



Building Internalization of Early Childhood Learning through Collaborative Learning

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Abstract: The context of teaching and learning in the era of the COVID-19 pandemic provides more space for families to teach their children, especially at an early age. Therefore, the purpose of this study is to examine the phenomenon of family-based early childhood learning starting from literature studies, problems to solutions in overcoming these problems. The solution that is the key to successful learning in the family environment is the internalization of what parents teach their children. The author uses a collaborative learning design in its application. This solution will direct the child to find a learning style that suits him. This is certainly beneficial for parents in making it easier to teach their children. Therefore, it is hoped that the existence of this research study can be an alternative reference for parents in teaching their children, especially at the early age level which is the rapid development of the brain in receiving various external information around it.

Keywords: Collaborative Learning, Early Childhood Learning, Family Education, Learning Styles

1. INTRODUCTION

The spread of the COVID-19 virus is increasingly spreading. Based on data compiled by the Task Force [1] the number of confirmed positive cases was 1,037,993, with details of 842,122 people being declared cured and 29,331 people who died. From these data, it shows that the virus has a fast spread. Additional cases will continue to occur indefinitely.

With the spread of COVID-19, the government has established various policies ranging from social distancing, physical distancing scale, to large-social restrictions (PSBB) to date (since the writing of this article) which is called the Implementation of Restrictions on Community Activities (PPKM) which are implemented in some areas. Java and Bali. This is because the two islands fall into the relatively high distribution category [2]. These policies aim to break the chain of spread of COVID-19 through restrictions on social activities.

Therefore, the existence of these policies halted all activities in various fields, especially education. In terms of the teaching and learning process, it switches from face-to-face to online learning. This is in line with the Ministry of Education and Culture's decision which mandates that the whole teaching and learning process be carried out from within the home [3]. This decision is intended as a statement from the Minister of Education

and Culture, that health in learners is an important component and must be prioritized [4]. This has made the COVID-19 pandemic a major challenge in the world of education [5].

In implementing learning from home, family is the main key to the success of children in learning. Basically, family is the main educational essence of children. Because the family is expected to always try to provide for the needs, both biological and psychological for children, as well as to care for and educate them [6]. So, family is an important component, especially during a pandemic like this time [7]. Families, especially parents, are very close to children [8], so that in this case the parents will always accompany their children in learning during this pandemic.

This is different when talking about formal education, which means that the teacher component is the key. However, even though the family determines the success of children's learning, teacher creativity is still needed as an educator who can build learning to be more active and interesting. So that parents can understand what to do in teaching their children at home through the help of the teacher.

Teachers who teach at levels below Elementary School are called Early Childhood Education (PAUD) teachers. Early childhood education (PAUD) is carried out from birth to 6 years of age according to the child's level of development. Birth to 6 years of age is also known as the golden age in which children can quickly receive stimuli [9]. Against this background, early childhood education teachers have to rethink what they do in their classrooms and with what resources. They are a key axis and center for achieving and promoting the integration of ICT in professional practice and developing guidelines for the use of ICT in the education space, under administrative support and study plans [10]. Because, even though young children have started going back to school with various experiences with digital technology, it is impossible for learning to return to what it was before the pandemic. Children come with enormous technological baggage from their homes. It is clear that many of the children attending early childhood education centers and primary education have grown up in homes where multimedia and multimodal forms of expression are becoming very common [11].

Therefore, learning is needed that is able to build collaboration between parents and children where the teacher is the intermediary who bridges these learning activities. One of the learning things that the writer studies is collaborative learning. Collaborative learning can be a powerful method for sharing understanding among students. Collaborative learning occurs when team members systematically activate, maintain and regulate their cognition, motivation, emotions, and behavior towards achieving their goals.

Socially co-regulation in learning contributes to success in collaborative learning [12]. This collaborative learning can also be implemented in the form of online learning. Because it can build comprehensive knowledgeable knowledge, even online with proper management records [13].

Therefore, the authors are interested in studying collaborative learning between parents and children with the teacher who acts as an intermediary. The main objective is to provide problem solving during the implementation of learning from home. For that, the benefit of this writing is that it can be used as an alternative reference in solving problems during learning from home by children in particular.

2. METHODS

In carrying out this literature review, the writer uses a qualitative research type by applying a literature review. This concept implies that in compiling this paper a comprehensive literature review is provided related to the theme / theory / method and synthesizes previous studies to strengthen the foundation of knowledge [14]. In its implementation, the steps are as carried out by Thaariq and Wedi [15], namely (1) searching for and uncovering the phenomena / problems that occur; (2) formulating ideas; (3) make theoretical comparisons; and (4) draw conclusions. The articles that will be the main study are as follows.

Table 1 Meta analysis of articles/books to be reviewed

Article/Book Title	Publisher	Year
Technology-enhanced learning and networked collaborative learning	Networked Collaborative Learning (Woodhead Publishing Limited)	2010
Using epistemic network analysis and self-reported reflections to explore students' metacognition differences in collaborative learning	Learning and Individual Differences	2020
Developing clinical expertise in musculoskeletal physiotherapy; Using observed practice to create a valued practice-based collaborative learning cycle	Skeletal Science and Practice	2020
Collaborative Approaches in Smart Learning Environment: A Case Study	Procedia Computer Science	2020
Implementing collaborative, active learning using peer instructions in pharmacology teaching increases students' learning and thereby exam performance	European Journal of Pharmacology	2020

Impact of a case-based collaborative learning curriculum on knowledge and learning preferences of dermatology residents	International Journal of Women's Dermatology	2020
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Based on the table above, there are several articles reviewed from various reputable journals. The reputable journals are Networked Collaborative Learning (books), Learning and Individual Differences, Musculoskeletal Science and Practice, Procedia Computer Science, European Journal of Pharmacology and International Journal of Women's Dermatology. So it is hoped that this paper will be able to provide the best scientific contribution in solving educational problems, especially with regard to learning problems at home carried out by parents and children.

3. RESULT AND DISCUSSION

Family Education in the Pandemic Era

Family is a major component in education. The family is formed from a legal marriage bond. In it live a husband and wife legally.

The family is a bond that allows each other to complement each other so that it can form the beginning of the smallest social system. The family provides the opportunity for its members to develop important parts of their lives to complement each other, and thus can be an added value in building a framework of social life in a broader context [16].

The family is the primary institution for raising children, and family experiences play an important role in shaping children's life opportunities [17]. This is because the family is the first environment that a human child experiences when he is born into the world [18]. From this family, what kind of personality the child will be in the future. Because usually family background is still an important predictive factor for individual achievement [19].

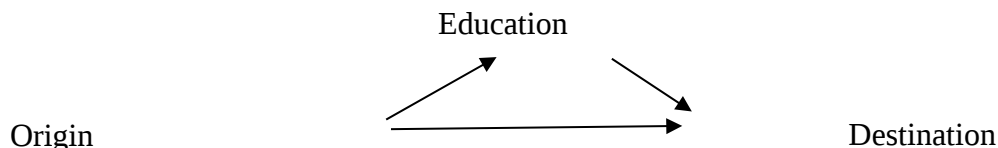


Figure 1. The OED (Origin Education Destination) diagram [20]

In a pandemic era like this, the role of the family in teaching children is very significant, especially the role of parents. Of course this is a burden in itself, because previously the educational process was always fully left to the teacher. In this case parents only play an educational role in the sphere of informal education. But after the pandemic,

parents have a dual role to play. Because in addition to having to deal with financial pressures, they also have to make sure how their children can learn. It may also be stressful because they are exposed to more daily hassles (eg a less than optimal work or school environment) and additional tasks (eg parents educating children at home or caring for significant others) [21].

Families face the imminent threat to their relationships, rules, rituals and routines because of COVID-19, which could have major implications for coping with children during this time. Some families will be more affected than others, because of their previous circumstances, such as those with lower incomes, mental health and / or special needs, and / or experiences of racism or marginalization [22]. In the current context, although children and adolescents appear to be less physically susceptible to COVID-19 than adults, they are at significant developmental risk due to disruption to their proximal context and daily life [23]. So that this becomes a challenge in itself for family education in the face of the COVID-19 pandemic.

Collaborative Learning in Family Education

In the pandemic era, the family has a significant role in children's education, especially regarding the role of parents. This is because the person plays a role in providing a structure for the child's activities even if he or she has good access to distance learning [24]. The purpose of the structure here is the learning that will be used. One form of learning that deserves to be considered is collaborative learning.

Basically, collaboration will occur when there is interaction between individuals and individuals, individuals with groups or groups with groups. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve problems, complete assignments, or create products [25]. Collaboration has become the trend of the twenty-first century. The need for societies to think and cooperate on issues of critical concern has increased and is shifting the emphasis from individual efforts to group work, from independence to community [26].

Intuitively, a situation is called 'collaborative' if co-workers are at the same level, can perform the same actions, have the same goals, and cooperate [27]. However, collaborative learning is different from cooperative. According to Sato [28] collaboration emphasizes individual differences in expressing ideas, while cooperative emphasizes differences in ideas that can be put together. This is as the opinion of Wiersema [29] which is as follows:

“Collaboration is more than co-operation. I would say that co-operation is a technique to finish a certain product together: the faster, the better; the less work for each, the better. Collaboration refers to the whole process of learning, to students teaching each other, students teaching the teacher (why not?) and of course the teacher teaching the students too”.

Effective collaboration is based on the efforts of all parties to achieve the same goal. Collaboration is important for practical reflection and knowledge exchange. It has been used as the main strategy to generate creativity and innovation to create effective educational programs [30]. In addition, collaboration in this family aims to form attitudes and beliefs in children in achieving change in themselves [31].

When parents and children collaborate on learning activities, the bond between parent and child increases because they can spend more time together [45]. Such examples allow parents to be a source of comfort in reducing pain and worry and to engage in conversations with their children to help them reduce their anxiety [32]. So that this collaboration can be an alternative learning in teaching children during a pandemic like this. Because students can acquire sufficient knowledge, good attitude and skills [33].

Learning Styles: Efforts to Reach Maximum Learner Potentials

Learning style itself is not an ability, but rather a preferred way of using one's abilities. Individuals have different learning styles, that is, they differ in their 'natural ways, habits and preferences for absorbing, processing and retaining new information and skills'. Learning styles are usually bipolar entities (eg reflective versus impulsive, random versus sequential), representing the two extremes of a broad continuum; however, where a learner is on the continuum is value neutral as each extreme has potential advantages and disadvantages [34].

For example, students could be divided into visual learners and verbal learners (based on a learning style test given to each student) and then given instructions that each emphasize a picture or word. The visual-verbal difference is just one simple example of many proposed taxonomies. Given the support from academics and the sincere praise of educators, adapting instruction to student styles is now a common and profitable endeavor [35].

Learning styles are an individual's unique approach to understanding and retaining information, based on their strengths, weaknesses and preferences. The fundamental basis of learning is to acquire specific skills and knowledge [36]. Learning style is the way each

student begins to concentrate, process, absorb, and store new information. Likewise, a set of biological and developmental characteristics make identical environments, methods and resources of instruction effective for some students and ineffective for others. Recent studies reveal that when teachers develop and extend their teaching methods and techniques according to the individual learning styles of their students, there is a marked increase in performance and achievement as well as a decrease in the number of disciplinary problems [37]. So that the emphasis on learning styles needs to be a major consideration in efforts to achieve the potential of the students themselves, especially in the application of collaborative learning to find learning styles that are owned by children.

Internalization of Learning through Collaborative Learning: Previous Research Studies

There are several previous studies that can be used as references in the application of collaborative learning in family education. However, the average implementation is still within the scope of formal education. Therefore, later the results of this study need to adjust within the scope of the family itself.

Based on the writing of Trentin [38] it is stated that the term 'Networked Collaborative Learning (NCL)' not only shows that the educational process is supported by computer networks, but also (and more importantly) that the process is supported by, and carried out through, a network of links in among all those participating in the process: students, teachers, tutors, experts, especially parents. This reciprocal relationship is intrinsic to collaboration in communities that pursue shared learning goals. So a network should be seen primarily as a social network, and not just as a computer network for long-distance communication between individuals. So, in this case, parents are the main network that must be considered to shape the personality of the child.

Based on research conducted by Wu and his colleagues [39] it is shown that collaborative learning can play the role of individuals in diverse differences. Because basically humans are created with a variety of differences and have their own uniqueness.

Based on qualitative research conducted by Carr and colleagues [40] it provides a theoretical framework to describe how an approach to practice-based development involving observed practices can be 'valued' by those involved. It is proposed that this framework can provide useful conclusions for clinical services that wish to effectively support the development of clinical skills in the workplace. These findings demonstrate a three-stage cyclic process of practice-based development, involving a mentor and a learner.

The sequential nature of these three requirements provides a practical context for others to consider when evaluating approaches to workplace development in their own clinical practice. In this case, the cycle process in collaborative learning can be effectively used in family education.

Based on research conducted by Akhrif and colleagues [41] it shows that collaborative learning is important to acquire and share knowledge intelligently through intelligent interactions between students in teams. The implementation of this concept requires a collaborative approach that requires several criteria as mentioned above. Analysis of these criteria has shown that recommendations from the most appropriate collaborators are essential in developing a collaborative environment for assigning relevant roles to learners. So that this can build a smart learning environment.

Based on research conducted by Castensen and colleagues [42] it was shown that implementing collaborative and active learning using peer instruction in lectures in pharmacodynamics significantly improved student learning and exam performance in questions related to PI lectures. When using peer instruction, the role of the teacher / lecturer at the university changes from being a knowledge spreader to being a facilitator of learning. So in the context of family education, parents as leaders act as facilitators in children's learning.

Based on research conducted by Said and colleagues [43] it shows that a Case-Based Collaborative Learning curriculum that uses active learning strategies can efficiently convey this dynamic content, especially among younger trainees, who may face the sharpest learning curve. . In particular, the curriculum demonstrates the acquisition of knowledge while simultaneously requiring <20 minutes of resident preparation in one session, highlighting the potential longitudinal efficiency of this approach. So that in this case, collaborative learning using cases can provide learning experiences effectively and efficiently.

Based on the description of the studies that have been carried out, it shows that in the scope of formal education (schools), collaborative learning is an effective and efficient design or model and builds a separate learning experience for learners. As stated by Setyosari [44] that collaborative learning emphasizes the importance of meaningful learning, problem solving and aspects of social personality. So, as the saying goes, collaborative learning is worth trying in the sphere of (informal) family education, especially between parents and children. Because this kind of learning supports student-centered learning so that it will indirectly form the internalization of learning in children.

This internalization is important because one of the goals is to find the learning styles that children have as a basis for learning characteristics.

4. CONCLUSION

Based on the description that has been explained, collaborative learning can be implemented in formal education (schools), thus forming a meaningful learning experience, solving problems and forming social personalities. So in the context of family education, collaborative learning is worth trying, especially between children and parents. Because it is hoped that this kind of learning will be able to close the relationship between parents and children, especially during this pandemic, where all activities are carried out in the home, including in terms of teaching and learning activities.

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