

THE EFFECT OF GROUP LEARNING METHODS AND INDEPENDENCE ON THE LEARNING INTEREST OF EARLY CHILDREN

SAHRUL SALINGKAT

Department of Nonformal Education, Post Graduate Program
Universitas Negeri Gorontalo
sahrulsalingkat05@gmail.com

ABDUL RAHMAT

Department of Nonformal Education, Post Graduate Program
Universitas Negeri Gorontalo
abdulrahmat@ung.ac.id

RUSDIN DJIBU

Department of Nonformal Education, Post Graduate Program
Universitas Negeri Gorontalo

WENNY HULUKATI

Department of Nonformal Education, Post Graduate Program
Universitas Negeri Gorontalo

SETYO UTOYO

Department of Nonformal Education, Post Graduate Program
Universitas Negeri Gorontalo

ABSTRACT:

This study aims to (1). Describe the effect of the group play method on the tendency of early childhood learning interest in Paud Amanah, Bunga Village, Luwuk Utara District. (2) Describe the effect of independence on the tendency of early childhood learning interest in Paud Amanah, Bunga Village, Luwuk Utara District. (3) Describe the effect of group play learning methods and collective independence on the tendency of early childhood learning interest in Paud Amanah, Bunga Village, Luwuk Utara District. This research uses quantitative research methods. This research was conducted at Paud Amanah School, Bunga Village, Luwuk Utara District. The subjects in this study were 23 students of Paud

Amanah. Based on the results of the research shows that: there is an effect of the application of group play learning methods and independence on the tendency of learning interest in early childhood because when the learning method of playing groups and increasing student independence is applied in schools the student's interest in learning is getting better and students are happier to participate in learning at school.

KEYWORDS: Interest in Learning, Independence, Learning Methods, Playing.

INTRODUCTION:

Early childhood education is a coaching effort aimed at children from birth to 6 years of age, which is carried out by providing educational stimuli to assist physical and spiritual growth and development, so that

children have readiness to enter further education. In an effort to foster early childhood education, an effort is needed to train and develop students' interest in learning with learning methods that are in accordance with the needs of students. One of the learning methods used is the group play learning method which is a form of early childhood education in the education pathway by prioritizing playing while learning.

Basically, early childhood is a very appropriate age to develop children's potential, because at preschool children have learned to separate themselves from their families and parents to enter a wider environment, namely the Madrasah environment. At this stage children really have to start learning to get to know their new environment, the school environment which at first is still very foreign to children. Children no longer have to depend on their parents, and must start getting to know their teacher as a substitute for their parents at school, as well as getting to know their new friends at school, Desak Nyoman Sudiasih (Vol 12 / no 11 June 2018).

Paud Amanah Desa Bunga is one of the early childhood education institutions where this institution aims to help develop the various potentials of children so that later they have the readiness to enter learning activities at the next level. However, one of the problems is that some students of Paud Amanah Desa Bunga have not shown great interest in learning in class A students, they often play when the teacher explains that in front of the class there are some students who do not want to write or do the assignments given by the teacher, as for class B They often cry when the teacher tells them to do assignments in front of the class. There are some students who are still embarrassed to just sing in front of them and more students who when the learning process takes place must be accompanied by their

parents. Thus the learning that occurs has not been able to achieve maximum results in accordance with teacher expectations and the objectives of the implementation of the learning. The problem that causes a lack of interest in learning is that students often do not participate in learning in class, students are more interested in gathering with their friends and doing things they both enjoy, for example some groups of students are more likely to play together during the learning process, there is no sense enthusiastic about student learning when the teacher provides learning in front of the class. Some students feel ashamed or don't have the courage when the teacher tells them to come in front of the class in this case, such as singing in front of the class or a secretary introducing names to their friends. The dependence of students on their parents, as well as the lack of trust of students in their teachers, makes children cry easily which results in a lack of interest in students' learning.

This is also reinforced by the statements of several student guardians who when asked to leave their sons and daughters in the class were not ready for various reasons such as worrying that their children would cry and trouble the teacher. Lack of children's independence, and also learning methods that make children bored to do learning in class. Consequently a student will not have an interest in learning and an independent attitude in himself and this will have an impact on the learning process at school and will affect the interest in learning of a child.

Paud Amanah has made efforts to overcome the problems of interest in learning and independence, such as during the learning process the teacher provides learning that is liked by children and parents are prohibited from entering the classroom during the teaching and learning process so that children

can follow the learning properly without having to be helped parents.

But this did not go well because many students who still did not participate in their learning process were more interested in playing with their group friends and ignoring teachers who were giving lessons in front of the class, as well as parents who did not follow what was prohibited by the school like many parents want them beside their children when learning takes place or sit at the door of the classroom giving instructions when the child is given assignments by the teacher. Some parents are more forcing their children to follow what parents want and do not give freedom to children. This is what makes the efforts made by teachers in schools not yet having maximum results.

As for what can be done by a teacher, especially the teacher at the Paud Amanah Desa Bunga school, must be able to provide a fun learning method, so that students can carry out the learning process well and also the teacher must give strict limits to the parents of the parents not to be in the classroom when the learning process takes place.

Seeing this condition as an early childhood education institution, Paud Amanah Desa Bunga should present a learning method through group play. This play activity is packaged in a way that refers to the themes and indicators that will be presented. The use of teaching aids, selecting the appropriate media and methods are the keys to the success of a teacher in delivering material. However, it is not uncommon for what has been designed and feels right. Less successful in achieving the goals that have been set. Playing is one solution that researchers find attractive to students. Because the world of children is identical to the world of play, when they enter the class the children are invited to play with existing game tools, or play a game first, in order to create a

sense of joy and enthusiasm in the child, so that the child is psychologically more ready to take part in learning.

The group play learning method in early childhood is a solution to increase children's interest in learning where by playing in groups the children will feel happy when the learning process takes place because the group learning method forms small groups where children can work on tasks together with their friends while playing so that students can do the assignment given by the teacher. Montolutu (2009: 18-22) explains that group play can provide benefits such as triggering the creativity of students, overcoming conflicts between children and being able to train children socially. The group learning method is a form of children's choice of activities that can provide satisfaction or pleasure to children and have the quality of pretending or imagination and prioritizes the process rather than the final result which is carried out jointly by several or more than one person.

Independence is one of the solutions to increase interest in learning in children, with the independence of children will do things by themselves without having to depend on their parents, by instilling an independent attitude in children will enable children to carry out the learning process happily and comfortably. In the psychology dictionary, independence comes from the word "independence" which is defined as a condition in which a person does not depend on others in making decisions and there is an attitude of self-confidence in Chaplin (2011: 343). Meanwhile, according to Parker (2005: 226) independence (self reliance) is the ability to manage all that is owned, know how to manage time, walk and think independently accompanied by the ability and take risks and solve problems. independent individual does not need detailed and continuous instructions on how to achieve

the final product, he can rely on himself. Therefore instilling an independent attitude in students is the right solution in increasing children's interest in learning. Therefore, the researchers tried to what extent the effectiveness of group play learning method activities and the cultivation of independence in early childhood in increasing children's interest in learning. So in this study the researcher took the title "The Effect of Group Play Learning Methods and Independence on Early Childhood Learning Interest Tendencies in Paud Amanah, Bunga Village, Luwuk Utara District.

LITERATURE REVIEW:

a. Understanding Interest in Learning:

Interest in learning is not carried from birth, but is acquired later. Interest in something is studied and affects subsequent learning and influences the acceptance of new interests. Meanwhile, according to Prasetyo (2012: 3) interest is a tendency that remains in the subject to feel attracted to a certain field and feel happy being involved in that field. So that interest contains an element of desire to know and study the desired object as insight into knowledge for himself. The person will take concrete actions to know and learn from something he wants as his need.

According to Slameto (2013: 180) interest is a feeling of preference and interest in something or an activity without being asked. Interest is basically the acceptance of a relationship between oneself and something outside oneself.

Interest is a source of motivation that encourages a person to do what he wants to do when given the freedom to choose. Interest is not something that someone simply has. Interest is something that can be developed by yourself. The interest that is in oneself does not exist by itself but that interest will arise when

there is an experience and an attempt on a person to develop that interest. The existence of an interest and having a feeling of pleasure from students towards learning, students will be enthusiastic in carrying out the learning process carried out by a teacher. Intention is also about the urge to do something in accordance with the wishes which later on this desire can bring satisfaction to students where the satisfaction will affect the level of one's interest. With an interest in being able to strengthen one's memory of what he has learned, so that it can be used as a person's foundation in the learning process at a later date, JCE (Journal of Childhood Education) VOL (3) March 2019 Edition, Pages: 58-85. According to Bernadib in Syafarudin (2012: 147).

b. Definition of Independence:

Independence is the condition of a person who can determine himself which can be expressed in the actions or behavior of a person and can be assessed, including behavior capable of taking initiative, being able to overcome problems, having self-confidence, and being able to do something by himself without the help of others.

According to Desmita (2014: 185-186) that independence is an attitude of autonomy where students are relatively free from the effects of assessment. With this autonomy, students are expected to be more responsible for themselves. According to Bernadib in Syafarudin (2012: 147) independence is the condition of a person who can determine himself which can be expressed in one's actions or behavior and can be assessed, including behavior capable of taking initiative, being able to solve problems, having self-confidence, and being able to do something by himself without the help of others.

According to Desmita (2014: 185-186) that independence is an attitude of autonomy where students are relatively free from the effects of assessment. With this autonomy, students are expected to be more responsible for themselves. In short it can be concluded that independence means:

- 1) A condition in which a person has a competing desire to advance for his own good.
- 2) Able to take decisions and initiatives to overcome the problems at hand.
- 3) Have self-confidence and carry out their duties.
- 4) Take responsibility for what he does.

Fatimah (2008: 143) argues that independence is an individual attitude that is obtained cumulatively during development, and individuals will continue to learn to be independent in dealing with various situations in the environment, so that individuals are ultimately able to think and act on their own. With independence, a person can choose his life path to develop more steadily. Daryanto and Darmiatun (2013: 70) suggest that independence is an attitude and behavior that is not easy to depend on other people to complete tasks.

According to Mustafa (Wiyani, 2013: 28) independence is the ability to make choices and accept the consequences that come with them. Independence in children is manifested when they use their own thoughts in solving problems in their daily activities.

Based on the opinions of the experts above, it can be concluded that independence is the ability of students to control, organize and develop their potential independently, be full of responsibility, can solve their own problems, can do their own activities without the help of others, can complete what they do. Independence applies at all levels. Everyone needs to develop their independence according to their capacities and stages of development.

Independence makes a person be responsible for himself in learning. Therefore independence is very important for students in the learning process.

c. Understanding Learning Methods

Etymologically, the method comes from the Greek word "methodos" which consists of two words, namely "metha" which means through or through, and "hados" which means way or way. From this understanding, the method means a path that is followed to achieve a certain goal. In the large Indonesian dictionary, method means a systemized way of working to facilitate implementation in order to achieve what has been determined. Methods are techniques for delivering learning materials to students. The method is also a systematic way of working to facilitate the implementation of activities to achieve a goal. While the learning method can be interpreted as a systematic way to carry out activities or learning activities whose goal is to make it easier to achieve the desired learning objectives. In Atik Yuliani Journal, (2014: 18) says, the learning method is a strategy or tactic in carrying out learning and teaching activities in the classroom that are applied by the teaching staff so that the learning objectives that have been set can be achieved properly.

A teacher must be able to apply appropriate methods in teaching and learning activities, in accordance with the character of students. That way, the teaching and learning process becomes fun and students can absorb lessons more easily. According to Roidjakers (1984) that the learning method must be able to encourage the pattern of the growth process of behavior, build habits and develop skills for adjustment in the interaction of the learning process that takes place.

A teacher must have mastery of many learning methods skills. If you look at the

characteristics of early childhood, a kindergarten or early childhood teacher is required to be able to create fun, active, and child-oriented learning. So that children can develop rapidly and the potential of students can develop optimally, according to Alfih Hidayah (2018: 10). There are several learning methods in early childhood:

1. Storytelling Method:

The storytelling method is a person's activity orally to convey something to another person. It can be information, or something like a fairy tale that has an entertaining purpose. Storytelling can be done with tools (media) or without the help of any tools.

In the classroom, storytelling method can be interpreted as an activity to deliver messages that are carried out verbally from teacher to student, student to teacher and also from student to student. So telling stories in the classroom is not only the teacher who tells stories to create a student-oriented class, giving students the opportunity to learn to do it themselves is one of the most important aspects. The storytelling method must pay attention to the integrity of the story content from beginning to end. The teacher also has to plan the contents of the story to be conveyed so that it becomes a complete and interesting story. This method is the equivalent of the lecture method, only there are modifications in the form of delivery to be more interesting.

2. Playing Method:

Early childhood is a child who likes to play. We cannot deny that they see many things as a fun game. Therefore it is very important for a teacher to be able to apply this method of playing in the classroom. The playing method is very suitable for the level of early childhood development who still likes playing. The playing method can provide an opportunity

directly for students to learn something by feeling it. This is different from the development of learning in the classroom which emphasizes cognitive activities. However, the method of play does not necessarily abandon the goals of children's cognitive development. This method only views that learning by giving direct opportunities for children to feel and play in their inner roles will be more effective than other methods.

3. Presentation Methods and Stories:

This method is one of the methods, especially for early childhood, by providing opportunities for students to convey the information they have by telling stories. This method can provide many benefits including:

- a. Clever students to communicate.
 - b. Students are responsible for learning something and telling the theme.
 - c. Students actively seek their own information.
 - d. Students who listen can be good listeners.
- Because not only does he hear from the teacher, from friends who speak they must have a good listening attitude as well.

4. Method of Group Play / Group Work:

The group play or group work method is currently very popular in schools. In Paud schools or kindergartens this method is usually given to large groups which are a combination of all students in the class. This learning method is almost the same as the simple project learning method. The difference between the two is that the simple project learning method is done by small groups of 3-4 students, while in this method the number of students in one group can be all students in the class or 15-20 children.

5. The Tourism Work Method:

The field trip method is a learning activity by directly observing the world which

includes humans, animals, plants, and objects in the surrounding environment. The field trip method provides the opportunity for students to observe, observe, and discover directly by looking at the objects they are learning directly.

Therefore, in kindergarten or early childhood schools, the Karya Wisata method can be implemented by bringing children to certain objects as a place to provide knowledge enrichment for students. Field trip activities can provide many benefits to students, including:

1. Stimulate children's interest in something he observes.
2. Extend information from what he has learned in class.
3. Provide direct experience of what is in the outside world.

d. Understanding Group Learning Methods:

Group play learning method is an approach in carrying out learning activities for children aged PAUD / kindergarten. The efforts of educators provided by educators should be carried out in pleasant situations where children are trying to learn while playing, using strategies, methods, materials / materials and media that are interesting and easy to follow by children. In learning for PAUD children, there are many groupings according to their interests. In groups they enjoy playing the game will make them happy. Guidance is given both individually and in groups when the children are playing.

The group play learning method is one of learning through the formation of groups or groups formed in the context of managing group guidance activities. Group guidance is a means to support the optimal development of each student. In the group learning method the teacher has the opportunity to provide group guidance where the teacher can communicate with students, the teacher can realize

responsibility, students can overcome difficult problems assisted by the teacher, and also support intellectual and social development.

The group approach is very important to use in learning. In the journal Siti Hartinah (2009: 9) explains that there are several advantages in the group learning method:

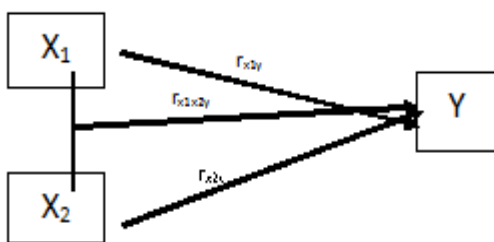
1. Children with problems can get to know themselves from group friends
2. Through groups, attitudes such as tolerance, mutual respect, responsibility, discipline, creativity and other group attitudes.
3. Through the group moral burdens can be eliminated, such as: shame, cowardice, and selfish, aggressive, spoiled and so on.
4. Through the group calm - emotional calm, conflicts, disappointment, suspicion, jealousy and so on can be eliminated.
5. Through groups can develop a passion for life in doing tasks, like helping, discipline, and other social attitudes.

The Ministry of National Education (2011: 5-12) explains that group play is a form of early childhood education in the education pathway by prioritizing playing while learning.

RESEARCH METHODS:

This study uses a quantitative approach. This type of research is a descriptive correlation with the survey method. The research problem is in the form of a causal relationship between the research variables, namely the effect of the dependent variable on the independent variable (the relationship which states if X then Y). In this study there are two independent variables (independent variable) and one dependent variable (dependent variable). The method of learning group play (X1) and independence (X2) while the dependent variable is interest in learning (Y).

Research Design:



Information:

X1: Group play learning method

X2: Independence

Y: Tendency of interest in learning

Based on Figure 1.1, the research design can be explained that this study consists of two independent variables, namely the learning method of group play (X1) and independence (X2) and one devending variable, namely the tendency of interest in learning (Y). To seek learning group play (X1) with a tendency towards learning interest (Y). Independence (X2) with a tendency of interest in learning (Y). Group play learning method (X1) with independence (X2) using simple correlation and the magnitude of the influence of the group play learning method (X1) with independence (X2) together on the tendency of learning interest (Y) using multiple correlation. Research population Population according to Sugiono's opinion (Riduawan, 2013: 54) is a gyneralized area consisting of objects / subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. Based on the above opinion, it can be concluded that the population is all individuals who are targeted in the study, so the population in this study are all students of Paud Amanah Desa Bunga, Luwuk Utara District, Banggai Regency with a total of 23 students with details as shown in Table 1.2 Following:

Table 1.2: Data on the number of Paud Amanah Students in Bunga Village, Luwuk Utara District as population

No	Play Class	The number of students
1	A	10 students
2	B	13 students
Total		23 students

1. The sampling technique:

The sampling technique in this research was done by using random sampling technique. The steps for determining the sample are from the total 23 children in the play group, the observation of the group play learning method is carried out. To determine the sample size, the Taro Yamane formula is used (Riduwan, 2012: 65) as follows

$$n = \frac{N}{N.d^2 + 1} = \frac{23}{23 \times (0.05)^2 + 1} = \frac{23}{(23 \times 0.0025) + 1} = \frac{23}{1.105} = \frac{23}{1.105} = 20,81 = 20$$

Where :

n = number of samples taken

N = total population

d = precision set at 0.05

Then the number of samples (n) is obtained which can be seen in the table below:

Table 1.4: Data on the number of students as a sample

No	Play Class	The number of students	Sample	Total
1	A	10	$\frac{10}{23} \times 20$	9
2	B	13	$\frac{13}{23} \times 20$	11
Total		23 Students		20

Based on the data in Table 1.4 above, the number of samples taken from the population was 23 students.

Data collection methods are techniques or methods that can be used by researchers to collect data. The method shows an abstract and is not realized by objects, but can only be seen through its use; questionnaires, interviews, observations, exams (tests), documentation.

RESULTS AND DISCUSSION:

The results of the research were carried out so that a clear description of the statements of the respondents on the variables included in this study, namely the Effect of Group Play Learning Methods on Learning Interest Tendencies at Paud Amanah School, Bunga Village, The number of statements analyzed based on the observation sheet as many as 30 items. each statement for the Group Play Learning Method 10 statement items, 10 statement items independence, and 10 statement points for learning interest.

The process of calculating the validated score was carried out using computer aids. For more details, the results of the complete analysis of research data can be checked in the attachment sheet.

To provide a clearer picture, the characteristics of the research variable data can be described as follows.

a. Variable Learning Method for Group Play (X1):

Based on the results of data collection through observation sheets, which are processed through computer assistance with the SPSS 20.0 for Windows program, the data is tested, so the variable data summary method of learning group play (X1) as one of the factors that affects student interest in learning Paud Amanah Desa Bunga can be seen in table 1.9 below:

Table 1.9 Statistics Learning Methods for Group Play

	Group play learning methods
N Valid	23
Missing	0
Mean	29.91
Median	30.00
Mode	29 ^a
Std. Deviation	5.485
Minimum	15
Maximum	38

Based on table 1.9 above, it is known that the group play learning method variable has: average score (mean) = 29.91, middle value (Median) = 30.00 which shows that 50% of the group play learning method score is = 30.00 and 50% is less from 30.00. The standard deviation is 5.48. And a minimum value of 15 and a maximum value of 38

b. Independent Variable (X2)

Based on the results of data collection through observation sheets, which are processed through computer assistance with the SPSS 20.00 for Windows program, standardized tests have been carried out on the data, so the data summary of the independence variable (X2) as one of the factors that affects student interest in learning Paud Amanah Desa Bunga can be seen in Table 1.13 below:

Statistics learning independence

	Independence
N Valid	23
Missing	0
Mean	27.83
Median	28.00
Mode	24 ^a
Std. Deviation	4.174
Minimum	19
Maximum	35

Based on table 1.13 above, it is known that the independence variable (X2) has an average score (mean) = 27.83, the middle value (median) = 28.00 which shows that 50% of the independence score is 28.00 and 50% is less than 28.00. The standard deviation is 4.17, and the minimum value is 19 and the maximum value is 35.

c. Learning Interest Variable:

Based on the results of data collection through observation sheets that were processed through computer assistance with the SPSS 20.00 for windows program after testing the data, the summary of the data on the Learning Interest Trend (Y) Paud Amanah Desa Bunga can be seen in table 1.16 below:

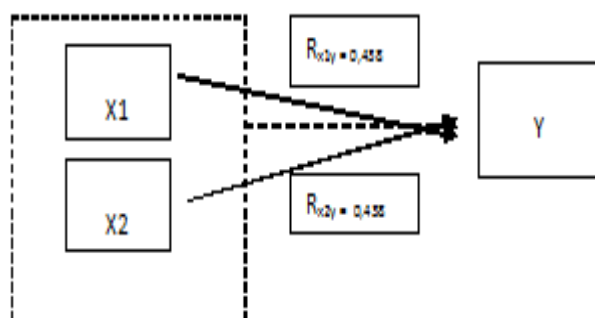
Statistics Learning tendency of interest in learning

Statistics		tendency of interest in learning
N	Valid	23
	Missing	0
Mean		28.70
Median		29.00
Mode		24 ^a
Std. Deviation		4.847
Minimum		21
Maximum		37

Based on the table 1.16 above, it is known that the learning interest variable has: Average score (Mean) = 28.70, the middle value (Median) = 29.00 which shows that 50% of the score of interest in learning is 29.00 and 50% is less than 29.00. The standard deviation is 4.84. and a minimum of 21 and a maximum value of 37.

Discussion of Research Results
 This research includes a correlation study research (correlational study) between the independent variables and the dependent variable. From the research results show that,

it is statistically proven that the independent variables under study determine the dependent variable. The variable that is meant is the independent variable of the group play learning method and independence, while the dependent variable is the tendency of interest in learning. In testing the hypothesis, the proposed research is accepted. This can be seen from all the prices of Fcount which are greater than Ftable. This study aims to determine the effect of the group play learning method and independence on the tendency of learning interest among students of Paud Amanah Desa Bunga. Based on the research data analyzed, a summary of the research results can be seen in the research paradigm below:



2. The Effect of Group Play Learning Methods on Learning Interest:

The results of the simple regression test show that the variable playing group learning method has a positive and significant effect on the interest in learning at Paud Amanah Desa Bunga. Based on the calculation, the correlation coefficient value (rx1y) was obtained of 0.438. If it is compared with the rtable value of 0.389 at a significant rate of 5%, then rcount > rtable (0.438 > 0.389), so the value is significant. In addition, because this value is positive, it can be stated that the variable playing group learning method affects early childhood learning interest in Paud Amanah, Bunga Village. The results of the search carried out by this researcher got

significant results from the results of interviews conducted with class teachers, from the results of these interviews obtained a general response that the group play learning method can affect children's learning interest.

Based on these results it can be stated that the group play learning method has a positive effect on the tendency of interest in learning. With the group play learning method will affect students' interest in learning. The results of this study are supported by the opinion of Middred Parten (in Meyke ST: 2001) which states in the theory of cooperative play (group play), as written by A. Murti, that: playing together (groups) has the characteristics of a division of tasks and division of labor or roles between children involved in games to achieve a goal. From the above opinion, it is clear that the method of learning group play is very important for early childhood, especially in Paud Amanah Desa Bunga. Through the method of learning to play, groups of children can develop their intellectual abilities which include cognitive, physical, motoric, language, moral, religious, social, emotional and artistic aspects. In addition, group play learning is used as a means of bringing children into their environment. Playing in groups can also introduce children to become members of a community, and know and respect others.

3. The Effect of Independence on Children's Learning Interest:

The results of the simple regression test show that the independence variable has a positive effect on the interest in early childhood learning in Amanah Paud Desa Bunga. Based on the calculation, the correlation coefficient value (r_{xy}) was obtained of 0.438. When compared with the r_{table} value of 0.389 at a significant rate of 5%, then $r_{count} > r_{table}$ (0.438 > 0.389), so the value is significant. In

addition, because this value is positive, it can be stated that the variable of independence has a positive effect on interest in early childhood learning in Paud Amanah Desa Bunga. The results of the search conducted by this researcher got significant results from the results of interviews conducted with parents and class teachers, from the results of these interviews obtained general responses. Based on some of the findings above that the higher the independence of students, the higher the tendency of student interest in learning, conversely the lower the independence has an effect on the lower the tendency of student interest in learning.

The results of this study are supported by the opinion of Umar Tirta Rahardja and La Sulo (2000: 50) that independence is defined as an activity that takes place more driven by their own will, their own choice, and their own responsibility. This concept means that the independence of students is responsible for all decisions and implementation that students make. This decision is related to the decision of the learning process. Students who are able to carry out these activities will have a high independent attitude, so they will be able to make good decisions related to the learning process. So students who have high independence will tend to have a tendency of high interest in learning.

4. The Influence of Learning Methods for Group Play and Independence on Learning Interest:

Based on the results of the multiple regression test ($R_y (1,2)$) it shows that $R_y (1,2)$ is 0.457 which means, the variables of group play learning methods and independence have a positive effect on the learning interest of students of Paud Amanah Desa Bunga. Based on the results of the F test, it was obtained that the F value was 2,640. When compared with

the Ftable value of 3.09 at a significant level of 5%, then Fcount (2,640 > 3.11), so this value is significant.

Based on these calculations, it can be concluded that the higher the influence of the group play learning method and the independence, the higher the level of the children's interest in learning.

Regarding the relationship between the group play learning method and independence towards the tendency of interest in learning, there are several findings from the interview results that can support the relationship of the three variables. One thing that was found in this study was the strategy of teachers and parents to determine the tendency of children's interest in learning. From the results of the interview with the principal Paud Amanah "that I observed the learning method used with the child's level of independence so that I could find out the learning interest of each child." group play and independence. This is supported by the theory put forward in the study of chapter 2 theory as for which affects the interest in learning comes from within each student, factors including the method given by the teacher that will make children happy in carrying out learning with the group play learning method can provide a learning situation that is fun for every child because they can do a job together. In addition, as stated by Middred Parten (in Meyke S.T: 2001) that playing together or in groups, namely the division of tasks and division of labor or a role among children who are involved in a game for a purpose. Another factor is independence where independence is one of the factors that affect interest in learning, because with independence students can determine all their own learning decisions. If they do this, they will get used to it and have an independent attitude. By having an independent attitude, students' interest in

learning will be optimal. As stated by Haris Mujiman (2011: 169) that with independence a student can not only master and quickly understand the learning given by a teacher but students can also have the knowledge and competencies they are looking for themselves. So, the theory of the experts can strengthen the research results, namely that there is a positive influence on the learning method of group play and independence on the interest in early childhood learning at Paud Amanah Desa Bunga.

CONCLUSION:

The following conclusions can be drawn:

1. There is a positive and significant effect of group play learning methods on the tendency of early childhood learning interest in Paud Amanah Desa Bunga. This is indicated by the value of the correlation coefficient (r_{xy}) of 0.438 and the coefficient of determination 0.192 and rcount is greater than rtable (0.438 > 0.389). Thus when the group learning method is applied, the higher the student's interest in learning.
2. There is a positive and significant influence of independence on the tendency of interest in early childhood learning at Paud Amanah Desa Bunga. This is indicated by the value (r_{xy}) of 0.438 and the coefficient of determination 0.192 and rcount is greater than r table (0.438 > 0.389). Thus, the higher the independence, the higher the student's interest in learning.
3. There is a positive and significant effect of group play learning methods and independence on the tendency of early childhood learning interest in Paud Amanah Desa Bunga. This is indicated by the value of the correlation coefficient ($R_y (1,2)$) of 0.457 and the coefficient of determination ($R^2_y (1,2)$) of 0.209, and Fcount is greater than Ftable (2,640 > 3.11), thus by applying the learning method groups and the higher the

independence of the child, the higher the interest in learning early childhood at Paud Amanah Desa Bunga.

SUGGESTIONS:

Based on the above conclusions, the following suggestions are given:

1. Suggestions for Further Research:

This study provides information that the variables of group play learning methods and independence about the tendency of children's learning interest are 20.9%. These results indicate that interest in learning is still influenced by other variables that are not studied, it is expected that in further research to find out the factors that influence interest in learning other than those examined in this study.

2. For Schools:

In order for early childhood learning interest to be achieved optimally, schools are required to provide support and direction to teachers in order to improve competence as a teacher. This support can be done, for example, by giving directions in supporting facilities to increase students' interest in learning.

3. For Teachers:

Teachers are expected to make various efforts to increase children's interest in learning. Based on the research conclusions, the teacher can do this by using the group play learning method and increasing children's independence, for example accustoming students to learning alone without the help of parents, not always depending on their friends and instilling a confident attitude in children. This can be done by inviting students to remain honest and provide direction for students to study hard and remain proud of the results obtained. Teachers should be able to create

good perceptions in children, namely by increasing their competence. If students have a good perception of the teacher, so they will be happy with the learning that is taking place and will affect children's interest in learning.

REFERENCES:

- 1) Attik Yuliani, Increasing independence in the group play method, Isalam Negeri Sunan Kalijaga University, Jogjakarta, 2013. Pages 24-25.
- 2) Agus Sujanto, Increasing interest in learning simple science through the experimental method of b grade children at Kindergarten Kartika, Medium 2004. Page 94.
- 3) Abdul Majid, lesson planning, Bandung, PT. Rosda Karya 2012. Pg 26.
- 4) B.F.F Montolutu, Children's play and games, Jakarta: Grasindo 2009. Page 13.
- 5) Dekdipbud, Development of interest in learning, Dirjen Dikdasmen dekdipbud RI 1997. Page 6
- 6) Djamrah, Factors that influence interest in learning, in the educational journal Neklan Simbolon 2011, p. 167.
- 7) Ministry of National Education, Guidelines for the implementation of character education. Center for curriculum and bookkeeping Jakarta 2011, Pages 5 - 12.
- 8) Nyoman Sudiasih urged, the method of group play by means of cutting to improve the fine motor skills of class b children at TK Kartini Mataram, Journal Vol 12 / no 11 June 2018.
- 9) Hardiningsih, Managing paud with a variety of achieving multiple intelligences, Kreasi Wacana, Yogyakarta 2009, page 18.
- 10) JCE (Journal of Childhood Education) Development of interest in cognitive learning in early childhood, Vol 3 2019, page 58.

- 11)Alvi Hidayah Journal, Learning Methods for early childhood, accessed on Wednesday, March 28 2020, at 20:45 WIB.
- 12)Tamuddun Journal, The effect of the group play method in increasing children's independence in Muslim group students NU 102 Gresik, Vol XIX. No. 2 / July 2018. Pg 05.
- 13)Atik Yuliani Journal, Efforts to improve children's independence in group learning methods. UIN-suka.ac.id 2014. Page 15.
- 14)Kasinah Ahmad, Protection and care for early childhood, Online Catalog of the 2005 FIP UNY library. Page 269.
- 15)Mahfud S, Introduction to educational psychology, Surabaya PT Bina Ilmu 2001. Page 92.
- 16)Muslichatoen R, Learning methods in kindergarten, Jakarta: Rineka Cipta, 2014: 24.
- 17)Montolutu, Children's play and games, Jakarta: Open University, 2009: 9
- 18)Montolutu, a group learning method using paper cutting to improve children's motor skills, Jakarta: Open University, 2008: 20
- 19)Mulyasa, Paud Management, Bandung: PT. Youth Rosda Karya, 2012: 14
- 20)Sulistyorini, Learning and Learning, Yogyakarta, Teras 2012: 173-174
- 21)Suhandi, Research methods in theory and practice, Jakarta: Bumi Aksara, 1996
- 22)Slameto, Learning and the factors that influence it, Jakarta: PT. Rineka Cipta, 2013: 2