

EARLY CHILDHOOD LEARNING PRACTICES IN EDUCATIONAL INSTITUTIONS KINDERGARTEN

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ABSTRACT: *This article is the result of research related to learning practices conducted in An-Naskhin Mranggen Demak Kindergarten. Implementation of learning using the central model and using cooperative learning strategies. In addition, the learning conducted by teachers also seeks to increase the creativity of early childhood in An-Naskhin Mranggen Demak Kindergarten. In addition, there are challenges for teachers in the implementation of learning that has an impact on the learning process carried out. This research was conducted through qualitative research with descriptive approach where the data were obtained based on interviews and observations at An-Naskhin kindergarten in Mranggen Subdistrict, Demak Regency, Central Java Province.*

Keywords: *Learning, Early Childhood Education, Kindergarten*

INTRODUCTION

The implementation of an effective early childhood education program is the first step of an early childhood education institution in investing and is one way of education reform. It will have an effect on benefits, social, educational, and economic. (Michael J. Kaufman, Sherelyn R. Kaufman, & Elizabeth C. Nelson, 2015:133). In the implementation of early childhood education refers to the theory and practice of educating early childhood. In general, the education of dimi-age children occupies an important platform for government social and economic policy. This increasingly formative role is a way children and families can be conceptualized in contemporary society and the future. (S. Farquhar & E.J. White, 2014).

The implementation of early childhood education is a way to identify new data on the development of Indonesian children. Various affect the development of the child in the early period of his life, and know the strength of parents and children. At least the power of social and emotional domains and basic communication and the environment are paramount in the early childhood period. (Amer Hasan, Marilou Hyson, Mae Chu Chang, 2013:137). Moreover, the golden age is a phase of development where a period that becomes the basis and influences the quality of the next child's development. (Anita Yus, 2014).

The golden age determines the future of a child if he gets a good upbringing from childhood, it will have an impact on adulthood so that he becomes a complete human being. Likewise, if in the golden age get a bad upbringing will have a bad impact in the future. The issue of children's development is certainly inseparable from educational institutions that are integrated in a unity of life in the present. Education is a future investment that is believed to improve the life of a nation. Therefore, giving more attention to early childhood in getting an education is one of the right steps to prepare a superior generation that will continue the struggle of the nation. Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development, intelligence, socio-emotional, language and communication, in accordance with the uniqueness and stages of development passed by early childhood.(Aprianti Yofita Rahayu, 2013; Aulia Laily Rizqina & Bayu Suratman, 2020)

According to Marhumah in Mahmud Arif (2013) saying that child development should be the main concern for education, early childhood needs to be directed at laying the right foundation for maximum growth and development both from the physical, social and emotional aspects. Early childhood development, especially in formal educational institutions should facilitate in the process of development. Therefore, this is where the expertise of an educator is required in concocting learning in accordance with the themes and characteristics of early childhood. Learning that takes place in educational institutions must be able to develop the capacity of students' abilities optimally and creatively. It is fitting that educators are always required to bring out the ability in totality in the learning process. Educators are also guided to build character from an early age.(Syamsul Kurniawan, 2013, 2017; Y. Puspa Andriani, 2019).

Educators always give their best in the learning process so as to transform the science that has to students. So far innovations in the world of education have always undergone changes to lead to education that is able to make students can optimize their abilities. To achieve the learning objectives can be achieved optimally through teaching learners in accordance with the learning style of the learner itself through the learning model. Nevertheless, educators still have a big role in the learning process and educators must maximize their abilities. The efficiency and effectiveness of teaching in the process of good learning interaction is all the power and efforts of teachers to help students to learn well.(Martono, 2011). Educators should be able to choose a learning model to determine success in the learning process. Educators must have learning methods and innovations to students and make learning easy for students to accept.(Aulia Laily Rizqina & Bayu Suratman, 2020b, Bayu Suratman, 2019).

Therefore, early childhood learning in educational institutions is very important. Learning practices should be conducted in accordance with the stage of early childhood development. The importance of the implementation of quality

learning in early childhood should be understood by a teacher. An early childhood education teacher should be able to serve and provide wholehearted care to early childhood. In addition, the administration of learning, game tools, and school environment conditions are also determinants of the success of learning conducted by teachers. Therefore, this article presents a description of the learning conducted by early childhood educational institutions. As far as observation and library searches have been conducted there have been a number of research results that discuss about learning in early childhood educational institutions. Like, Theresia Alviani Sum & Emilia Graciela Mega Taran (2020) which is titled, "Kompetensi Pedagogik Guru PAUD dalam Perencanaan dan Pelaksanaan Pembelajaran". The results of this study say that the academic qualifications of an early childhood education teacher affect, the knowledge and understanding of teachers towards learners. In addition, many early childhood education institutions lack the ability to develop fun learning planning for early childhood. This study also shows the lack of pedagogic competence possessed by a teacher.

In addition, research conducted by Siti Farida (2017) which is titled "Pengelolaan Pembelajaran PAUD" this article discusses learning planning in A Nurur Ra'uf Tlagah Pamekasan kindergarten, learning implementation, and learning assessment. Lastly, Research conducted by Rozalena & Muhammad Kristiawan(2017), which is titled "Pengelolaan Pembelajaran PAUD Dalam Mengembangkan Potensi Anak Usia Dini". The results of the discussion of this article mention that the system of learning management in early childhood education institutions includes, learning, studying the educational calendar, and setting the learning schedule. Guidelines for the implementation of learning include the preparation of an activity plan that will be carried out for one year. From the third, the literature review conducted that the research conducted by the author has a difference but still remains in the study of learning in early childhood education institutions. In addition, the research will be discussed by the authors related to the implementation of learning conducted in the kindergarten An-Naskhin Mranggen Demak. From the brief explanation above, the author wants to explore how the implementation of learning in the kindergarten An-Naskhin Mranggen Demak. The educational institutions that will be careful writers are located in Dolog Kembangarum Village, Mranggen District, Demak Regency, Central Java Province.

METHOD

This research departs from a qualitative research with a descriptive research approach where the data is obtained from interviews to teachers and observations at the research site. This study discussed the implementation of learning in an An-Naskhin kindergarten education institution located in Dolog Kembangarum Village, Mranggen District, Demak Regency, Central Java Province. The reason for the choice of An-Naskhin kindergarten was because it wanted to see how learning practices were done in early childhood. The object in the research conducted the implementation of learning in the classroom. The subjects in this study were teachers and students of An-Naskhin Mranggen Demak kindergarten. The data collection techniques in this study are three, namely: interviews, observations, and documentation. As for data analysis techniques obtained by researchers are not solely used as a data source. Researchers pay attention to data that is considered important, so that researchers see whether or not the data obtained is valid. So in this article the data obtained is completely in accordance with the facts with the field. The research is in analyzing data through, data collection, data reduction, data display, and verification.

RESULTS AND DISCUSSION

IMPLEMENTATION OF LEARNING IN AN-NASKHIN MRANGGEN DEMAK KINDERGARTEN

An-Naskhin Mranggen kindergarten is an Educational Institution with Islamic nuances and found that the learning model implemented using the central model. The interview conducted by the author with the principal of an An-Naskhin Mranggen Demak kindergarten was informed that the learning center was conducted that it uses a cooperative learning model. (Interview with the principal of An-Naskhin Kindergarten on November 11, 2020). Teachers at An-Naskhin kindergarten carry out the learning center with cooperative learning model. The fact is that cooperative learning is a learning strategy that implements a small grouping/team system, which is between four to six people who have different academic ability, gender, race or ethnicity (heterogeneous) background. The assessment system is conducted against the group. Each group will get an award, if the group is able to show the required achievements. Thus, each member of the group will have a positive dependency. Such dependence will further give rise to the individual responsibility to the group and the interpersonal skills of each group member.(Hamruni, 2009).

In the context of early childhood education institutions that cooperative learning is often found in learning, especially in central learning. Based on the findings made both from the results of interviews and observations conducted in an An-Naskhin kindergarten that cooperative learning is carried out to adjust the theme of learning. The cooperative learning is done one of them by using jigsaw. For the theme at the time of cooperative learning with jigsaw strategy with the theme of plants and sub themes of fruit crops. (Interview with the principal of An-Naskhin Kindergarten on November 11, 2020).

Cooperative learning practice begins with the steps of the teacher preparing the teaching materials first and after praying the teacher explains the material to be delivered to the students. Based on observations made by the author the teacher asked questions to children related to the theme of plants and sub-themes of fruit crops, namely banana trees. After that, it is requested to discuss together with the group that has been divided. Next, the teacher guides the children to tell their fellow friends about the banana tree. In the next stage, the teacher showed the children a picture of a banana tree and handed out paper with a picture of a banana tree that had been cut into pieces to be arranged according to the example of the picture that the teacher had shown.

Cooperative learning conducted by teachers using jigsaw method by putting together puzzles. Through Jigsaw strategies teachers develop puzzles and provide understanding related to the theme and experience of the child. In the process there is teamwork done by children under the guidance of teachers. Based on observations made each group is divided into five people. There is a children's cooperation when two children see an example of a picture of a banana tree while the other two people look for a picture to arrange and another friend gets the task of matching the picture.

At this stage the children arrange puzzles the teacher goes around and watches over the children as well as guiding the children who have difficulty putting together a puzzle. In essence, the implementation carried out by kindergarten teacher An-Naskhin Mranggen Demak has been in line with the principle of jigsaw puzzles, which are in the form of pieces of images and widely played and loved by children. Jigsaw puzzle is a learning method of composing customized pieces of images to form a correct image and answer questions that correspond to the puzzle code that has been compiled. Jigsaw Puzzles can also be modified according to the needs of educators and adjust the conditions of existing facilities in educational institutions. Of course, through jigsaw puzzles can heal and awaken the interests of early childhood learning. (Rofik Jalal Rosyanafi, Widya Nusantara, & Halimah, 2019).

At the time of completing the puzzle arrangement the children are instructed to tell the story from their experience when viewing the arranged images. The teacher instructs the children to tell the story of banana trees that have been arranged based on their experience, such as: buying bananas, planting bananas, eating bananas, and seeing bananas. After the children tell stories with their experiences, the teacher explains to the children related to banana trees in accordance with the child's development. Based on the results of interviews with the principal showed that in kindergarten An-Naskhin Mranggen demak uses cooperative learning with a variety of strategies. That is in accordance with the observations of the author on the visit of November 24, 2020 when looking at the learning process in schools shows that teachers use make a match strategy where in the implementation of teachers give directions to children before the course of the learning process. Teachers also randomly divide groups and divide into groups. When the child has been in one group then the teacher gives reinforcement or initial explanation that will be passed by the child and the teacher tells a little story. (Interview with teachers at An-Naskhin Mranggen Kindergarten, November 11, 2020).

The implementation of the learning conducted in the kindergarten An-Naskhin Mranggen Demak using matching cards that is the task of angels and the name of

angels. As for the process, the teacher explains the name of the angel and the angel's task and then the teacher invites singing so that the learning is not boring. After that, the teacher gives cards to the children with the writing of angelic duties. At a later stage, the teacher performs the steps of the game that the children will go through. When finished explaining the children are instructed to go ahead with the class by carrying a card that has been dealt. The children were instructed to designate the name of the angel in accordance with the card bearing the name of the angel that the teacher shared. After getting a chance in the future the child is welcome to sit back. When the child has returned to sit the teacher invites the child to sing an angel song along with his duties. (Interview with teachers at An-Naskhin Mranggen Kindergarten, November 11, 2020).

The application of cooperative learning with make a match strategy aims to develop aspects of the child's language and cognitive. The importance of children's language skills is very closely related to the ability of the child to hear. When the teacher at An-Naskhin Mranggen Demak kindergarten gives instructions to the child then the child will hear. Children's language needs to be developed and fostered in an intensive way, one of which is cooperative learning. Moreover, the success of the child's language gets feedback by controlling the child's own voice and words.(Muawanah Jiah Tajiah & Chandra Asri, 2020). In addition to the language aspect one of the aspects that is no less important than cooperative learning with the strategy of make a match suppresses cognitive aspects in children. Cognitive development in early childhood always demands problems with every problem. Cognitive development plays a role in children's learning success. This is because part of the learning activity is always related to the process of remembering and thinking.(I Made hartawan, 2020).

Cooperative learning is carried out by teachers in providing letter recognition materials to children. Based on the results of the interview conducted to the principal of the kindergarten An-Naskhin Mranggen Demak mentioned that the matching of cards in the implementation of learning conducted to introduce letters such as letters a and A. In the implementation, the teacher divides the children into the first two groups to get part of the lowercase letters and the second group gets capital letters. After that, the teacher attached the paper with the writing on the child's chest. Next, each child searches for his or her partner according to lowercase and capital letters. After getting a couple the teacher ordered the child to line up and recite the letters on his chest. After all the children have finished reciting the letters the child is instructed to sit down and sing with the teacher with a song that discusses the letters. (Interview with the principal of An-Naskhin Kindergarten on November 11, 2020)

As conveyed by the principal of an An-Naskhin Mranggen Demak kindergarten and observations made by the author that teachers at An-Naskhin Kindergarten divide children into groups and each group gets the same task but is completed individually. When the children gather in one group the teacher gathers the child first as the following picture.



Figure 1. Implementation of Learning in An-Naskhin Mranggen Kindergarten

The image shows one of the teachers giving guidance to a child divided into groups. The process of implementing the previous teacher conducted a simulation. At this stage, the teacher explains to the child and directs in the learning process. After the child is directed then the child is divided into several groups to solve the problem that has been described by the teacher such as the picture. The children are instructed by the teacher to consult the paper in accordance with the direction of the teacher. The implementation is done by the child working as a team and in the value of the team but each child gets the same task.

Based on the results of the interview and reinforced observations made by the author showed that the teacher in its implementation asked the students about animal themes and fish sub-themes. The teacher did a question and answer assignment to the children sticking to the jellyfish-shaped paper. The teacher then divides the group after the paper and examples are shown. The division of groups conducted by teachers to train cognitive and fine motor in children and also train the language because after playing the child sings related sub-themes of fish.

Through this group strategy foster cooperation in one group because when there is one unfinished child then the other member provides assistance to the unfinished child. The cooperative learning strategy conducted at An-Naskhin Mranggen Demak kindergarten in principle emphasizes the cooperation of fellow group members but remains individually responsible. This is according to Rianawati (2014) which mentions that in cooperative learning there are two attitudes of dependence of learners, namely First, learning and trying to understand the material assigned to the group. Second, it provides assurance that all members of the group individually study the assigned material. in other words, do not impose duties on certain members. Positive interdependence arises when students feel that they are connected to all members of their group, that they will not succeed in doing a particular task if there are other members who do not work on it (and vice versa), that they must coordinate their every effort with the efforts of their group members to complete the task.(Miftahul Huda, 2011).

The implementation of cooperative learning conducted by teachers in an An-Naskhin Mranggen kindergarten is also to increase children's creativity. Creativity is one of the aspects developed in early childhood education. Creativity is one's ability or way of thinking to create something new, and different(Sisca Widyastuti, 2017). Cooperative learning conducted in An-Naskhin Mranggen Demak kindergarten based on the description of the principal and teacher shows that in addition to developing aspects of language, socio-emotional, and cognitive also

improve children's creativity. (interview with kindergarten teacher An-Naskhin on November 11, 2020).

Kindergarten teacher An-Naskhin Mranggen Demak strives to increase children's creativity through cooperative learning. Increase the creativity that teachers do when giving directions to children to solve problems together. At this stage, when the teacher instructs the child to draw up a puzzle and the child has solved the banana tree-shaped puzzle then the child will be instructed to color according to the experience of the child seeing the banana tree or based on the color of the child's choice. So, when the child has a color according to his taste then the teacher in this case only allows depending on the creativity of the child even though the selected color does not match the color of the banana tree. The teacher gives guidance to the child after the teacher divides the child into groups. The process of activity is carried out on the floor because the area of the table is insufficient when the child decorates bread. Each group is given the same task of decorating bread but still on the principle of cooperative learning all members of the working group. This process increases the creativity of the child by giving to all children to decorate bread with the taste that the child likes, chocolate, strawberry, milk, and others that have been prepared by the teacher.

Teachers strive in every learning to increase children's creativity through cooperative learning that is used to include elements of creativity in children in an An-Naskhin Mranggen Demak kindergarten. Teachers also always provide a sense of security to the child when doing the act of coloring or choosing something. The teacher will not blame the child if the selected color does not match the original color in the image and further fosters the imagination of the child. Of course, a sense of security is an external requirement of land of creativity. In the school environment the seeds of creativity can grow.(Dian Miranda, 2016).

TEACHER CHALLENGES IN THE IMPLEMENTATION OF LEARNING IN AN-NASKHIN MRANGGEN DEMAK KINDERGARTEN

Based on the results of the author's interview to the kindergarten teacher An-Naskhin Mranggen Demak and observations made that in practice the learning process conducted by teachers faces a variety of challenges both coming from the teacher itself and from outside the teacher, such as facilities and infrastructure.(Budianto Mangun & Syamsul Kurniawan, 2012). At least based on the findings of the author there are some challenges and obstacles experienced in the cooperative learning process at An-Naskhin Mranggen Demak kindergarten. The challenges faced by kindergarten teacher An-Naskhin Mranggen Demak are as follows:

Lack of Teachers in An-Naskhin Mranggen Demak Kindergarten

As the teacher knows, the most important element in the learning process is no exception in PAUD institutions. Moreover, educators are required to have four competencies in the form of academic qualifications in accordance with the field of science that they hold include coompetension, in the form of: pedagogic, personality, social, and professional. Of course, all four competencies are integrated in the performance of educators.(Oktarina, Dwi Handayani, 2020). Likewise, in the kindergarten institute An-Naskhin Mranggen Demak has tried to provide the best in the competence of teachers with the qualifications of undergraduate graduate teachers. Based on the results of the interview showed that teachers in the

kindergarten An-Naskhin Mranggen Demak lacked the number of educators and influenced the running of the learning process. The number of teachers certainly affects in the learning process that takes place it is seen when the teacher provides the learning process without getting help from other teachers. As it is known that an early childhood education teacher ideally in one class there are two teachers where one of them becomes an accompanying teacher. Whereas if you look at the function of the accompanying teacher is very important in the learning process.

Accompanying teachers play an important role in early childhood learning and are equal to core teachers, especially in the field of Pedagogic competence as per Regulation of the Minister of Education and Culture No. 137 of 2014, namely: 1) Planning educational, parenting, and protection program activities; 2) Carry out the process of education, caregiving and protection; 3) Carry out an assessment of the process and outcomes of education, parenting, and protection. The presence of qualified and competent accompanying teachers is very helpful for PAUD children to take the class with maximum care and focus needed for a child in receiving and processing information delivered when learning and teaching activities are taking place in the classroom. (Mimpira Haryono & Desi Effawa, 2020).

In the case of An-Naskhin Mranggen Demak kindergarten is basically very important to have a accompanying teacher in the learning process especially an-Naskhin kindergarten using the center in the implementation of learning. The accompanying teacher is expected to control and be able to assist the core teacher in providing guidance and learning instructions. Based on the observations made by the author that students have a high enthusiasm in enjoying the learning process provided by the teacher. However, one of the obstacles in the implementation of the core teacher cannot control the students which is sometimes difficult to manage. Based on the observations showed that teachers in An-Naskhin kindergarten also realized that in the learning process lacks human resources, namely teachers. Although in terms of the number of teachers is limited, but teachers are always optimal and wholehearted in carrying out learning to early childhood. The absence of an accompanying teacher makes a teacher's task basically feel difficult especially faced is early childhood. However, teachers at An-Naskhin Mranggen Demak kindergarten are still able to face these obstacles.

CONCLUSION

An-Naskhin Mranggen Demak kindergarten is an Islamic institution in which learning practices use a central model and cooperative learning strategies. However, cooperative learning is done by adjusting the theme of learning. Kindergarten teacher An-Naskhin Mranggen Demak strives to increase children's creativity through cooperative learning. Increase the creativity that teachers do when giving directions to children to solve problems together. As for the challenge of teachers in the implementation of learning in kindergarten An-Naskhin Mranggen Demak is still a lack of educators so as to affect the running of the learning process carried out.

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