Exploratory Study of Visible Learning in Teacher's Approach to Change Children's Behaviour in Early Childhood Education Centers in Banda Aceh

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Abstract

This study aims to explore the visible learning (VL) in teacher's approach to the change of immediate behaviour of children in early childhood education centers in Banda Aceh. The six teachers from three early childhood education centers were selected as respondents. A qualitative approach was used in this study using interviews, observations and documentation in data collection. Data validation used triangulation and comparative techniques as well as critical analysis techniques in data analysis. This study seeks to find out the teacher's decision of children in phases of 2-4 and 4-6 years old of the learning program. The findings showed that visible learning approach is able to change children's behaviour. The efforts of teachers to approach children who experience immediate behavioural changes are very much related to the actions of teachers who understand visible learning; and the efforts of teachers to approach children who experience immediate changes in behaviour towards children as a result of child interactions that form two social groups is very much related to the actions of teachers who understand visible learning. In conclusion, teachers who have visible learning have undergone immediate changes in behaviour to overcome the teaching and learning process. Implications for teachers of early childhood education in Banda Aceh is to investigate the functions of visible learning to address immediate behaviour change in the children aged 2-4 and 4-6 years old in teaching and learning.

Keywords: Visible Learning, Early Childhood Education, Behaviour, Teaching and Learning

Introduction

The teaching profession is the key in the quality of education and a key figure in the education ecosystem, so teachers are the main focus in improving the management of national education. Teachers are key in building a healthy educational ecosystem, especially through their role in the educational process. Therefore, teachers must have the ability to realize the goals of national education and teachers must increase their competence to produce quality

children. Teachers are professional educators who have the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the form of formal education, primary education, and secondary education, (Law No. 14/2005, Article 1 paragraph 1). Early childhood educators are teachers, tutors, companion teachers, assistant tutors, young companion teachers, young assistant tutors, and caregivers in early childhood units who are responsible for planning, implementing the learning process, and evaluating learning outcomes, as well as providing guidance, care, and child protection didik (PK Nomber 84/2014). Professional teachers are teachers who prioritize the learning process by functioning and can connect visible learning with classroom action research in the learning process in the classroom.

Teachers can see the reality of the classroom situation with visible learning is the strength of teachers, feedback, and learning models and understanding that actually works in schools to enhance learning. Includes covering student, home, school, curriculum, teacher, and teaching strategies. Teaching and learning models are developed based on ideas about perceived teaching and perceived learning. Its key messages are that what is best for students is similar to what is best for teachers, attention to setting challenging learning intentions, clarity about what success means, and attention to learning strategies to develop conceptual understanding of what teachers and students know and understand. Visible learning uses evidence to build and maintain teaching and learning models. The main contribution is an interesting benchmark for comparing many innovations in teaching and schooling (Mamat, 2020).

In order for teachers to continue to maintain the quality and quality of learning in schools, teachers must continue to evaluate, innovate and make changes in the learning process in the classroom. One of the efforts of many alternative solutions to problems that teachers can do is by doing research related to learning in and out of the classroom. Visible learning strongly supports programs to improve the quality of learning in schools whose estates are to improve the quality of education. This is because in the learning process, teachers are the most determined theorists and practitioners.

Improving the quality of learning, is a logical demand from the rapid development of science, technology and art (PSTS). The development of science and technology implies continuous adaptation and improvement of the learning process, thus having a positive impact on improving the quality of graduates and the existence of schools where teachers teach, Kemendikbud (2015).

Literature Review
The meaning of visible learning according to language gives meaning; observe, observe to know and prove an act or activity performed by one or more people. Translation Visible Learning for English to Malay translate "learning to see" or "learning visible". The purpose and meaning of "significant learning" is that the child's learning intentionally or unintentionally is closely monitored by a teacher or other person in the classroom where it is in the learning process (Hattie, 2012). Then, when taken from the "visible learning" is included with the conjunction "which" has an understanding, that is, the teaching and learning environment that occurs with observation by a teacher, thus fulfilling the impact of feedback for children.

In one study, John Hattie popularized the concept of visible learning. Hattie compares the effect sizes of many aspects that influence learning outcomes in school and shows that in education many things must be used. The question is what strategies and innovations are best

and where to focus efforts to improve children's learning achievement. Thus "The Educational Supplement" describes Hattie's meta-study as a "holy cup of teaching"(Hattie, 2012). This means many things can be taken from Hattie's findings on learning issues (Arnold, 2011). Real learning occurs when teachers see learning through the eyes of children and help them become their own teachers. Hattie (2012) found that the ten most effective effects associated with children's learning achievement were:

1. Child self-reporting values
2. Formative assessment
3. Teacher clarity
4. Repeated teaching
5. Feedback
6. Teacher-child relationship
7. Meta-cognitive strategies
8. Self-transfer / inquiry
9. Professional development of teachers
10. Problem solving teaching.

The tenth that affects the learning achievement of children by John Hattie (2012) is given symbols as a measure of the effects of using to know the extent to which it affects the children while in the ongoing learning process. By Ivo Arnold (2011) agree that teachers should be activators:

"I believe most teachers will agree with the book 's main message that effective instruction cannot take place without proper feedback from student to teacher on the effectiveness of the instruction. Hattie also convincingly argues that the effectiveness of teaching increases when teachers act as activator instead of as facilitator, a view which I find refreshing in a time when teaching approaches such as problem-based learning have the effect of sidelining the instructor (Arnold, 2011, 219).

It is believed that most teachers will agree with the key message of visible learning theory, that effective teaching cannot be done without proper feedback from children to teachers. Hattie(2012) also convincingly argues that teaching effectiveness increases, when teachers act as activists rather than as facilitators, refreshing views found at the time of teaching approaches, such as problem-based learning that has an impact that marginalizes instructors. Visible learning or real learning is emphasis on this issue, teachers only as activists. Entrepreneurs here follow the analysis of teachers who evoke the learning spirit of children who sometimes teachers as children and children function as teachers (Jessica. & Adhe, 2020). Hattie (2012) suggests the implications from the apparent learning that impact size should be a starting point for discussion, rather than an end point for conclusion. This means that learning is seen as an action while the learning process is in full swing, the issues discussed by the children and sometimes the activists continue to try to continue the discussion until the deadline. To explore the specifications and qualifications in the teaching of teachers in early childhood education (ECE), each teacher must have a formal educational background (academic level) from an Accredited College (PTB) with a minimum degree of D-IV or S1 Early Childhood Education. Has obtained the Qualification and Equality Test from the University designated by the Government specifically for someone who is a member but does not have a ECE degree.

ECE teachers have understood four main competencies; namely pedagogy, social, personality and professional, to be qualified to teach. Appropriateness in teaching is realized through and related to the learning planning, implementation and evaluation program of learning that it organizes. Professional educators, skilled in the role of good teachers, good and fun (Mamat et al. 2020). Having sharp eyes (visible learning) in observing children's behaviour, always doing research on children's actions in the classroom, being exemplary and always able to provide knowledge that is nurturing the potential of intelligence so that children are interested in learning and achieving higher interest in learning, as an effort in preparing children for further education (Luen et al., 2020). Conclusions in achieving childhood learning with teachers who have specifications and qualifications in teaching in addition to having an academic level according to the rules, must be professional.

In a previous study on the data of 100 people randomly taken by ECE teachers in Yogyakarta, it can be said that 90 percent have professionalism as early childhood educators (Cristianti, 2012, 120). Professional teachers are teachers who can carry out their duties professionally and have the desire to continually improve their profession with a lot of learning to increase knowledge of the profession taken (Cristianti, 2012, 119). Professional teachers skilled in learning models, such as; Beyond Center and Circle Time (BCCT). The purpose of BCCT itself is to stimulate all aspects of intelligence, create learning settings to stimulate children to be active, creative and think what teachers do with appropriate standard operating procedures (SOP) centered on activity centers with teachers in three games namely; sensory motoric, role and constructive, (Hijriati, 2017, 88).

Competency criteria can be measured in accordance with eight standards, ranging from content standards, process standards, assessment standards, educator and educational authority standards, teacher and infrastructure standards, management standards and funding standards. The specification and qualifications of teachers in teaching are teachers or educators who have standards are the criteria of academic qualifications and competencies required for educators and personal education ECE. Teachers must have academic qualifications, competencies, certification, physical and spiritual health, and have the ability to realize the goals of national education (Law No. 20 of 2003, article 8).

In previous studies that teachers need to get training, because teachers who have a teaching time of 20 years are more skilled in teaching when compared to those who have just taught. This means that teachers with 20 years of teaching experience do not need to be trained. The findings of the study also show that there is a significant difference between teachers who have more than 20 years of teaching experience with the level of knowledge readiness. Apart from that, the findings of the study also show that there is a significant difference between the level of training needs with teachers with more than 20 years of experience (Abdul Rashid, 2016). This means that a teacher with 20 years of teaching experience does not need training, in other words the teacher is professional and competent in the field of work. This does not mean that teachers with 20 years of experience have never practiced training. It can outline that teachers need to get training when needed so that the specifications and qualifications of teachers in quality teaching.

Objectives

This study aims to explore the relationship visible learning in teacher approached the child suddenly change immediate behaviour in Early Childhood Education (the centers) in Banda Aceh. The objective of this study:

- to explore the visible learning approach of teachers change children's behaviour in children in phases, 2-4 years and phases 4-6 years according to the learning program at early childhood education centres (ECE).

Methodology

A qualitative naturalization approach was used in this study using interviews, observations and documentation studies in data collection. Data validation using triangulation techniques and comparative techniques as well as critical analysis techniques as data analysis techniques. This study attempts to explore the professionalism of teachers in approaching sudden changes in behaviour in children in phases, 2-4 years and phases 4-6 years according to the learning program at ECE. The six teachers from three early childhood education centers were selected as respondents. Researchers want to explore what strategies are used by teachers as subjects, especially in the classroom or outside the classroom during the learning process in Playgroups (KB) and Kindergarten. Then the very important things to be studied in the teacher's approach to children who suddenly reward behaviour by functioning visible learning with classroom action research in the learning process. As a subject in this study, there are eight teachers in three KB and one Kindergarten which is something to be studied, the study is done during the ongoing learning process and the researcher joins teachers and children in the classroom as well as outside the classroom:

Table, 1
Respondents of Study

No.	Nusery and Preschool Name	Programme	Teachers	*Visible Learning* (VL)	Founder
1.	KB Sejahtera	Nusery	2	Effective	Society
2.	KB Taman Firdaus	Nusery	2	Effective	Society
3.	KB Permata Hati	Nusery	2	Effective	Society
4.	Tadika Cut Meutia	Preschool	2	Effective	Society

Following Misbahul Jannah, (2017, 26), there are three steps to analyze made by ECE teachers, namely:

a. the existence of activities that lead to the integration of religious values, social values and scientific values in early activities,
b. there are activities that lead to the integration of religious values, social values and scientific values in core activities, and
c. the existence of activities that lead to the integration of religious values, social values and scientific values in the closing activities.

These three steps lead to the integration of religious values, social values and scientific values by teachers in the initial, core and closing activities. Researchers analyze the extent to which the integration of religious, social and scientific values contained by forming a coding format for teachers in KB, the following table:

Table 2
Integration os religious, social and scientific

Learning Steps	Value	Teacher Code						%
		G1	G2	G3	G4	G5	G6	

Play Group Programm (KB)
Activity: - Start
                - Core
          - Closing
	Religious,
	Social
	Scientific							

Preschool Program
Activity: - Start
                - Core
          - Closing
	Religious,
	Social
	Scientific							

Result and Discussion
Kb Permata Hati Playgroup Centre
In the findings of the study that the teacher took a quick action on the child's behaviour changed suddenly and left the group and a teacher with his eagle eyes (Visible Learning) immediately approached and it turned out that the child was less healthy.

In interviews that personal attitude, quick action arises spontaneously that comes from a sincere sincerity.

Figure 1. A child suddenly feel sick

The ability of teachers to act quickly as a teacher-child relationship is very good in problem-solving teaching for learning achievement (VL). Hope for professional teachers not only come from the community, but also from the teachers themselves, as stated by Jailani, (2014, 1-9), that:

The aspirations and desires of professional and competent teachers not only come from students, parents, educational observers, policy makers, and other stakeholders, but the strong desires of professional and competent teachers emerge from the very depths of the teachers themselves.

In the VL teachers show the quality of practice during the TL process, also responsive to the social changes experienced by the child, showing the professionalism of a teacher. Teachers always think about the results they want from children and how every decision they make will lead to the expected results from their hearts.

The accuracy of a teacher in approaching children with sudden behavioural changes in improving their behaviour, so that social groups and behaviours such as never appearing all of a sudden there is a need for appropriate action. Things like this teachers strive for repeated teaching so that the child as a feedback in the achievement of TL.

The quick action of teachers is also the ability of educators to always be responsive to social change in the learning process as a form of classroom activity with the function of visible learning that is accurate and committed in the professional development of teachers (Hayati & Mamat, 2014).

The willingness of teachers to take an approach to children whose behaviour changes suddenly, must really understand the needs of children, especially in order to attract so that the interest in learning again all so, signifies the TL process is more appropriate.

KB Sejahtera Playgroup Centre
In the observation that teachers in approaching children who change behaviour abruptly over a hyperactive child, with a cohesive meta strategy personally the teacher acts. As in the interview, the teacher acknowledges that what is done is different from normal children and must be personally (individually) to build this child.

Figure, 2. Teacher Attribute for hyperactive child

In the achievement of learning for this, teachers function Visible learning that from the value of hyperactive child self-reporting, self-transfer with questions while accompanying the teacher to continue the learning process according to standard operating procedures (SOP). Teachers serve so that hyperactive children still listen to the learning process from the group, meaning the relationship between teachers and children as an effort to achieve learning in order to build children's skills, by Yusria (2016) that:

> Skill on the word Personal skill is translated into proficiency. Competence defined as competence is the ability a child must have to master certain skills. State that ability is a power or strength as a result of learning that can be known. Personal competence as an ability that a child must complete to help himself.

This shows that children have the potential for creativity to develop through systematic and pedagogical play. Because according to Aris Priyanto (2014) creativity in children is the potential of children to develop.

Creativity is one of the potential of children that must be developed early. Creative talent can be developed through systematic, pedagogical, organized, planned play activities, and

adapted to the age group of growth and development, the creativity potential of children will develop optimally. By playing the development of children will be achieved optimally. Play is a great way to develop early childhood creativity (Jessica & Adhe, 2020).

In the achievement of learning while functioning Visible learning is able to approach the child to change behaviour suddenly, staying in coaching in child building is an ability in problem-solving teaching (Warniti, et al., 2014). Systematic, pedagogical, organized, designed, and tailored to a 3-4 year old collection of meaningful growth and childhood, managing learning must be varied with precise investigation.

KB (Playgroup) Taman Firdaus Centre

In the observations of this study, teachers to approach children with sudden behavioural changes. Sudden change of behaviour by showing the criteria of social groups that form and turn children's groups into two forms of social groups. Teachers as activators have shown the ability of visible learning in learning achievement on the professional development of teachers with cognitive meta strategies that show the relationship between teachers and children as the clarity of teachers in functioning visible learning.

Due to the change in behaviour due to sudden interactions that give rise to two categories of social groups, namely groups with artistic aspects and colour transfer groups. In the action to reach out to the children the teacher personally demonstrates his ability as a result of visible learning which aims to improve the quality of practice during the TL process.

Teachers' actions as exist in enhancing educators' ability to constantly respond to social change in a more professional TL process. The TL process is more qualified and enhances the child's ability, applicable to teachers' skills in solving problems (Meilanie et al., 2020).

In the interview the teacher believes that the two colour recognition activities and role art performed by the teacher on the wishes of the children show that the learning process is in nature or the school yard, the function of Visible Learning teachers as movers and Pedagogy Contain Knowledge of children's development achievement of four of the six aspects can function at the same time (Hattie, 2012).

Figure 3. Children Process of Interaction to form their group

With the emergence of two groups of immediat interactions that result in two forms of children's behaviour arise, namely the recognition of the role of art and color, teachers must be children are playing role art, can also do cultural-based play, because in line with Darmiatun & Mayar (2020) confirm that:

Playing a role based on culture has been proven to improve Indonesian language skills in childhood. Teachers make it a habit to use Indonesian as the medium of instruction to

help children understand Indonesian. Playing culture-based roles gives children the opportunity to speak boldly, children can practice directly with the teacher's instructions and get explanations about the story, and cultivate a positive attitude and become sensitive to the environmental culture.

In role art and colour inspiration teachers can also to help children understand the national language, culturally based role gives children the opportunity to dare to speak, children can practice directly with the teacher's instructions and get an explanation of the story of how the role of art and assorted colors, and cultivate a positive attitude and become sensitive to environmental culture.

Figure 4. Assessment the colour of shoes

Teachers' efforts in serving the formation of two communities, as teachers' ability in good learning feedback, because children do it happily, this interaction arises from children's willingness.
This was quoted by Nurhabibah, et al (2016) confirming that:

The ability to interact and collaborate with peer groups is called interpersonal intelligence. Iinterpersonal intelligence is the ability to think through communication with others, such as in key activities, collaborating, interacting, sharing, playing games, etc. Children with interpersonal intelligence can be seen when playing with peer groups, interacting in group activities such as collaboration, can sh(are, follow rules. At that time, children will gain new experiences. Children with such intelligence easily interact with peers, easily understand friends and have many friends.
In a recent study conducted by Nurhabibah, et al. (2016), social interactions can change behaviour, confirming that:
Social development of the child's emotional through social interaction with peers in childhood Nurul Hidayah, Village Lampuuk, Aceh Besar district are 1) child can share with peers, 2) comply with the rules in force in the game, 3) child play with peers, 4) shows the attitude of etiquette and manners in accordance with the local socio-cultural values.

Social interactions with these peers that cause children to experience changes in behaviour and changes in emotional social development in children's personal selves (Mamat et al., 2020).

Tadika Cut Meutia (Preschool) Centre

Observations by researchers on behavioural changes suddenly have differences with other children. The child behaves with a separate attitude from the group when the activity begins the learning process. Behavioural changes occur at the initial activity of the visible learning aspect in the TL process and the behaviour occurs at the initial activity only.

The ability of teachers to take action in learning achievement as required by teachers in Visible Learning, while the value of the child's reporting in daily life is already available from the attitude in the child's behaviour. This can be used as a formative assessment for cognitive meta-strategies and teachers try to divert themselves to questions so that the child changes behaviour. The teacher does not care about the child's behaviour.

Figure 5. In NAM Isolated from their friend

Mengikut Mega (2018) in this study seeks to evaluate the arrangement of the classroom in the formation of child behaviour and its influence on the behaviour of Islamic Kindergarten children. This study confirms that:

> The results of the study conclude that some aspects of the internal arrangement of the classroom in Sakha Islamic Kindergarten, such as freedom of view and comfort, are not yet in line with standards, while the internal arrangement of the classroom has influenced children's behaviour with barrier mechanisms and invites certain child behaviours to form their personality.

Flexibility of view and comfort of freedom of view and comfort according to standards can influence children's behaviour. Instead, Cut Meutia Kindergarten class Banda Aceh with its internal color was dull, entrant (beam) APE piling up near the wall as if bumping and uncomfortable. The arrangement of space and interior space needs to be re-evaluated (Tahel, & Ginting, 2018).

The attitude of teachers' neglect of child interactions that cause sudden behavioural changes, Visible Learning (VL) to separate children from the group is a bad attitude towards troubled children. Due to the attitude and not taking the approach to the child, in fact the child needs to strengthen aspects of religious and moral values, it is feared that his empty spiritual intelligence will be detrimental in his future life.

Conclusion

In conclusion of the result from the nuseries and preschools that the teacher's efforts to approach children who experience sudden behavioural changes to unhealthy children is very much related to the actions of teachers who understand visible learning in learning achievement efforts. The efforts made by the teachers to approach children who experience sudden behavioural changes to hyperactive children are very much related to the actions of teachers who understand visible learning in efforts to achieve learning.

One of the efforts by the teachers also made an approach towards the children who experience sudden changes in behaviour towards children as a result of child interactions that form two social groups is very much related to the actions of teachers who understand visible learning in learning achievement efforts.

The teachers' also made efforts to ignore children who experience behavioural changes that isolate themselves from the group in each activity begins the learning process, teacher actions show teachers do not understand visible learning in learning achievement. With that, teachers who have VL have undergone immediate changes in behaviour to overcome the teaching and learning process. Implications for teachers of early childhood education in Banda Aceh to investigate the function of VL to address immediate behaviuor change phase children aged 2-4 and 4-6 years in teaching and learning. The appropriate approach like VL for teachers to change immediate behaviour during teaching and learning can foster the development of children of all ages from aged 2-4 and 4-6 years.

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