
IMPLEMENTATION OF THE STUDENT-LED CONFERENCE METHOD TO DEVELOP CHILDREN'S SELF-RELIANCE

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Abstract

This research aims to get an overview of the Student-Led Conference (SLC) method in developing the character of children's self-reliance in The Pelopor Nature School of Rancaekek Subdistrict, Bandung Regency. The research uses qualitative research. The method used to analyze the data is a qualitative descriptive approach. The subjects of this study were group B children, consisting of 15 children, parents of 5 students and two teachers. Research involves gathering information by observation, interviewing, and documentation. The data comes from formal documents such as observation sheets, and informal observations. A data analysis process using Miles & Huberman's interactive data collection, data visualization, data reduction, and drawing of a conclusion. The study showed that students who have been taught by the SLC method gain a certain amount of self-reliance. This is indicated by the child's confidence, courage, willingness to take risks and pride in doing their work.

Keywords: Early Childhood, Student-Led Conference Method, Self-reliance

Abstrak

Penelitian ini bertujuan untuk mendapat gambaran tentang penerapan metode Student Led Conference (SLC) dalam membentuk karakter kemandirian anak di Sekolah Alam Pelopor Kecamatan Rancaekek Kabupaten Bandung. Penelitian yang digunakan adalah penelitian kualitatif. Jenis Pendekatan yang digunakan adalah pendekatan deskriptif kualitatif. Subjek dalam penelitian ini adalah anak kelompok B terdiri dari 15 anak, orang tua siswa sebanyak 5 orang serta 2 orang guru. Teknik pengumpulan data adalah observasi, Wawancara, dan dokumentasi. Instrumen pengumpulan data yang digunakan adalah peneliti, Lembar Observasi, dan wawancara. Proses analisis data dilakukan dengan menggunakan model analisis interaktif Miles & Huberman yaitu Data Collection, Data Display, Data Reduction, dan Conclusion Drawing. Hasil penelitian ini menunjukkan bahwa penerapan metode Student Led Conference (SLC) dapat membentuk karakter kemandirian anak, hal ini ditunjukkan dengan anak memiliki rasa percaya diri, berani tampil di depan orang lain, dan bangga pada hasil karyanya.

Kata kunci: Anak, Metode Student Led Conference, Kemandirian

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INTRODUCTION

Character education is one of the key topics of this era, so that each institution inserts character education into its school curriculum. Law No. 20 of 2003 (DPR, 2003) states that the objective of national education is to develop the potential of learners to have intelligence, personality and noble character. This means that the Sisdiknas Law of 2003 mandates education to establish intelligent human beings, but human beings with personality or character, so that generations of nations will be born that grow and develop with the noble character and values of nation and religion.

The Headmaster and Teachers continue to pursue strategies and methods for carrying out teaching and learning activities, including evaluating the development of children at school in order to achieve educational objectives based on the vision and mission of their respective schools to shape the child's character. Many characters have to be developed by the child, including self-reliance.

Self-reliance is critical to the development of children from an early age, as the child will not always be with the parents, so the child must be prepared to face all possibilities when the child is not with the parents. In addition, children who have been trained in self-reliance from an early age will learn to take responsibility for their actions, dare to make their own decisions, have high confidence, and adapt to the environment.

Based on the results of the research carried out by Rizkyani et al., (2019) , she explained how teachers and parents believe that the child's self-reliance is essential because, with it, the child can do everything on its own and not depend on others. In the meantime, Morrison, (2012) has revealed that self-reliance itself means the child's ability to do the task on its own, to take care of himself, and to start the project without always having to say what to do.

Haryati, (2019) argues that the development of self-reliance is the ability to do things on its own and not to depend on others. Self-reliance has been the main character of early life. The formation of early childhood requires a gradual process and a level of development. Self-reliance will encourage children to learn how to understand the behavioral choices and risks that the child must take into account. (Yamin, 2013)

Instilling the self-reliance upon children cannot be done overnight. But through gradual adjustment, it can be achieved. Susanto, (2016) concludes that building self-reliance is still at a simple level, yet with continued development. In line with what was already discussed, children's self-reliance can be established early through simple activities, as part of what's considered a daily routine (Nova et al., 2019)

Developing the self-reliance of children can require using different types of stimulation, motivation, habituation and accuracy techniques. According to Mulyasa, (2012) habituation occurs when people intentionally and repetitively do something in order to become more familiar with it. Habituation is advisable in character building beginning at a young age. To encourage and stimulate the child continually, so that the child grows a sense of responsibility and self-reliance.

The importance of parents and teachers in helping children develop good character
Parents have an important role in developing the character of children in their home, while teachers have a strong effect upon children at school. However, the two may be unable to develop character in line with the character formation when they are separated. One of the things that can be done in order to establish collaboration between teachers, parents and children is through the Student-Led Conference method. According to Palil & Yuniro, (2019) Student Led Conference is a type of communication evaluation designed to measure student learning. Based on the above discussion, it can be concluded that the SLC is a novel method for parents to learn about their children's development at the end of the semester. The minimum student- led conference is conducted once per year on two separate occasions. According to West, (2017) Student-led conferences are an alternative method of reporting progress to parents.

Haryati, (2019) states that, SLC aims, 1) to make the learning process in the classroom and in school in line with the aspects of communication that occur at home and at school, 2) so that parents understand how to help their children succeed in school, and 3) so that children can easily excel because they have clear targets in learning and believe that teachers and parents always have a way to support their success. Guyton dan Fielstein, 1989; Little dan Allan, 1989 dalam Hackmann, (1996) also stated that student-led conferences provide an effective method for encouraging students to report their progress to their parents. Referring to the results of research conducted by Chaerunnisa, (2019) revealed that the Student Led Conference (SLC) method has a positive impact on students of Islamic elementary school Dian Didaktika, especially in terms of public speaking skills, in addition, the Student Led Conference (SLC) method can improve critical thinking communication skills and teamwork because children have double intelligence so that children become bold, confident in achieving their learning outcomes, can instill a responsible attitude, can be emotionally close to parents and honest.

One of the main findings discovered by West, L.Kelly (2017) that there were four major themes that emerged from the analysis of the data; they were: ownership, responsibility, preparation and family involvement. The research indicated the various styles and formats to a student-led conference but key components included the preparation for the child and teacher, the conference itself, and portfolio artifacts and/or goal-setting opportunities within the conference. At the end of the day, the researcher concluded how assistance is required in implementing and sustaining the student-led conferencing process.

Based on the background above, it encourages researchers to describe about developing the self-reliance of children aged 5-6 years by using the Student Led Conference method that is currently being implemented by the school Alam Perintis Rancaekek District Bandung Regency.

METHOD

This research used the descriptive qualitative method. According to Sugiyono (2020), the qualitative research method is postpositivism or interpretive method, used to research on natural object conditions, where researchers are as critical instruments, data collection techniques are carried out in a joint triangulated observation, interview, documentation), data obtained tends to qualitative data, data analysis inductive/qualitative, and qualitative research results are to understand the meaning, understand the uniqueness, construct phenomena, and hypothesis.

Qualitative research aims to understand phenomena from a participant's point of view, social, and institutional context with the primary objective of explaining a problem but generating generalizations (Anggito & Setiawan, 2018). In this study, researchers wanted to get an overview of the formation of self-reliance on children aged 5-6 years through the Student-Led Conference (SLC) method at the Perintis Nature School Rancaekek Subdistrict, Bandung Regency. Therefore, researchers use descriptive qualitative research types. The data collected is in the form of words that describe the conditions in the field as they are. This research was conducted at the Pelopor Nature School of Rancaekek Subdistrict, Bandung Regency. The study subjects were children aged 5-6 years totaled 15 children and two teachers. Data collection techniques through observation, interviews, and documentation. While in the field, researchers analyzed data using miles and Huberman models. According to Miles and Huberman in Sugiyono, (2020) explained the techniques of analyzing data ranging from data

plan, data presentation, data reduction, and concluding, in the form of interaction with data collection as a cyclical process. Data analysis has four flows: data collection, data reduction, data presentation, and conclusion/verification..

RESULTS AND DISCUSSION

Results

This research was carried out at the Pelopor Nature School of Rancaekek Subdistrict, Bandung Regency. This study aims to describe the establishment of self-reliance of children aged 5-6 years through the Student-Led Conference (SLC) method in the Pelopor Nature schools of Rancaekek Subdistrict, Bandung Regency.

Implementation of Student-Led Conference Method

Based on the findings in the field, the implementation of the Student-Led Conference (SLC) method in The Pelopor Nature school of Rancaekek Subdistrict, Bandung Regency, is carried out every day after the core learning activities, namely in recalling activities and peak theme activities as a report on children's development achievements to parents. Based on the interviews with the teachers of Perintis Nature school, In the recalling activities, all children who have completed the task or made the work on that day, the children are asked to present their work. No specific measures were taken at the time of the recall. Nevertheless, the teacher said the recalling activities as an evaluation and appreciation to the children who have completed their duties. In the recalling activity, the children sat in a semicircle, and the teacher asked the children about the impression after doing the learning activities that day. Then the teacher asked one of the children to choose the children's work that he had made to be presented. Then the child chooses the work that he has made and which he thinks is engaging or has its meaning for the child.

Furthermore, children present their work usually begins with the name of the children's work made, then mentions the materials and tools used, then tells how to make it. All children have their turn to present their work that day. While the Student-Led Conference (SLC) method, carried out at the top of the theme activities as a report on development achievements to parents. In this activity, the teacher mentioned that teachers, children, and parents must do some preparations.

The Preparation Stage.

The teacher's preparation is to make a display or set up a class or location used as a place for children's presentations. According to the teacher, for Student-Led Conference (SLC) activities at the top of the theme or the end of the semester, The Pelopor Nature School usually displays a place in the outdoor, this allows teachers, parents, and children to easily communicate, coordinate and collaborate, besides, in this activity parents and children collaborate to create works together. The child will present their work with parents so that it requires a comfortable place, cool air due to the conditions in the outdoors. Then the teacher makes a schedule of implementation activities by making an invitation letter to parents to be present during the implementation.

The task of children in preparing for the student-led conference (SLC) is to arrange their work for one semester in the form of portfolio or in the form of work. Of course, teachers are involved in this preparation. This preparation is done 2 or 3 days before the implementation begins with consideration so that teachers and children are not busy during the implementation.

The implementation stage.

According to the teacher, parents gather in the area where the child will present his work at the implementation stage. The child is then called to the stage and chooses one of the children's work for one semester to be presented. Parents listened to their children who are presenting their work. Parents can also ask questions to the child. Parents and teachers gave encouragement and appreciation after the completion of the presentation.

Based on the interviews with teachers, there are some obstacles in student-led conference (SLC) activities, which is that children do not want to appear in front. The solution done by the teacher is the teacher helps the child by positioning himself as a teacher who wants to join the child, not the child who has to follow the teacher who seems pushy. Besides, another obstacle that is often faced is when in front, the child is just silent. The solution provided by the teacher is to stimulate the child with some questions so that the child will explain. Previously, children were motivated and appreciated in advance with questions that lured them to answer the teacher's questions. Then the teacher directs the question to the work that the child will present.

The teacher also mentioned that not all children can present their work at the beginning, especially children who still do not have confidence. Children who have barriers to speech include quiet children. Therefore, teachers help children by motivating through questions that provoke children to reveal or present their work.

Child's self-reliance

Based on interviews with parents about the child's self-reliance, parents say that before the child enters the Pelopor Nature School, the child is still spoiled, hard to share, hard to apologize, unruly, shy, and doesn't want to be far from the mother. Some of the reasons parents send their children to Perintis Nature School are locations that follow the child's characteristics, good facilities, and educating children to be independent, fun learning activities. Parents say that at the height of their theme activities, they are always invited to report on children's developmental achievements. According to parents in this reporting activity, children present their work for one semester by choosing one of their work and presenting the child to their parents. Parents are pleased to see the progress the child has made. According to them, with such reporting, children become very confident, children become independent and dare to perform in front of others, and feel proud of their work.

Discussions

Based on interviews, observations and documentation, researchers will discuss the Student-Led Conference (SLC) approach to children's independence in the Pioneer Nature School of Rancaekek Subdistrict, Bandung Regency.

Implementation of the Student-Lead Conference Method

Perintis Nature School conducts the Student-Led Conference (SLC) method every day after the core learning activities, namely by recalling and reporting child development achievements to parents at the end of the semester. In recalling activities, teachers do not prepare specific steps related to the Student-Led Conference (SLC) method because, in this condition, teachers evaluate the results of children's activities spontaneously and are evaluations at the end of daily learning. In contrast to the Student-Led Conference (SLC) method used at the end of the semester to report on the achievements of children's development over one semester, at the end of the semester, teachers involve parents and

children so that parents can learn about the progress of children's development in real time. In addition, children can demonstrate the abilities that have been achieved during the semester.

This is supported by Haryati's statement (2019) The aim of the Student-Led Conference (SLC) is 1) to bring the learning process in the classroom and at school in line with the communication aspects that occur at home and at school, 2) to make parents understand how to help their children succeed at school, and 3) so that children can certainly excel because they have clear learning objectives and believe that teachers and parents always have a way to support their success. It is in line with Hackmann (1996) that the primary purpose of student-led conferences is to encourage students to take personal responsibility for reporting their academic progress to their parents.

The use of the Student-Led Conference (SLC) method performed at the end of each lesson at Alam Perintis School and at the end of the semester affects children's independence. The child who initially lacked confidence, shy, spoiled, the Student-Led Conference (SLC) method, turned him into a child who had high confidence, dared to appear in front of others, and did not depend on others to be responsible for his duties. This is in line with what Rizkyani et al. (2019) said, how teachers and parents believe that the child's self-reliance is essential for the child to develop because, with it, the child can do everything on its own and not depend on others. In the meantime, Morrison (2012) has revealed that self-reliance itself means the child's ability to do the task on its own, to take care of himself, and to start the project without always having to say what to do.

CONCLUSIONS

On the basis of this study in Sekolah Alam Perintis Kecamatan Rancaek Bandung Regency, it can be concluded that the implementation of the Student-Led Conference (SLC) method at the end of day-to-day learning and reporting on child development in parents has resulted in the independence of children from children who have confidence, dare to perform in front of others and feel proud of their work.

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