Teacher’s Strategy to Overcome the Learning Plateau in Early Childhood Learning

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Teacher's Strategy to Overcome the Learning Plateau in Early Childhood Learning

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Abstract
An indicator of learning success relates to the teacher's skills in carrying out various learning methods suitable for children. This study analyzed the teacher's strategy to overcome the learning plateau in early childhood learning. The method used is a systematic literature review. The data analysis technique was to analyze research findings, draw judgments, interpretations and draw conclusions based on the relevance of research findings that were systematically selected with research themes from the literature. The results showed that the learning plateau could be overcome by various methods, namely a) Outing class, b) Total Physical Response (TPR), c) Storytelling and d) Inquiry. In particular, each method has a purpose and focus on a particular field. The four methods used in research are continuously able to complete early childhood readiness in forming logical thinking and mental readiness and these methods become a reference so that children become more creative, active, and able to find a lot of learning in a broad and real way, not only in their environment. school but also outside of school.

Keywords: *early childhood; learning plateau; learning strategy.*

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Introduction
The learning process is an effort to change behavior. While learning as a mental or psychological activity takes place in active interaction with the environment and produces changes in attitudes in knowledge and understanding, skills and values and attitudes. Based on this understanding, it indicates that learning apart from requiring concepts also requires practical actions (Rohayani, 2018). Professional teachers have the capacity and ability to communicate their knowledge to students. They are also used to possible occurring conditions within every learning process. One is choosing and determining the right strategy to implement while teaching to deliver efficient and effective learning. Every teacher is encouraged to have an in-depth comprehension of the learning strategy used in achieving learning goals (Anitah, 2016). According to Gerlach & Ely (1980) in Anitah 2016, so that the steps of learning activity are effective and efficient, it must have associated with the strategy and goals of learning. The method and technique (procedure) that guarantee the student's success in achieving learning goals to arrange the learning strategy (Anitah, 2016).

This research is motivated by a phenomenon in which the teaching-learning process does not occur naturally. Especially at the level of Early Childhood Education or called PAUD. At this level, education has a very important role in developing the abilities and potential of

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students. The things that must be developed or mastered by students at this level are cognitive abilities, religious and moral values, gross and fine motor physics, social emotional, art, and communication and language skills (Istiana, 2014). This is the goal of early childhood learning or PAUD. To achieve these goals, it is necessary to have professional educators who are able to interpret the learning objectives so that students are not easily bored. Sometimes, learners either can grasp what they learn or are being difficult. At a certain level, some students can overcome their difficulty in learning without involving their parents. However, in some specific cases, students cannot tackle the learning difficulty, so they require some aid from teachers or other people (Muntaviah, 2019).

Abin Syamsudin remarked that "in literal meaning, being saturated is solid and complete, which means that it cannot accommodate other things. In Psychology, boredom in learning is remarkably used to a learning plateau (Sari & Zuhriyah, 2021).Schaufeli, Martinez, Pinto, Salanova, and Bakker said students who experience learning burnout experience emotional exhaustion as a result of the high demands placed on them by learning.

Consequently, they are too cynical, leave the lesson, and feel inadequate. Chaplin also explained in Muhibbin that one of the external causes of boredom in learning occurs when students occupy the competitive community (Schaufeli et al., 2002).

Reni belonged to its experience, beyond average significantly achieved students tend to study material faster in lessons led by teachers, and they tend to bother others who study slower. Students whose ability is above the average used to be calmer and ignore lessons. Students are worse at bothering others and causing class activity to be less efficient. Moreover, it requires a particular program to serve these students. This also remarks why students are regularly forced to study hard to fulfill the high standard, and this results in high boredom in other students (Mirza, 2014).

The first step goes by playing and doing games which activity is available with or without the help of tools to help students understand, learn, enjoy, and develop their imagination. This is also a way to shape the social chain among students to know and respect their communities (Maryanti, 2014). In early childhood education, traditional games can be used as an alternative to education. This game has no numerous rules as many as competition's rules because of the elements of games.

Traditional games according to Lutfi (2018), are played for fun, but can also be used to teach language, five senses, or other body parts. Children's social interaction can be helpful for traditional games. The *Gobak Sodor* game is Indonesia's traditional entertainment (Mubarok, 2018).

So, based on the description above as the reality, in this study the author aims to describe and analyze educator strategies in overcoming learning difficulties and boredom in early-age students. The author tries to reveal what strategies are most effective among the strategies that have been revealed in previous studies related to overcoming the difficulties and boredom of early student learning.

Methodology

This study uses a qualitative approach with Systematic Literature Review as one of the methods by identifying, studying, analyzing the research finding, assessing, interpreting, and drawing the conclusion according to the relevance of the research finding compiled systematically under the studied theme from literature, and refers to determining structural steps (Rohyati & Subekti, 2022). Article in Bahasa and English is used to search for reference. This search is related to the teacher's strategy to overcome the learning plateau in early childhood learning, and additional analysis was carried out.

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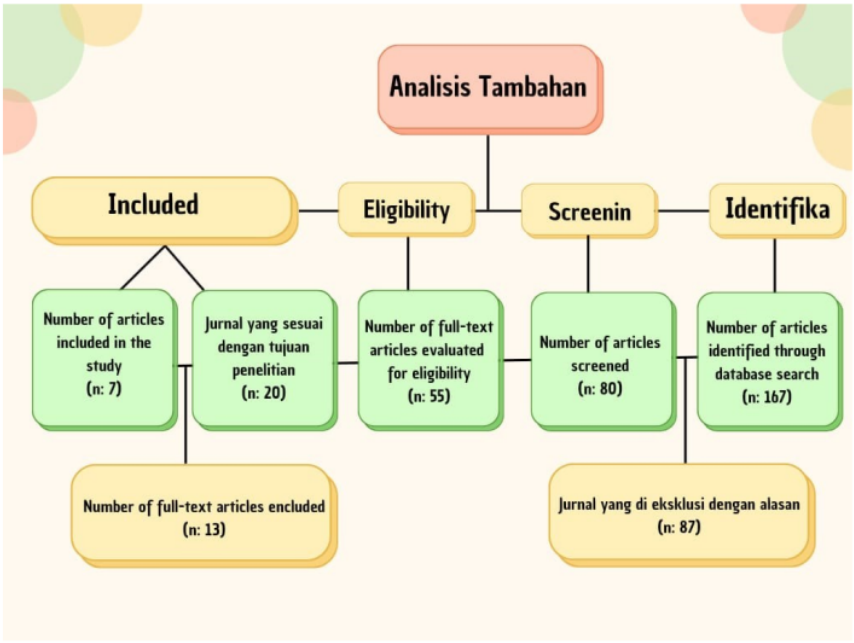

Figure 1. Prism Diagram

The researcher searches for references within a 5-year period at Google Scholar under the keyword of teacher strategy to overcome learning plateau and early childhood learning. As a result, the researcher figured out approximately 167 articles. Then, they were observed, reviewed, and analyzed until it is found out 7 articles containing national journals. The Table 1 and 2 is lists of references are what the researcher has figured out.

Table 1. lists the Research References

Year of Publication	National Journal
2022	2
2021	3
2020	2
2019	0
2018	0
Total	7

Table 2. Authors classified by subjects

	Authors
Teacher's Strategy of Early Childhood Learning	(Safari, 2021), (Siregar, 2020), (Daulay, 2022), (Husna & Mayar, 2022)
Teacher's Strategy to Overcome *Learning Plateau* in Early Childhood Learning	(Agusriani & Fauziddin, 2021), (Trisnani & Astuti, 2021), (Tarmizi et al., 2020)

The subjects in this study were the strategies used by teachers to overcome learning plateaus in early childhood. The data analysis technique uses the Milles and Hubberman technique where there are 3 stages in this research (Sugiyono, 2015), namely data reduction by searching for data that is in accordance with the research. In this case, it takes the form of articles in both English and Indonesian about teacher strategies for overcoming learning

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plateaus. After the data reduction stage, the next stage is the data display stage, where at this stage the data that has been found is described in a narrative manner. The next stage is drawing conclusions.

Result and Discussion

Learning Plateau

Learning Plateau is a term in educational psychology. This illustrates the phenomenon in which students do not make visible progress processing to obtaining the new skills, though it is along with efforts and training. In brief, a learning plateau means that after the progress at the beginning of learning, then entering the next step, the learning stops or seeing without improvement (it is displayed with an up curve line and following a straight-curved line) (Xu, 2009). This shows a state or situation that illustrates an ineffective learning outcome, though the learning process carries out in a specific time. Students cannot absorb the information due to a stagnancy in the brain system (Syaiful Anam et al., 2020).

A Learning plateau is a state where several trials in the learning sequence do not change the slope of the learning curve, showing that the learning effort has stopped for a while. The situation occurs due to emotional, cognitive, and physical fatigue and losing motivation (Sari & Zuhriyah, 2021). A Learning plateau can be seen through emotional conditions signed by fatigue (self-control and anxiety), and losing motivation (losing spirit, ambition, frustration, self-decline, etc.), and cognitive fatigue (inability to concentrate, do complex tasks, lonely, reduced stamina encounter being frustrated) (Tririzky et al., 2020).

Feeling bored and fed up with a condition is the process of physical, emotional, and psychological fatigue caused by stress (the cause of stress) inside or outside. Stress and boredom are the issues, significantly when the level exceeds a reasonable threshold. Furthermore, there is no way to tackle boredom except for attempting the solution and the best way. In this regard, we need to find out the cause of boredom (Khaira, 2018). The following reasons can cause learning plateaus, including first, monotonous busyness where activities are carried out repeatedly without any change. Second, stagnant achievement when students feel they have studied diligently and tirelessly but after a long study there is no change. As a result, this condition has the potential to cause boredom and even frustration. Third, low interest is when someone pursues something that is not in accordance with his wishes. Likewise students who are not interested in certain subjects will feel bored and bored (Bildhonny, 2001). Fourth, a conscience that refuses to live or work in an environment that is not in accordance with conscience. Likewise, if the school location chosen by parents is not in accordance with the wishes of students, students will be bored and lazy. Fifth, successive failures, a student does not succeed in school even though he studies and tries but the result is still a failure. Sixth, lack of appreciation, another reason for boredom is little or no appreciation for the results of the sacrifices made. Seventh, heavy pressure, experiencing prolonged and continuous stress can cause fatigue which triggers boredom. Eighth, bad treatment, students who are treated badly by certain subject teachers, of course these students will feel bored, bored, and lazy in these subjects (Bildhonny, 2001)

According to Armand T. Fabella, cited by Rismalia Sari (2021), signs of learning boredom can be distinguished in two ways, physical and psychological aspects and behavior. The physical symptoms show students' burning out by physical fatigue, feeling weak, headache, indigestion, insomnia, and difficulty breathing. From the sides of psychology and behavior, someone keeps working hard yet declines performance, feels bored and confused, has low morale, feels uncomfortable, is difficult to make decision (Sari et al., 2021).

There are at least four factors that cause learning fatigue in children, namely children's anxiety about the negative effects of fatigue itself, children learn the concept that learning outcomes are optimal when they evaluate learning according to the orientation they have made and children's anxiety about standards or benchmarks for success in the field certain studies are overrated, especially if the child is bored with previous lessons. In addition, the

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situation factor of intense competition experienced by children and intense mental work is also a cause of learning fatigue (Ambarwati, n.d.).

Teacher Strategy to Tackle the Learning Plateau in Early Childhood Learning

There are four methods in teacher strategy to tackle the learning plateau in early childhood learning, as figure 2.

Figure 2. Learning Strategy

The first discussion comes from the *outing class*. It is one of the innovative learning strategies that can be applied to students and students' learning interests. Outing class is the learning process carried out outside the room. This activity allows students to get new knowledge and experience and attempt to interact with the surroundings and nature without boundaries (Maryanti et al., 2019). The method of the outing class is an attempt to invite students to get closer to open learning sources; nature and community. Therefore, learning in an outing class involves students more with the child's environment, which indispensably influences naturalistic intelligence (Rahmawati & Nazarullail, 2020). The reason is that the outing class learning requires students to understand the happening reality. In addition, outing class helps improve aspects of development in children (Vera, 2012). Therefore, this outing class strategy will effectively increase student participation in learning. Also, it has been remarked that this is safe, and face-to-face learning can be carried out. TPR is a method to teach language in early childhood since the application relates to the coordination of orders, speech, and motion so that it is easier for a child to master a language in the learning (Astutik & Aulina, 2017). Asher notes that when children learn their first language, they listen more before they speak. This listening activity is accompanied by physical responses such as reaching, grabbing, moving, looking, and others (Dwiastuty et al., 2016). The method of TPR provides comfort to students because it contains elements of movements that can be used as games so that students do not stress while studying. In using the TPR method, three characteristics must be considered. Asher put forward three main principles of the TPR system, (1) the activity of the speech is started after students sincerely understand verbal language instructed by teachers, (2) the understanding can be reached through verbal instruction spoken by the teacher in imperative form or imperative sentence, and (3) students are strived to show the readiness to speak (Asher, 2009).

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The method of TPR is highly suitable for the beginner, especially for early childhood education, because the direct physical activity (body language) will initially respond to a command before producing a speech response (verbal language). (Hayati et al., 2021). In other words, learning in TPR strives to teach language motoric or physical movement. The kindergarten-aged 4-6 are interested in physical movement and attempt to develop their language skills (Suhendan, 2013). The method has massive potential to activate students' ability to comprehend the foreign language which students learn. Based on the explanation above, it can be concluded that the benefits of using the TPR method in learning are building children's vocabulary, helping children to immediately understand vocabulary, facilitating children to learn with real meaning and context, fun for children, being directly involved, stimulating children to learn, and developing kinesthetic children (Hafidah & Dewi, 2019).

Thirdly, storytelling. Jo Ann Brewer stated that the qualified learning activity in its implementation in early childhood education is a learning activity stimulating children's curiosity, motivation, intelligence, and willingness (Brewer, 2007). One of the activities is by using the storytelling method. Storytelling is to deliver stories to listeners that are fun, not patronizing, and can develop imagination. Storytelling is a method to build language in several aspects for children according to their developmental stage (Rambe et al., 2021). The story has its attractiveness, such as *Tandayu*, as if a child's world is a world rich with fantasy. Children are generally fully attracted to listening to the exploitation of imagination and fantasy, like stories delivered by vivid and expressive visualization style (Tandayu, 2001). It seems bizarre due to the nature of children with high curiosity, especially new things, weird features, secrets, and fantasy. No children like a story (Mulyani et al., 2018). Through storytelling, children learn new languages quickly because the repetition of the content in a story makes the linguistic input clearer. In the activity of storytelling linked with TPR, children imitate the teacher's story and do some movements which are not directed and doing. At the same time, they hear keywords from teachers, listen to and stand up while the story's character is told, and speak, act, see, and point to keyword illustrations from the story. The movements make the story more alive and help children unintentionally to personalize their language. The story, alongside activities, helps them feel that they understand the language from the beginning of the process, like listening to, looking at, and imitating (Haerudin & Cahyati, 2018).

Fourthly, inquiry. An inquiry comes from the term *to inquire* (*inquiry*), which means participating or involving to question, searching for information, and investigating (Farida Rohayani, 2018). The inquiry learning style aims to provide ways for children to build intellectual proficiency (thinking skills) related to reflective thinking. While thinking becomes the first purpose of education, it is indispensable to figure out ways to help individuals to build these abilities. The development of creativity in early childhood refers to the development of the manual of the program (Rachmawati & Kurniati, 2012). The program's manual for developing early childhood creativity can be fun activities, learning while playing, activating students, combining various aspects of instruction and development, and conducting learning in concrete forms. The inquiry process involves things close to the child's world, namely through the play process. Through this process, students can find and understand various essential concepts and can enhance their creativity. This study supports empirical findings, which found that implementing games-based-guided inquiry learning can incline a child's creativity (Suryaningsih et al., 2016). So the author concludes that each of the methods that have been described besides being able to overcome learning boredom also has a specific field in its application as has been used in the research. The following is explained in the table 3. The four methods above can be applied to early childhood who experience a learning plateau. With these results, learning in early childhood can be more optimal in supporting aspects of early childhood development.

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Table 3. The purpose of applying the method

No	Methode	Purpose of applying the method
1	*Outing Class*	Provide a real understanding of the environment and improve aspects of development in children.
2	*Total Physical Response* (TPR)	To master a language in learning and enable children to understand the foreign language being studied.
3	*Storytelling*	Help develop several aspects for children according to their stage of development through stories that are listened to and foster imagination in children.
4	Inkuiri	4 Inquiry Provide a way for children to discover and understand various important concepts and be able to develop their creativity by building intellectual skills (thinking skills) related to reflective thinking processes. Conclusion

Conclusion

Learning Plateau is a state where some trials in a learning sequence do not change the learning curve slope, showing learning strive, which does not stop for a while. This situation occurs due to emotional, cognitive, and physical fatigue and also losing motivation. As a result, there is no way excepting to tackle boredom alongside attempting to find the best way and solution. A way to overcome this is by the method of the outing class, inviting students to adapt to the environment, surrounding nature, and community, which can help them to find the importance of life skills and life experiences in the community and nature.

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