

## EFFECTIVENESS OF EARLY CHILDHOOD LEARNING WITH THE INTERNATIONAL BACCALAUREATE (IB) METHOD

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### Abstract

This study aims to analyze the effectiveness of early childhood learning with the IB (International Baccalaureate) method. Effective and interactive learning is a necessity for early childhood. Because through learning with the right method, it is very possible that student learning can be carried out well. The International Baccalaureate (IB) method at the Islamic Village plus Kindergarten School is one way to optimize children's potential and development. And this research will analyze the method (IB) with the development of children managed in the school, with the aim of observing the right learning process can be achieved optimally.

The research method in this study is qualitative. Qualitative method is a way of research that produces descriptive data, which seeks to produce writing or spoken words and observe behavior there are two data used in this study, the first is primary data and the second is secondary data. Primary data is received directly from the main data source, namely the results of interviews with teachers and the principal of the Islamic Village Kindergarten. While secondary data is taken from existing sources, such as observation and going directly to see the process of learning activities with this curriculum or International Baccalaureate method, and relevant research.

And the results showed that the IB method in Islamic Village Kindergarten was implemented applicative and quite well. This can be seen from the (International Baccalaureate Profiles) or IB profiles that are applied in learning activities. As well as from the implementation of learning and optimization of facilities and infrastructure, although the outcome has not been seen optimally, because it is still the initial transition period that has only lasted 3 months. The effectiveness of Early Childhood learning with the IB method, will be maximized if two-way

communication between parents and teachers is optimized, so that what students learn at school can be applied properly by student. This study aims to analyze the effectiveness of early childhood learning with the IB (International Baccalaureate) method. Effective and interactive learning is a necessity for early childhood. Because through learning with the right method, it is very possible that student learning can be carried out well. The International Baccalaureate (IB) method at the Islamic Village plus Kindergarten School is one way to optimize children's potential and development. And this research will analyze the method (IB) with the development of children managed in the school, with the aim of observing the right learning process can be achieved optimally.

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Keywords: International Baccalaureate, Teaching and Learning Activities, early childhood

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## 1. Introduction

School is a place that has a part of children to process and become a more mature person. So it is not surprising that each school offers various standards and uniqueness in achieving learning.

In a learning achievement, it will not be separated from effectiveness. Effectiveness according to Muijs in Habie is a learning process that is viewed from the relationship of certain teachers who teach certain groups of students in certain situations in an effort to achieve certain instructional goals (Habie, 2019). According (Noesgaard, S. S., & Orngreen, 2015) to effectiveness is an act of student success to achieve certain goals that can bring maximum learning outcomes. Meanwhile, according to (Sandang P, 2001) effectiveness is the utilization of resources, facilities and infrastructure in a certain amount that is consciously predetermined to produce a number of goods and services of the activities it carries out. (Annas, 2017). Thus, effectiveness is the success in utilizing resources using certain methods to achieve certain goals. While learning effectiveness learning effectiveness is an activity or process that results in learning being useful and having a purpose for students,

through appropriate learning procedures. Learning effectiveness is often measured by the achievement of learning objectives or accuracy in managing institutions (Miarso & Hadi, 2014). Since learning is actually a process of changing behavior due to training and experience. Changes in behavior as a result of interaction with the environment in meeting their life need. (Tohirin, 2002)

Learning activities can be seen from student activities during learning. The teacher must be able to motivate and liven up the learning atmosphere so that there is conducive interaction, the teacher must be able to become a mediator in all situations of the teaching and learning process, so that the teacher is a figure that students will see and imitate their behavior. The teacher as a facilitator will lead the teaching and learning interaction (Sadirman, 2011). Thus, the effectiveness of teaching is the success in utilizing resources using certain methods to achieve goals such as changes in behavior as a result of interaction with the environment as part of achieving learning objectives or accuracy in managing institutions.

Certain methods are inseparable from the curriculum, because the curriculum is an overall plan and arrangement regarding graduate learning outcomes, study materials, processes, and learning assessments used as guidelines for implementation in the education system. Each school has its own unique curriculum, in order to bring maximum graduates and achievements to its students. In addition to the curriculum, the methods and steps of achievement in learning are a process of improvement in the education system. Because the method is a way to achieve the planned target, as stated by Sanjaya (2010; 147) it used to apply or implement the plan that has been prepared in real activities so that the objectives that have been prepared and planned are achieved optimally.

The International Baccalaureate (IB) method is one of them; this method is one of the international standard methods used by several schools in the hope of stimulating child development, especially in kindergarten. International Baccalaureate is one of the curricula adapted from Geneva, Switzerland in 1960. This curriculum was created by the International Foundation in Geneva, Switzerland. International Baccalaureate (IB) is a curriculum that is applied to all levels of education, from elementary to advance. Students in the IB curriculum are more likely to observe and practice daily activities. And there are four levels of formal education:

- a. IB Primary Years Program (PYP) for ages 3 to 12 years old
- b. IB Middle Years Program (MYP) for 11 to 16 year olds
- c. IB Diploma Program (DP) for 16 to 19 year-olds
- d. IB Career-Related Program (CP) for 16 to 19 year olds

Programs for children aged 3-12 years old. The focus of the program is to create active children who care about their surroundings, and to plant the seeds of a love for learning. Students are taught to actively participate in the teaching and learning process.

The Primary Years Program (PYP) framework for 3-12 year olds consists of five factors: Knowledge, Concept, Skill, Behavior and Action. These factors are taught to students through active learning participation and using relevant topics taught in a trans-disciplinary

manner from six knowledge areas: Languages, Social Studies, Mathematics, Arts, Science, and Personal, Social and Physical Education.

The IB profile aims to develop learners to have an international outlook, social and emotional awareness, and a compassionate disposition to help create a better world.

In the International Baccalaureate curriculum there are 10 IB learner profiles namely: (1).Inquiry (developing curiosity), (2). Knowledgeable (develop conceptual understanding), (3) Thinker (develop critical and creative thinking), (4) Communicator (develop language skills), (5) Principled (act with integrity), (5) Open-minded (respect other cultures), (7) Caring (showing empathy), (8) Risk taker (ready to face challenges), (9) Balanced (balance of intellectual, physical, and emotional aspects), (10) Reflective (understand myself).

The International Baccalaureate (IB) method requires children to value their mother tongue to maintain emotional stability and cultural identity, as well as to support them when learning other languages.

In addition to having an IB Learner Profile, students in IB schools are expected to have good attitudes called IB Learner Attitude as described in the IB Learner Profile Attitude, namely: (1) Appreciation, appreciate the wonder and beauty of the world and its people. (2) Commitment, commit to their learning, persevere and demonstrate discipline and personal responsibility and personal responsibility. (3) Confidence, feeling confident in their abilities as learners, being able to take risks, apply what they have learned and make the right decisions and choices. (4) Cooperation, cooperate, collaborate, and lead or follow as circumstances demand. (5) Creativity, be creative and imaginative in thinking and approaching problems and dilemmas. (6) Curiosity, feel curious about the nature of learning, about the world, its people and cultures. (7) Empathy, imagining themselves in another person's shoes in order to understand that person's reasoning and emotions, thus being open-minded and reflective about others perspective. (8) Enthusiasm, enjoys learning and is willing to put effort into the process. (9) Independence, thinking and acting independent making their own judgments based on reasoned arguments, and being able to defend their judgments. (10) Integrity, being honest and demonstrating a high sense of fairness. (11) Respect, respect for themselves, others and the world around them. (12) Tolerance, caring for differences and diversity in the world and being responsive to the needs of others.

In other words, this system teaches children to have well-stimulated intelligence and creative thinking. Be able to adapt to become intellectuals who have empathy and a sense of solidarity, so that they become humans who are not only skilled, but also care about the environment or culture around them.

Since 2017, IB has been adapted by schools around the world to over 4,500. Meanwhile, in Indonesia there are 52 schools in 11 provinces that have adapted this curriculum and method. One of them is Islamic Village Kindergarten. This is what stimulates researchers to examine "The Effectiveness of Learning with the International Baccalaureate (IB) Method on Early Childhood Development".

## **2. Methods**

In this study, the analytical method used is a qualitative research methodology. Qualitative method is a way of research that produces descriptive data, which seeks to produce writing or spoken words and observe behavior (Bogdan & Steven J, 1975)

A similar opinion was expressed by Arifin,"the qualitative method aims to find problems and present directly the nature between the author and the respondent, as well as to obtain information about people by observing and interviewing them in their natural environment". (Arifin, 1986)

The observation is conducted thoroughly from various aspects of the research background. Spradley identified three important elements that must be present in this research, namely place, actors, and activities carried out. (James P. Spradley).

According to the above opinion, qualitative methods are suitable for research that describes data with writing based on data taken through direct observation of behavior and interviews in the environment. There are two data used in this research, the first is primary data and the second is secondary data. Primary data is received directly from the main data source, namely the results of interviews with teachers and the principal of the Islamic Village Kindergarten. While secondary data is taken from existing sources, such as observation and going directly to see the process of learning activities with this curriculum or the International Baccalaureate method, and relevant research so that researchers can be called second-hand.

### **3. Result and Discussion**

#### **Effectiveness of the International Baccalaureate IB Method in Early Childhood learning and development**

Based on direct observation and participating in activities at the school plus Islamic Village IB method in the Primary Year Programs (PYP), there are several things that determine the effectiveness of this IB method for early childhood development in kindergarten plus Islamic Village.

#### **A. Implementation of the Learning Program with the International Baccalaureate (IB) Method**

In the implementation of learning in the classroom, teachers provide habituation for children in applying the IB (International Baccalaureate) method by providing reinforcement through the song "IB Profile": "Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective", accompanied by the translation narration; namely : Inquirers (we ask questions), knowledgeable (we know things), thinkers (we try new things), communicators (we do the right thing), principled (we use our hands), open-minded (we share our ideas), caring (we are kind), risk-takers (we take care of ourselves and others), balanced (we respect others), reflective (we find ways to be better).

So that the 10 aspects in the IB profile (International Baccalaureate Profiles) are really remembered by the child, so that in general field applications the children begin to look, such as:

1) Investigator. Children are able to play an active role in asking questions when learning activities take place, and this is applied when learning takes place during morning material or in core material during work projects or when reading books and this is very good because of the nature of early childhood who like to ask questions and want to know everything.

2) Principled. Children are able to agree on the rules that have been made together, for example not running in the classroom when learning takes place and raising the right hand before asking questions, as well as speaking politely, can utilize learning and use study time well.

3) Thinkers (we try new things), When learning activities that children have never done before, children's curiosity is very high so they want to try and do new things that have been prepared by the teacher,

4) Caring (we are kind), Children care about each other, such as respecting each other, listening to friends or teachers when telling stories.

5) Overt (we share our ideas), Open children to have ideas to share with other children when the teacher asks to work together, and children share opinions with each other.

6) Knowledgeable (we know many things), In this aspect, children understand a lot and know a lot about knowledge, which was previously unknown to know, and a lot of broader knowledge

7) Reflective (we find ways to be better), During learning activities, children do things actively, persistently, and thoughtfully and confidently, when making conclusions in the classroom.

8) Communicator (we do the right thing), During the learning process, children are able to communicate with verbal language, for example, when presenting their work.

Another thing in its implementation is that the teacher facilitates children to ask questions, even provoked to ask as much as possible. Children's questions are written on the "Wonder Wall" and "What we want to know" boards and discussed. Questions that are difficult to answer will be searched for answers until they are found. Children are allowed to explore, research, and use a variety of sources.

In addition to books and the internet, this method also uses other primary sources such as: the local community, the environment, even their parents or grandparents to be invited as speakers in the classroom. In addition, field trips are an important activity of the International Baccalaureate (IB) method. It aims to expose children to different cultures and interact with people to find out their customs, beliefs and traditions by experiencing them first-hand. Thus, children grow up to be open-minded and appreciative of culture.

In addition, when teaching and learning activities are running, teachers also provide reinforcement by reminding and describing how to behave well as described in the IB profile or International Baccalaureate Learner Attitude as described in the IB Learner Profile Attitude: *Appreciation*; Appreciate the wonder and magnificence of the world and its people. *Commitment*; Committed to their own learning, persevere and demonstrate discipline personal responsibility, *Confidence*; Feel confident in their abilities as learners, dare to take risks, apply what they have learned and make the right decisions and choices, *Cooperation*; Cooperate, collaborate, and lead or

follow as circumstances demand, *Creativity*; Be creative and imaginative in thinking and approaching problems and dilemmas, *Curiosity*; Feel curious about the nature of learning, about the world, its people and cultures, *Empathy*; An imagining themselves in another person's shoes in order to understand that person's reasoning and emotions, thus being open-minded and reflective about others' points of view, *Enthusiasm*; Enjoys learning and is willing to put effort into the process, *Independence*; Think and act independently, make their own judgments based on reasoned arguments, and be able to defend their judgments, *Integrity*; Being honest and demonstrating a high sense of fairness, *Respect*; Respect for themselves, others and the world around them, *Tolerance*; Be sensitive to the differences and diversity of the world and be responsive to the needs of others.

From the process of implementing this method when associated with aspects of development that exist in early childhood, based on six aspects of development, children's abilities can be stimulated, either implicitly or explicitly, such as:

1. Development of Religious and Moral Values, can be applied with the values applied in IB: Tolerance, Integrity, Respect, Commitment.

The development of religious and moral values is the development of a child towards moral reasoning. Kohlberg divides the three stages of development of children's religious and moral values, namely **Pre-conventional / Egocentric**: Compliance and punishment orientation: obey solely because you want to be obedient, avoid physical punishment or damage to property or look for the benefits of being good. **Conventional/Conforms to societal norms and conscience**: Acts in accordance with the expectations of those close to oneself or in accordance with the expectations of people in general on how to be a good child, sibling, and friend. Believes in God's laws, desires to keep rules and authorities that have good behavior. **Post Conventional/** Having principles: Realizing that society has various values and opinions and rules that are in accordance with the community environment. (Zuchdi & Darmiyanti, 2008)

2. Social Emotional Development can be applied with the values applied in IB (Independence, Empathy, Cooperation, and Confidence).

Emotions are feelings or affections that involve a combination of physiological turmoil and visible behavioral symptoms (Mansur, 2005). Emotional development plays an important role in life, especially in terms of children's personal and social adjustment to the environment. The impact of emotional development is as follows: 1) emotions add pleasure to daily experiences, 2) emotions prepare the body for action, 3) emotions are a form of communication, 4) emotions interfere with mental activity, and 6) repeated emotional reactions will become habits (Soemantri, 2004).

3. Language development can be applied with the values applied in IB (Enthusiasm, Appreciation).

Children's language acquisition develops according to the law of nature, which follows natural talents, natures, and rhythms. According to Lenneberg (Zubaidah & Enny, 2003), children's language development runs according to their biological schedule. This is used as a basis for a child at a certain age being able to speak, while at a certain age not being able to speak. Language development is not

determined by age, but leads to motor development, but this development is strongly influenced by the environment. Children's language will emerge and develop through various situations of social interaction with adults (Kartono, 1995). Language has a very important role in everyday life. (Suhartono, 2005) states that the role of language for early childhood includes as a means to think, a means to listen, a means to speak and a means for children to be able to read and write. Through language a person can convey their wishes and opinions to others.

4. Cognitive Development can be applied with the values applied in IB (Curiosity, Creativity).

Cognitive development describes the child's thinking power develops and functions so that it can think (Mansur, 2005). Keat (Purwanti & Widodo, 2005) states that cognitive development is a mental process that includes understanding the world, discovering knowledge, making comparisons, thinking and understanding. The mental process in question is the process of processing information that spans the activities of cognition, intelligence, learning, problem solving, and concept formation. It also includes creativity, imagination and memory.

5. Psychomotor development can be applied with the values applied in IB: Appreciation.Creativity.

Psychomotor or physical and motor development will affect children's lives either directly or indirectly (Hurlock & Elizabeth, 1978). Hurlock added that directly, physical development will determine the ability to move. Indirectly, physical growth and development will affect the way children perceive themselves and others.

6. Art development can be applied to the values applied in IB (Creativity). And this relates to the cognitive, artistic and psychomotor of a child.

## **B. Facilities and Infrastructure of learning program with IB method**

Facilities and infrastructure in the IB learning program at TK plus Islamic Village can be seen in two ways:

First, the facilities and infrastructure for teachers, namely by providing training in IB methods for several months, and evaluating them in order to apply this method optimally. In addition, the foundation provides English language training for teachers as a soft skill development with a native speaker, as well as one computer device provided in each classroom to make it easier for teachers to find teaching materials.

Secondly, facilities for students or kindergarten students include learning media that support teaching and learning activities such as: comfortable classrooms so that the process of learning activities and social interaction and the environment is fun, technological equipment such as computers and supporting devices that are usually used when learning takes place based on the discussion of the theme they are studying. In addition, there are also many wall hangings, picture cards on the walls of the classroom, which are applied every time by teachers and children through songs, this song provides reinforcement on how children develop a good IB profile attitude whose function is to teach children that the decorations in the classroom are not just for decoration but have their own benefits and uses, such as the names of months, days, dates, years, The pillars of Islam and belief that they often sing every day, letters A-Z and objects or things related to literacy, hijaiyah numbers, hijaiyah letters.



### C. Achievement or outcome on students from IB (International Baccalaureate)

The achievement of the learning effectiveness of the IB program at the Primary Years Programme (PYP) level, especially for group B (5-7 years old) according to our vision so far is still in transition, this is due to the new school year which has only been running for approximately 3 months (July-September 2022), and students are still in the process of adjustment. This can be seen from the five factors in the IB standards for the Primary Years Program (PYP) level: **1. knowledge 2. concepts, 3. skills, 4. behaviors, 5. actions.**

These factors are taught to students through active learning participation and using relevant topics taught in a trans-disciplinary manner from six knowledge areas: Languages, Social Studies, Mathematics, Arts, Science, and Personal and Physical Education.

However, the IB program requires cooperation in its application, both at home and at school. This method is also quite good for child development, especially for children who have above-average intelligence potential. In addition, the achievement obtained by the child from this IB program is that every activity learned in each lesson is related to their real life in the future, so with this learning program children are taught about how they prepare for the life they will face in the future.

### 4. Conclusion

The implementation of learning using the International Baccalaureate/ IB method in Kindergarten plus Islamic Village Karawaci Tangerang-Banten has been implemented quite well effectively, this can be seen from the (International Baccalaureate Profiles) or IB profile applied in learning activities, and stimulating children's development. As well as from the implementation of learning and optimizing facilities and infrastructure, although the outcomes are not yet optimal, because it is still a transition period. However, to maximize the effectiveness of AUD learning using the IB method, researchers suggest that two-way communication between parents and teachers must continue to be improved so that what students learn at school can be applied well by students outside school, and especially at the beginning of the year when children are still starting to return to school with new material and a transitional atmosphere after the long holiday.

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