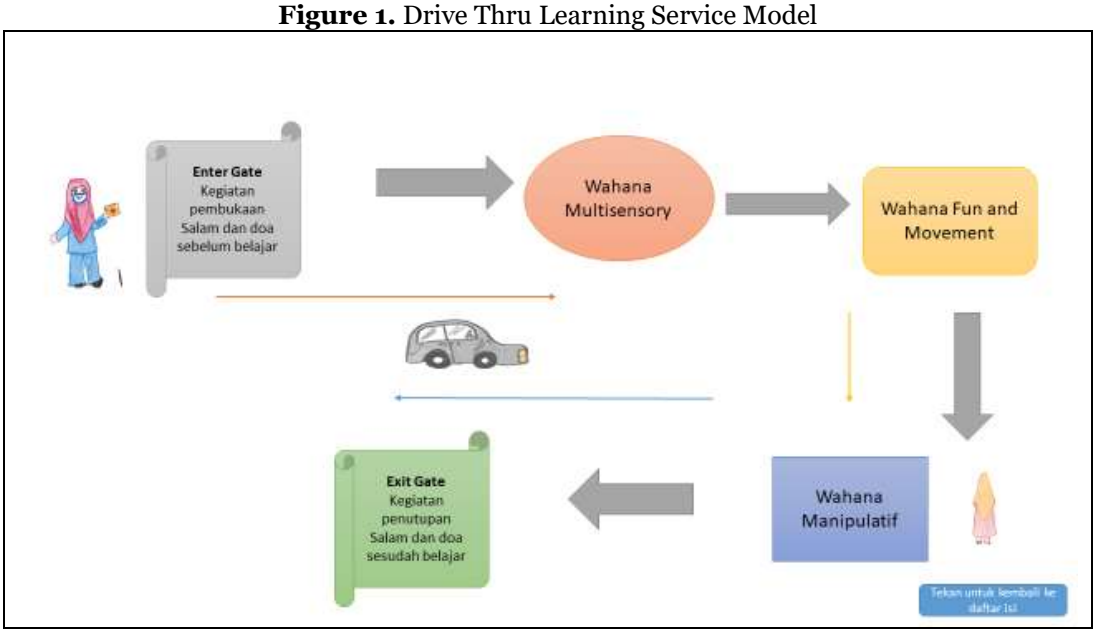
Recently, online learning activities have turned out to be less effective for children aged 6 years and under. The impact is very much felt by parents. Parents have run out of ways to motivate their children to participate in online learning. On the other hand, a unique and active child can't stay for more than 5 minutes just sitting quietly and focused on one medium. Children who tend to be active will move a lot and don't like just sitting around watching a computer or laptop screen or even a small smartphone screen. Another obstacle is that not all areas are covered by the internet and not all families have gadgets. In the end, the child is left alone and loses the best time to get stimulation.

Talking about development in early childhood will never be separated from the concept of playing while learning which is a form of development itself. The essence of learning is a process of interaction. According to Gordon as quoted by Smith and Ragan (Ragan & Smith, 2013) states that learning is a process of interaction between teachers, students, and learning resources in a learning environment. While Knapp stated that (Knapp, 2022), learning is a bridge that connects learning objectives and individual characteristics of students in schools. The main purpose of learning is to design certain conditions that can help students achieve the learning objectives/competencies set by the school. The two most important tools in creating these conditions are time and learning materials.

In learning using the drive-thru learning service model, in one meeting day, at least three wahanas or center are opened. The Wahana is of course adjusted to the number of teachers in the school. The three wahanas include multisensory, fun and movement, and manipulative. Multisensory wahana is activities center that involve children's five senses, such as art and science. Fun and moving wahana is the center for activities that involve movement, song and role play. Manipulative wahana is

the center for design and technology activities. The use of these playgrounds is very important because sometimes learning in early childhood is done through play activities. According to (Frost et al., 2012), the real world of children is playing. This statement is in line with According to Eliason and Jenkins (Eliason & Jenkins, 2008) that play is a form of active learning that unites mind, body, and spirit.

Figure 1. Drive Thru Learning Service Model



Play is an important activity for children because through playing children explore their world (Fleer & Hedegaard, 2010). According to Parker (Parker & Al-Maiyah, 2022), Play is any activity carried out for the pleasure it generates without considering the end result. Play is an activity carried out with or without tools that generate understanding or provide information, provide pleasure and develop imagination in children. For this reason, the approach to using rides as a form of developing a drive-thru learning service model is important (Veraksa et al., 2022).

Overall, the results of this action research activity show positive developments in play activities for children who participate in learning activities. This is a manifestation of careful learning efforts and preparation in determining the steps of learning activities using the drive-thru learning service model.

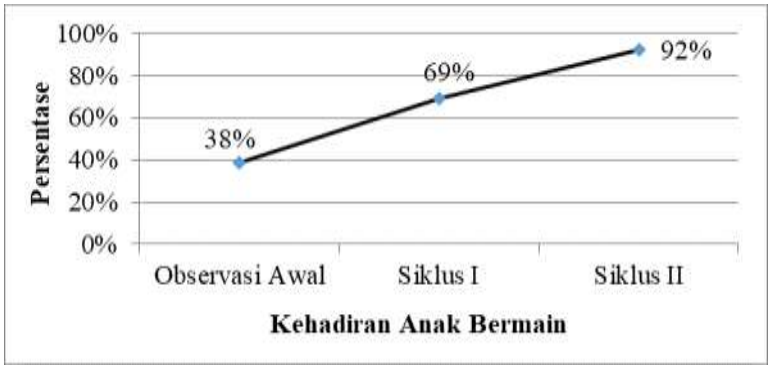
The play activity program is a sketch of activities planned for each day for one duration. "*sketch of the activities planned for each day troughout the duration of the unit. It provides an overview of the unit so it can be viewed in prespective. There should be a balance kind of activities (art, music language, and literacy,etc)as well as type of groups"* (Eliason & Jenkins, 2008). Sketch or lesson plan This provides an overview of the unit so that it can be seen from a perspective. There should be a balance of activity types (art, language, music, literacy, etc.) and group types

At the implementation stage, the research activities went well and could be followed well by the children. This action research activity was carried out in 3 stages, where the initial stage was in the form of initial observation activities, then continued with the implementation stage of the action in two cycles. At first, according to the results of observations, children's activity in playing was very low because children quickly got bored participating in online learning activities through the zoom application. However, after the implementation of the drive-thru learning service model in learning activities, children are very enthusiastic about participating in learning activities.

In this research on the development of the drive-thru learning service model, the focus of the assessment includes three aspects of the assessment, namely: (1) the presence of children playing, (2) the involvement of children playing, and (3) the involvement of children in completing play tasks. Viewed from the aspect of the presence of children playing, the results of observations showed that the children who attended in the good and very good categories all only reached 38%. Of the total children, as many as 62% of their attendance was not good. This shows that the presence of children in online learning activities using the zoom application is not satisfactory. However, after the children were involved in learning activities using the drive-thru learning service model in cycle I, the percentage of children's attendance scores for actively playing in the good and very good categories increased to 69%. So, the percentage of absent children decreased. After reflecting and evaluating the results of the implementation of the first cycle of actions, the percentage of children's attendance scores in learning activities in the second cycle is increasing. The percentage of children attending to play reached 92%. This shows that the implementation of actions using the development of a drive-

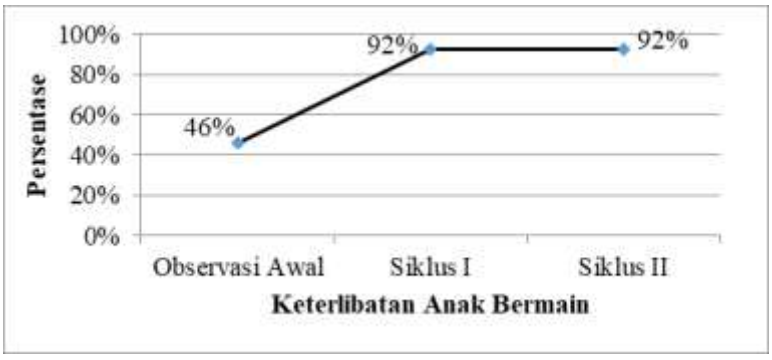
thru learning service model has a positive impact on the presence of children. The percentage increase in the results of the assessment of children's attendance in playing in learning using the drive-thru learning service model is as follows.

Figure 2. Data on the Development of Children Playing Attendance in Learning Using the Drive-Thru Learning Service Model



The presence of children in learning activities does not guarantee that children are actively involved in learning or playing. Viewed from the aspect of the involvement of children playing, the results of observations showed that the children who attended and were actively involved in learning or playing for good and very good categories only reached 46%. Of all children, more than half (54%) of their involvement in active play is not good. This shows that the involvement of children in online learning activities is not good. After the learning activities were carried out by applying the drive-thru learning service model in the first cycle, the percentage of children's involvement in playing actively, namely in the good and very good categories, increased to 92%. So, the percentage of children who are less active to be involved in playing has decreased dramatically. After going through the process of reflection and evaluation, the percentage of children's involvement in playing in cycle II did not develop. However, although the involvement of children to play did not increase, the percentage achievement of 92% in cycle II was very satisfactory. This shows that the implementation of the action using the drive-thru learning service model has a positive impact on the involvement of children play in learning activities. The percentage increase in the results of the assessment of children's involvement in playing in learning using the drive-thru learning service model is as follows.

Figure 3. The Development of Playing, Children's Engagement in Learning Using the Drive Thru Learning Service Model

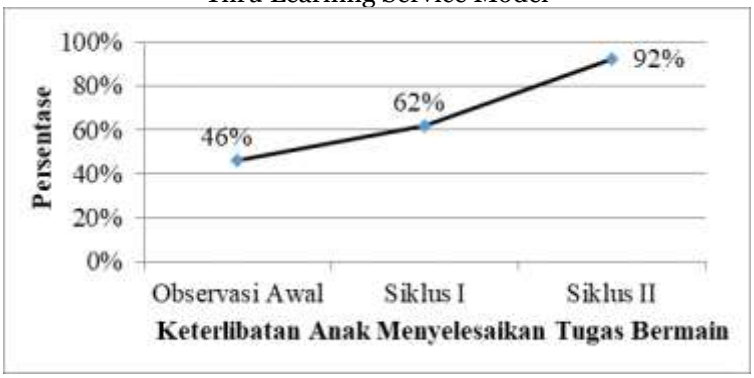


The involvement of children in learning activities does not guarantee that children are actively involved in completing play tasks. In accordance with the results of initial observations regarding the involvement of children in completing play tasks, the percentage of children who scored in the good and very good categories only reached 46%. This shows that the number of children who are actively involved in completing the task is less than half. For this reason, efforts to increase children's involvement in completing play tasks need to be done. After going through the activation process in the first cycle, using the drive-thru learning service model, the percentage of children's involvement in completing the play task reached 62%. The results of these achievements indicate that there is an

increase in the percentage of children's involvement in completing their play tasks. This means that the application of the drive-thru learning service model has a positive impact on increasing children's involvement in completing play tasks. However, this percentage is not satisfactory enough so and improvements are needed so that the involvement of children in completing playing tasks becomes even better. After going through the process of reflection and evaluation regarding the shortcomings in the implementation of the actions in cycle I, continued the implementation of actions in cycle II as an effort to improve the deficiencies in cycle I. In cycle II, the results of the analysis showed that the involvement of children in completing their play tasks increased even more to 92%. This increase shows that the use of the drive-thru learning service model for children aged 5-6 years has a positive impact on children's involvement in completing their play tasks. The development of children's involvement in completing play tasks can be seen in the following figure.

Figure 3. Involvement of Playing Children in Completing Play Tasks Using the Drive Thru Learning Service Model

Figure 4. Developmental Graph of Children's Engagement in Playing Playing Tasks Using the Drive Thru Learning Service Model



Overall, both in terms of attendance, involvement of children playing, as well as aspects of children's involvement in completing tasks, the use of the drive-thru learning service model has a positive impact on these three aspects. This shows that the development of a drive-thru learning

service model for learning activities for children aged 5-6 years provides satisfactory results. The use of the drive-thru learning service model for children aged 5-6 years is very good to implement.

Conclusion

Based on the results of research regarding the development of a drive-thru learning service model in learning activities for children aged 5-6 years, it was concluded that there was an increase in children's playing activities which was reflected in the following indicators: (1) the presence of children playing, (2) the involvement of children playing, and (3) the involvement of children in completing play tasks. The performance indicator achieved is 74%, with details of children's playing activities in the first cycle for indicators of children's presence playing at 69%, involvement of children playing 92%, and involvement of children completing playing tasks 62%. In cycle II, each indicator has reached 92%. Thus the action research hypothesis states that the use of drive-thru services to increase children's play activities is acceptable.

Some suggestions that can be put forward are as follows: 1) As a teacher, you must realize that transferring knowledge to children requires an effective method so that learning objectives are achieved. Each child has a different character, so in the learning process the teacher should use a different approach individually, so that this can also be a basis for consideration so that children can still be involved in playing activities. 2) Teachers should continue to innovate by using effective learning methods in order to increase children's play activities in learning in order to achieve optimal developmental aspects, especially during the recovery and disaster management period such as the COVID-19 pandemic. 3) PAUD schools are expected to be able to develop a drive-thru learning service model in learning activities so that children can still be directly involved in learning activities even in conditions of recovery and disaster management such as the COVID-19 pandemic. 4) The principal as the leader is expected to encourage teachers to innovate in the learning process by using effective and fun learning media and involving children's activities. Principals also need to give awards to teachers who excel and support teacher activities in implementing these learning innovations.

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Lampiran 1: Panduan Model Layanan *Drive Thru* untuk Anak Usia 5-6 Tahun