



# Teacher's Strategy to Improve Children's Cognitive through Outdoor Activities for Early Childhood

Novia Istiqomah<sup>1</sup>, Khamim Zarkasih Putro<sup>2</sup>

<sup>1,2</sup>UIN Sunan Kalijaga Yogyakarta, Indonesia

E-mail: [noviaistiqomah27@gmail.com](mailto:noviaistiqomah27@gmail.com), [khamim.putro@uin-suka.ac.id](mailto:khamim.putro@uin-suka.ac.id)

Article Info	Abstract
<b>Article History</b> Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-11-09	The researcher focused on the teacher's strategy to improve children's cognition through outdoor activities for early childhood, where the researchers aimed to find out how teachers learn about learning or outdoor activities, activities and preparation as well as the safety needed when doing outdoor activities for early childhood. The research method that the researcher uses is descriptive qualitative research. The data obtained from observations and interviews show similarities, namely outdoor activities stimulate children to develop more easily, children will be easier to understand and there is a real picture of what is explained. Outside they can feel the air, feel the opportunities of open space, and improve the ability to use muscles in new ways.
<b>Keywords:</b> <i>Teacher;</i> <i>Early Childhood;</i> <i>Outdoor.</i>	
<b>Artikel Info</b>	<b>Abstrak</b>
<b>Sejarah Artikel</b> Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-11-09	Peneliti berfokus pada strategi guru untuk meningkatkan kognisi anak melalui kegiatan outdoor untuk anak usia dini, dimana peneliti bertujuan untuk mengetahui bagaimana guru belajar tentang pembelajaran atau kegiatan outdoor, kegiatan dan persiapan serta keamanan yang dibutuhkan saat melakukan kegiatan di luar ruangan untuk anak usia dini. Metode penelitian yang peneliti gunakan adalah penelitian kualitatif deskriptif. Data yang diperoleh dari observasi dan wawancara menunjukkan kesamaan yaitu kegiatan di luar ruangan merangsang anak untuk berkembang lebih mudah, anak akan lebih mudah memahami dan terdapat gambaran nyata dari apa yang dijelaskan. Di luar mereka bisa merasakan udara, merasakan peluang ruang terbuka, dan meningkatkan kemampuan menggunakan otot dengan cara baru.
<b>Kata kunci:</b> <i>Guru;</i> <i>Anak Usia Dini;</i> <i>Luar Ruangan.</i>	

## I. INTRODUCTION

Outdoors are characteristic learning and indicate climates for young children and are one in which most children feel calm and capable" (Akmalia, n.d.; MAS, 2021). This statement encourages thinking of open air exercise as a method to increase children's opportunities. Open air exercises are an important part of children's lives as they play an important role in "promoting children's well-being and progress" (Manurung et al., 2021) on the grounds that they offer a wide range of opportunities (Azlina, W., & S., 2012) For example, giving young people an open door to outside practice empowers them to enhance their actual development and skills (McFarland, L., & Laird, 2018) as well as support mental, physical, social, and spirit progress (Azlina, W., & S., 2012; Maynard, Trisha, Waters, 2014). When this part of the progress joins, children's consent and investigative abilities are upheld as well (Bento & Dias, 2017). Outsiders can provide comprehensive progress that opens doors for children through active encounters and becoming dynamic players. Children are also ready to reflect on different capacities and ideas on the outside, which may be unimaginable on

the inside (Benton, 2004). An outdoor learning climate is a basic part of a child's training. For Froebel, the kids jungle gym was "normal". Young children deal with gardens, gather to build water dams, pet creatures, and play. In general, this is completely solved by children when learning outdoors (Mariyana, 2010). Activities outside the study room should be expanded so that they can take part more broadly in outside activities besides that it can be used for children to express their hopes. Outdoor activities are new places for children and fun places so that children can develop and be creative (Khairunnisah & Ali, 2015; Play, 2019; Ririn & Hijriyani, 2020). When they do activities outside, the children show a lot of interest in the children, considering the climate outside is also full of new things and full of changes. Children can learn different things and improve all parts of the turn of events. Educators also assist children in developing their development through learning programs, which can be assessed through perception or direct collaboration with children.

The learning climate outside provides an abundance of benefits for children so that children understand surfaces, images, smell, and

hearing, significantly more than just dealing with them inside. The outdoor learning climate also adds to the experience of taking part in a sunny day. Taking part in very natural air is great for the well-being of children (Lobo-Cardoso et al., 2017; Muhammad Akhlis Rizza et al., 2021). Outside they can feel the air, appreciate it, open space opportunities, and improve the ability to use muscles in new ways. Open air play and progress for the most part makes more noise and requires strength and more excitement. Playing in the outdoor learning area requires a sturdy area for children to get up, run, and cycle. Playing in the green grass or there is sand, less risky than falling on the floor in a more robust room in general, on the grounds that there are no screens or roofs, sound clearly cannot muffle (Kerich & Momanyiokioma, 2015). Educators should know that outdoor activities are very broad, to the point of creating muscle or hard development, but can be used for overall training carried out inside, it can also be outside, for example, work, music, dance, narration, and dramatization. Exceptional open air climate continuous reinforcement or use of native habitats in the game (Vera, 2012). Providing a protected area for sand and children to play is important to dig the soil. Similarly, playing in the water should also be done outside the room. Significant points of interest when playing outdoors, not only for young people to vent energy, but should be planned with the aim that children can do valuable exercise for the turn of events. As far as is concerned, educators must screen children's well-being, particularly asser-tive ways of behaving. The importance of outside practice for all parts of a children's turn event can be transferred together. This is because outdoor training includes various parts of youth development. Outside practice is more significant in incorporating the child's different touch and possibilities. It combines true turn of events, interactive capabilities and social information, as well as enthusiastic and scientific turn of events. Outdoor training becomes a place that respects the differences in practice and learning, the door is open for children.

## II. METHOD

The research method that the researcher uses is descriptive qualitative research. Qualitative methodology is a methodology that produces data in the form of a series of sentences that are easily understood in the form of writing or orally from sources who have been observed (Afifuddin

& Saebani, 2009; Sugiyono, 2016). While the data collection techniques are interviews, observation, and documentation. Interviews are activities that are carried out at least, namely two people who have agreed to converse naturally to get information but remain on good, polite and trusting procedures with each other (Shidiq & Choiri, 2019). While observation is an activity that is carried out in real or directly in place that uses all the five senses in order to obtain the expected data (Anufia, 2019). While documentation is an activity of taking information through data available at schools, for example photos (Puspaningrum, 2018). This research was conducted at PAUD Kreatif BEC Sumpiuh.

## III. RESULT AND DISCUSSION

From the observations, it shows the teacher's strategy to improve children's cognitive through outdoor activities for early childhood regarding outdoor learning, if the teacher's ideas in learning or outdoor activities are not monitored, and security is not guaranteed, it can cause children to be injured. Before outdoor activities are carried out, the teacher prepares game tools and ensures that the toys are safe for children. each teacher gets their own share, there is a teacher who arranges the playground, a teacher who supervises outdoor play. The data obtained from observations and interviews show similarities, namely outdoor activities stimulate children more to develop, children will be easily given an understanding and there is a real picture of what is explained. Children are more flexible when playing outdoor where there are lots of things that can be used, such as when children play in outdoor fields, children can play ball to stimulate the cognitive and motor aspects of children, in this case the teacher accompanies children when they are active outside the room. All outdoor activities or activities can be adapted to the ideas and ways of teaching the teacher so that children's cognitive development can develop. The teacher does not only explain but the teacher also gives an illustration or example directly to the child besides that the teacher also provides the opportunity for the child to discuss together about problems or examples that exist when the activity is carried out. For example, when playing in the field, children discuss what is on the field such as grass, what color is the grass, who created the grass, what animals can eat the grass. And there are many other examples. Children's cognitive development can be seen in the following table:

Research Data Teacher strategies to improve children's cognitive through outdoor activities for early childhood.

**Table 1.** Achievement Level Indicator

No	Name	Achievement Level Indicator				Description
		BB	MB	BSH	BSB	
1	Nizam				✓	Nizam's cognitive has developed very well
2	Farros			✓		Farros cognitive development as expected
3	Orlin				✓	Orlin's cognitive development is very well
4	Wulandari				✓	Wulandari's cognitive development is very well
5	Melin		✓			Melin's cognitive begins to develop
6	Atta				✓	Atta's cognitive development is very well
7	Arkha			✓		Arkha cognitive development as expected
8	Raka				✓	Raka's cognitive development is very well
9	Elfathan			✓		Elfathan cognitive development as expected
10	Rafadhan		✓			Rafadhan cognitive begins to develop
11	Aldiyas				✓	Aldiyas cognitive has developed very well

Guidance of outdoor activities can be carried out when children can independently handle their own exchanges with the physical and social climate and gain the clarity of self that is

expected to be explored further. In addition, the advantages of outdoor play on children's improvement are built on the consequences of past investigations, for example, research led by (McClintic, S., & Petty, 2015) which makes sense that outdoor play encounters can decisively influence children's single turn. of events and behavior. Teachers provide direction and guidance so that children always feel comfortable and safe. In addition, the teacher needs to prepare what will be used during outdoor activities, after that the teacher gives directions to the children what children's activities are during outdoor activities and the teacher supervises all children's activities. The course of open play is an interaction that should always be bargained for in children's play and instructors make it a culture. Outdoor play practice affects children. Everyone develops their existence because of the encounter and how they describe that encounter. This causes educators to believe that games have an activity effect on children's behavior. Another directed examination (Ceciliani, A., & Bortolotti, 2013; Susilowati, 2014) recommends that open play provides benefits for children's physical development and behavior. Children's physical and behavior can be fostered ideally through outdoor games. This is because when playing in the open air provides insight into free play and the experience of play dumb which includes children's movements in developing their coordination abilities and affects children's courage and certainty.

Outdoor play usually requires more strength and more enthusiasm, as most people will find it normal to decisively influence the outcome of a child's progress. This is as expressed (Ismawati, 2015; Maynard, Trisha, Waters, 2014) that open air games can provide learning exercises that are completed in an open nature using normal environmental factors as learning media. From the explanation above, in accordance with the results of interviews with class teachers, it is explained that when children play outside, children become more active when playing, besides that children have new experiences. Where children will play freely when outside the room, communication with peers is also well established. Children can solve their own problems with their friends as long as communication and children's activities are still monitored by the teacher. Let children be free to play, communicate, and solve their own problems so that children will return to actively playing together. By playing outdoor, all aspects that

exist in children can develop well, so as much as possible outdoor activities are held for children's learning. Educators believe that games affect children's activities and behavior. Outdoor play requires more power, ideas and enthusiasm, as most people will find it normal to strongly influence the outcome of a child's progress. From the results of interviews with class teachers, it was explained that when children played outside the children became more active when playing, besides that children had new experiences. Where children will play freely when outside the room, communication with peers is also well established. Children can solve their own problems with their friends as long as communication and children's activities are still monitored by the teacher.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

The teacher's strategy to improve children's cognitive can be seen in the teacher's ideas and methods during outdoor activities. The teacher can give real examples when children are doing outdoor activities so that children's cognitive runs are better and children are easier to understand. Children are more flexible when playing outdoors where there are many things that can be used, such as when children play in open fields, children can play ball to stimulate children's cognitive and motor aspects, in this case the teacher accompanies children when playing ball. active outdoors. All outdoor activities or activities can be adapted to the ideas and ways of teaching the teacher so that children's cognitive development can develop.

##### B. Suggestion

Discussions related to this research are still very limited and require a lot of input, suggestions for the next author are to study more deeply and comprehensively about the Teacher's Strategy to Improve Children's Cognitive through Outdoor Activities for Early Childhood.

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