



Application of Choice Learning Method in Early Childhood Decision Making

Saskia Fayza Paramita¹, Azi Matur Rahmi¹

¹Universitas Pelita Bangsa, Indonesia

 saskia.feiza4@gmail.com *

Abstract

Decision-making ability is an important aspect that needs to be developed from an early age because it plays a role in the formation of independence, responsibility, and self-confidence in children. This study aims to describe the application of the Choice Learning method in developing decision-making abilities in early childhood at Rainbow Kids Kindergarten. The study used a descriptive qualitative approach with the principal, class teachers, and children in group B as subjects. Data were collected through observation, interviews, and documentation. The results showed that the Choice Learning method was implemented by providing freedom to choose learning activities, opportunities to try new things, and habituating responsibility for the choices made. This approach has a positive impact on children's decision-making abilities, as seen from the increased courage to choose, self-confidence, independence, and responsibility in completing activities. Thus, Choice Learning effectively supports the development of decision-making abilities and the social-emotional development of early childhood.

Article Information:

Received March 24, 2026

Revised April 20, 2026

Accepted June 11, 2026

Keywords: *Choice learning, decision-making, early childhood.*

INTRODUCTION

Early Childhood Education (ECE) is a level of education that plays an important role in providing stimulation for all aspects of children's development. Early childhood is known as the golden age because during this period, brain development occurs very rapidly and becomes the foundation for development at subsequent stages of life. The education provided during this period must be able to optimally facilitate children's developmental needs so that children grow into independent, creative, responsible individuals who are able to adapt to their social environment (Kuku et al., 2025).

How to cite:

Paramita, Saskia F., Rahmi, Azi M (2026). Application of Choice Learning Method in Early Childhood Decision Making. *Suluah Pasaman*, 4(2), 166-172.

E-ISSN:

2986-8467

Published by:

The Institute for Research and Community Service

The reality of learning in several early childhood education institutions shows that the learning process is still teacher-centered. Teachers determine most of the learning activities that children must carry out. This condition limits children's opportunities to develop decision-making skills. Children are more likely to follow instructions than to be actively involved in determining the activities they want to do (Jaoza & S, 2024).

One of the abilities that needs to be developed from an early age is decision-making skill. Decision-making is an individual's ability to determine a choice from several available alternatives based on certain needs, interests, and considerations. In early childhood, this ability is still at a simple and concrete stage, yet it plays an important role in shaping children's character, independence, and social-emotional development (Achruh et al., 2023).

Decision making skill does not emerge automatically; rather, it needs to be trained through learning experiences that give children the opportunity to choose and take responsibility for their choices (Loka & Sari, 2024). Children who are accustomed to making decisions will have the courage to determine their choices, be confident in acting, and be able to understand the simple consequences of their actions. In contrast, children who are always directed without being given the opportunity to choose tend to become passive and dependent on adults (Dulyapit et al., 2022).

One approach that can be used to develop decision-making skill is the Choice Learning method. Choice Learning is a learning approach that gives children the opportunity to choose learning activities based on their interests, needs, and abilities. Through Choice Learning, children not only learn the subject matter, but also learn to make decisions, take responsibility for their choices, and develop social-emotional skills (Putri et al., 2024).

According to (Lestari, 2020), children's ability development occurs through social interaction and meaningful experiences. In the context of Choice Learning, teachers act as facilitators who provide choices and offer guidance so that children are able to make decisions according to their developmental stage. Meanwhile, (Achruh et al., 2023) asserts/emphasizes that children learn through concrete experiences that enable them to actively construct understanding.

Preliminary observations at TKIT Rainbow Kids show that the school has implemented a learning approach that gives children the opportunity to choose learning activities according to their interests and needs. Through various alternative activities provided, children are actively involved in determining their choices during the learning process. This approach has the potential to support the development of decision-making skill, independence, and a sense of responsibility in early childhood. Therefore, this study aims to describe the implementation of the Choice Learning method in developing decision-making skill in early childhood at TKIT Rainbow Kids.

METHODS

This study uses a descriptive qualitative method with a case study research design. According to (Pudjawan, 2015) qualitative research is a research method that produces descriptive data in the form of written or spoken words from individuals as well as observable behavior. The case study approach was chosen to gain an in-depth understanding of the phenomenon of Choice Learning implementation based on the real conditions occurring in the field. This study focuses on one educational institution, namely TKIT Rainbow Kids.

The research was conducted at TKIT Rainbow Kids, located at Graha Ciantra Indah Block A9, Cibitung District, Bekasi Regency, West Java 17530. The

research was carried out starting in March 2026, covering the stages of preliminary observation, data collection, data analysis, and the preparation of the research report.

The research subjects were selected using a purposive sampling technique, (muri yusuf, 2020), namely the selection of informants based on the consideration that they have knowledge and experience relevant to the focus of the research. The research subjects consisted of the school principal, the class B teacher, and children aged 5–6 years who participated in Choice Learning-based learning activities. The school principal was selected because of her role in planning and supervising the implementation of the learning program, the class teacher was selected because of her direct involvement in implementing Choice Learning, while children aged 5–6 years were selected as the main subjects because they were the participants who experienced the learning and decision-making process during the activities. This can be seen in the figure below:



Data collection was carried out using three main techniques, namely observation, interviews, and documentation. Observation was conducted by directly observing the learning process to obtain data on children's decision-making activities during Choice Learning activities. Interviews were conducted with the school principal and the class teacher to obtain more in-depth information regarding the planning, implementation, and evaluation of the learning process. Documentation was used as supporting data, including photos of activities, field notes, and learning materials/tools.

RESULT AND DISCUSSION

Overview of the Institution and Initial Conditions of Choice Learning Implementation

The learning process at Taman Kanak-kanak Islam Terpadu Rainbow Kids has shown a shift from a teacher-centered to a student-centered learning approach through the implementation of the Choice Learning method. In learning activities, teachers are no longer the sole determinant of learning activities, but instead act as facilitators who provide various alternative activities that children can choose according to their interests, needs, and developmental level.

This condition reflects a paradigm shift in learning that places greater value on the diversity of early childhood characteristics and individual potential. The implementation of Choice Learning at Taman Kanak-kanak Islam Terpadu Rainbow Kids is evident from the opportunities given to children to choose learning activities independently. In one learning session, the teacher provides several activity options, such as an art area, role-play, reading, or motor activities, allowing children to determine the activity they want to engage in. This freedom to choose is not absolute; rather, it remains within the boundaries designed by the teacher to align with the learning objectives. As a result, the learning process becomes more flexible, enjoyable, and meaningful for children.

The implementation of the Choice Learning method in decision-making at TKIT Rainbow Kids consists of: 1) Implementation of the Choice Learning method, 2) Implementation of Freedom of Choice, and 3) Implementation of Responsibility for Choices. Through qualitative data collection techniques involving observation, interviews, and documentation, the following results were obtained:

Implementation of the Choice Learning Method

Based on the results of observations and interviews, the research shows that providing freedom of choice in Choice Learning activities is able to increase children's active participation during the learning process. Children feel valued because they are given the opportunity to determine activities that match their interests and preferences. The available activity options include art activities, reading, building with blocks, role-play, and environmental exploration. This opportunity to choose makes children more enthusiastic and actively involved in every learning activity.

The observation results also show that children who are given the freedom to choose activities tend to be able to maintain their learning focus longer compared to when all activities are determined by the teacher. Children appear more persistent in completing tasks, take the initiative to try various ways of completing activities, and demonstrate responsibility for the choices they have made. This finding indicates that freedom of choice not only increases children's engagement in learning, but also supports the development of self-regulation skills.

These findings are reinforced by the results of interviews with teachers, who revealed that providing choices creates a more conducive and enjoyable classroom atmosphere. According to the teachers, children do not easily get bored because they are involved in activities that match their interests. In addition, the teachers observed an increase in children's confidence in expressing opinions, as well as their courage to interact with peers and teachers during the learning process. Thus, providing freedom of choice in Choice Learning not only contributes to increased learning participation, but also supports the social and emotional development of early childhood.

This is in line with the opinion of experts; the teacher explains each activity simply before the child determines their choice. This finding is consistent with the Child-Centered Learning theory, which positions the child as the main subject in the learning process. (Hartawan, 2022) explains that child-centered learning can increase intrinsic motivation and learning engagement. In line with this, (Rahmi & Anggraeni, 2023) state that giving children the opportunity to choose activities according to their interests and needs can gradually develop self-confidence, independence, and decision-making skill. Children will feel that their opinions and choices are valued, which fosters the motivation to actively engage in learning activities. The research findings also support Piaget's constructivist theory, which states that children construct knowledge through direct experience. When children choose learning activities, they are constructing understanding based on the concrete experiences they undergo.

Implementation of Freedom of Choice

Based on the observation results, teachers not only gave children the freedom to choose learning activities but also encouraged them to try activities they had not chosen before. Children who usually chose drawing activities, for example, were directed to try simple experiments or construction play. Teachers provided motivation, examples, and guidance without forcing the children, so that they felt safe and interested in exploring new experiences. The research results show that most children were willing to try different activities after receiving support from their teachers.

The observation findings show that the opportunity to try various activities helped children develop curiosity, courage, and the ability to adapt to new situations. Through diverse learning experiences, children not only developed their abilities in their areas of interest but also had the opportunity to discover other potential that had not previously been apparent. For example, some children who were initially

more interested in art activities began to show interest in simple science activities or construction play after being given the opportunity to explore these activities.

The interview results with teachers reinforced these findings. The teachers stated that some children initially showed hesitation when asked to try new activities. However, after receiving guidance, examples, and positive reinforcement, the children began to show interest in participating. Teacher support became an important factor in building children's sense of security and confidence to step out of their comfort zone. Thus, the implementation of Choice Learning not only provided freedom in choosing activities but also broadened learning experiences and supported the development of courage, curiosity, and adaptability in early childhood.

This shows that the success of implementing freedom of choice does not only depend on the availability of activity options, but also on the role of the teacher as a facilitator who is able to provide motivation and support that matches children's needs. This is in line with the view of (Rahmi et al., 2025), who state that children learn to face challenges, manage fear or doubt, and build self-confidence when they succeed in completing activities they had not previously done. This experience can foster a never-give-up attitude, a high sense of curiosity, and the ability to adapt to new situations.

Implementation of Responsibility for Choices

The research results show that after determining their choice, children are directed to complete the chosen activity until it is finished. Teachers accustom children to taking responsibility for the activities they have chosen through simple rules agreed upon together. Based on the observation results, children who chose coloring fruit were responsible for finishing it and putting away the tools after use. Children who chose art activities were also directed to store their drawing tools and artwork in the designated place. Although some children initially still needed help from the teacher, they gradually began to show a responsible attitude toward the activities they had chosen.

The research results support the view that responsibility can be developed through repeated habituation in daily life. Teachers play an important role in providing examples, guidance, and positive reinforcement so that children understand the importance of completing the tasks they have chosen. Through this process, children learn that every action taken requires commitment and effort to achieve the expected goal.

The interview results show that this habituation was carried out consistently so that children understand that every choice has consequences that must be fulfilled. The teachers assessed that this process helps children learn discipline and independence in completing their tasks. The teachers also did not use a forceful approach in instilling responsibility, but rather through reminders, guidance, and appreciation when children succeeded in completing their tasks. As a result, the implementation of responsibility for choices made children feel valued and motivated to take responsibility for their choices. The learning process then became more meaningful because children not only gained knowledge and skills, but also developed character values that are important for their future lives.

This is in line with the view of (Rahmi & Anggraeni, 2023), who state that freedom of choice in learning must be balanced with learning about responsibility so that children understand the relationship between choices and the consequences that arise from them. (Salsabila et al., 2021) state that children who are accustomed to being responsible for their choices will find it easier to develop independent and disciplined character. This finding is also supported by Kohlberg's theory of moral development, which explains that children's moral development is formed through real experiences in understanding the consequences of their actions. Through the

experience of completing chosen activities, children learn that every decision carries a responsibility that must be fulfilled.

Based on the results of observations and interviews, the implementation of the Choice Learning method is able to increase children's active participation in learning through providing freedom to choose activities according to their interests and needs. Children become more enthusiastic, confident, focused, and motivated to engage in learning activities. The implementation of freedom of choice also encourages children to try new experiences, thereby developing curiosity, courage, and adaptability. In addition, children learn to take responsibility for the choices they have made by completing activities and putting away the tools they used. This habituation helps foster independence, discipline, and a sense of responsibility. This can be seen based on the following documentation results:



Gambar 1. Anak menyelesaikan Pilihannya



Gambar. 2 Anak Memilih Kegiatan

CONCLUSION

Based on the research results, the implementation of the Choice Learning method at TKIT Rainbow Kids is effective in developing decision-making skill in early childhood. This is demonstrated by the increased courage in making choices, self-confidence, independence, responsibility, and active participation of children in learning. In addition, this method also supports social-emotional development and the formation of positive character in children. Thus, Choice Learning can be one of the effective learning approaches for optimizing early childhood development.

REFERENCES

- Achruh, A., Ahsan, A. A., Rusydi Rasyid, M., & Annisa, A. A. (2023). Analysis of Learning Methods in Increasing Students' Learning Motivation. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 10(2), 179–192. <https://doi.org/10.24252/auladuna.v10i2a5.2023>
- Dulyapit, A., Unisma, □, Alya, B., Zahrani, K., & Bekasi, U. (2022). *Penerapan Model Pembelajaran Cooperative Learning Untuk Meningkatkan Hasil Belajar Dalam Materi Keputusan Bersama Kelas V Di Sdn Pekayon Jaya V Kota Bekasi* (Vol. 2, Issue 2).
- Hartawan, I. M. (2022). Pengembangan Karakter Anak Usia Dini Melalui Pembelajaran Inovatif. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 10(1), 93–98. <https://doi.org/10.23887/paud.v10i1.45773>
- Jaoza, S. N., & S, A. S. K. (2024). *Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak*. 2(2).
- Kuku, H., Cikita, M., & Anggowa, M. (2025). *Karakteristik Anak Didik sebagai Dasar dalam alam Mendukung Proses Pendidikan Anak Usia Dini*.
- Lestari, S. (2020). Peran Kurikulum PAUD dalam Penguatan Karakter Anak. *Jurnal Pendidikan Anak, Universitas Pendidikan Indonesia*.
- Loka, N., & Sari, N. (2024). Internalization of Early Childhood Responsibility Character Values Through Physical Education. *AlBanna: Jurnal Pendidikan Islam*

- Anak Usia Dini*, 4(2), 77–87. <https://doi.org/10.24260/albanna.v4i2.1959>
- muri yusuf. (2020). *Modologi Penelitian kuantitatif, kualitatif dan gabungan*. Alfabeta.
- Pudjawan, K. (2015). *PENGEMBANGAN BUKU AJAR MODEL PENELITIAN*.
- Putri, M. A., Nasekah, S., & Prahesti, S. I. (2024). Penanaman Pendidikan Karakter Kepada Anak Usia Dini di KB-TK Anak Cerdas Ungaran Sebagai Salah Satu Pilar Pembangunan Bangsa. *Jurnal Pendidikan Anak Usia Dini*, 2(1), 11. <https://doi.org/10.47134/paud.v2i1.879>
- Rahmi, A. M., & Anggraeni, D. (2023). Penanaman Kedisiplinan pada Kelompok Bermain Pembangunan Laboratorium Universitas Negeri Padang. *Journal of Education Research*, 4(3), 911–917. <https://doi.org/10.37985/jer.v4i3.234>
- Rahmi, A. M., Srianita, Y., & Chairul, A. K. (2025). *Pelatihan Manajemen Pembelajaran Sentra Dengan Pendekatan Cultural Responding Teaching (CRT) Anak Usia Dini Pada Guru Di Kecamatan Mustika Jaya Bekasi*. 9(2022), 3749–3755.
- Salsabila, A. T., Astuti, D. Y., Hafidah, R., & Nurjanah, N. E. (2021). Pengaruh Storytelling dalam Meningkatkan Kemampuan Empati Anak Usia Dini. *Jurnal Pendidikan Anak*, 10(2), 164–171.

Copyright holder :

© Paramita, Saskia F., Rahmi, Azi M.

First publication right:

Suluah Pasaman

This article is licensed under:

CC-BY-SA