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### AN ANALYSIS OF OPTIMIZATION FOCUS FOR KINDERGARTEN TO KNOW CHILDREN'S INDEPENDENT ABILITY AT NURUL ILMI KINDERGARTEN, MEDAN, INDONESIA

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#### ABSTRACT

The optimization comes from the optimal word which means the best. So optimization is the process of achieving a job with results and benefits. The thematic lessons emphasize the application of the learning concept while doing something (learning by doing). Therefore, the teachers need to package or design a learning experience that will affect the meaningfulness of the student learning. The children's self-dependent of Kindergarten Nurul Ilmi Medan before the action on the category was enough, meanwhile the dimension of knowledge of the children's self-dependent and the feeling of children's self-dependent and the dimension of the act of child self-sufficiency was in the category enough.

**Keywords:** optimization; thematic lesson; kindergarten; independent ability

#### INTRODUCTION

In the learning process, human can develop and have the ability to be independent. The independence can be seen from learning how to lying on the stomach, sitting, standing, walking, running, eating, drinking, bathing, and so on, and continuing by learning to hear, talk, read and write, interact with others, to experience various forms of miracles. It undergoes a self-transformation, from unable yet/unable to become able or from dependence to independence. In the family, the independence is developed since the beginning. It will be easier to form the future generations that have independent attitude, good mindedness, a high fighting ability, competitive, good language skills so that they can convey their aspiration well also when they get mature.

Meanwhile, in some kindergartens in Medan, including in Nurul Ilmi kindergarten where the research was conducted, after the researcher observed, the attitude or attitude of self-sufficiency was not fully implemented in a planned manner. Therefore the researcher as a coach at this school felt called to make some improvements in optimizing the independence of the 5-6 years old children. As on arrival, the students came into the classroom, there were still children who had not been able to open/wear their own shoes, while there were still students who had not been able to follow the rules in marching because they still looked at their parents/guardians, there were more students cried for did not want to be left alone and had to be waited in front of the class to come home, and even more parents or guardians accompany them in the classroom, then there were students everywhere will always be accompanied so they did not want to be separated from their parents/guardians and even at rest at meal time there were still students who did not want to eat alone.

At the time of learning while playing, the efforts of habituation establishment of independent attitude were also not seen clearly. The aspect of self-behavioral habituation was still around the practice of prayer, and the practice of taking ablutions' water along with the activity of memorizing the prayers, and the short sunahs from Al-Qur'an and it was more command of the teacher who had not yet shown the children's overall self-reliance.

The consequences of the establishing a memorizing behavior of prayers have not demonstrated their ability to master the independence attitudes established in the 2004 curriculum. When the observations was confirmed to one of the teachers and from the head of kindergarten school, they say: we conduct the independent self-regulation in a planned manner but the independence can be conducted through habituation in ablution and praying practice. Based on that, the writer considered it was good, but the activity does not fully support as expected in the kindergarten and RA education to achieve the optimal development tasks in

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### ABSTRACT

The optimization comes from the optimal word which means the best. So optimization is the process of achieving a job with results and benefits. The thematic lessons emphasize the application of the learning concept while doing something (learning by doing). Therefore, the teachers need to package or design a learning experience that will affect the meaningfulness of the student learning. The children's self-dependent of Kindergarten Nurul Ilmi Medan before the action on the category was enough, meanwhile the dimension of knowledge of the children's self-dependent and the feeling of children's self-dependent and the dimension of the act of child self-sufficiency was in the category enough.

*Keywords: optimization; thematic lesson; kindergarten; independent ability*

### 1. INTRODUCTION

In the learning process, human can develop and have the ability to be independent. The independence can be seen from learning how to lying on the stomach, sitting, standing, walking, running, eating, drinking, bathing, and so on, and continuing by learning to hear, talk, read and write, interact with others, to experience various forms of miracles. It undergoes a self-transformation, from unable yet/unable to become able or from dependence to independence. In the family, the independence is developed since the beginning. It will be easier to form the future generations that have independent attitude, good mindedness, a high fighting ability, competitive, good language skills so that they can convey their aspiration well also when they get mature.

Meanwhile, in some kindergartens in Medan, including in Nurul Ilmi kindergarten where the research was conducted, after the researcher observed, the attitude or attitude of self-sufficiency was not fully implemented in a planned manner. Therefore the researcher as a coach at this school felt called to make some improvements in optimizing the independence of the 5-6 years old children. As on arrival, the students came into the classroom, there were still children who had not been able to open/wear their own shoes, while there were still students who had not been able to follow the rules in marching because they still looked at their parents/guardians, there were more students cried for did not want to be left alone and had to be waited in front of the class to come home, and even more parents or guardians accompany them in the classroom, then there were students everywhere will always be accompanied so they did not want to be separated from their parents/guardians and even at rest at meal time there were still students who did not want to eat alone.

At the time of learning while playing, the efforts of habituation establishment of independent attitude were also not seen clearly. The aspect of self-behavioral habituation was still around the practice of prayer, and the practice of taking ablutions' water along with the activity of memorizing the prayers, and the short surahs from Al-Qu'an and it was more command of the teacher who had not yet shown the children's overall self-reliance.

The consequences of the establishing a memorizing behavior of prayers have not demonstrated their ability to master the independence attitudes established in the 2004 curriculum. When the observations was confirmed to one of the teachers and from the head of kindergarten school, they say: we conduct the independent self-regulation in a planned manner but the independence can be conducted through habituation in ablution and praying practice. Based on that, the writer considered it was good, but the activity does not fully support as expected in the kindergarten and RA education to achieve the optimal development tasks in

accordance with the standards that have been formulated. The aspects of expected developments include moral and religious values, social, emotional, and autonomy, language, cognitive, physical/motor, and art.

In the authors' observations, the teachers were still focused on existing (roster) schedules that are only based on aspects of development. Besides that, the implementation of the study was still fragmented; the thematic lesson being implemented was still in simple form. Meanwhile in the 2004 Curriculum, it was stated that the approach of learning in the kindergarten uses thematic approach that is the approach of learning activities that are integrated between the aspects of development by using a fertile theme.

The thematic lesson emphasizes the involvement of the students in the learning process actively so that they can obtain the direct experience and trained to be able to find their own knowledge. Through the direct experience, the students will understand the concepts they are learning and relate them to other concepts that they have understood. Piaget emphasized that learning should be meaningful and oriented to the needs and development of children. The thematic lessons emphasize the application of the learning concept while doing something (learning by doing). Therefore, the teachers need to package or design a learning experience that will affect the meaningfulness of the student learning. Learning experiences that show the connection of conceptual elements make the learning process more effective. The conceptual link between the subjects studied will form the scheme, so that the students will acquire the wholeness and unanimity of knowledge. Moreover, with the application of thematic learning in accordance with the stage of development of students who still see everything as a whole (holistic). Some of the characteristics of thematic learning include: 1) The experience and learning activities are very relevant to the level of development and the needs of the students, 2) The selected activities in the implementation of thematic learning depart from the interests and needs of the students; 3) Learning activities will be more meaningful and memorable for students so that the learning outcomes can last longer; 4) Helping to develop the students' thinking skills; 5) Presenting the learning activities that are pragmatic in accordance with the problems often encountered by the students in their environment; and 6) Developing the students' social skills, such as cooperation, tolerance, communication, and responsiveness to other people's ideas.

Based on the reasons and the results of the preliminary observations that researcher saw in the field, the researcher is very interested to examine more about how to optimize the independence of early kindergarten B aged 5-6 years children through thematic learning which is one the integrated learning forms.

## 2.LITERATURE REVIEW

### 2.1.Definition of Optimization

The word optimization comes from optimal which means learning the behavior that results in excitement or excitatory stimulation. The optimal word by language means best, highest, best result. The optimization comes from the optimal word which means the best. So optimization is the process of achieving a job with results and benefits. Based on some of the above understanding, it can be concluded that optimization is to make what should be if it is associated with the word independence sense of optimization of independence is to make make the ability of independence capabilities to be that should be.

### 2.2.Understanding of Independence

Independence comes from the word independent, which means a person's ability to meet their own needs in everyday life. Self-help means also can take care of its needs, what is desired can be fulfilled, by self-serving and can fulfill his own desires. Self-help is also called self-care.

The term independence comes from the word independent which is defined freely as stand alone. Standing alone contains the notion of independent or influenced by others and do something on initiative, own creativity and responsible for their own behavior in daily activities. Independence is the state of a self-determining person who can be expressed in one's actions or behavior and can be judged. Independence can be interpreted as an ability to think, feel, and do, something on its own. Self-dependent according to Havighurst, has four aspects, namely; the intellectual aspect (the willingness to think and solve one's own problems), the social aspect (the willingness to actively engage relations) the emotional aspect (the willingness to manage his own emotions), and the economic aspect (the willingness to organize).



### 3. Understanding of Thematic Learning

Thematic learning is a learning that is designed based on certain themes. In the discussion, the theme is reviewed from various developments in early childhood. Thematic learning provides the breadth and depth of curriculum implementation, offering an enormous opportunity for students to bring dynamics into education. The thematic units are the epitome of all learning languages that facilitate students to productively answer self-generated questions and satisfy curiosity by naturally appreciating the world around them.

Thematic learning is a learning approach used in organizing a learning process that integrate systematically and holistically the development efforts of early childhood development groups. The development effort is done by combining development clumps or some fields.

Learning according to Hadimiarso is a deliberate, purposive, and controlled conscious effort in order for others to learn or change relative to others. This effort can be conducted by someone or a team who has the ability and competence in designing and developing the necessary learning resources. This understanding is distinguished from teaching which has already meant to mean the "presentation of teaching materials" done by a teacher, because the activity can be done by the designer and developer of learning resources such as a learning technologist or a team consisting of expert media specialist teaching material.

Meanwhile, Gagne and Briggs argue that learning is a process of changing the behavior of learners that involves cognitive, affective, and psychomotoric changes. Learning is a humanitarian effort is done with the aim of helping learners to learn. It is the process of people acquiring skills, skills, and attitudes.

Based on the above opinion, learning is a complex activity. Learning consists of three important components, namely external conditions, internal conditions, and learning outcomes. Thus these three things can be called that learning is the interaction between the internal state and the cognitive process of a person's stimulus from the environment. Such cognitive processes produce results.

### 2.4. Optimization of Kindergarten Children through Thematic Learning

Learning in kindergarten/RA uses thematic approach. Theme as a means to introduce various concepts to learners, bring together the contents of the curriculum in one unified whole, enrich the vocabulary of learners, and make learning more meaningful. Themes are chosen by virtue of the principle of proximity, simplicity, attractiveness, and identification. The selected theme is based on: a). closeness, meaning; the first chosen theme close to the child's life to an increasingly distant theme of the child's life; b). Simplicity, meaning a theme chosen from a simple theme to a complex theme for the child; c) interesting means selected themes ranging from themes that attract children to the theme the less attractive; d) identification means the events occurring around the child (school) and occurring at the ongoing learning should be included in the lesson although not in accordance with the chosen theme of the day.

The steps of the theme selection in learning activities, among others; a) identifying themes relevant to learning outcomes and indicators in the curriculum; b) organizing and sorting themes based on the principles of theme selection; c) describing the theme into the sub-themes so that the discussion of a theme does not expand/widen; d) choosing a theme that suits school needs.

Optimizations of children's self dependent can be done through meaningful learning is an effective learning process and bring influence changes to the behavior of learners in achieving competence. Active involvement of learners in learning process can develop the awareness and feel a change in them, to gain new experiences that are beneficial to their life.

## 3. METHODOLOGY

### 3.1 Research Objectives

The research is an action research that generally aims to collect the data related to efforts to improve the ability of the early children's independence in the kindergarten age 5-6 years through thematic learning which is one the integrated learning forms. As it is known, the feature of action research is to offer one way

to solve the learning problems. In this research, the way offered is a thematic learning approach is one of the forms of integrated learning to improve the ability of early childhood independence in kindergarten B.

To achieve the objectives of the research, the appropriate type of research used is an action research. Specifically this research aims to collect the data on; (1) How to improve the independence of early childhood Kindergarten through thematic learning? (2) Is the independence of early children of TK B can be improved after the implementation of the action through thematic learning?

### 3.2 Place and Time of Research

The place of this research was conducted in Kindergarten (TK) students of Nurul Ilmi Jalan Selamat Ketaren No. 1 E Medan. The research took place over a period of six months, covering pre-survey, consolidation and testing of the actual test data and the actual collection of research data for the purpose of this study.

From some schools that the researcher surveyed, the TK Nurul Ilmi became the place of the research based on several considerations as follows: (1) the willingness of the principal as a place of the research, (2) the willingness of the teachers to collaborate in the implementation of the research, (3) The Kindergarten is in sufficient condition and has enough pages to play while studying as well as a spacious and clean study room. Fair and available game tools, available media and teacher education graduates SPd and PGTK, and, (4). The willingness and cooperation of the school and the participation of the guardians also support the implementation of this research.

Based on the research that was conducted for six months with the activities of one month for field observation and pre-assessment, one month for creating the thematic (integrated) teaching design to improve the self-dependent of the Kindergarten B early children, three months for intervening the action of the thematic learning model which is one the integrated learning forms to improve the self-dependent of the Kindergarten B early children of Nurul Ilmic and one month for making the report of the research results.

### 3.3 Theme: The Self-dependent.

The developed self-dependence abilities are discipline, self-care, and hygiene. The researcher together with the teachers observed the ability of the children's self-dependent by using the observation sheet as follows:

No	The Observed Child's Self-Dependent Ability	Values		
1	Mentioning the meaning of self-dependent	1	2	3
2	Explaining the reason for doing the self-dependent ability			
3	Promising to do the self-dependent			
4	Selecting an image that suits the self-dependent ability			
5	Expressing the feelings when conducting the self-dependent behavior			
6	Being on time at school			
7	Being able to put on/ take off their own shirts/shoes			
8	Orderly when learning			
9	Disposing of garbage in the provided garbage can			

Note:

1 = Less

2 = Enough

3 = Good

In the sub-theme of *my habit*, the developed self-dependent abilities are self-control, responsible and caring for others. In this case, the researcher together with the teachers observed the ability of the children's self dependent by using the observation sheet as below:

No	The Observed Child's Self-Dependent Ability	Values		
		1	2	3
1	Mentioning the meaning of self-dependent			
2	Explaining the reason for doing the self-dependent ability			
3	Promising to do the self-dependent			
4	Selecting an image that suits the self-dependent ability			
5	Expressing the feelings when conducting the self-dependent behavior			
6	Saying thank you when receiving something from someone else			
7	Expressing their feelings when they dare to stand in front of the class if told by the teacher			
8	Boldly lead the prayer			
9	Disposing of garbage in the provided garbage can			
10	Willing t to listen to other people talking			

Note:

1 = Less

2 = Enough

3 = Good

### 3.4 Theme: My Environment.

The developed self-dependent abilities are discipline, care for others and take care of them. The researcher together with the teachers observed the ability of the children's self dependent by using the observation sheet as below:

No	The Observed Child's Self-Dependent Ability	Values		
		1	2	3
1	Mentioning the meaning of self-dependent			
2	Explaining the reason for doing the self-dependent ability			
3	Promising to do the self-dependent			
4	Selecting an image that suits the self-dependent ability			
5	Expressing the feelings when conducting the self-dependent behavior			

6	Saying thank you when receiving something from someone else			
7	Being on time at school			
8	Orderly when learning			
9	Having meal by themselves			
10	Putting back the totys in the place			
11	Taking their own meal			

Note:

1 = Less

2 = Enough

3 = Good

### 3.5 Intervention Result of the Expected Action

The result of the expected action intervention is to improve the self-dependent of the Kindergarten B early children of Nurul Ilmi Medan. The things related to awareness, knowledge, and ability to do self-reliance, namely:

1. Physical self-dependence:

a. Taking care of themselves

b. Keeping the environment clean

2. Emotional social self-dependence

a. Discipline

b. Brave/confident

c. Caring for others

d. To be responsible

The enhancement of these capabilities will be seen during the learning process with the reference to the criteria proposed by Mills as follows: The "A" criteria for students who participate actively in the classroom, show hard work, do the tasks, answer the questions well, punctual class, show good cooperation with other students, and always ready to receive lessons. The "B" criteria for the students who participate actively in the classroom, leave the task no more than twice, just two times late in class, show mastery of learning well, never miss, show hard work, and appreciate others. The "C" criteria for students who demonstrate good mastery of learning and are always successful on all tests are often late in collecting tasks, rarely show participation in the class, show little effort, are often late in classes, and often are not prepared for learning. The "D" criteria for students who show less mastery of learning, weak on all tests, rarely collect assignments, no effort to participate in the class, disrespect others, often not class, disruptive to class.

The criteria proposed by Mills above is in the researcher's interest in setting the criterion "A" the student must be able to show and answer 80-100% of the questions, behaviors, and tasks assigned. The "B" criterion is the student who answers and shows 70-79% of the questions, behaviors, and assigned tasks. The criterion "C" is the student who answers and shows 60-69% questions, behaviors, and tasks that have been

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established. The "D" criteria students answer and show 50-59% of the questions, treatments, and assigned tasks. The expected results in this research are expected to 70% of students of Kindergarten B at least can reach the criterion "B".

### 3.6 Reliability of the Instrument

The instrument used here are two ways of data collection that is interview and observation. Based on Saifuddin's opinion, a more practical and preferred way is to obtain a rating in systematic observation is the rating made by different rater and independent of each other against the same subject group. Further Saifuddin also stated that the rater used at least 3 people for the reliability of the results of the rating becomes more objective. then Saifuddin suggested giving practice to the observers.

The rater used in this research is 3 people with S3 educational background, 1 person of early childhood education, 1 person of language education and 1 person of evaluation education. The reliability calculation of the 3 raters uses the formula from Ebel. As follows:

$$r_{xx'} = (S_s^2 - S_e^2) / S_s^2$$

$S_s^2$  = Variances between the known rating subject

$S_e^2$  = Variance error that is the interaction variance between the subject (s) and the rater (r)

To calculate the mean intercorrelation of the rating results among all combinations of rater pairs that can be made and the average reliability for a rater according to Ebel as follows:

$$\bar{r}_{xx'} = \frac{S_s^2 - S_e^2}{S_s^2 + (k-1)S_e^2}$$

$S_s^2$  = Variances between the known rating subject

$S_e^2$  = Variance error that is the interaction variance between the subject (s) and the rater (r)

k = number of rater that gives the rating

To calculate  $S_s^2$  and  $S_e^2$  is done using the following formula:

$$S_s^2 = \frac{(\sum T^2) / k - (\sum i)^2 / nk}{n - 1}$$

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i = rating number given by a rater to a subject

T = number of ratings received by a subject of all raters

R = The number of rating ratings given by a rater to all subjects

n = number of subject

k = number of rater

In measuring the high reliability, Guilford gauge makes the following criteria:

0,00-0,20	small
0.20 - 0.40	low
0.40-0.70	medium
0.70-0.90	high
0.90-1.00	very high

Based on the calculation of the instrument reliability of the children's self-dependet ability where the calculation of rater rxx '0.89 and the average reliability of a rater rxx' = 0.73 (calculation attached) it can be concluded that the reliability of the instrument is high. A valid or invalid determination is used median (Md) of value given by the three panelists. The higher the median value, the better or more relevant to measure the indicator of the variable to be measured. To make an expert's validity decision based on rational reasons by dividing the 1-11 range into three groups. The bottom value is < 3.66, the middle value is 3.66 - < 7.33 and the upper value is 7.33 -11. Therefore, based on this grouping of values, the following indicator/grain status is defined:

<3.66	= Invalid
3,66- <7.33	= Fixed
7.33 -11	= Valid

View the median calculation results and compare with the predefined criteria that the data obtained from all indicators and items in this instrument is valid. Calculation of construct validity by grading assessment technique is attached.

#### 4.DISCUSSION

##### 4.1 Optimization of the Children's Knowledge

To optimize the children's knowledge of activities undertaken by showing images relating to the value of independence developed the researchers asked, told stories, and discuss the values of self-dependence with children, the children pay attention to the image and answer questions asked by researchers about the notion of values self-dependence, the reasons for performing values of self-dependence as well as decision making in conducting the self-dependence behavior.

The data that shows the images relating to the children's self-dependence scores mention the following self-reliance behaviors:

Researcher: Children, I have a picture, What picture is this?

The children are very happy while yelling hooray

Then the teacher showed the picture to the students

The children looked at the picture in order

*Reflection: The researcher showed the picture of a student who comes late to school before the time of marching.*

The data above shows that the children would listen to the teacher's story relating to the values of self-dependent by using the picture media.

Researcher: "What is called discipline"

The children were silent. The researcher asked the question again.

Najwa: not being late, miss CL 2

*Reflection: The researcher showed an image of a child who arrives on time to school.*

The data on the students' ability mentioning the meaning of self-dependence is as follows:

Researcher: What is the meaning of discipline?

The students were silent and the researcher asked the question again.

Najwa said that she was not late, miss, CL 2

*Reflection: the researcher showed the picture of a child who comes on time to school.*

Researcher: What is the meaning of self-care

Dinda: "Wearing clothes by myself, mam bu" CL3

*Reflection: The researcher showed pictures of a child who is wearing his/her own clothes, then wearing her/her own shoes and the child who does not wear her/his own shoes and clothes.*

Researcher: What is the meaning of taking care of the cleanliness?

Ariq: "Not littering, then Abiyu does not make dirty"

Raja: Not write anything on the clothes CL.4

*Reflection: The researcher showed a picture of a child who are dressed clean with a child who is not dressed clean, as well as pictures of a child who throws away waste garbage trash with images of children who throw garbage carelessly.*

Researcher: What is called confidence,

Raja: being not afraid, missCL.5

*Reflection: The researcher showed a picture of a child who dares to go forward*

Researcher: What is called responsible?

The children were silent. The researcher repeated the question

Lindung: "Restore toys in place" CL.6

*Reflection: The researcher showed a picture of the boy who tidies up the game and restores it in place and the child who does not return the toy in its place*

Researcher: What is called the cares of others?

The children were silent. The researcher repeated the question

Yazid: "Helping others, then Dinda Halimah: Greeting teacher" CL.7

*Reflection: The researchers showed a picture of a child who cares for others, and a picture of a child who does not care for others.*

Teacher: Why do we have to tidy up the toys?"

Raja: "Not to be scattered", CL.1

*Reflection: After showing the picture the teacher asked about the responsible reason.*

Teacher: Why do we have to venture to the front of the class to read the prayer?"

Najwa: "To be clever, Joseph to be clever, CL.2

*Reflection: After showing the picture the researcher asked about the reason to be brave if being asked by the teacher.*

These data show that some children have been able to mention the notion of the values of self-dependent, but there is still a new child to answer if the question is repeated again. The data that show the child's knowledge of the reasons for doing self-dependent behavior are:

Researcher: Why should we come to school earlier than friends?"

Fatimah: "To be a smart man, king to be loved by Allah, then Yazid so ngak ngarahi same teacher", CL.3

*Reflection: After showing the picture the researcher asked about the reason we came on time*

Researcher: Why should we greet the teacher or others?"

Yazid: "To be loved, Lindung goes to heaven," CL.4

*Reflection: The researcher showed pictures and asked about the reasons to care about others.*

Researcher: Why should we take care of ourselves such as wearing our own shoes, carrying our own bags, wearing our own clothes, feeding themselves, taking out our own garbage, taking our own meals, and going to our own classes.

Fiqri: "To be smart,

Najwa: we already want to go to primary school, protect to be loved by God," CL.5

*Reflection: The researcher showed pictures and asked about the reasons to take care of themselves.*

Teacher: Why should we keep clean?"

Children: To be clean

Fatimah: "To prevent flooding, CL.6

Vanisa: "So that the class is not dirty.

*Reflection: After showing the picture the researcher asked for maintaining cleanliness*

The above data shows that the children have been able to name the reasons for their self-dependent behavior. The data shows the children's ability to make decisions related to the value of self-dependent, and the willingness of the children to engage in take care of themselves.

Teacher: How can we arrive on time to school?

King: "In a hurry"

Teacher: Who wants to promise tomorrow will not be late to school?

All the children answered they wanted CL.1

*Reflection: The teacher discussed about the discipline and made them promise disciplinary behavior.*

Teacher: How can we be able to take care of our own needs?

Najwa: "I can wear my own clothes".

Raja: "Just now I did by myself",

Akbar: "I wear my own shoes" .CL.2

*Reflection: How to serve themselves and made them promise to take care of themselves*

Teacher: How do we care about others?

Fatiya: "Greeting, listening, not stubborn,

Raja: Not lazy,

Vanisa: willing to be told

Joseph: Giving food to a friend

Teacher: Will you promise to care for the teacher, friends?

Children: yes, we will, miss. CL.3

*Reflection: The teacher continued the discussion on how to care for others and made them want to care about others.*

Teacher: How the class does not look clean does not scatter

Najwa: not throw garbage in the classroom

Ariq: Tidying toys.

Teacher: Do you want to throw your own garbage into the garbage can?

Childre: Yes, we do

Raja: I do CL.4

*Reflection: The teacher went on to discuss the class hygiene procedures and was willing to perform hygiene behavior*



Teacher: How can you be brave the future if asked by the teacher?

Raja: In order to be smart,

Teacher: Will you go forward if asked by the teacher?

Children: Yes, we will CL.5

*Reflection: The teacher went on to discuss on how to behave confidently.*

Teacher: How to complete your own work?

Karin: Immediately done,

Abid: not playing the games

Ariq: being hurry up

Teacher: Will the children promise to complete their own assigned tasks?

Fatiya: I want to bu. CL.6

*Reflection: The teacher continued the discussion on how to be responsible and able to perform their own tasks*

The data above shows that the children are able to perform self-reliance behavior

#### **4.2.Optimizing the Children's Feelings Dimensions**

The data shows that the ability of the children to express their feelings after performing self-dependent behavior is as follows:

Researcher: Are you happy to come to school before the time?

Children: happy, CL.2

*Reflection: The teacher asked the children's feelings when they come to school on time*

Researcher: How you feel wearing your own clothes, wearing your own shoes, carrying your own bag, entering your own class, feeding yourselves, washing your own hands, taking out your own garbage, and doing your own work.

Children: Happy, miss. CL.3

*Reflection: the researchers asked the children's feelings when performing their own tasks.*

Researcher: How do you feel when you throw your waste?

Abid: Glad, Miss " CL.4

*Reflection: the researchers asked the children's feelings when throwing their own waste into rubbish can*

Researcher: How would you feel when asked to go to class to lead the prayer?

Children: Happy. CL. 5

*Reflection: the researchers asked the children's feelings when courageous to the front of the class.*

Researcher: How do you feel to give food to a friend who does not bring food?

Children: "Happy bu.CL. 6

*Reflection: the researchers asked the children's feelings when giving food to friends who do not bring food*

Researcher: How do you feel when told to return or tidy up the toy in his own place?

Yazid: "Happy". CL. 7

*Reflection: the researchers asked the children's feelings when smoothing the toy and returning it in its own place*

#### **4.3. Optimizing the Dimensions of Children's self-dependent Performance**

The children's self-dependent is optimized for teachers by giving them advice to perform self-dependent behavior as shown in the data attached below:

Teacher: children, today we have learned discipline, you all know that school children cannot be late?

Teacher: Who would come to school on time?

Children: We would..., CL.2

*Reflection: All the children say they will not be late tomorrow, but there are four children who are still late. Like Ariq, Akbar, Yusuf, and Dinda.*

Teacher: You all have learned that playing should share with friends

Children: Yes, Miss. CL.3

*Reflection: All the children said they wanted to play and shared their friends*

Teacher: You all have learned to care about others

Children: Yes, Miss.

*But when the teacher explains there are still children who do not listen.*

Raja: Hanging around. CL.4

*Reflection: All the children said they would not play games if the teacher explained*

Teacher: You have learned to serve yourselves. Who wear your own clothes, wear your own shoes, carry your own bags

All the kids say: We do, Miss. CL. 5

*Reflection: The children claimed to do it themselves, but there are still 4 children who asked to be taken off their shoes, brought the bag, who asked to be assisted to do the task.*

Teacher: Children, before playing first throw out your food trash; all of you throw the garbage into the garbage. CL.6

*Reflection: All the children immediately put the junk food that fell on the floor.*

Teacher: Our children. We have played together, good kids after playing must put back the toys in the place. Who of you have not returned the toy in its place?

All the children say already. CL. 7

*Reflection: All the children said they had returned the toy in its place.*

The data indicate that the teacher advised the children to take self-dependent according to the rules set by the teacher. In addition, the teacher gave praise to them who did such behavioral independence; smart, good children, little kids, kids who will get stars. All the children were happy and motivated to conduct self-reliance behavior.

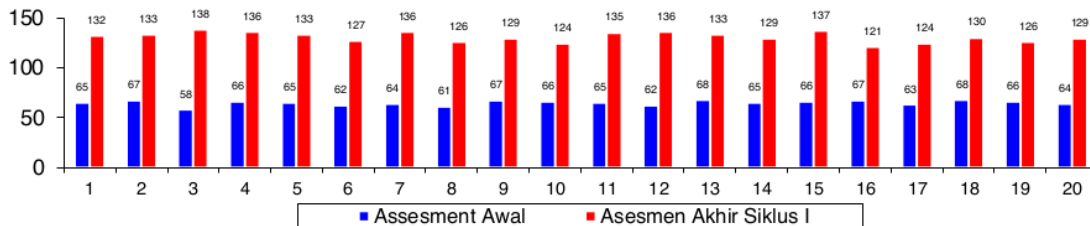
### a) Quantitative Data Descriptions

The data description of the kindergarten group B children's self-dependent is presented in the form of tables and histograms. Based on the data obtained through the observation of the children's behavior every day, the learning is presented in the form of tables, while child survival data obtained from interviews and the observation before and after completion of learning is presented in the form of histograms.

**Figure 1**

### Children's Optimization at the End of Cycle I

Data of the Children's Self-Dependent on the Initial and Final Assessment



The figure above shows that of the 20 children who took part in the initial assessment, the value obtained by the children is in category C (sufficient) range of values between 58-68. This data was before doing the implementation of thematic learning. During the course of the thematic learning which took place in two weeks, the researcher along with the teacher performed the final test of the first cycle. As attached in the histogram above.

### 5.CONCLUSION

The children's self-dependent of Kindergarten Nurul Ilmi Medan before the action on the category was enough, meanwhile the dimension of knowledge of the children's self-dependent and the feeling of child's self-dependent and the dimension of the act of child self-sufficiency was in the category enough. The implementation of Thematic Learning with the activities including optimizing the ability of the children's self-dependent, the media used were images and worksheets of children, and learning methods used to observe images, questions and answers, assignments, and guidance with advice and strengthening can optimize the children's self-dependent ability which achieved the category good. Thus the impact of such learning can show the children behavior on daily activities at school, among other things are come to school on time, can arrange their own line, carry their own bags, dare to ask, patiently wait their turn, throw garbage in place, open and use shoes themselves, want to be left unattended in school, completed their work, want to share and be friends with peers.

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