

Development of Early Childhood Physical Literacy through Experiential Learning in the Era of Society 5.0

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Article Info

ABSTRACT

Article history:

Received 10 14, 2024
Revised 11 15, 2024
Accepted 11 22, 2024

Keywords:

Physical
Literacy Development
Early Childhood
Experiential Learning
Era Society 5.0

Early childhood physical literacy has 3 stages in mastering skills, namely basic locomotor, non-locomotor and manipulative movements. Early childhood is a very important phase for child development or often referred to as the golden age. Experiential Learning is a learning approach that focuses on early childhood through real experiences and practices in the learning process. The concept of society 5.0 era was introduced by Japan. The concept of society 5.0 is a general concept that aims to increase human-centered values through technological advances. This research uses a qualitative descriptive type. In the research method used, namely library research. Data collection in this study was obtained from various sources of information in line with the research topic in the form of scientific journals both nationally and internationally, books and other electronics. learning model through experiential learning in the era of society 5.0 is very necessary, because it focuses on two interconnected aspects of gaining experience (grasping experience) and transforming experience (transforming experience). children are expected to build confidence and ability to solve problems effectively in an era that is increasingly dominated by technology and information, such as the era of Society 5.0.

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INTRODUCTION

Development is an effort to achieve abilities and skills through gradual and sustainable functional education and training activities (Abdullah, 2022). Development is an increase in technical, theoretical, conceptual and moral abilities in accordance with educational needs. Education is one of the rights and fundamental needs for humans that must be fulfilled (Amalia et al., 2023). Therefore, it is necessary to develop potential, especially in terms of literacy development. Literacy in Latin is literatus which means the ability to read, write or be educated (Basyiroh, 2017). Literacy really needs to be developed as a basic capital in learning and acquiring knowledge. According to research conducted by Bruns and Pierce 2007, states that literacy provision from an early age will cause children to become learners throughout their lives. One of the literacies that need to be developed in children is physical literacy (Adhe et al., 2023).

Early childhood is a very important phase for child development or often referred to as the golden age. According to experts, the golden age is referred to as the golden period which only occurs once in human life (Salwa et al., 2024). In the 2003 National Education Law, it states that early childhood is a child who is in the age range of 0-6 years. Early childhood is a group of children in the process of unique growth and development (Novitasari, 2016). Growth and development in early childhood needs to be directed at physical, cognitive, socio-emotional, language and creativity so that the development process is very rapid and fundamental for later life with the formation of a complete person, through experiential learning and innovation in the future era.

Experiential Learning was introduced in 1984 by David Kolb in his book entitled "Experiential learning: Experience as the source of learning and development". Experiential Learning is a learning approach that focuses on early childhood through real experiences and practices in the learning process (Anjarwati, 2023). In this approach, the main key is to make children actively make discoveries and explorations with direct and real experience learning (H. A. Pamungkas & Vevi Sunarti, 2018). In developing early childhood physical literacy with experiential learning, various activities can be carried out including classroom learning, self-development

programs in an active program, and games (Rasyidin & Flurentin, 2024). Future learning through experiential learning will create a more meaningful learning process, directly involved to be used as an experience (Suryaningsih et al., 2019a).

The current educational revolution is very developed, not only in the field of technology. Education is experiencing a transition in the society 5.0 period. The concept of the society 5.0 era was introduced by Japan. The concept of society 5.0 is a general concept that aims to increase human-centered values through technological advances (Elviona et al., 2023). According to research developed by Setiawan and Lenawati 2020, society 5.0 is a concept that aims to improve the lives of ordinary people by optimizing the use of big data, artificial intelligence, and the internet of things as a solution to everyday problems. In other words, the relationship between the internet and physical space. Childhood education in the era of society 5.0 is very much side by side with technology to adapt, in this case it requires the role of educators and educational institutions that contribute to each other (Sari, 2017). Therefore, it is necessary to have the right learning strategies and methods in the era of society 5.0, thus creating quality resources and education (Librianty et al., 2023).

METHODS

The methodology in this research uses a qualitative type with a library research approach (Judiani, 2010). This research aims to find out the implementation of character education through experiential learning programs in the era of society 5.0. According to Sugiyono 2017, says that qualitative research methods are methods used to research on natural objects, (as opposed to experiments) where the researcher is the key instrument and interprets the phenomena that occur (Sugiyono, 2013). In this study, it starts by exploring sources that will be used as a discussion or as a theory, then analyzed and conclusions are drawn based on the formulation of the problems to be studied (Judiani, 2010). The collection of information from the literature review was obtained from various electronic media in the form of books, papers, journals, and articles according to keywords. The data was collected, sorted and discussed to draw conclusions (Hendriyani, 2018).

RESULT AND DISCUSSION

In developing early childhood physical literacy, the learning model through experiential learning in the era of society 5.0 is very necessary, because it focuses on two interconnected aspects of gaining experience (grasping experience) and transforming experience (transforming experience). At the stage of gaining experience (grasping experience) is divided into two parts, namely experience (CE) concrete experience and reflect (AC) active experimentation. Meanwhile, transforming experience is also divided into two including thinking (RO) reflection observation and acting (AE) abstract conceptualization (A. H. Pamungkas & Sunarti, 2018). These aspects are described in a continuous spiral cycle which can be seen below.

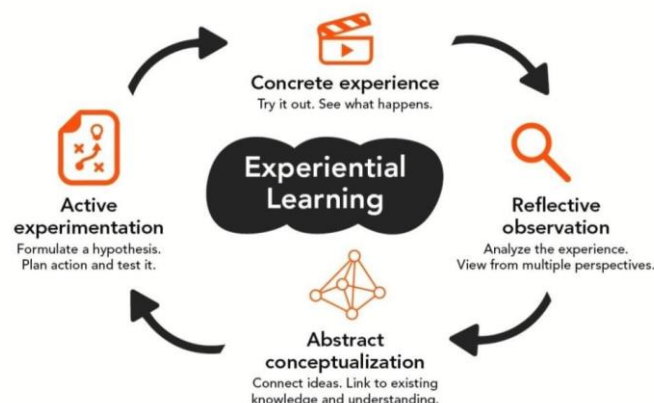


Figure 1. Experiential Learning Model David Klob, 2014

The stages of experiential learning are qualified including (Suryaningsih et al., 2019b) (1) experience (concrete experience) the stage where individual children focus on learning open thinking and adaptability to the environment through activities. (2) reflect (reflective observation) This stage invites children to bring up their opinions and communicate back. (3) act (abstract conceptualization) This stage directs children with stage 1 as a concept and stage 2 as a combined reference, teaching children to use logic or thought to understand situations and problems, then make observations and reflect on the experiences they get. (4) thinking (active experimentation) This stage directs children to use the theory they have learned so that they can build meaningful

concepts and confidence in solving a problem and can make the right decision. In addition to the four stages in learning, there are also contributions of educators in guiding early childhood in the era of society 5.0 including (1) leading learning, (2) designing relevant learning, (3) encouraging collaboration and participation, (4) adjusting learning, (5) guiding digital literacy, (6) evaluating and receiving feedback (Sinaga et al., 2022). Based on the experiential learning model and the era of society 5.0, there are several relevant articles in accordance with the researcher, these articles can be seen in the table below.

Table 1. Relevant Articles

No	Author	Article Title	Research Objectives	Results
1.	Maharani Umami Rasyidin, Elia Flurentin	Application of Experiential Learning to Improve Social Emotional Skills in Learners	The purpose of this article is to examine the effectiveness of experiential learning method in improving students' social-emotional skills.	Positive results which prove that experiential learning is effectively applied to improve students' social-emotional skills at various levels.
2.	Fitri Anjarwati	Benefits of Experiential Learning Model Implementation for Early Childhood	The purpose of this article is to analyse the benefits of implementing an experiential learning model in early childhood.	The results showed that experiential learning model can be an alternative learning model in early childhood.
3.	Nola Elviona, Sahara Usnul Aini, Zakia Nabila Putri	Early Childhood Education in the Era of Society 5.0	The obligation and contribution of educators to the utilisation of technology in the classroom is referred to as "the role of educators in the 5.0 era".	Fostering quality human resources, independence, creativity, competitiveness, and a lifelong learning mindset in children.

CONCLUSION

In conclusion, in developing early childhood physical literacy in the era of Society 5.0, the experiential learning model is very relevant and important. This approach emphasises two main aspects: grasping experience and transforming experience. The learning process starts with concrete experience and active experimentation, followed by reflective observation and abstract conceptualisation. Each of these stages encourages children to think critically, adapt to the environment, communicate ideas, and use logic and theory to solve problems. This learning model also prioritises the role of educators in guiding children, including leading and designing relevant learning, as well as encouraging collaboration, participation and digital literacy. With this approach, children are expected to build confidence and the ability to solve problems effectively in an era increasingly dominated by technology and information, such as the Society 5.0 era.

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