THE INFLUENCE OF ARISTOTLE'S PERIPATHETIC PHILOSOPHY METHOD ON THE COGNITIVE ACHIEVEMENTS OF EARLY CHILDREN

(Study at Ibnu Rusyd Cileunyi Kindergarten, Bandung Regency)

Enjang[1], Enan Kusnandar[2], Heni Nopiyanti[3], Nita Adiyanti[4]

[1,2,3]STAI DR KHEZ Muttaqien Purwakarta

[4]Panca Sakti University Bekasi

ABSTRACT

By using the method of Aristotle's peripatetic philosophy, researchers are trying to determine the development of increased cognitive intelligence in early childhood if this method is implemented in learning. In describing the data obtained and the phenomena that occurred, the researcher used a descriptive qualitative method through a phenomenological approach, the researcher even went directly into the field as a key instrument. So that the results obtained are truly valid. The results of the research showed that of the 45 respondents consisting of teachers, students and parents, all of them showed that this method was very effective, in students there was an increase in cognitive intelligence, especially their sensitivity in using rationality. This shows that implementing Aristotle's peripatetic philosophical theory in early childhood learning will be able to make students more open-minded and more rational in learning.

Keywords: *Peripatetic, Rational, Cognitive*

ICEC
International Conference of Early Childhood
Proceedings

INTRODUCTION

Law Number 20 of 2003 about the National Education System states that early childhood education (PAUD) is "a coaching effort aimed at children from birth to six years of age carried out through the provision of educational stimuli to help growth and development physically and spiritually so that children are ready in entering further education."

Learning can be interpreted as a series of changes that occur in individuals who interact with the surrounding environment, leading to a series of changes for the better or worse, depending on how each individual interprets these changes. Changes in behavior towards learning outcomes are continuous, functional, positive, active and directed (Pane & Dasopang, 2017).

(Purwati, 2015) emphasizes that learning is basically a form of interaction activity between educators and students in the teaching process with various existing learning resources. In the learning process, every student must be able to develop his knowledge, including a sense of enjoyment in learning. In Aristotle's Peripatetic principles, education is an act of liberation from the shackles of ignorance and untruth. With education, people will and (should) know what is right and wrong, good and evil, right and wrong (JH Rapar, 1988).

Children in the early age range or often called the golden age is a period where the process of developing all the potential that exists within them occurs. To assist optimal development, adequate guidance and educational services are needed so that the development of attitudes, knowledge and skills as a manifestation of the potential that exists within them will continue to develop well and be able to adapt to their environment.

Personal development, knowledge and skills in early childhood are emphasized on the development of behavioral aspects with positive habits including social, emotional, independence, moral and religious values, as well as the development of basic abilities, which include language, cognitive, artistic and physical motor development.

According to Bredecam and Cople PAUDdesignedto serve the cognitive, social, emotional, language and physical development of children, the PAUD level is a facility for optimal and comprehensive growth and development of children in accordance with the values and norms of life thatembraced.

Jean Piaget in (Mustafa, 2002) emphasized that children's active involvement with their environment will greatly influence their cognitive development, every stage of development that children go through is integrated with each other, be it the development of the sensory motor stage (0-2 years), pre-operational thinking stage (2-7 years), concrete operations stage (7-11 years) and formal operations stage (11-15 years)

Learning does not have to be carried out in the classroom, but can be carried out in the wild, therefore a teacher must take the initiative to foster the motivation, interest and enthusiasm of his students by going on nature trips or learning while walking, whether it is carried out in the school environment or on site. -beautiful and comfortable place outside the school environment. Early Childhood Education focuses on how students are able to recognize, understand and adapt to themselves and their environment, with this process all will be able to increase children's intelligence, including exploring their ideas and insights. Of course, what must appear first is a feeling of enjoyment towards the learning process itself.

Aristotle's peripatetic philosophical method is a method that can create a sense of joy, openness, love for nature and science, instill a sense of gratitude to God, and joy in students in participating in the learning process. According to Haris Mudjiman, children can feel happy when they have experienced an event themselves. Pleasure that arises from past similar actions or seeing the experiences of other people who get pleasure and satisfaction from the learning process.

So that early age students feel happy and interested in participating in the various lessons delivered by their teachers, the learning material presented must be properly packaged and delivered using appropriate, popular and interesting methods. The peripatetic model in the perspective of Aristotle's philosophy can be used as a model because there every student will be given the opportunity to express everything they have experienced, learned, thought and understood from all the learning processes since their arrival at school, then leave the classroom by walking around. school environment or going to a more beautiful and comfortable place while learning so that the child feels happy to recount his experiences. This peripatetic method will easily encourage students to improve their cognitive abilities.

This research process, based on initial observations at Ibnu Rushd Kindergarten to increase the sense of enjoyment and love for the learning process and also open students' ideas and insights through the peripatetic method using an Aristotelian philosophical perspective has never been done, because at Ibnu Rushd Kindergarten they are not yet familiar with the activity. peripatetic (learning while walking around) in increasing students' insight and knowledge. This is because each teacher's learning is not very interesting, teachers do not master learning techniques and only use reading and memorizing techniques which are included in the passive review method which is not liked by students so that the majority of children are less enthusiastic and feel bored in participating in the learning process.

Apart from that, classical learning methods, carried out in closed and stuffy rooms, only talking and lecturing, result in the development of children's abilities being still lacking, children in the class are less creative, do not want to innovate, are lazy to give opinions (more children silent) does not become an active agent in learning. To develop cognitive abilities, one alternative that teachers can do is through the application of the peripatetic method from the perspective of Aristotle's philosophy. Therefore, the author is interested in researching the influence of Aristotle's peripatetic philosophical methods on the cognitive achievements of early childhood. (Study at Ibnu Rusyd Cileunyi Kindergarten, Bandung Regency).

Researchers believe that there has been no research conducted on developing motivation (learning that is carried out directly, naturally, interestingly and dispels the burden of boredom), maximizing the ability of the mind by prioritizing an approach through everything that is seen or in the form of material). remembering in early childhood as a result of utilizing the peripatetic model of Aristotle's philosophy during the learning process in early childhood.

Most of the previous research that discusses the aspects of fostering motivation, interest, love and even being able to eliminate boredom in learning, especially those carried out with outing classes, has not used the peripatetic model of Aristotle's philosophy, a model

that they use as a research method outside the researchers (us). use, based on the latest data including:

Umi Kalsum, (2019) in her thesis article entitled "Efforts to Increase Student Learning Motivation Through Resource Based Learning (RBL) Learning Strategies in Class V Science Learning at SD Negeri 52 Bengkulu City" The results of the research show that there is an increase in motivation in science learning in class V SD Negeri 52 Bengkulu City.

Mahrita Indah Sari (2019) in her thesis article entitled "The Role of Guidance Teachers in Reducing Student Boredom When Learning Through Ice Breaking at MAN 3 Medan" This research shows that children's feeling of boredom when participating in learning using the ice breaking model can be reduced.

Rizka Lailatul Rahmawati and Fikri Nazarullail (2020), in their articletitle"Outing Class Learning Strategy to Improve Aspects of Early Childhood Development" the results of this research show that there is an increased ability to develop cognitive, affective and psychomotor aspects in children

Kurniawan Sabere (2017) in his article entitled "Efforts to Increase Student Learning Motivation Using Image Media" Using a quantitative approach to experimental design resulted in the conclusion that there was an increase in motivational stimulation in children's learning.

Based on the explanation above, the researcher considers it necessary to determine several problem formulations that would support finding answers to this research program. The problem formulation is how teachers, parents and students understand Aristotle's theory of peripatetic philosophy, when implemented in the process. learning? To what extent does the use of this method influence the achievement of cognitive improvement in early childhood? What are the problems that arise and what are the solutions to overcome these problems? From the problem formulation above, the objectives of this research emerge, including to describe the understanding of teachers, parents and students in understanding Aristotle's peripatetic philosophy theory, to to find out the increase in students' cognitive achievements through the peripatetic method from Aristotle's philosophical perspective in Ibnu Rushd Kindergarten, in addition to knowing the problems that arise related to the learning process using the peripatetic method of Aristotle's philosophy as well as providing solutions.

The results of this research are expected to be able to reveal how each student can maximize the potential they have in the learning process so that they are able to carry out learning naturally, happily and without burden, including empowering and developing the ideas they have which in the end they will become reliable students, especially in their cognitive achievements.

METHODS

To realize the objectives of this research, the researcher chose an approach using a descriptive qualitative model with a phenomenological approach which positions the researcher as the key instrument. This type of method requires a researcher to go directly into the field with the research object so that the researcher knows directly the actual phenomenon, the research data obtained is collected in its entirety and then described clearly and clearly so that the results of this research are truly in accordance with field conditions. which exists.

To support this research model, the researcher carried out a research flow, namely, first the researcher carried out a preparation stage, where at this stage the first step that the researcher took was to start the research by preparing everything that would support the implementation of the research, determining PAUD institutions that were ready and willing to collaborate to become object of research. Next, the researcher tries to adjust the time for carrying out the research to the existing learning units at school, determine the allocation of time and materials for carrying out the research, select and determine the research subjects.

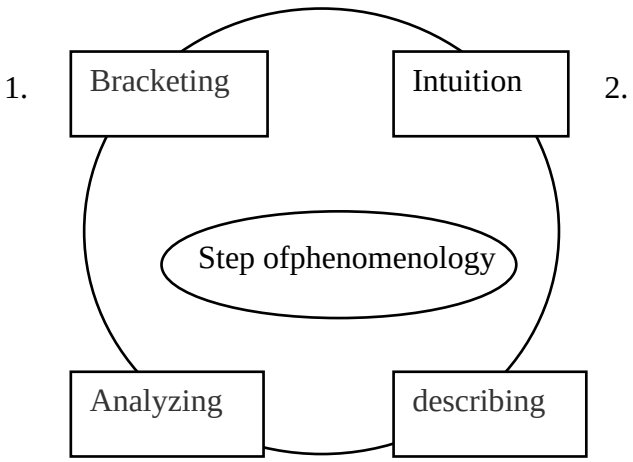
In the next stage, researchers conducted a review of the tools of educators, PAUD students or parents and guardians of students using documentation, question instruments, interview analysis and field observations. After all the data has been collected, the researcher then compares and analyzes the data, both data from documentation, question instruments, interviews, results of observations in the field and data obtained from the literature (books used as references).

Apart from that, there are several stages of approach in phenomenological model research that researchers carry out, such as:Bracketing is a process of identifying and trying to suppress various opinions and beliefs that have been imprinted in the mind before research is carried out and which may have a correlation with the phenomena or symptoms being researched.

The intuitive stage is a process of openness from researchers regarding the meaning of a phenomenon from those who have experienced an event, so that it produces a general understanding of the phenomenon of the object being studied.

Analyzing is a process that must involve other processes such as coding, categorization and understanding the meaning of the phenomenon. Next there is the describing stage, which is a process in which the researcher attempts to understand, understand and try to define the phenomenon being studied. The purpose of describing is to communicate and offer the differences found.

Steps of phenomenological research



Apart from that, the author carried out data analysis as a step to search for and organize data collected through interviews, questionnaires, observations, literature studies, and documentation by organizing data, selecting and sorting data, separating what is important to make conclusions, so that it is easy to understand. The four stages of data analysis that researchers use in this qualitative research include,collecting data, reducing data, presenting data and concluding/drawing conclusions and verification.

The data collection process is an activity to search and collect in the field which will be used to answer each research problem, data validity is very necessary as a step to obtain quality data, in this process the researcher's perseverance and patience will be tested.

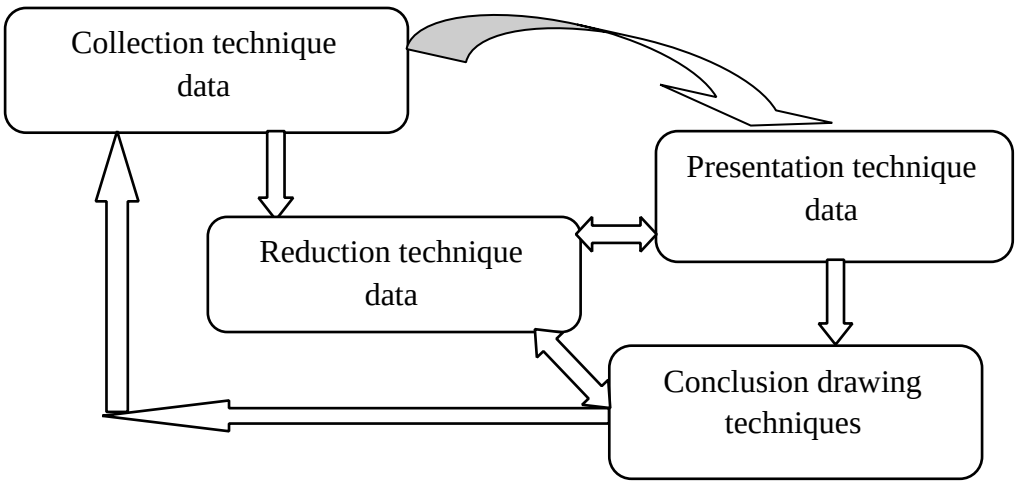
When the data has been collected then reduce the data as a step to simplify, sort andsetting aside data that is felt to be unnecessary or has nothing to do with the research, so that meaningful data is obtained and makes it easier for researchers to draw conclusions. The data reduction step is necessary because of the large amount of data that can be obtained so that data that is truly relevant is needed as a step to facilitate the presentation of data with the final aim of the research.

The next step in data analysis is presenting the data, this step is done when the data is readyobtained and then arranged systematically so that it is easy to understand, data can be presented in the form of narrative text, matrices, graphs, networks or charts. The final result of this step is that data will be obtained that is structured and organized in a systematic relationship pattern, so that the data will be easier to understand.

Finally, the researcher will conclude and verify the data to see whether the results of data reduction are still in line with the analysis objectives to be achieved. In this final stageIt is hoped that there will be meaning from the results of data collection by finding patterns of relationships, similarities, or differences so that final conclusions can be drawn which are the answers to the problems studied.

The resulting conclusions are still temporary, because there is still the possibility of change if there is no strong evidence to support the next stage of data collection. However, if the evidence collected is valid to support the initial conclusion, then the initial conclusion is credible.

Data analysis technique:



RESULTS AND DISCUSSION

The word move is a transliteration of the word peripateticos,peripatine.an ancient Greek word that is well known among philosophical scholars, this word means to wander around, to walk around. Peripatetics is a philosophical method that refers to Aristotle's habit of teaching his students. In Arabic, peripatetics is synonymous with the term masya'i or masya'iyin which means walking around or going in circles. This refers to Aristotle's habit of In carrying out learning with his students, he always teaches while walking. The meaning of this word also referssomewhere in the foyer of the gymnasium in Athens in the Greek tradition, the place where Aristotle taught his studentswhile walking around. Bynatural (natural), direct, interesting, and carefree.

The Islamic philosophical tradition then referred to peripatetics using the term masysya'iyyah. Taken from the root words masya-yamsy-masyyan wa timsya'an, which means walking by stepping from one place to another. From the origin of this word, a term emerged for the followers of Aristotle as al masysya'un because their learning process was carried out by walking around. Meanwhile, the meaning of al masysya'iyyah is Aristotle's philosophy (Louis Ma'luf, 1997).

The characteristic that makes Aristotle's peripatetic philosophy different is when it uses a learning process perspective from a methodological and epistemological side. The model of expression or explanations carried out in the learning process is discursive (bahtsi) with the means used is formal logic based on logical reasoning, then because it is discursive the learning carried out is indirect, this method tries to capture the object of knowledge by using symbols in the form of words, concepts or representations. The process of introducing knowledge emphasizes the power of reason and does not prioritize the intuitive side.

In relation to the student learning process, especially at the PAUD level, so that students are able to find pleasure and love in science so that they are then able to develop their reasoning power and ideas, the implementation of learning must be carried out in an appropriate model that is liked by students. So that the educational substance can be easily received by students in accordance with the learning plan that has been programmed. One of the things that must be done is to apply the method of Aristotle's peripatetic philosophy to every learning process carried out.

From the results of research conducted by researchers, based on the data that has been collected and analysis of these data using analytical techniques as described above, researchers have obtained findings that from respondents who have filled out questionnaires, interviews and other data collection techniques, namely 5 teachers and principals, 20 students, and 20 parents, guardians, from all of these respondents, researchers obtained valid data, that all 45 respondents showed an increase in the level of learning absorption with Using the peripatetic method, this is demonstrated by creating a more enjoyable learning atmosphere which influences students' rational thinking patterns when they try to get to know objects in nature better.

If a chart is made, the researcher gets data about the understanding of 45 respondents (consisting of teachers, students and parents) of paripathetic theory, and its implementation in

education, especially in increasing the cognitive intelligence side of early childhood which is related to rational understanding. The chart the researchers made is as follows:

This research was carried out simultaneously, the researcher focused on extracting data at Ibnu Rushd Kindergarten (research partner) including the principal, teachers, AUD students and guardians, then all the data was processed and analyzed in such a way and compared with other sources. which are interrelated in order to obtain accurate and scientific conclusions.

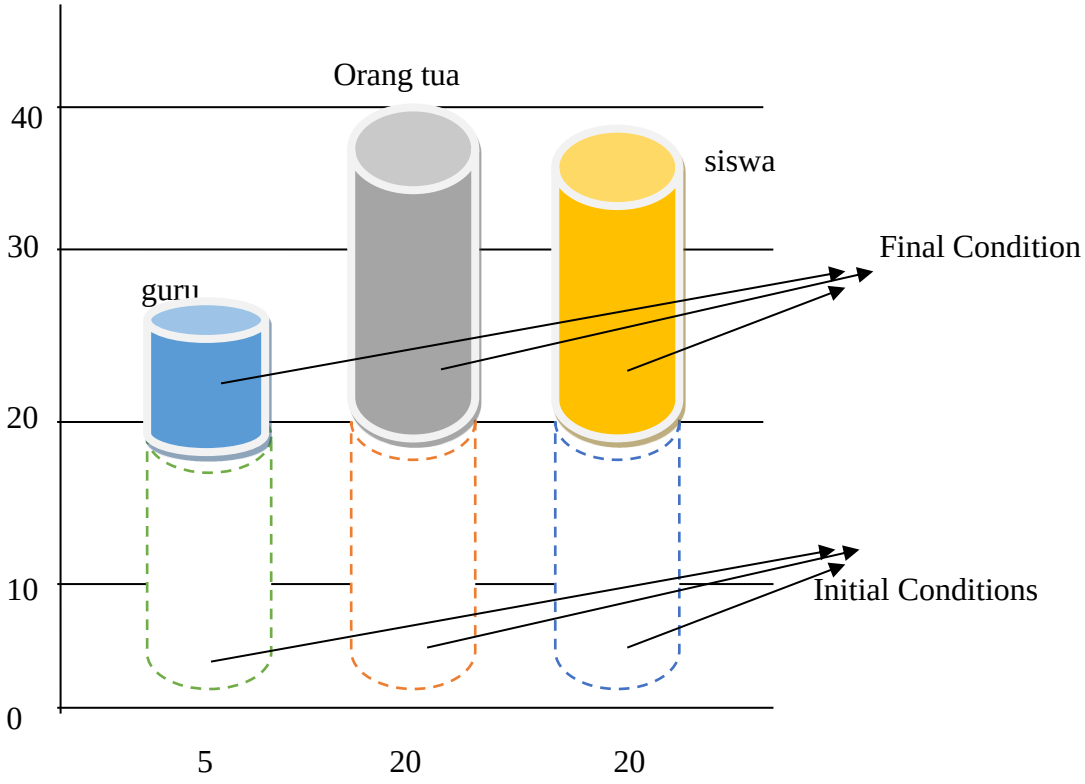


Figure 1

From Figure 1 above we can see that of the 45 respondents (20 guardians, 20 students, and 5 teachers and school principals) that overall the respondents showed good understanding of the paripatetic method and its implementation in education so that there was progress in terms of cognitive intelligence. in early childhood, especially those related to the use of rationality/empirical thinking.

Then, in terms of the influence on students' cognitive intelligence, especially those related to rational intelligence, based on the existing data and a diagram was made showing the following results:

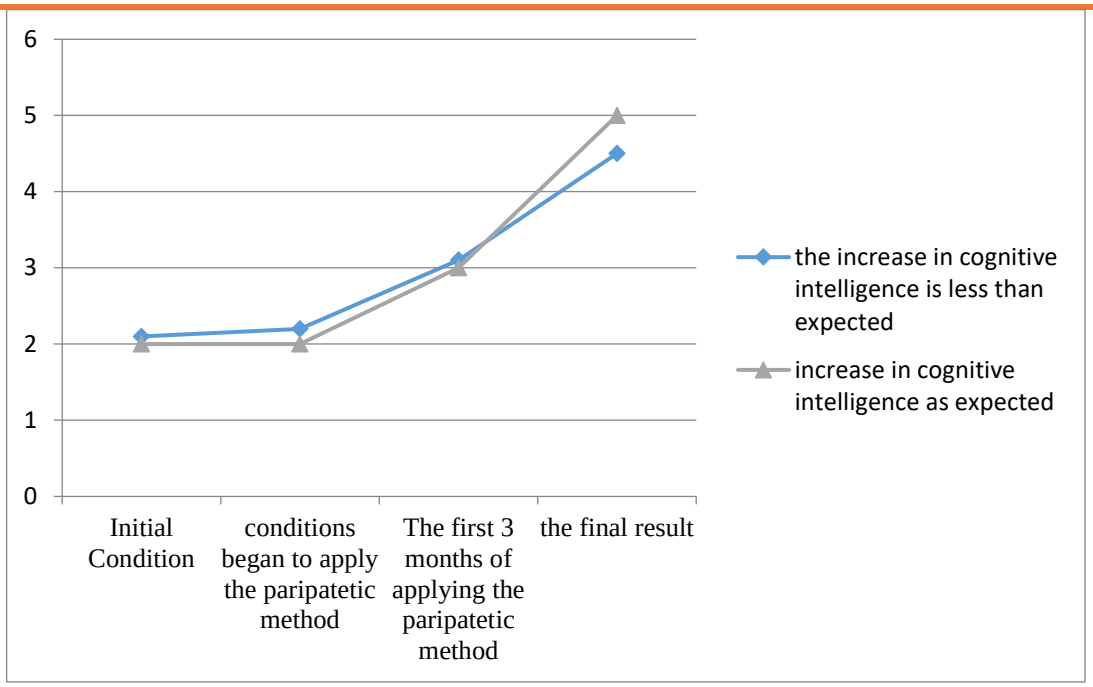


Figure 2

The diagram above shows that of the 20 students, all of them experienced an increase in their cognitive intelligence, especially those related to rational/thinking intelligence, although some students' levels of achievement were different from other students

In terms of obstacles in applying the method of Aristotle's peripatetic philosophy, from the total number of respondents data can be obtained based on data from questionnaire answers, interviews, observations and documentation, that out of 45 people there were 13 respondents who stated that there were difficulties in understanding the method of Aristotle's peripatetic philosophy, which is then have an impact on the final result of increasing children's cognitive achievements. If you make a chart of the data, the results are:

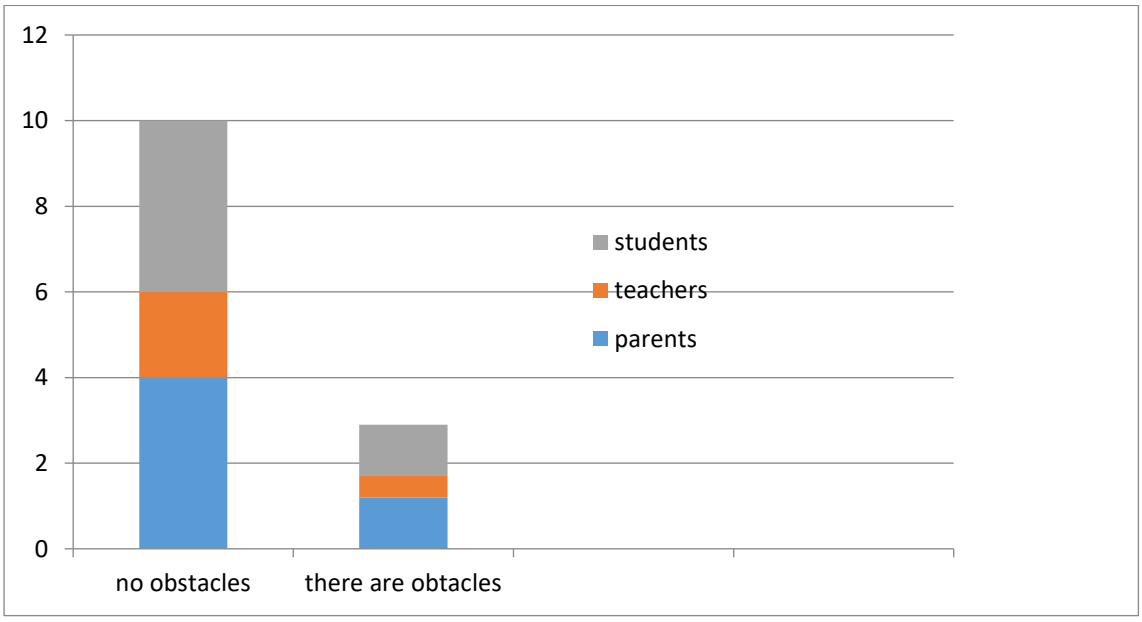


Figure.3

From Figure 3 we can see that from the confessions of teachers, parents and students. There are obstacles in understanding and implementing the method of Aristotle's peripatetic philosophy,

From the three charts and graphs above, it can be seen that in terms of the level of understanding of the implementation of Aristotle's peripatetic philosophy, both by teachers, students and parents, based on the data collected, almost all of them understood and even all existing students experienced an increase in the cognitive intelligence side, especially the rational side. although we can see that there are a few obstacles, especially in understanding Aristotle's peripatetic concept, so that in terms of increasing cognitive intelligence there are differences between one student and another (see graph/figure 2). This indicates that if Aristotle's theory of peripatetic philosophy is applied in the early childhood learning process, it will be able to increase the child's level of cognitive intelligence.

The more you understand learning theories and the more creative and innovative you are in implementing these learning theories, the more potential students will unlock, especially in improving the quality of their cognitive intelligence, although of course it requires hard work and cooperation from all parties to make this happen.

CONCLUSION

When discussing the learning process carried out by students, especially learning at the PAUD level, enjoyment and love of science are things that must be instilled, because this will influence the development of reasoning power in developing their ideas, therefore it is something that is certain that the model that appropriate and liked must be presented to students. Because the most important thing about learning is that students can receive the learning substance well. One of the solutions offered in this research is to apply the method of Aristotle's peripatetic philosophy in the learning process

A teacher must take the initiative in fostering the motivation, interest and enthusiasm of his students in the learning process, because it is very appropriate totrystudy outside the classroom by going on nature trips or learning while walking, whether carried out in the school environment or in beautiful and comfortable places outside the school environment.

Teachers must try to present learning methods that are appropriate, preferred and interesting. So, the peripatetic model in the perspective of Aristotle's philosophy can be used as a model because in the principle of this method every student will be given the opportunity to express all the things they have experienced, learned, thought and understood from all the learning processes since their arrival at school, then leaving the classroom with take a walk around the school environment or go to a more beautiful and comfortable place while learning so that the child feels happy to recount his experiences. This peripatetic method will easily encourage students to improve their cognitive abilities.

ACKNOWLEDGMENTS

I would like to say a thousand thanks to all the Tolan friends who have helped and provided support in this research process, worship and praise be to Allah SWT, may all this

research activity be in His blessing and grace, my beloved wife and three children (may the little ones become residents of heaven -His), both parents who always support and never tire for the good of researchers, chairman, staff, and head of P3M STAI DR KHEZ Muttaqien Purwakarta, school principals, teachers, parents, guardians, and students of Ibnu Rusyd Kindergarten, Bandung Regency who are willing to be research objects, and also for Mr Enan Kusnandar, M.Pd, Mrs Heni Nopiyanti as research members, and Nita Adiyanti, S.Pd as Panca Sakti University Bekasi students who are involved. May everyone be happy.

BIBLIOGRAPHY

Ade Fuji Pratiwi (2017) Improving the memory of early childhood through mind mapping media in group B at Al-Muttaqin Islamic Kindergarten, Jambi City, Jambi State University Thesis

Poerwantana et al, (1994) The Ins and Outs of Islamic Philosophy of Rosdakarya Teenagers, Bandung

Elizabeth G Hainstok, Teaching Montessori in the Home, Random House, t: New York

Lavine, TZ (2002), Philosophical adventures from Socrates to Sartre, Bentang: Jogjakarta

M. Agung Hidayatullah, (2014), Enjoyable Environments in Early Childhood Education: Montessori Thought, Journal of Islamic Education, Vol 8 (1)

Mulyasa, E (2012), PAUD Management, Youth Rosdakarya: Bandung

Government of the Republic of Indonesia, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education system

Amroeni Drajat, MA, Suhrawardi; Criticism of Peripatetic Philosophy, 2005. LKiS Yogyakarta. Pg. 75.

RD Hicks, (1974), “Peripatetics”, in James Hasting (ed), Encyclopedia of Religion and Ethics, Vol IX. (Great Britain: T & T. Constable Limited)

Majid Fakhry, (1988) "al Masya'iyyah al Qadimah", in Ma'in Ziyadah (ed), al Mausu'ah al Falsafiyyah al Arabiyyah. Cet. I Volume II, (T.kp.: Ma'had al Inma al 'Arabi)

Louis Ma'luf, zsl Munjid fi al Lughah wa al 'Alam. Cet XXVI. (Beirut: Dar al Mashriq, 1997), p. 76*4*