Proceeding

International Conference on Integrated-Holistic Early Childhood Education (ICIHECE)

Vol.1, 2023

Islamic Early Childhood Program

Faculty of Tarbiya and Teacher Trainning

UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Editorial Team

Editor-in-Chief

Novi Mulyani, M.Pd., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Member of Editors

Muhammad 'Azmi Nuha, M.Pd., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Ellen Prima, M.A., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Wahyu Purwasih, M.Pd., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Dr. Heru Kurniawan, M.A., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Intan Nurazizah, M.Pd., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Dewi Ariyani, M.Pd.I., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Fajry Sub'haan Syah Sinaga, M.A., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Mahbub Nasir, S.Si., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Keynote Speaker

Dr. Shazia Mansoori, B.Sc. (Hons.), M.Sc. (Hons.), B.Ed., M.Ed., Ph.D., *Aligarh Muslim University, India*

Prof. Dr. Ir. Netti Herawati, M.Si., *University of Riau, Indonesia*

Reviewers

Dr. Asep Umar Fakhrudin, M.Pd., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Dr. Novan Ardy Wiyani, M.Pd., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Dr. Dr. Muhammad Nurhalim, M.Pd., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

H. Toifur, M.Si., *UIN Prof. K.H. Saifuddin Zuhri Purwokerto*

Risdianto Hermawan, M.Pd., *Universitas Ma'arif Nahdlatul Ulama*

Musyafa Ali, M.Pd., *Universitas Nahdlatul Ulama Purwokerto*

Abda Billah Muhammadkan Bastian, M.Pd., *UIN Sultan Maulana Hasanuddin Banten*

Tabel of Contents

Teacher Strategies in Developing Early Childhood Spiritual Intelligence in TK Pertiwi Lamuk

Ambar Setia Wati[1]✉, Ellen Prima[1]

[1] *Islamic Early Childhood Program, Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri, Indonesia*
✉ *email: ambarsetiaa@gmail.com*

Abstract: Teacher strategies are very influential on the development of each student. Where every child will definitely experience development. Development is a change experienced by individuals towards their maturity level that takes place systematically, progressively, and continuously both physically and psychologically. One that develops in every individual is spiritual intelligence. The purpose of this study was to find out how teachers' strategies in developing spiritual intelligence in early childhood in TK Pertiwi Lamuk. The research method used is qualitative descriptive type. The subjects of this study included school principals, teachers, and students of TK Pertiwi Lamuk. The results showed that the teacher's strategy in developing spiritual intelligence for early childhood in TK Pertiwi Lamuk was carried out as planned. The teacher's strategy in developing early childhood spiritual intelligence in TK Pertiwi Lamuk is carried out by the teacher being a good example for children, the teacher assists children in formulating their life goals as servants of Allah, the teacher reads the Qur'an with the children and explains its meaning in life, the teacher tells the stories of great figures, the teacher becomes a guide for children and invites children to discuss, Teachers invite children to sing Islamic songs, teachers involve children in religious activities, teachers invite children to learn outside the classroom, teachers instill empathy in children, and teachers involve children in social activities.
Keywords: Teacher Strategies, Spiritual Intelligence, Early Childhood

A. INTRODUCTION

Until now, the country of Indonesia still has a problem in the form of a spiritual crisis that has arisen along with an increasingly advanced civilization. A crisis that infects almost all levels of society from childhood, youth, to adults. Starting from the scope of education, law, government, politics, economics, and even culture. If we talk about what is happening in the field of education, we meet many students who should have the obligation to seek as much knowledge as possible, instead they are preoccupied with acts of divinity, bullying, co-consuming drugs, to immoral acts and actions that are very far from friendly as well as polite. within the scope of educational institutions. The teacher, who is supposed to be a model for students, actually does not prioritize ethics and morals in teaching, however, as we see cases of teachers making their students as objects of outlet for lust and lust through immoral and abusive actions. This feinoimeina-feinoimeina occurs because the Spiritual Quoitieint (SQ) of the behavior is beautiful, so they cannot interpret the true nature of life. If their Spiritual Quoitieint (SQ) or spiritual intelligence is improved and balanced, then they understand the meaning of life, why they live and how they live life. With that way they can sort out everything, which one is good and also which one is not good to do. Because basically a person

can be said to have high spiritual intelligence when he has understood and applied his life as a servant and caliph on earth (Darmadi, 2018). Here we see how important everyone's spiritual intelligence is in the educational period, not least in early childhood education.

According to Danah Zoihar and Ian Marshall, Spiritual Quoitieint (SQ) or what is called spiritual intelligence is an intelligence that is located inside a person who is so deep, which is also outside the conscious mind or ego of that person (Marshall, 2007). Both of them mean spiritual intelligence with an intelligence ability that is used when dealing with partners as well as solving the mathematical problems of life. Meanwhile, according to Ary Ginanjar Agustian, what is called spiritual intelligence is the ability to give worship meaning to every behavior and activity, through steps and thoughts that are natural, towards a whole human being (hanif), and have a pattern of monotheism (integralistic) thinking. , and principled only because of Allah (Agustian, 2001). Where spiritual intelligence itself functions to deliver a person to the introduction of the supreme creator. So that he knows where he came from, what he lives for, where he is going after life. Spiritual intelligence is the main foundation in developing other intelligences, so that spiritual intelligence greatly influences a person both in his thoughts and actions. Therefore, spiritual intelligence needs to be optimized from an early age as well as possible. Early childhood whose spiritual intelligence is not developed will have an impact when the child is an adult. Parents will find it difficult to direct their children in worship or religion. Not only that, the development of intelligence that fails will make children have bad character because in essence spirituality has a close relationship with the development of a child's character.

From this description, it can be seen how important it is to balance spiritual intelligence, especially in education for early childhood. As for early childhood education itself in Law no. 20 of 2003 concerning the National Education System Article 1 paragraph 14 is defined as a coaching effort aimed at early childhood from birth to 6 years of age which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education . Balancing the spiritual intelligence of early childhood is intended to increase the child's ability to overcome all the problems in life that he experiences, and also to direct the child's life path so that it is straight according to the guidance of the religion he believes in.

Based on the initial interview activities that the researchers conducted with Mrs. Sri Khoimsiatun, S.Pd. As the Principal of TK Pertiwi Lamuk the researchers found that the spiritual crisis is still a major problem for the people of Lamuk Village, especially where TK Pertiwi Lamuk is located. This spiritual crisis is characterized by high crime rates, juvenile delinquency, and low awareness of worship in the Lamuk Village community, especially in the TK Pertiwi Lamuk environment. In this case TK Pertiwi Lamuk as an educational institution tries to be present to make changes by educating early childhood in Lamuk Village so that they have developed spiritual intelligence. In this regard, in Pertiwi Lamuk Kindergarten balancing spiritual intelligence is carried out by instilling good habits in children. For example, from matters of worship, akhlakul karimah, to fostering a social spirit in early childhood at TK Pertiwi Lamuk. According to Mrs. Sri Khoimsiatun, S.Pd. everything is done to tie the child to the Almighty. In another sense so that children are aware that in life every human being has the obligation to worship the Almighty. After that, the researcher carried out the initial

observation at TK Pertiwi Lamuk on December 14, 2022. From the observation, the researcher saw several strategies carried out by teachers at TK Pertiwi Lamuk in order to balance the spiritual intelligence of students. Where at the beginning to the end of the teaching different strategies were used by the teacher. However, researchers have not seen that all strategies for developing spiritual intelligence in early childhood implemented by teachers at TK Pertiwi Lamuk have succeeded in developing spiritual intelligence. Researchers still see the behavior of some children who do not reflect the expected development of spiritual intelligence. For example, researchers see children playing alone when praying before studying, fighting with their own friends during learning, so they don't answer greetings conveyed by other people.

From here the researcher sees that teachers must be even more optimal in using the right strategy to balance spiritual intelligence in early childhood at TK Pertiwi Lamuk. When every teacher in an early childhood education institution implements some of these strategies optimally, it is hoped that the desired balance of spiritual intelligence in children can be achieved well. On the basis of this background, with this research the researcher carried out the research "Teacher's Strategy in Balancing the Spiritual Intelligence of Early Childhood in TK Pertiwi Lamuk ".

B. METHODS

The type of research used in this research is qualitative research (qualitative research) with a descriptive approach. Research with a descriptive approach seeks to provide or present data that is arranged systematically, carefully and intelligently which contains actual facts (Margono, 2014).

In collecting research data, researchers used interviews, observation, and documentation. In this study the researcher used structured interviews, where the researcher first prepared an instrument that was used as a limitation or guide in conducting the interview. As for the observation, this study uses the non-participant observation type, where the researcher is not involved in the activity being observed. For documentation, this research uses written documents from TK Pertiwi Lamuk and photos of learning activities.

In this study, the researcher used qualitative descriptive data analysis, namely the preparation of data which was then explained and analyzed and carried out simultaneously with data collection. This descriptive analysis is intended to find and describe teacher strategies in developing early childhood spiritual intelligence in TK Pertiwi Lamuk. This study describes and interprets factually and accurately regarding the existing facts. Furthermore, the researcher uses source triangulation in testing the validity of the data, namely checking the data that the researcher has obtained through several sources.

C. RESULTS AND DISCUSSION

1.   Early Childhood Spiritual Intelligence

a.   *Understanding*

Spiritual intelligence consists of two words, namely "intelligence" and "spiritual". Intelligence is defined as the ability to solve the problems it faces, especially problems that require mental abilities (Pakpahn, 2021). Meanwhile, spiritual is defined as a teaching which says that all reality is essentially spiritual in nature. Spiritual intelligence itself, in a

terminological sense, is a political intelligence with which individuals can solve problems and are able to place actions in a broader, richer and more meaningful context. Spiritual intelligence is a concept that is related to how a person uses and uses the meanings, values, and qualities of spiritual life.

According to Wahab and Umiarsoi, spiritual intelligence is an intelligence that has existed in every human being since birth, which makes humans live a life full of meaning, always listens to the voice of their conscience, never feels in vain, everything they do is always of value (Latrini, 2016). Spiritual intelligence is able to make a human being a whole person, both in terms of intellectual intelligence, emotional intelligence, and spiritual intelligence. Spiritual intelligence is intelligence that helps treat and indoroing the human self to become whole. Spiritual intelligence is able to differentiate between good and bad. Meanwhile, according to the theory of spiritual intelligence put forward by Danah Zohar and Ian Marshall, what is meant by spiritual intelligence is intelligence to deal with and solve problems of meaning and value by placing behavior and human life in the context of a broader and richer meaning, assessing that one's actions or way of life more meaningful than the others (Marshall, 2007).

b. *Indicator*

Spiritual intelligence is intelligence that is characterized by the ability to think deeply about the meaning of life, question why one lives, what one lives for, and realizes that one is part of an interrelated whole (Fuad, 2012). Speaking of indicators of spiritual intelligence, Danah Zoihar and Ian Marshall also formulated indicators as indicators of spiritual intelligence as follows:

1) The ability to be flexible
2) There is a high level of self-awareness
3) The ability to deal with and make use of irritation
4) The ability to deal with and overcome feelings of pain
5) Quality of life inspired by the vision and values
6) Reluctance to cause unnecessary loss
7) Inclination to hold a hoilistic view
8) Tendency to ask "why" or "what if" and seeks to find answers that are based
9) Have the convenience to work against coins.

2. Teacher's Strategy in Developing Spiritual Intelligence for Early Childhood in TK Pertiwi Lamuk

Spirituality is the basis for the growth of self-esteem, values, and morals. Spirituality gives meaning to life, where life becomes more beautiful and exciting because the human self does not die confined by physical boundaries. By being naturally intuitive and open, parents should always cultivate the spirituality of their children. The way to cultivate children's spirituality is through words, actions, and full attention from parents. However, all of this will not be maximized if it is not balanced with the efforts made by the teacher in learning. This is because besides children getting an education at home, of course children also have to get a formal education at educational institutes. In connection with this matter, the teacher's strategy in balancing the child's spiritual intelligence is a very important step so that the child's spiritual intelligence can be well balanced. The optimal development of children's spiritual intelligence

is expected to be able to protect children and minimize the negative effects of the balance of the times. Meanwhile, the teacher's strategy in balancing the spiritual intelligence of early childhood carried out in TK Pertiwi Lamuk according to the class teacher includes the following:

a. The teacher is a good role model to be imitated by children

Teachers at Peirtiwi Lamuk Kindergarten always show attitudes that reflect good characters to be copied or imitated by children. This can be seen from the researchers' words, actions, and activities carried out as a teacher's effort to balance the spiritual intelligence of their students. Where the good behavior that TK Pertiwi Lamuk teacher teaches to his students is as polite as speaking politely to everyone he meets, praying before studying, praying after studying, washing hands before eating so that hands are clean, eating while sitting, praying before eating, then clean up the place to eat and direct them to dispose of the trash in its place. Besides that, the teacher always points out how everyone should take care of the environment by not disposing of waste carelessly. On the other hand, the teacher at TK Pertiwi Lamuk in speaking also seems to be very guarded, both during lessons in class and outside of class. Where teachers at TK Pertiwi Lamuk speak in front of children in a polite manner, dress nicely and when they meet you with other people they say hello. This is so that children can imitate them, namely speaking and behaving politely with other people. More than that, the teacher at TK Pertiwi Lamuk always explains this to the children and instructs the children to worship their God, especially to pray.

From the ideals set by the TK Pertiwi Lamuk teacher above, all of them are based on the teacher's awareness at Peirtiwi Lamuk Kindergarten that there is a need for social ideals or role models for their students so that their spiritual intelligence is balanced. Where as we know, in shaping a child's character as a step to balance his spiritual intelligence, socialism is needed to become a model. This model can be found by the students in their surroundings. The closer the model is to the students, the easier and more effective the character education will be. Students need real coins, not just coins written in books, let alone imaginary coins. This is in line with Beirk's statement, where moral behavior is evaluated in the same way as other research points, namely through thinking and strengthening (Sit, 2010). Through impartial learning there will be an internalization of various moral, professional and other behaviors for good action.

b. The teacher helps the child in formulating the "mission" of his life as a servant of God

Based on the research conducted, teachers at TK Pertiwi Lamuk always help children in formulating their life's "mission" as servants of God, such as guiding their students to become good and good children. Apart from that, the TK Pertiwi Lamuk teacher also tries all the time to convey understanding to children about what children should do in their life. The teacher teaches children that in life they must be devoted to their parents, listen to their parents' words, and study well in school. In addition, the teacher at TK Pertiwi Lamuk teaches children to love sharing in all things, especially with their own friends. For example, by explaining that when you have more food, children must share it with each other so that it doesn't go to waste or the food that children have doesn't run out. If it is redundant, it is the nature of the devil and Allah does not like people who are redundant.

What did the TK Pertiwi Lamuk teacher do in order to balance the spiritual intelligence of their students by helping to formulate the child's life goals in line with what Al-Ghazali's oil sparked. Where Al-Ghazali has an idealistic view of the teacher's profession. According to him,

the idealization of a teacher is someone who is knowledgeable, charitable and teaches. Al-Ghazali emphasized that a person who is busy learning is a person who is "engaged" with something very important, so he needs to pay attention to all his actions. One of the actions that the teacher must pay attention to is loving all of his students, even treating them the same way he would treat his own children. That is, the teacher must have a high level of concern for saving their students from the threat of the fire of neiraka. This is a more important thing than the rescue that both parents have done for their children from the heat of the world's fire. Parents are the cause of the birth of children in the mortal world, while teachers are the cause of the survivors of students in eternal life. Without the services of a teacher, what a child has obtained from his parents will in fact put him in eternal perdition, what is meant by the teacher here is a person who provides guidance for an eternal afterlife, namely teaching the sciences of the hereafter or the sciences of the world that are goal oriented. hereafter, not worldly goals. As for teaching that transcends worldly goals, it is "destruction" (halak) and "destruction" (ihlak) (Syaifuddin, 2005).

c. *Teacher and child read the holy Qur'an together and explain its meaning in life*

Based on the research conducted, teachers at TK Pertiwi Lamuk. TK Pertiwi Lamuk teacher before starting learning always reads the Qur'an together with children, where the letters read are letters that are still relatively short, namely the letters in juz 30. It doesn't stop there, the teacher then explains related content or meaning in the letter read together with the children. This is intended so that children can take lessons and make the contents of the Qur'an as a guide in their life. From the implementation of the teacher's strategy in balancing the spiritual intelligence of early childhood in TK Pertiwi Lamuk, it can be seen that the teacher always reads the holy Al-Qur'an together and explains its meaning in life with the aim that children can understand the content and meaning contained in Al-Qur'an. The Qur'an as a guide and guide his life. When a child lives based on the Qur'an, the purpose and direction of his life will be clear, so it can be said that the child's spiritual intelligence develops well. The purpose of the TK Pertiwi Lamuk is to read the Qur'an and explain its meaning so that children understand the content and meaning of the Qur'an as a guide and guide in their life.

As for what TK Pertiwi Lamuk teachers do in developing early childhood spiritual intelligence by reading the Qur'an and explaining its meaning in line with Uhar Suparsaputra's opinion about indicators of spiritual intelligence. According to him, the indicators of people whose spiritual intelligence is well balanced, one of which is related to faith (Suparsaputra, 2013). This means that when the child is used to being read, even reading together the verses of the Qur'an and explaining its meaning, it will further foster the child's faith. Where as we all know that one form of faith is to have faith in the book of Allah, namely the Qur'an.

d. *Teacher tells stories about great figures*

Based on the research conducted, teachers at TK Pertiwi Lamuk repeatedly tell about several great figures who have influences and inspiring stories to their students. This storytelling method is carried out twice a week, this shows that the teacher at TK Pertiwi Lamuk thinks that the storytelling method used can balance the child's spiritual intelligence. This is shown by the stories of the prophets who obeyed Allah's commands and avoided His prohibitions, and Allah promised a beautiful paradise for those who carried out His orders and provided a painful punishment for those who abandoned His commands. This makes students able to be motivated to balance their spiritual intelligence, as a child asking to pray without

being told because they are motivated or have a desire to go to heaven. If the story told to the child is too long, the teacher adds illustrations from books that can attract the attention of the child, so that this storytelling technique will function well. The use of illustrated pictures in storytelling is intended to explain the messages being spoken, as well as to increase children's attention to the storyline. This is also to give variation in storytelling activities in children.

The Pertiwi TK Pertiwi Lamuk teacher's strategy in developing early childhood spiritual intelligence by telling stories of great figures is reinforced by Siti Aisyah's opinion. According to him, there are several steps that can be taken to grow and balance the child's spiritual intelligence. One of the steps taken by the teacher is to tell the stories of the prophets and apostles as well as stories of other examples. This step or strategy is done because basically children and even adults are very affected by storytelling. Humans are the only creatures who like to tell stories and live based on the stories they believe. For this reason, the stories of the great figures are very appropriate when used as a medium for balancing spiritual intelligence. Where it is hoped that children will easily take lessons along with examples from every story that is told, and then practice it in their lives.

e.   ***Teacher guides the child and discusses various problems faced by the child, such as child's delinquency***

Based on the results of the research conducted, teachers at TK Pertiwi Lamuk always position themselves as parents for their students. This can be seen when the teacher patiently advises every child who behaves badly, such as being naughty towards his friends and making noise during class. This shows that the teacher at TK Pertiwi Lamuk, apart from teaching children, also positions themselves as child mentors. Which with this guidance is expected that children will be more focused, especially in behavior. In teaching practice, when a child has bad behavior, such as disturbing a friend, that child will be advised first by the teacher at TK Pertiwi Lamuk. However, if it is still disturbing the teacher will separate it, and if still there is no change the teacher will invite the children to sit alone and talk carefully. As for what the teacher does is talk with the child regarding what and why he did that kind of thing, then the teacher advises him which in the end the child will melt. The point doesn't stop there, the teacher will give the child a toy to distract him so he doesn't disturb the other friends.

On the other hand, the strategy for developing children's spiritual intelligence by guiding children and discussing various social problems faced by children, such as child delinquency, is in line with the opinion of Danah Zohar and Ian Marshall regarding indicators of spiritual intelligence. According to Danah Zohar and Ian Marshall, someone who has spiritual intelligence has a high level of awareness (Marshall, 2007). A high level of awareness here means that people who have spiritual intelligence will quickly become aware of the actions they have committed. Is the act that is done contrary to the command of his Lord or in harmony with the command of his Lord. Because basically children in doing something have not gone through careful consideration. This is in line with the opinions of Yusuf L. N and Nani M. Sugandhi regarding the characteristics of early childhood (Latif, 2019). According to them, one of the characteristics of early childhood is that children still lack mature consideration, including attachment to things that endanger themselves and others. For this reason, in this case the TK Pertiwi Lamuk teacher always guides children and discusses various social problems faced by children. The goal is solely for the child to be aware of what he has done, especially

when the child is naughty or acts impolite. The teacher explains further that as humans created by God, children must always practice actions that are not contrary to His commands.

f.   *Teachers involve children in religious activities*

Based on the research conducted, teachers at TK Peirtiwi Lamuk frequently involve children in various religious ritual activities. Which of the research observations saw the child being invited by the teacher to pray, read verses of the Qur'an together and explain their meaning in life, then carry out other religious activities. However, not all children can follow it, sometimes there are children who do not pay attention at all and do not participate in religious activities like their other friends. This can happen because it is difficult for each child to control their moioid, when the moioid is good and when the moioid is not good. In involving children in rituals or religious activities, teachers at TK Pertiwi Lamuk usually start with instructions. If the instructions are not successful, the teacher will personally bond with the child. Which in this case the teacher explains about the child's obligation as a servant to worship the creator. In addition, when there are celebrations or religious events such as Isra' Mi'raj and Maulid Nabi, the teacher also invites children to be involved in these activities.

The strategy used by TK Pertiwi Lamuk teachers in developing early childhood spiritual intelligence by involving children in religious activities is in line with the opinion of Andin Sefrina. According to him, the involvement of children in religious activities is expected to strengthen divine concepts and concepts of life in children (Sefrina, 2013). This is what makes the involvement of children in religious activities very important to implement. By involving the child in various religious activities, the child will automatically realize that the life he is living is someone who created it and he has an obligation to Him. In addition, the strategy used by TK Pertiwi Lamuk teachers in developing early childhood spiritual intelligence by involving children in religious activities is in accordance with what is stated in the Child Balance Achievement Level Standard (STPPA) PAUD Peirmeindikbud Noimoir 137 of 2014 concerning indicators of the development of religious and moral values early childhood. Where one of the indicators is introducing children to the religion they adhere to. When children are often involved in religious activities, they will naturally be closer to the religion they adhere to.

g.   *The teacher invites children to sing Islamic songs*

Based on the research conducted, the teacher at TK Pertiwi Lamuk occasionally invites children to sing Islamic or spiritual songs during lessons. Every day before school, the teacher and children sing Islamic songs, such as the songs of the names of the prophets, the songs of the names of angels, the songs of the children of the shoileih, the songs of let's pray and many other songs. This method was carried out by the teacher at TK Pertiwi Lamuk as one of the ways to balance the spiritual intelligence of their students, because according to the TK Pertiwi Lamuk teacher, intelligent children will feel happy if they sing. It's just how the teacher chooses songs whose lyrics contain meaning and spiritual teachings in them. According to the class teacher at TK Pertiwi Lamuk, Islamic songs are expected to be able to generate warmth in feelings and vitality as well as activity in the soul, which in turn gives motivation to children to increase their behavior and renew the will in accordance with the demands of instruction, as well as taking lessons from these Islamic songs . However, time has become an obstacle for teachers at TK Pertiwi Lamuk in implementing this strategy, because time sometimes experiences shifts. That is, when there is quite a lot of time for children to play, so that when

children have entered the class, play activities are still being carried out. In class learning, sometimes the teacher still has difficulties, so the teacher must remember where to sit for the child, so that the child can be conditioned with a partner to be ready to sing. As for the tools used in the teacher's singing activities at TK Pertiwi Lamuk, they only use books and sing orally. Meanwhile, singing instruments such as audio and visual audio have not been used due to administrative constraints in the form of funds.

What do TK Pertiwi Lamuk teachers do in developing the spiritual intelligence of early childhood by inviting children to sing Islamic songs in line with Mulyasa's opinion. He stated that early childhood can be called the term goildein agei or golden age (Mulyasa, 2017). For this reason, at an early age it is very appropriate when the teacher teaches the values of spiritual intelligence. When taught at an early age, amak will forever be embedded in the child until he is old, or you could say it is the foundation for a child to face his life. However, in instilling these values the teacher must be creative in using the method. And one of the right methods is to invite children to sing Islamic songs. This is in line with the opinions of Yusuf L. N and Nani M. Sugandhi regarding the characteristics of early childhood (Latif, 2019). According to them, children are happy and rich in fantasy, children are happy with imaginative new things. Where children are not only happy with imaginary stories told by other people, but also happy when invited to sing. So that when the teacher uses the method of singing Islamic songs in developing children's spiritual intelligence, it will be easier for them to accept the values embedded in the lyrics of the song.

h.   *Teacher invites children to study outside the classroom (Outing Class)*

Based on the research conducted, teachers at TK Pertiwi Lamuk in carrying out their lessons sometimes bring children to study outside the classroom. Seipeirti in the garden, courtyard, and also walks around the TK Pertiwi Lamuk. Where learning processes teach not only in the classroom, the teacher also conducts learning processes outside the classroom, such as teaching sports outside of class or material related to other natural sciences. Learning outside the classroom or Oiutting Class is carried out at TK Pertiwi Lamuk so that children are not bored and of course as a spiritual intelligence balancing strategy. Where learning outside the classroom means that children will interact directly with the outside environment, the environment outside the classroom itself can help children behave more maturely and mature as well as fostering an attitude of respect for beauty. Children will understand their obligation to protect the beauty of the environment as the masterpiece of the creator. Outdoors children also learn through all their senses, they enjoy the fragrance of flowers, hear the sounds of animals and the comfort of sunlight. This will underlie his behavior to have an attitude of respect and awareness of the natural environment. So that the child understands that everything must be taken care of, and he is the one who must protect him as a caliph on earth (Rita Mariyana, 2013).

The strategy carried out by the TK Pertiwi Lamuk teacher in developing early childhood spiritual intelligence by inviting learning outside the classroom (Outting Class) is in line with Siti Aisyah's opinion in a book published by Teirbuka University regarding the characteristics of early childhood. According to him, one of the characteristics of early childhood is having great curiosity. In addition, early childhood is also very interested in the environment around it. Therefore, by inviting early childhood children to study outside the classroom (Outing Class) children will learn more with their characteristics that are interested in the surrounding

environment. Children who have great curiosity will be given an explanation by the teacher that everything in the environment where the child is located is God's creation. Therefore, children should be grateful to Allah SWT for all the beauty of the existing environment. The step of the TK Pertiwi Lamuk teacher in carrying out learning outside the classroom as a strategy to balance children's spiritual intelligence is also in line with the opinion of Winaputra. He said that the use of the environment is based on the opinion of more valuable learning, because students are faced with events and situations that should be. Early childhood is experiencing growth and balance, especially physical and spiritual growth which is very fast. This activity is very good for children to add insight and make children love nature and everything in it more.

i.   *Teacher invites children to have empathy for people who are sick or feel sad*

Based on the research conducted, teachers at TK Pertiwi Lamuk always develop a sense of empathy for children. Where occasionally the TK Pertiwi Lamuk teacher brings children to visit people who are sick or have pain around them. So far, the TK Pertiwi Lamuk teacher has occasionally brought children to places where people have been affected by disaster as a strategy to balance children's spiritual intelligence. One of his reasons is bringing the child to the house of a friend who is sick to visit him together. With this in mind, the teacher also teaches students to always be grateful for the health that Allah SWT has given them and reminds them that fellow believers must visit their friends who are sick and pray that their friends are healthy.

The TK Pertiwi Lamuk teacher strategy of inviting children to empathize with others is in line with Uhar Suparsaputra's opinion, where one indicator of people whose spiritual intelligence is well balanced is having strong empathy (Suparsaputra, 2013). Having a strong sense of empathy is when individuals care about the circumstances experienced by other people, especially when other people experience difficult situations such as being affected by a disaster or illness. Apart from that, TK Pertiwi Lamuk teacher's strategy in developing early childhood spiritual intelligence by cultivating a sense of empathy for children is also in line with efforts to educate the nation through a national education system that includes all levels of society and includes various types of knowledge and skills needed in order to create a good educational system. independent and has the quality as stated in the Law of the Republic of Indonesia Noi. 20 of 2003 concerning the National Education System Chapter II, article. Where National Education has the function of balancing abilities and building character as well as dignified national civilization in the context of imparting the foundation of the nation's life with the aim of balancing the intentions of students so that they become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become a democratic and responsible citizen.

j.   *Teacher involve children in social activities*

Based on the research conducted, class teachers at TK Pertiwi Lamuk always want to involve their students in a number of social activities. In the learning process there are several aspects that must be achieved by students, one of which is the social aspect. Social activities are activities that the teacher must teach to students, as well as being able to grow values and also social attitudes towards students. Coincidentally, the activities carried out at TK Pertiwi Lamuk also involve children going roiyoing together, helping each other, throwing garbage where it belongs. By involving children in social activities, children will also realize that they

cannot live alone. Meireika needs someone else to help her with everything she does. Furthermore, the most important thing is to understand children, that with all the shortcomings of children as human beings who need the help of others, there is a God who does not need anyone's help with all His majesty. This is where the child's spiritual intelligence will balance, understanding the greatness of the power.

The TK Pertiwi Lamuk teacher strategy in developing early childhood spiritual intelligence by involving children in social activities is reinforced by the opinion of Novan Ardy Wiyani. According to him, one of the benefits of spiritual intelligence for children is that children are able to recognize themselves. In another sense, the child is aware that in carrying out everything he needs other people. The cointoih is when children do mutual cooperation they will realize that in doing something they need other people. This shows that the child begins to recognize himself, that as a human being he has deficiencies or advantages (Wiyani, 2018).

3. Lamuk Implications of Implementing Teacher's Strategy in Developing Spiritual Intelligence for Early Childhood in TK Pertiwi Lamuk

From the discussion of the research results mentioned above, we can all know that the task of a teacher is very important in developing spiritual intelligence for children, because in this intelligence is not only to prepare children in terms of the world but also to prepare children in terms of the hereafter. The teacher's strategy in balancing spiritual intelligence for early childhood in TK Pertiwi Lamuk has also been carried out as an indicator of spiritual intelligence balance for early childhood. Where the various strategies and techniques used by the TK Pertiwi Lamuk teacher in balancing the child's spiritual intelligence from the teacher become a good role model for children, the teacher helps children in formulating their life goals as servants of God, the teacher reads the Qur'an with children and explains the meaning in life, the teacher tells stories of great figures, the teacher becomes a guide for children and invites children to discuss, the teacher invites children to sing Islamic songs, the teacher includes children in religious activities, the teacher invites children to study outside the classroom, the teacher instills a sense of empathy for children, and teachers involve children in social activities.

From the data obtained, it is proven that there have been changes in children and an increase in the spiritual intelligence of early childhood in TK Pertiwi Lamuk. Changes in children after the implementation of the teacher's strategy in developing the spiritual intelligence of early childhood in TK Pertiwi Lamuk can be seen from the spiritual aspect of the child, as the child feels grateful to be able to go to school in good health and be able to attend lessons smoothly. Early childhood in TK Pertiwi Lamuk also has the nature of *amar ma'ruf nahi munkar* such as inviting other friends to pray. Besides that, children have a patient nature, this can be seen when children do not quickly give up when they cannot do something. In addition, children also have self-awareness as if they want to carry out the rules that already exist. Children also have good spontaneity, such as when they are called and speak with good people using polite and smooth language. This is in accordance with the criteria for spiritual intelligence as stated by Danah Zoihar & Ian Marsall, which include self-awareness and also spontaneity (Marsall, 2003). Changes in other children can be seen from a biological aspect, that is, children carry out all the commands of Allah SWT with the same good manner as prayer

in congregation, which used to be late, now it's not even late. Another thing is that children carry out all the activities in TK Pertiwi Lamuk as well as reading the Qur'an and memorizing study letters. The last change can be seen from the social aspect of the child. Children have a high social spirit, such as being polite to teachers and good attitudes to scientists. The social aspect can also be seen from the affection shown to other friends as well as respect for diversity by not bullying one another. According to Danah Zohar & Ian Marsall, these things correspond to the criteria for spiritual intelligence, including compassion and respect for diversity (Marsall, 2003).

D.   CONCLUSION

From the research results on teacher strategies in balancing the spiritual intelligence of early childhood in TK Pertiwi Lamuk, it can be concluded that the teacher's strategy in balancing early childhood spiritual intelligence in TK Pertiwi Lamuk has been carried out properly according to what has been planned. Various strategies used by the teacher in balancing the spiritual intelligence of children include the teacher being a good role model for children, the teacher helping children in formulating their life goals as servants of Allah, the teacher reading the Qur'an with children and explaining its meaning in life, the teacher telling stories great figures, teachers become mentors for children and invite children to discuss, teachers invite children to sing Islamic songs, teachers involve children in religious activities, teachers invite children to study outside the classroom, teachers instill empathy in children, and teachers involve children in social activities. However, in its implementation there were various obstacles experienced by teachers, ranging from the difficulty of coordinating children so that implementing teacher strategies took a long time to the lack of complete learning facilities in TK Pertiwi Lamuk. As for the results of implementing the aforementioned teacher strategies, the spiritual intelligence of early childhood in TK Pertiwi Lamuk has increased. This can be seen from the spiritual, biological and social aspects of early childhood at TK Pertiwi Lamuk.

REFERENCES

A. Syaifuddin. (2005). *Percikan Pemikiran Imam Al-Ghazali*. Bandung : Pustaka Setia.

Andin Sefrina. (2013). *Deteksi Minat Bakat Anak; Optimalkan 10 Kecerdasan Pada Anak.* Yogyakarta: Media Pressindo.

Ary Ginanjar Agustian. (2001). *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ.* Jakarta: Arga.

Danah Zohar & Ian Marsall. (2003). *SQ : Memanfaatkan Kecerdasan Spiritual Dalam Berpikir Intregalistik Dan Holistik Untuk Memaknai Kehidupan*. Bandung: Mizan Pustaka.

Danah Zohar & Ian Marshall. (2007). *SQ ; Kecerdasan Spiritual*. Bandung: Mizan Pustaka.

Darmadi. (2018). *Kecerdasan Spiritual Anak Usia Dini Dalam Cakrawala Pendidikan Islam*. Bogor : Guepedia Publisher.

Dedek Pranto Pakpahn. (2021). *Kecerdasan Spiritual (SQ) dan Kecerdasan Intelektual (IQ) dalam Moralitas Remaja Berpacara; Upaya Mewujudkan Manusia Yang Seutuhnya.* Malang: Multimedia Edukasi.

Imam Mashudi Latif. (2019). "Efektifitas Metode Qira'ati dalam Pembelajaran Membaca Al-Qur'an Bagi Anak Usia Dini", *Fakultas Agama Islam Universitas Darul 'Ulum Jombang*. Vol. 4, No. 2.

Margono. (2014). *Metodologi Penelitian Pendidikan*. Jakarta : Rineka Cipta.

Masganti Sit. (2010). "Optimalisasi Kompetensi Moral Anak Usia Dini", Jurnal Pendidikan dan Kebudayaan. Vol.16, No. 1.

Mulyasa. (2017). *Strategi Pembelajaran PAUD*. Bandung: Remaja Rosdakarya.

Muskinul Fuad. (2012). Teori Kecerdasan, Pendidikan Anak, dan Komunikasi Dalam Keluarga, *KOMUKA Jurnal Dakwah dan Komunikasi*. Vol. 6 (1).

Novan Ardy Wiyani. (2018). *Manajemen Program Pembiasaan Bagi Anak Usia Dini*. Yogyakarta : Penerbit Gava Media.

Rita Mariyana & Ali Nugraha, dkk. (2013). *Pengelolaan Lingkungan Belajar*. Bandung: Kencana.

Siti Aisyah, dkk. (2012). *Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini*. Tangerang Selatan: Universitas Terbuka.

Uhar Suparsaputra. (2013). *Menjadi Guru Berkarakter*. Bandung: Refika Aditama.

Yuliana Grace Setiawan & Made Yenni Latrini. (2016). Pengaruh Kecerdasan Emosional, Kecerdasan Spiritual, Kecerdasan Intelektual dan Independensi Pada Kinerja Auditor. *E-Jurnal Akuntansi Universitas Udayana*. Vol. 16 (2).

Teacher Efforts in Increasing The Learning Motivation of Tk Pertiwi Arcawinangun Students

Laila Indah Cahyaningsih[1]✉, Ellen Prima[1]

[1]UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia
✉ *email: lailaindah848@gmail.com*

Abstract: This study aims to find out about the teacher's efforts to increase the learning motivation of students at TK Pertiwi Arcawinangun. The type of research used is descriptive field research. Data collection techniques used in this research are observation, interviews, and documentation. Observations made using participant observation and using structured interviews. The results of research through observation, interviews, and documentation state that the efforts made by the teacher to increase student learning motivation are the teacher providing ways such as giving learning contracts, applying habituation before the learning process, creating a comfortable learning environment, providing exemplary and learning motivation, using learning media , providing appropriate and varied learning methods, giving rewards to participants. students, and provide evaluations and scores.
Keywords: teachers, students, learning motivation

A.   Introduction

Teachers play an important role in education as well as the teaching and learning process. During learning, teachers and students have a reciprocal relationship as a result of the actions they take together. Because students will succeed when learning is influenced by a competent educator, he is very instrumental in the learning process for these students. Teachers have methods for teaching, directing, and encouraging students to learn. During the process of teaching and learning activities, the interaction between teachers and students will certainly be influenced by the style of teaching and guiding the teacher. In learning activities, the teacher gives attention, rules, rewards and punishments to their students. The attitude and behavior of the teacher will certainly be a role model that will be imitated by students. Educators also play an important role for the social, close to home, and scientific progress of students. Students will be motivated and able to provide opportunities for successful learning.

One of the most important dynamic aspects of the learning system is motivation. Underachieving students are often the result of a lack of student motivation to learn rather than a lack of ability. One of the most important factors in achieving educational goals is self-motivation as well as external motivation to learn. To achieve the learning objectives that will be achieved, it is very necessary to have a passion for learning in everyone, especially students. Student learning success will be determined by their learning motivation. To increase enthusiasm for learning, you can motivate while studying, otherwise low motivation to learn will result in low enthusiasm for learning. One of the schools in East Purwokerto District, Arcawinangun Village, Banyumas Regency is TK Pertiwi Arcawinangun. Through the

experience of observations, researchers saw a well-organized school atmosphere and various awards for the achievements of TK Pertiwi Arcawinangun students. At the school the interest in conducting research was because the interaction between teachers and students during teaching and learning activities seemed active and conducive. To prevent the class from becoming bored, the teacher plays an important role. To increase student motivation in class, teachers use learning tools and media.

B.   Methods

The type of research that will be carried out by researchers in this study is field research, that is, researchers will go directly to the field to conduct research and carry out directly to respondents in the research and the objects in the research, namely TK Pertiwi Arcawinangun. The research method used in this study is using qualitative research methods. Collecting data in this study using the method of observation, interviews, and documentation. The data analysis technique used in this study uses theory from Milles and Huberman, namely data reduction, data presentation, and verification or drawing conclusions.

C.   Results and Discussion

In order to increase student learning motivation, the teacher makes several efforts that are carried out directly in class through relevant learning materials and learning motivation through the use of learning media and encouragement to learn from the teacher to students. Students really need motivation in the ongoing educational process. Every learning activity carried out by students is very important in fostering enthusiasm for learning so that the learning process can take place well. This opinion is in accordance with that expressed by the Pertiwi Arcawinangun Kindergarten class teacher

Motivation is a very dynamic aspect of the learning process. Low student achievement is often the result of a lack of motivation to learn so they don't try to use their abilities, rather than the lack of ability itself. Students who have learning goals can demonstrate learning behavior. In this sense, the teacher provides insight or information regarding learning objectives from the beginning of learning.

Efforts made by teachers to increase motivation to learn very big influence in the process of teaching and learning activities. Based on the results of interviews with Pertiwi Arcawinangun Kindergarten teachers, the efforts made by the teacher to increase learning motivation have a big impact on their students. The success of a teacher in carrying out learning depends on the teacher's efforts to arouse the learning motivation of his students. In his opinion, to determine the level of success of students' learning motivation can be done with a strong drive, a sense of perseverance, tenacity, intelligence, and enthusiasm from teachers and students. Both internally and externally, students must be motivated to learn and have a passion for it. Efforts made by educators in expanding the learning inspiration of TK Pertiwi Arcawinangun students are as follows :

1.   Make a Learning Contract

The learning contract made in TK Pertiwi Arcawinangun was made and mutually agreed upon by the teacher and students. The purpose of making a learning contract is to make the

learning process in class run smoothly, comfortably, and in an orderly manner. The contents of the Pertiwi Arcawinangun Kindergarten learning contract are:

a.   Not fighting, taunting each other, and speaking harshly

b.   Honest repetition

c.   When the lesson is not talking and playing alone

d.   Before borrowing goods, permission must be obtained first

e.   Maintain the good name of the environment around the school

f.   Study hard at home and school

The effort to make this learning contract was carried out in order to improve students, especially students in class TK Pertiwi Arcawinangun, which is quite good because in practice the teacher and students mutually obey the learning contract.

This learning contract plays an important role in learning discipline and increasing high learning motivation. In practice, the making of learning contracts is carried out on the basis of teacher and student agreements by paying attention to learning objects, learning activities, strategies and learning methods.

2.   Applying Habituation before the Learning Process

Habituation before the learning process is important in educating students. Through repeated learning, both individually and in groups, habituation is the formation of attitudes and behaviors that are relatively sedentary and automatic. Habits that are done before starting learning are praying, greeting, checking attendance, providing motivation and apperception before learning takes place.

Based on the results of interviews with the Pertiwi Arcawinangun Kindergarten teacher, he said that in getting students to leave early in the morning on time for school, reading prayers before studying, reading asmaul husna, greeting teachers has been implemented in this school. Coaching and habituation of students to achieve goals is the goal of applying habituation before the learning process. It is expected that students really absorb the application of habituation which will eventually become a habit until later.

In a lesson the teacher has to prepare many things. Starting from preparing materials that will be taught during learning and things that can support the learning process. Preparation must be done by the teacher long before the lesson is implemented. Then the teacher can carry out the learning process. Before starting the lesson the teacher should carry out habituation that is useful for the discipline of students. Habituation done by the teacher before starting learning is praying, greeting, checking student attendance, providing motivation, and apperception.

3.   Creating a Comfortable Learning Athmosphere

The way the teacher conveys material, uses interesting learning methods, uses a variety of learning media, and students participate in learning activities both individually and in groups so that they can interact and discuss with their friends are all of that. part of creating a comfortable learning environment.

Other efforts can also be in the form of providing ice breaking which is useful for providing a comfortable and pleasant atmosphere for students. Providing ice breaking is one of the activities that can make the learning atmosphere more enjoyable. This ice breaking can

be used at the beginning of learning or in the middle of learning which can be in the form of games, quizzes, or other fun activities such as brain exercises.

Based on the results of interviews, ice breaking that is often used is brain gymnastics and games. This activity aims to eliminate boredom, boredom, and sleepiness in the class. The application of ice breaking is very capable of making students excited again in class.

4. Memberikan Keteladanan dan Motivasi Belajar

In learning activities, motivation can be considered as a general main drive within a person that causes learning. Motivation, both intrinsic and extrinsic, plays an important role in all learning. Students can develop initiatives and activities to relieve stress during learning activities with this motivation.

Teachers also have a role and responsibility to behave well towards students. Exemplary is a process for cultivating habits in the form of daily behavior at school. By providing exemplary behavior by educators for those who are educated, there will be encouragement for students to emulate the behavior of their teachers.

Providing exemplary and motivation from teachers to their students aims to move them to learn in order to achieve the desired goals, namely achievement and good attitudes. Providing motivation and praise such as when students dare to answer questions from the teacher will generate feelings of pleasure and confidence in students and can foster learning motivation.

5. Using Learning Media

Learning media is a tool used in cultivating experience to convey a message, thought, or thought through teaching materials that will be conveyed by educators to students. Whether or not an educational experience is achieved is influenced by several variables, one of which is learning media. Therefore, a teacher must be able to choose the right learning media according to the material to be delivered before using the media in the learning process.

One element that plays a very important role in the learning process is learning media. In learning, teachers usually use learning media as a means to transfer information to students so they can understand it. The use of learning media really helps the continuity of learning by handling and delivering learning materials.

Student learning outcomes are strongly influenced by the use of media in the classroom. The learning media used will be more interesting so that students can easily see it. For this situation educators take an important role in running the media. The presence of learning media provides an advantage to facilitate the educational experience. With advances in data and correspondence technology, educators in delivering material must keep up with these developments, educators must be able to use learning media that are interesting, fun, and in accordance with the needs of student progress. The following are the advantages of learning media for the learning process.

g. Teaching will make students pay more attention, which will lead to better learning.

h. Learning objectives will be more easily understood by students and mastered through clearer objectives in teaching materials.

i. More than just verbal communication, more teaching methods so students don't get bored with the lessons.

6. Providing Appropriate and Varied Learning Methods

A learning method that focuses on achieving goals is called a learning method. It is possible that learning strategies in one class are different from learning strategies in other classes. Teachers can consider the following factors when choosing and determining learning methods as follows:

a.   Goals to be achieved

The teacher who teaches must clearly know the purpose of the learning he is doing. Because these goals will become targets and directions for action in carrying out their functions as teachers.

b.   Conditions and Characteristics of Student

Teachers focus on individual conditions and characteristics when recommending belaying strategies. A healthy state is a state that emphasizes body temperature and pressure and a position in which a person can relax. If students fail to make ends meet, the teacher will provide techniques that will help them succeed, such as demonstrations and material conversations.

c.   Nature of Learning Materials

The method that can be used can be explained by the study material. The lecture method can be used to disseminate material in the form of information or facts. By using the discussion method, material related to the problem can be found. Material that requires skills can be conveyed by demonstration, simulation and practice methods.

d.   Student Participation Rate

The learning approach or method used must focus on students. The teacher must carry out his role as a facilitator. Teachers not only learn in front of the class, but also have to assist students in solving problems during the learning process.

7.   Giving Rewards to Students

Appreciation is one of the ways in which someone gives appreciation to someone because they have thought of something, so that someone can be excited again in doing certain efforts and more enthusiastic in achieving something different. Giving prizes is done by praising the results obtained by students.

Students get rewards in the form of praise, thumbs up, happy smiles, and applause in addition to tangible goods. Teachers must provide effective and appropriate feedback, such as rewards, to increase student motivation in class. Students can take this award as a gesture of appreciation for their efforts. If students are given enthusiasm and support for learning, then student learning inspiration will be created.

8.   Give Evaluation and Numbers

Evaluation is an activity to obtain information about student learning outcomes as a whole. The motivation behind the assessment is to help cycle, progress and progress student learning outcomes and determine students' capacities in educational experiences. Evaluations carried out in schools usually use tests and award points.

Giving numbers is a method of determining value or priority in giving grades to students. Giving this number is a method for teachers in making decisions, especially in terms of determining grades or priorities for students to be tested. The purpose of giving numbers is so that students can be motivated by their learning outcomes. For students who get high grades or scores these students will maintain their learning, whereas for students who still get

unsatisfactory grades, students will motivate themselves to study even harder so they will get better grades.

D.   Conclusion

In this research, it can be concluded that the teacher's efforts in increasing the learning motivation of Pertiwi Arcawinangun Kindergarten students are making learning contracts in class, applying habituation before the learning process, creating a comfortable learning environment, providing exemplary and learning motivation, using learning media, providing appropriate learning methods and varied, giving rewards to participants. students, and provide evaluations and scores. In addition, teachers always use appropriate learning methods and media that are included in learning materials to increase student motivation. At Pertiwi Arcawinangun Kindergarten, teachers have worked hard to increase students' learning motivation.

Acknowledgement

References

Muhammad Guntur Maulana, dkk. 2022. Dasar-Dasar Pendidikan, Cet ke-1, Sukoharjo: Pradina Pustaka Grup.

Ardiana Dewa Putu Yudhi dkk. 2021. Metode Pembelajaran Guru, cet ke-1. Medan: Yayasan Kita Menulis, 2021.

Arianti. 2019. "Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa". Didaktita: Jurnal Kependidikan vol 12 no 2.

Sari, Murtono dan Ismaya. 2021. "Peran Guru Dalam Meningkatkan Motivasi dan Minat Belajar Siswa Kelas V SDN Tambahmulyo 1". Jurnal Inovasi Penelitian vol 1 no 11

Anggraini dan Sukartono. 2022. "Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa di Sekolah Dasar". Jurnal Basicedu, vol 6 no 3

Rahmawati, M. 2022. Peran Guru Dalam Proses Pendidikan di Indonesia.

Safitri Dewi. 2019. Menjadi Guru Profesional, cet ke¬-1. Riau: PT.Indragiri Dot Com.

Moh Noor. 2019. Guru Profesional dan Berkualitas. Semarang: ALPRIN.

Yestiani, Dea Kiki, dan Nabila Zahwa. 2020. "Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar". Fondatia, vol 4 no 1.

Salsabilah,A., Dewi, dan Furnamasari. 2021. "Peran Guru Dalam Mewujudkan Pendidikan Karakter". Jurnal Pendidikan Tambusai, vol 3 no 3

Yestiani & Zahwa. 2020. "Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar". Jurnal Fondatia, vol 4 no 1

Salsabilah, A. S., Dewi, D. A., & Furnamasari. Peran Guru Dalam Mewujudkan Pendidikan Karakter. Jurnal Pendidikan Tambusai, vol 5 no 3, hlm. 2

Rahman S. (2022). Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar. In

Prosiding Seminar Nasional Pendidikan Dasar. Hlm. 290

Novianti, C., Sadipun, B., & Balan, J. M. Pengaruh Motivasi Belajar Terhadap Hasil Belajar Matematika Peserta Didik. SPEJ (Science and Physic Education Journal), vol 3 no 2, hlm. 4.

Firdaus, C. C., Mauludyana, B. G., & Purwanti, K. N. Faktor-Faktor yang Mempengaruhi Motivasi Belajar di SD Negeri Curug Kulon 2 Kabupaten Tangerang. PENSA, vol 2 no 1, hlm. 2.

Yuniar, D. I. (2023). Upaya Guru Membangun Karakter Disiplin Dalam Pembelajaran Online. Reslaj: Religion Education Social Laa Roiba Journal, 5(3), 826-842.

Nella Agustin dkk. Peran Guru Dalam Membentuk Karakter Siswa (Antologi Esai Mahasiswa Pendidikan Sekolah Dasar). (Yogyakarta: UAD Press, 2021). Hlm. 344

Safitri, Dewi. Menjadi Guru Profesional. Cet ke-1. (Riau: PT. Indragiri Dot Com, 2019). Hlm. 7-12.

Munawir M, Salsabila, & Nisa. (2022). Tugas, Fungsi dan Peran Guru Profesional. Jurnal Ilmiah Profesi Pendidikan, vol 7 no 1 hlm. 2.

Hasan, Said. Profesi dan Profesionalisme Guru. Cet ke-1. (Sidoarjo: Uwais Inspirasi Indonesia, 2018). Hlm. 17-18

Basri,B., Khairinal, K. & Firman. (2021). Manajemen Kepala Sekolah Dalam Meningkatkan Fungsi Guru di SMA Negeri 4 Merangin. Jurnal Ilmiah Dikdaya, vol 11 no. 2 hlm. 7

Yestiani & Zahwa. (2020). Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar. Jurnal Fondatia, 4(1), hlm. 42-44

Haryanto. Meningkatkan Motivasi dan Hasil Belajar dengan Two Stay Two Stay. Cet ke-1. (Lombok: Pusat Pengembangan Pendidikan dan Penelitian Indonesia, 2022). Hlm. 19

Mayasari, A, Pujasari, W, Ulfah, U., & Arifudin. (2021). Pengaruh Media Visual Pada Materi Pembelajaran Terhadap Motivasi Belajar Peserta Didik. Jurnal Tahsinia, vol 2 no 2, hlm. 3-4

Dewi & Rachmatillah. Analisis Peran Guru Dalam Memberikan Motivasi Belajar Pada Siswa Berprestasi Akademik di Sekolah Dasar. Education Journal: Journal Education Research and Development, vol 7 no 1. Februari 2023. Hlm. 37

Nisrinafatin. (2020). Pengaruh Game Online Terhadap Motivasi Belajar Siswa. Jurnal Edukasi Nonformal. vol 1 no 1, hlm. 118-119.

Rusnawati, M. (2020). Implementasi Flipped Classroom Terhadap Hasil dan Motivasi Belajar Siswa. Jurnal Ilmiah Pendidikan dan Pembelajaran, vol 4 no 1. Hlm 4.

Effectiveness Of Traditional Games On Character Development Of Early Children In Kindergarten Diponegoro 187 Purwojati

Hurun'In Nisa'[1]✉ , Novi Mulyani[1]

[1]PIAUD, UIN Saizu Purwokerto, Purwokerto, Indonesia
✉email : *Huruninnisa231@ .com*

Abstract: Traditional games are one of the assets owned by the Indonesian state that must be maintained and preserved. There are many types of traditional games in Indonesia, but as time goes by, traditional games are rarely used by children, not even a few children know about traditional games, even though traditional games are believed to be able to shape the character of early childhood if early childhood plays them. routinely . This study aims to find out how teachers teach and see the results or effectiveness of traditional games in the formation of early childhood characters. The population used in this study were all children of Kindergarten Diponegoro 187 Purwojati. The sampling technique used is Simple Random Sampling. This study uses quantitative research with a true experimental design type in the form of a posttest-only control group. Data collection techniques used are questionnaires, observation and interviews. The results of data analysis using the independent sample t-test parametric test. The results of independent sample t-test calculations are 0.006 <0.05. It can be seen that there is a difference in the average value between the experimental group and the control group. The posttest value of the experimental group is higher than the posttest value of the control group. It can be interpreted that traditional games are effectively used for the formation of early childhood characters in Kindergarten Diponegoro 187 Purwojati.
Keywords: Traditional Games, Character Formation, Early Childhood

A.   Introduction

Indonesia is a country that has a very abundant diversity. Indonesia is also the largest archipelagic country in the world which is very rich in traditional culture. Traditional culture is an intellectual work that needs protection. The traditional culture is spread all over the area. One of the forms of culture owned by the Indonesian people is traditional games.

Playing is one of the activities that children really like. Playing is a release and liberation from the pressures faced by children. Basically playing for children is a source of learning, through playing children have the opportunity to learn various things, for children playing is an activity to express themselves, when children play children do not feel burdened and they will feel happy .. Bettelhem in Marwany argues that playing activities are activities that have no other rules except those set out in the game itself. According to Mutiah, playing is an activity that is very important for the growth and development of children. Another opinion stated by Sujiono that playing is one of the needs that must be carried out by children. Playing for children is an activity that is carried out every day by children, for children playing is life, and life is a game.

Traditional games are one of the wealth assets owned by the Indonesian state and must be maintained and preserved. There are many types of traditional games in Indonesia, of course, every rule contained in traditional games is adjusted to the culture and customs of each region. Traditional games are cultural elements that are not considered trivial. Traditional games are activities that give pleasure to anyone who does them because they are done voluntarily by following the rules of the game that have been carried out based on traditions passed down from generation to generation .

Traditional games are believed to shape the character of a child who plays them. Character is a pure trait possessed by everyone in responding and responding to situations morally . The opinion of the Ministry of National Education regarding character is character, character, personality that is formed from within which is used as a reference for thinking, behaving and acting. The purpose of character formation is to form a good personality so that there is a need for direction in forming and developing character. Character building is indeed not easy to do and cannot be felt immediately, but character building can be done by providing education. The most important education for forming character is education at an early age , because that period is a very basic initial period during the period of growth and development. This period is also known as a very fundamental period in the life of early childhood .

In the midst of increasingly developing technological developments, children who are less interested and know anything about traditional games at Kindergarten Diponegoro 187 Purwojati continue to introduce a culture or tradition that existed in ancient times. These games can be said to be almost extinct or are rarely used and are being introduced again to early childhood because at this time early childhood are introduced to modern games, children prefer technology-based or individual games or those that can be done alone and can be done anywhere, anytime without waiting for friends to play it. The existence of traditional games is indeed important to be introduced to early childhood so that children can cultivate and preserve the culture that exists in Indonesia .

Traditional game learning at Kindergarten Diponegoro 187 Purwojati is one of the learning activities that is applied to children. The goal is to shape and develop the character of early childhood , because there are so many values that can be instilled in children at every stage of playing traditional games. Games that are often used in kindergarten include: Cing-Cingan, Gotri ala Gotri, Bentengan, Sundanese Manda, Cublak-cublak suweng, and Congklak. Several children at Kindergarten Diponegoro 187 Purwojati were very enthusiastic about participating in traditional games taught by the teacher. However, some of the children were less interested, excited and less interested in participating in traditional game playing activities. In the process of learning traditional games in several games there are some children who don't have a turn to play, for example in the game of fortifications, when the child throws the ball in the arrangement of cans, not all of them get their turn to throw the ball, this is due to insufficient time to play so some children do not get a turn to throw.

B. Research Methods

The research method used is quantitative research with a true experimental design in the form of a posttest-only control design . In this design there are 2 groups with one of the

groups being treated and the other group not being given treatment, the group that was given the treatment was named the experimental group and the group that was not given the treatment was named the control group.

The data collection method used is 1) observation, this study uses participant observation, in which the researcher is directly involved in carrying out the activities carried out by the research subjects. The researcher chose the participants so that it would be easier and more thorough for the researcher to observe each child in the experimental class , 2) interviews, the researcher used this method to obtain data from the school about how the teacher teaches traditional games to children, the learning process in class, the obstacles experienced by the teacher during the learning process, RPPH, as well as other appropriate data to support research , 3) questionnaire, researchers use this method as a way to find out character in early childhood after the implementation of traditional games has appeared or not, namely with a questionnaire containing items statements that have been made by researchers. This questionnaire is also a posttest made by researchers to be given to the experimental class and control class.

The data analysis used in this study is descriptive statistics, namely by describing the results of the data that have been carried out by researchers. Data analysis was carried out by researchers using the Independent Sample T-test parametric test. before carrying out the parametric test, the researcher conducted a prerequisite test first, namely the normality test and homogeneity test. Researchers used calculations in carrying out the normality test with the Shapiro-Wilk test with a significant level of 5%. The homogeneity test carried out by the researcher is Levene's test test with a significant level of 5%.

C.   Results and Discussion

1.   Instrument Test

a.   Validity test

According to Arikunto, an instrument is said to be valid if it is able to measure what is desired. A research is said to be valid if the research can provide data statements from the variables studied correctly and accurately. The validity that shows the data is well collected and does not deviate from the intent or description of the research means that the validity of the instrument is good

b.   Reliability test

This reliability test uses the Cronbach's Alpha formula which is calculated using Softwee SPSS Statistics 25.

The basis for decision making in the reliability test using Cronbach's Alpha can be seen as follows:

If the value of Cronbach's Alpha > 0.06 then the data tested is declared reliable.

If the value of Cronbach's Alpha < 0.06 then the value of the data tested is declared unreliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
,920	12

Based on the results of the reliability test above, the value of 0.920 is stated to be greater than 0.06 , it is concluded that the data obtained from the calculation above is reliable.

c.   Treatment implementation

After the instrument test stage is carried out, the next stage is the treatment stage . At this stage, the researcher gave treatment to the experimental group. This stage was carried out by the researcher in 5 meetings because at this stage the researcher wanted to know the results/effectiveness of a treatment for character building so it could not be done just once or twice but more than two meetings.

At this stage the filling is done by each class teacher. After filling out the posttest for the experimental group and the control group, the researcher obtained the data, the researcher continued the next step, namely processing the data obtained. The data processing performed by the researchers on the values of the experimental group and the control group was initially analyzed using the Microsoft Excel 2010 program . The results of the analysis obtained the total score of each class. Furthermore, the researchers processed the data using the SPSS STATISTIC 25 for Windows program.

2.   Normality test

The normality test is one of the tests that is a prerequisite before carrying out the T-Test. The normality test is used by researchers to test whether the research data that has been carried out is normally distributed or not. The normality test used by researchers is the Shapiro-Wilk test . in the normality test that has been carried out, researchers use a significance level of 5%. The results of the calculations that have been carried out by the researchers obtained a value of 0.147 so that it can be seen that the significance value (Sig) obtained by the researcher has a value greater than 0.05, the conclusion from the data is that the research data is normally distributed.

3.   Homogeneity Test

study uses a homogeneity test as a prerequisite test after carrying out a normality test in order to determine the diversity of data contained in the two groups. Is it homogeneous (same) or not homogeneous (not the same). The homogeneous test was carried out by the researcher using the Levene Statistical test . Researchers use a significance level of 0.05. it is known that the significance value (Sig) Based on Mean obtained is 0.161, while the significance value (Sig) is 0.05. The average number of homogeneity tests is greater than the significance value. The conclusion from the explanation above is that the diversity of the posttest data for the experimental group and the posttest data for the control group are the same or are homogeneous.

Independent Sample T-test
Table 1. Test Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	Q	Df					Lower	Upper
POST TEST	Equal variances assumed	2.075	, 161	2,958	27	,006	4.56190	1.54244	1.39707	7.72674
	Equal variances not assumed			2,941	25,633	,007	4.56190	1.55132	1.37091	7.75290

Based on the table above sig. (2-tailed) obtained a result of 0.006 <0.05, so it is in accordance with the basis for decision making in the independent sample T-Test. ThatH_o rejected and H_a accepted, the conclusion of the results above is that there is a difference between the number of average (mean) values of early childhood character building using traditional games and the character formation of early childhood who are not treated using games. Because there are differences between the group that is given treatment using traditional games and the group that is not treated with traditional games, traditional games have an effectiveness in building the character of early childhood in Kindergarten Diponegoro 187 Purwojati.

D. Discussion

1. The way the Diponegoro Kindergarten teacher 187 Purwojati forms the character of early childhood through traditional games

The method used by the teacher at Kindergarten Diponegoro 187 Purwojati in forming the character of early childhood is by using the habituation method. There are several learning models used in the kindergarten in teaching and learning activities, and one of them used in shaping the character of early childhood is by using the traditional game learning model. Traditional games are believed to be able to shape the character of early childhood , therefore the teacher makes traditional games one of the learning models that can shape the character of early childhood at Kindergarten Diponegoro 187 Purwojati. Lots of good values

that can be instilled in early childhood through traditional games. The teacher accustoms children to playing traditional games once a week.

Before playing, the children gather first in the class, then the children open and pray first. Followed by the teacher introducing children to the traditional game activities that will be carried out, explaining the steps of the game, how to play it, how the game can be said to win and lose, giving understanding to children regarding the game that will be carried out.

The next step is the teacher divides the groups for the children, if the game is carried out in groups, but if it is done individually the teacher immediately invites the children to go out of the room or to a place to play traditional games. Usually the implementation of the game is carried out in the school yard and also in the mosque yard which is in front of the school so that children do not feel bored in the school environment. The teacher gives examples or practices how to play traditional games that will be carried out. Even though the child has been given a direct understanding of the steps to play or how to play, the child must still be given an example of playing, because early childhood is easier to see and understand directly.

The next step, the child tries the game that has been exemplified earlier, the child tries with the understanding they get, of course still with the help of the teacher to direct the child in playing. The game is repeated until the child understands the game, until the child no longer gets directions from the teacher and can play it independently the teacher just pays attention. From there it will be seen that the character in children has been embedded or has been seen, because by doing traditional games all the developmental functions they have have changed. By playing traditional games children understand how to strategize to win the game, children learn to work together to fight other groups, children learn to be responsible for themselves, children learn to be patient in waiting for their turn in playing, to be patient in following the game, and also children learn to be independent, they can carry out their play activities without the help of others.

If this is instilled in children continuously, it can have an impact on children, so that they have good character for themselves. Moreover, the early childhood period is a period that is very quick to respond to everything, of course with traditional games to be applied to early childhood it will really help children instill good character values. Instilling these character values will also be very beneficial for children to face the next future.

2.   The Effectiveness of Traditional Games on Early Childhood Character Building

The results of observations and posttests conducted by researchers on the formation of early childhood character in Kindergarten Diponegoro 187 Purwojati have different average numbers between the experimental group and the control group. The results of the experimental group's posttest scores have a higher average number than the results of the control group's posttest scores . This shows that the use of traditional games is effective in building the character of early childhood in the kindergarten.

It can be seen in the results of the hypothesis calculations carried out by researchers using the Independent Samples T-Test sig value test. (2-tailed) obtained a result of 0.006 <0.05, which was H_o rejected and H_a accepted, there was a difference between the sum of the mean values of the experimental group and the sum of the average values of the control group. The researcher concluded that traditional games have an effectiveness or impact on the formation of early childhood character in Kindergarten Diponegoro 187 Purwojati.

Traditional games are one of the learning models that can be used to help shape the character of early childhood , because traditional games are one of the playing activities, and playing is an activity that is often carried out by children, and contains elements of fun. This is similar to the research of Apriyani et al., which stated that play is important for children, therefore play must be present in every child's learning, and the play method in early childhood learning is very appropriate to apply. When children feel happy playing, children absorb and record a lot of what they have got, so if traditional games are applied to children as a learning model, there will be many benefits.

Based on the results of research conducted by researchers, it can be seen that traditional games have an effectiveness in building the character of early childhood . This is supported by research conducted by Sardiah Srikandi et al, which states that the results of traditional games that have been carried out for about two months are able to shape and improve the character of early childhood . Similar research was conducted by Ernita Lusiana, who stated that traditional games were able to shape the character of early childhood . there are lots of character values that can be applied to early childhood through traditional games, including the values of fun, freedom, democracy, honesty and a sense of responsibility.

E.   Conclusion

The teacher's way of forming the character of early childhood through traditional games is that the teacher first introduces traditional games that will be carried out, the teacher gives explanations to children regarding how to play them, the teacher practices how to play the games that are carried out, children practice traditional games, traditional games are carried out repeatedly repeat until the character expected by the teacher appears in the child.

The results of the research and discussion that have been carried out by researchers can be seen that the average value of the test results obtained is $0.006 < 0.05$. This shows that H_o rejected and H_a accepted. The conclusion of the data or information above that has been carried out by researchers shows that there is effectiveness/results from the use of traditional games on the formation of early childhood character . meaning that it can be seen that the traditional games in this study have effectiveness on the formation of early childhood character or after the researchers gave treatment using traditional games there was a change in the formation of early childhood character in Kindergarten Diponegoro 187 Purwojati.

References

Marwany et al. 2020. Play And Game Child Age Early . Purwokerto: Center Research & Wadas Publishing Color.

Heroine, Sardiah, et al. 2020. forming Character Child Age Early Through Game Traditional. Journal Education. Vol. 5, No. 12.

Wibowo, Agus. 2013. Yogyakarta Early Childhood Character Education : LibrariesStudent.

Ningsih, tutu. 2015. Implementation education character . Purwokerto: STAINpress.

Dharmanto , Agus Dharmanto, et al. "Analysis of Customer Satisfaction with Public Service Facilities for Trans Jakarta Users". Journal of Research Innovation, vol. 2, No. 11, (April, 2022), p. 3584.

Profile of Naturalistic Intelligence In Children 4-5 At Ra Al-Hikmah Jatisari Karawang

Wiwin Winarti[1]✉, Rika Purnamasari[1]

[1]STAI Dr. Kh. Ez. Muttaqien Purwakarta
✉ *email: winwinarti256@gmail.com*

Abstract: In essence, naturalist intelligence is a process of recognition related to nature and is the intelligence possessed by a person as a form of ability to recognize and classify flora, fauna and the surrounding environment. The purpose of this study was to determine the increase in naturalist intelligence in children aged 4-5 years in RA Al-Hikmah. The results of naturalist intelligence research in RA Al-Hikmah are very important to note and develop. This study used quantitative descriptive method. The results showed that the naturalist intelligence of children aged 4-5 years in RA AL-Hikmah was quite developed. With three aspects: (1) Knowledge of plants, (2) Knowledge of animals, (3) Protecting the environment and preserving it. The results of this study show that naturalist intelligence is very important to be developed at an early age. Because the child's naturalist intelligence has an effect on sensitivity to the environment, and care for the surrounding nature
Keywords: Profile of Naturalistic Intelligence, Children Aged 4-5 Years

A.   Introduction

Early childhood is the most important and fundamental initial stage of all growth and development in human life. This period is characterized by stages that are very important for the next life of the child until the final stage of development. The golden age is a feature of childhood. Early childhood is a time when adults must show their individuality. Young people have tremendous potential, and ministry must be diligent so that each potential becomes the basis of development to advance to the next stage. Every child is unique and different. This can help parents, adults, and teachers understand children's personalities (Suryana 2021). The development potential of children aged 0 to 6 years must be maximally stimulated, especially the potential intelligence of early childhood, in order to develop as expected. One of the important intelligences is naturalist intelligence, because naturalist intelligence in early childhood is one of the natural intelligences to be able to recognize plants, animals and be sensitive to their environment (Hanafi 2019). Naturalist intelligence is a potential that must be developed because with good naturalist intelligence, children are able to maintain and preserve nature as well as love plants and animals by taking good care of them. Naturalist intelligence is the ability of everyone, including children, to have sensitivity to their environment. Naturalist intelligence allows children to express their concern by getting to know plants and pets, caring for plants and animals by watering and feeding, and building knowledge to children that the environment is where humans live, so it is very important to cultivate naturalistic awareness in

children from an early age.

Over the years, only math and reading skills have been developed by society, while other abilities have been neglected or considered unimportant. However, naturalistic abilities are as important as all other abilities. This is because there is no knowledge about multiple intelligences, one of which is natural intelligence, although it is part of multiple intelligences, but it cannot be separated from everyday life. Naturalist intelligence is the ability to process information about plants and animals and the environmental conditions that affect them. Natural intelligence helps children identify and categorize animals, plants, and other elements of nature. He likes to be in direct contact with nature, observing, exploring, and experimenting outdoors (Setiawan 2015)

Naturalist intelligence is the ability to recognize and categorize species of flora and fauna, as well as the ability to create a hierarchy of states of organisms such as plants, animals, and nature. One of the characteristics of children with strong naturalist intelligence is that they delight in nature, animals, and plants, They dare to approach, hold, caress, and even have the instinct to care for them. (M. Yaumi &; Nurdin, 2019). Howard Gardner explained naturalist intelligence as a person's ability to recognize and classify flora, fauna, and the surrounding environment. This naturalist intelligence can develop when stimulated by activities that can be stimulated through environmental observation, farming, including observing natural phenomena such as rain, and others. Teachers are required to stimulate naturalistic intelligence with appropriate learning methods and must prepare their learning activities. Because naturalistic intelligence has a great impact on sensitivity to the environment, especially in caring for plants and pets. Therefore, effective learning methods to improve intelligence in early childhood education play an important role. The learning method is a method of implementing plans made in the form of direct activities to achieve learning objectives (Mariyaningsih dan Hidayati 2018).

One of the reasons we should develop this naturalistic intelligence is because many people don't care about their environment. Cutting down trees, littering, clearing forests, torturing animals, hunting endangered species, and trading protected animals. As a result, the existing ecosystem will eventually be destroyed. Taking into account that the environment is where humans live, it is very important to cultivate naturalistic awareness in children from an early age. This will teach them to pay attention to the natural environment around them. One of them is a recent incident in Nalo Tatan Village, Merangin Regency, Jambi Regency, where the village head cut down trees illegally within a protected forest (Kompas, 2022). Therefore, it is very important to instill naturalist intelligence early. In this way, in the future children can take care of the environment and stop cutting trees wildly.

In early childhood, namely the age of 4-5 years, the child's naturalist intelligence is characterized by children liking and getting along with various pets, really enjoying walks in the open, such as gardens, parks, forests, and so on, showing sensitivity to natural panoramas, such as landscapes, clouds, mountains, beaches, and so on, and liking gardening, or close to plants and raising animals (Rahman 2019). Armstrong (2010) argues that naturalist intelligence is the intelligence to love natural beauty through recognition of flora and fauna found in the surrounding environment and also observing natural phenomena and sensitivity / concern for

the surrounding environment (Susianti 2021). Sulistyo Ningsih (2019) stated that naturalist intelligence includes the expertise to recognize and categorize species, flora and fauna in the surrounding environment (Husamah, 2018). This naturalist intelligence is very important to support other intelligences. Children will be able to use their naturalness when they see plants and animals that are not well maintained. Naturalist intelligence provides benefits not only for children but benefits for nature and the surrounding environment, so that they are able to maintain the world's ecosystem that is maintained for the next successor.

Like Rika Purnamasari's and Mulyanti Indriyani *research with the title Development Of Naturalistic Intellegnce Early Childhood In Bali Local Society* Explaining that naturalistic intelligence is one of several types of intelligence possessed by humans. Naturalist intelligence is not only the ability of a child to recognize and classify flora and fauna, but to nurture and love creatures in the surrounding environment by showing environmentally caring behavior, respecting nature by preserving natural resources and everything in them (Purnamasari's dan Indriyani 2023)

From how much this understanding can be said that naturalist intelligence for early childhood 4-5 years includes how children know plants and animals, how children love plants and animals that they maintain by watering and feeding on time, and how children are able to use written language. However, in the process of child development, there are still many undeveloped children's naturalist intelligence which is influenced by various factors, one of which is that teachers or parents still overthrow numeracy intelligence and reading intelligence only. Based on observations from several schools, it shows that there are still some children who have not shown naturalist intelligence that is not suitable for early childhood development tasks. Departing from this, researchers need to conduct research on " Profile Of Naturalistic Intelligence In Children 4-5 At Ra Al-Hikmah Jatisari Karawang"

B.   Methods

This type of research is descriptive research with a quantitative type of research. This study aims to describe an object or activity that is of concern to researchers. The method in this study uses quantitative methods using observations, treatment, and test containing three aspects of naturalist intelligence taken from expert theories. That is to know plants, to know animals, and to be sensitive to the environment. The objects used in this study were students aged 4-5 years at RA Al-Hikmah Jatisari totaling 30 students consisting of Class A1 15 students and Class A2 15 students. The sampling technique used is porposive sampling where sampling is carried out with the aim of being sampled (Arikunto 2016). says that in a population study with less than 100 subjects, all samples were taken. Meanwhile, 10 to 15% or 20 to 25% are taken for the study sample if the number of subjects is on a larger scale or exceeds 100.

C.   Results and Discussion

When children enter Early Childhood Education (ECCE) schools, they already have naturalist intelligence although not all children have been stimulated by parents at home. Nevertheless, during the kindergarten period, this intelligence must be further developed and refined. Children must learn to know the types of plants and animals, know how to care for

plants and animals, classify plants and animals and be able to take care of and preserve the surrounding nature. In order for naturalist intelligence to develop optimally, it is necessary to have supporting methods to be more effective, one of which is learning methods outside the classroom. Learning methods outside the classroom are learning activities carried out outside the classroom, where children concentrate and witness firsthand the situation outside the classroom, so that children can all improve relevant knowledge (Rosyid dan Yumnah 2019).

Naturalist intelligence is someone who has the ability to recognize plants, animals, and other elements of the natural environment and to see organizational patterns and structures found in nature. They are generally able to classify natural forms such as plant and animal species, as well as rock and mountain types (Sit 2021). In general, the characteristics of naturalist intelligence can be understood from the description as described earlier. However, specifically this intelligence can be identified through the following traits: Talk a lot about animals, vegetation, or natural conditions, Love visiting zoos, museums, or zoos, enjoy watering flowers or keeping plants and animals, love to see animal cages, birds, or aquariums, love to learn about nature, plants, and animals, talk a lot about animal rights, and enjoy doing nature-based lesson projects, such as seeing birds, butterflies, insects, plants, and animals (Yaumi dan Ibrahim 2013).

1. **Table**

The description of this data is the result of filling in checklist sheets from 30 children. Description of data from the results of filling out the assessment on naturalist intelligence of children aged 4-5 years in Ra Al-Hikmah, Jatisari District, can be seen in Table 1.1.

Table 1.1 Deskripsi Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Kelas A1	15	83	100	91.87	5.125
Kelas A2	15	69	87	76.13	5.208
Valid N (listwise)	15				

(Data sources SPSS Type 25,0)

Based on the results of the Descriptive test above, we can describe the distribution of data obtained by researchers is:

1. From class A1 data that the minimum value is 83 while the maximum value is 100, the average value is 91.87, and the Standard Deviation with a result of 5. 125.
2. From class A2 data that the minimum value is 69, while the maximum value is 87, the average value is 76.13, and the Standard Deviation with a result of 5.208

Table 1.2 Independen sample test

Independent Samples Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

										Lower	Upper
Hasil Belajar	Equal variances assumed	0,028	0,869	8,339	28	0,000	15,733	1,887		11,869	19,598
	Equal variances not assumed			8,339	27,993	0,000	15,733	1,887		11,869	19,598

(Data sources SPSS Type 25,0)

From the above calculations obtained figures from the experimental class hypothesis that the development of naturalist intelligence in children during the pre-test and post-test has differences. Based on the calculation results using SPSS Type 25.0 through an independent sample test, a class A1 t-test value of 8.339 was obtained with df = 28. The t-table price at t 0.05= 8.339 with a value of Significant (P) = 0.000 > α = 0.05. Thus the value of t is calculated > t table which means H_0 is rejected and H_1 is accepted. While the calculation from class A2 is obtained t-test value = 8.339 with df = 27.993. The price of t-table at t 0.05 = 8.339 with significant (P) = 0.000 > α = 0.05. Thus, the value of t is calculated > t table, which means H_0 is rejected and H_1 is accepted. This means that there is a significant influence that occurs on research on the development of naturalist intelligence of children aged 4-5 years who are influenced by outing class learning methods.

2. Figures

Figure 1. Outdoor Activity

The photo above is an activity outside the classroom, to increase naturalist intelligence by providing opportunities for children to get to know directly the plants and animals around them.

D. Conclusion

Judging from initial observations by interviewing principals and teachers, that the learning carried out did not use special learning methods to stimulate naturalist intelligence in children, but learning methods carried out only using story or lecture methods with media aids in the form of images. In experimental classroom learning, not only the teacher provides knowledge in the learning process, but the teacher provides many opportunities for children to develop other intelligences. In addition, when learning outside the classroom children can get to know various plants and animals that they meet directly. With the outing class learning method, children are bolder when close to pets, children want to feed and dare to stroke the cat's body. And when doing farming activities children are ready to take care of their plants by providing fertilizer and watering plants every morning, from the results of research indicates that children have high naturalist intelligence. Starting from the beginning of learning between the experimental class and the control class looks different, it can be seen from the results of obtaining initial test scores or also called the experimental class pre-test of 63.93 and the control class of 62.26. Then at the end of learning children are given back tests or called post-tests that show an increase in naturalist intelligence in children. By analyzing using data, then the data is tested using SPSS type 25.0. That way the experimental class got a result of 91.86, while the control class got a result of 76.13.

References

Arikunto. 2016. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Hanafi, M. Zakaria. 2019. *Implementasi Metode Sentra*. Yogyakarta: DEEPUBLISH.

Mariyaningsih, Nining, dan Mistina Hidayati. 2018. *Bukan Buku Biasa : Teori dan Praktik Berbagai Model dan Motode Menerapkan Inovasi Pembelajaran di Kelas-Kelas Inspiratif*. Aditya Kusuma Putra. Surakarta: CV. KEKATA GROUP.

Purnamasari's, Rika, dan Mulyanti Indriyani. 2023. "Development Of Naturalistic Intellegnce Early Childhood In Bali Local Society." *Internasional Journal of Early Childhood Community Learning* 1(Vol. 1 No. 1 (2023): International Journal of Early Childhood Community Learning). ejournal.uinsaizu.ac.id/index.php/ijecie/artcle/view/8665.

Rahman, Habibu. 2019. *Model-Model Pembelajaran Anak Usia Dini*. DEpok: AR-RUZZ Media.

Rosyid, Moh. Zaiful, dan Siti Yumnah. 2019. *Outdoor Learning Belajar di Luar Kelas*. Malang: Literasi Nusantara.

Setiawan, Bukik. 2015. *Anak Bukan Kertas Kosong*. Jakarta Selatan: Trans Media.

Sit, Masganti. 2021. *optimalisasi kecerdasan majemuk anak usia dini dengan permainan tradisional*. Jakarta: KENCANA.

Suryana, Dadan. 2021. *Pendidikan Anak Usia Dini Teori dari Praktik Pembelajaran*. Jakarta: KENCANA.

Susianti, Cucu. 2021. *Peran Media Pembelajaran dan Penataan Lingkungan Main di Sekitar PAUD*. Ike Nilawati Rohaenah. Jogjakarta: KBM Indonesia.

Yaumi, Muhammad, dan Nurdin Ibrahim. 2013. *Pembelajaran Berbasis Kecerdasan Jamak (Multiple Intelligences)*. Jakarta: PRENADAMEDIA GROUP.

Formation of Student Discipline Behavior in Diponegoro Kindergarten 106 Watumas Purwanegara Purwokerto Utara

Fatimatuz Zahroh[1✉], Ellen Prima[1]

[1]FTIK, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia
✉ *Email: tmzhr00@gmail.com*

Abstract: Education in kindergarten is an early education that is very important for students in terms of character education, one of which is disciplinary character. Students who have a disciplined character from an early age will always learn to obey the applicable rules, norms and rules. Disciplined behavior creates calm and tranquility for oneself and others around him. This study aims to find out and obtain information about how the formation of student discipline behavior in TK Diponegoro 106 Watumas, which includes how teacher efforts in the formation of student discipline behavior, as well as what factors influence the formation of student discipline behavior. This research uses a type of field research (*field* research), with qualitative research methods, where researchers come directly to the place of research, the data collection methods used are structured interviews, non-participant observations and documentation. The location used for observation by researchers is Diponegoro Kindergarten 106 Watumas, Purwanegara, Purwokerto District, Banyumas Regency. The results of this study show that there are teacher efforts in shaping student discipline behavior in Diponegoro 106 Watumas Kindergarten, namely in the form of example, habituation, rules or rules, rewards or *rewards*, sanctions or punishments and conditioning. Then there are also factors that influence the formation of student discipline behavior including awareness factors from the child himself, teachers and parents.

Keywords: disciplined behavior; formation of student discipline behavior.

A. Introduction

Education according to the National Education System Law Number 20 of 2003 article 1 paragraph (1) concerning the National Education System defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Husamah, Arina Restian, 2019). Education for early childhood is a very important education in terms of character education, one of which is disciplinary character. According to the Ministry of Education, discipline is an action that shows orderly behavior and complies with various rules and regulations. Students who have a disciplinary character will always comply with the rules, norms and rules that apply at school. This shows that the character of discipline is a noble character that is very important so that students must be instilled and owned in order to live in an orderly and directed manner. Discipline is a noble character that all human beings must possess. Disciplined behavior creates calm and tranquility for oneself and others around him (Salsabila et al., 2020).

Students in participating in learning activities at school will not be separated from the various rules and regulations needed in their schools, every student is required to be able to behave in accordance with the rules and regulations at school. Compliance and obedience of students to various rules and regulations that apply in school is called student discipline (Fadillah Annnisa, 2019). Discipline can help a student grow with good confidence and self-control, which is demanded by a good awareness of himself and his life as well as a good sense of himself and his feelings of responsibility and concern for his environment (Rohman, 2018).

Quality character needs to be formed and nurtured from an early age. Early age is often referred to as *Golden Age* (golden age) because at this time is the foundation for his future future. It should be understood that children have the potential to become better in the future, but this potential can only develop when given stimulation, guidance, help, and treatment that is appropriate to their level of growth and development. Based on the theory of development in Papali, Olds, and Feldman and Santrock, states that the early childhood period is the initial stage of an individual's life that will determine the attitudes, values, behavior, and personality of individuals in the future (Hendrik Legi, 2022). Therefore, proper stimulation needs to be considered so that optimal child development is in accordance with the stages of development that are being passed because this golden age cannot be repeated throughout human life that only comes once. The importance of this golden age must be utilized properly by parents at home, teachers at school, and the closest people to children to provide a basis for knowledge, education, attitude formation, instillation of character values because it will be the basis and determine the future of the next child (Lina Eka Retnaningsih, 2022).

B. Method

This type of research is field research, where researchers obtain data by going directly into the field related to the research conducted. This study uses qualitative research methods with a descriptive approach where researchers want to describe or describe the formation of student discipline behavior in Diponegoro 106 Watumas Kindergarten.

Qualitative research is research that is descriptive and tends to use analysis with an inductive approach (Rukin, 2019). Qualitative methods as research procedures that produce descriptive data in the form of words or spoken from people and observable behavior. The qualitative method seeks to reveal the various uniqueness contained in individuals, groups, communities, and / or organizations in everyday life in a comprehensive, detailed, deep, and scientifically accountable manner (Tegor, Alpino Susanto, Veterson Togatorop, Lod Sulivyo, 2020).

In this study, to obtain sufficient and clear data in accordance with the research problem, the researcher used the following data collection methods:

1. Observation

Observation is a direct observation of an object in the environment either ongoing or still running which includes various attention activities to an object study using senses and actions carried out intentionally or consciously and in order (Muhammad Ilyas Ismail, 2020).

The observations in this study were carried out directly at Diponegoro Kindergarten 106 Watumas. The author uses a non-participant type of observation by not being directly involved but as an observer, observing what the teacher does. Observation techniques were carried out

to obtain information about the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten.

2. Interview

Interview is a face-to-face question and answer activity (*face to face*) between interviewers (*Interviewer*) and interviewees (*interviewed*) about the problem under study, where the interviewer intends to obtain perceptions, attitudes, and mindsets of the interviewee that are relevant to the problem under study (Imam Gunawan, 2022).

The interview in this study used a structured type of interview. A structured interview refers to a situation in which a researcher asks each respondent a series of temporal questions based on certain or limited categories of answers (Adhi Kusumastuti, 2019).

In this interview technique, namely through the principal of Diponegoro 106 Watumas Kindergarten and teachers who aim to obtain results on how the processes and mechanisms used by teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten.

3. Documentation

The documentation method is a research data collection technique that investigates written objects such as books, magazines, documents, regulations, meeting minutes, daily notes, and so on (Ade Putra Ode Amane &; Sri Ayu Laali, 2022).

This method is used to collect data related to the formation of student disciplinary behavior including rules of conduct and all forms of documentation that record activities at Diponegoro 106 Watumas Kindergarten as an effort in the formation of student disciplinary behavior.

C.   Results and Discussion

Based on research conducted in the field, namely Diponegoro 106 Watumas Kindergarten using interview, observation, and documentation techniques, researchers want to present some data from informants related to the formation of student discipline behavior in Diponegoro 106 Watumas Kindergarten and the results of the study will answer the formulation of the problem described as follows:

Diponegoro 106 Watumas Kindergarten not only conducts learning about science but carries out activities related to character education. In addition to learning, the formation of disciplinary character can be done by developing values through example, habituation, conditioning, school rules and classroom rules, the use of *rewards* or rewards and punishments. The school's hope is that students will be able to become more obedient to rules and disciplined everywhere.

The teacher's view regarding the importance of forming student discipline behavior in Diponegoro 106 Kindergarten is that the formation of disciplinary behavior is a very important thing given to students from an early age. If the character of discipline has been formed from an early age, then in the future strong personal discipline will be realized.

Discipline in children must be formed as early as possible, because discipline is very important so that it is needed by every student. Discipline makes a person have good learning abilities, and is also the formation of good behavior, so that it will create a noble person. According to Singgih D Gunarsah, discipline is needed in educating children so that children are easily able to understand and obey to carry out obligations and directly understand

prohibitions, understand good and bad behavior, learn to control desires and do things without feeling threatened by the law (Murestiyanto, 2022).

Instilling proper discipline will result in the formation of good behavior in children. This causes children to behave in accordance with the values and norms that apply in their social environment and as a result their existence is well accepted by their environment. Such a child has good self-adjustment that makes him happy. Thus discipline is essential for the development of the child in order for him to successfully achieve a happy life, achieve good adjustment in his social environment. To achieve this state, discipline needs to be instilled from the beginning of the child's life (Fadillah Annisa, 2019).

The efforts used by teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten are:

1. Efforts in the Formation of Student Discipline Behavior at Diponegoro Kindergarten 106 Watumas

a. *Exemplary*

Exemplary is one of the important keys in instilling discipline character education in students. Example requires an example worthy of emulation. Instilling the value of disciplinary character in schools requires a figure who has indeed shown the value of discipline in everyday life. The figure referred to in education in schools is an educator or teacher (Imas Sariagustina, 2018). Teachers use example as one of the efforts in the formation of disciplinary behavior in students, because teachers are examples for their students. A teacher is not only tasked with providing knowledge to his students, but a teacher must be able to foster and be able to change bad behavior or characteristics in his students to be even better in the future. To change the characteristics of students that a teacher can do is to provide examples of real behavior in everyday life, a teacher must be able to apply a high discipline attitude in order to be a good example for his students. Because in essence the teacher is someone who must be treated and imitated or can also be called a role model who is a guideline for his students who are in school (Nella Agustin, 2021). Educating by good example will be much more effective than telling or advising. Teachers as parents should be able to be models for students, teachers' daily behavior can be an example for students and even become admired, unpretentious, decisive and authoritative figures (Agustin Sukses Dakhi, 2020).

The exemplary method is one of the important factors carried out by teachers in the formation of student disciplinary behavior. Exemplary education is the method that most assures its success in preparing and shaping children in moral, spiritual, and social aspects. This means that educators are the best example in the eyes of students, because all actions, manners, manners, and speech will always be considered. Fostering the character of students by teachers means various efforts made by teachers in order to build the character of students. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, evaluating students in early childhood education through formal education, primary education, and secondary education (Danang Prasetyo, Marzuki, 2019).

The way that teachers do at Diponegoro 106 Watumas Kindergarten is through example, namely teachers always arrive early, teachers dress neatly according to school uniform provisions and teachers behave and speak well. With the exemplary method applied by the teacher, it is expected that students will be able to imitate the actions taken by the teacher,

because the teacher is an example that will be emulated by students. If students have good discipline behavior in school, the result is that students are able to apply it in their lives well.

The nature of early childhood is to imitate what is done by the people around him, both by his father and mother and the closest family. Therefore, individuals who are at an early age and also of school age have the potential to copy the behavior they observe so that according to this condition teachers are required to direct student behavior (Gusman Lesmana, 2021). In accordance with Danang Prasetyo, et al that the example of teachers has a very important role in moral development, especially discipline in children. Because children like or easily imitate people who are seen both in words, actions, and interpretations. Therefore, moral formation through teacher example can be an effective and effective method (Danang Prasetyo, Marzuki, 2019).

b.   *Habituation*

One step in the formation of student discipline behavior is by the way the teacher teaches habituation in the classroom. Habituation is something that is deliberately done repeatedly so that something can become a habit (S. W. Utami, 2019). With this habituation, it can instill self-discipline behavior in students to carry out activities carried out by themselves without any coercion. The habituation carried out in the application of discipline character is very good to be done in students, students will get used to discipline not only at school but wherever they are both at home and in the community (Putra &; Fathoni, 2022) .

According to Feblyna &; Wirman that habituation can instill self-discipline behavior in students to carry out activities carried out by themselves without any coercion. The habituation carried out in the application of discipline character is very good to be done in students, students will get used to discipline not only at school but wherever they are both at home and in the community (Putra &; Fathoni, 2022). In attitude coaching, the habituation method is very effective because it will train good habits to children from an early age. Habituation that is done from an early age will bring these hobbies and habits into a kind of habit so that it becomes an inseparable part of his personality (Gusman Lesmana, 2021).

c.   *School Rules*

In an effort to form student discipline, of course, it can be done by utilizing the application of school rules. In simple terms, discipline is a collection of rules that bind students so that students have the obligation to obey them and of course it can contribute in terms of improving student discipline. Obedience and obedience to the rules is one element of discipline and students are also responsible for themselves by obeying the rules (Nurfadillah, Muh. Sudirman, 2022). Code of conduct is very necessary to direct students to act in accordance with the norms and values that apply in school. With the implementation of school rules, students can learn discipline and adapt to a good environment, so that self-balance arises in undergoing relationships with others (Rhomadani Sinta Pratiwi, 2018).

The discipline guides students to step in the right direction, with the school order, students are indirectly faced with discipline teaching and learning (Sari &; Irianto, 2020). The existence of discipline is basically to regulate and supervise student behavior in order to remain disciplined and behave positively and prevent students from behaving negatively (Nurfadillah, Muh. Sudirman, 2022). Children who have a disciplined character are always firm in holding principles, try to act in accordance with existing rules, diligent in effort and learning, so they always try to do good actions in accordance with parental expectations. All children need

discipline in a positive and binding sense. The application of rules and discipline carried out is aimed at developing his natural talents to the maximum (Ni'ma, 2018). Code of conduct has an important role in familiarizing and shaping disciplinary behavior in students and keeping the school environment safe and comfortable. School rules will help students adjust to the school environment, have a steady personality and behave in accordance with school rules (Zendrato &; Lase, 2022). Discipline will increase if school discipline runs well, the better the discipline in school, the better the discipline in the teaching and learning process (Rhomadani Sinta Pratiwi, 2018).

d.   *Giving Rewards or Awards*

Reward meaning reward, reward, reward, or reward. *Reward* As an educational tool is given when a child does something good or has achieved a target. In the concept of education, *Reward* is one of the tools to increase the motivation of students. This method can associate one's actions and deeds with feelings of happiness, pleasure, and will usually make students do something good repeatedly. Appreciation is a very important element of discipline in children's self-development and behavior. Someone will continue to strive to improve and maintain discipline if the implementation of discipline produces achievements and productivity which then get rewards (Anggraini &; Siswanto, 2019). Based on reinforcement theory which views that human behavior can be formed through rewarding the responses made. Every time there is a change in behavior as an effect of giving stimulus, it is routinely rewarded, so that through this award students will be motivated to make subsequent responses (Rusman, 2017).

Reward has a function and plays an important role in the development of children's behavior in accordance with agreement in society. Rewards also serve to increase motivation and provide behavioral reinforcement. With this appreciation, it is expected that children are aroused and accustomed to behaving well (Benny Prasetiya, Tobroni, Yus Mochamad Cholily, 2021). *Reward* is one way teachers appreciate students for their praiseworthy actions. So it is very necessary once use *Reward* This is to improve development in children, especially in habituation to discipline (Tesya Feblyna, 2020).

e.   *Sanctions or Penalties*

Penalties (*punishment*) is an action that is done consciously and deliberately to cause a deterrent effect to sufferers as a form of punishment for what has been done (Ainurrohman, 2022). To form discipline it is necessary to give punishment (*punishment*) which is part of an education that is to improve the behavior of students. Penalties (*punishment*) given by teachers to students because students commit violations or mistakes. Penalties (*punishment*help learners realize that their actions have consequences, both against others and themselves (Bazikho, 2023). In giving sanctions to students must be sanctions that are educational, not corporal punishment and do not cause psychological trauma to students. There are various sanctions that can be applied in schools to improve discipline such as, verbal reprimands and written reprimands. Providing appropriate sanctions against students who violate the rules is an accepted sanction that is in accordance with the violations made and determined by the age of the students. For example, late school, punishment for children in grades 1-3 through reprimands (Imam Musbikin, 2019).

Whatever form of punishment is given to students should be positive so that the results are positive for the students concerned, because a good punishment is a punishment that does not traumatize students with what they receive. Punishment should be learning which means

there are nuances of learning in every punishment policy given by teachers to their students (Ni'ma, 2018).

f. Conditioning

The cultivation of student disciplinary character values cannot be separated from the conditioning carried out in schools in supporting the implementation of programs designed in accordance with the goals to be achieved. The Ministry of National Education stated that to support the implementation of cultural education and national character, schools must be conditioned as supporters of these activities, schools must reflect the desired life of cultural values and national character. One of the things that can be conditioned by schools in instilling disciplinary character values is by providing supporting facilities and infrastructure for the achievement of discipline cultivation (Imas Sariagustina, 2018). The purpose of conditioning is as a form of school effort in supporting the implementation of discipline character building by providing the necessary facilities.

Based on the observations made by researchers, this kindergarten is equipped with infrastructure that is able to support the formation of student discipline behavior such as trash cans, toilets, shoe racks, and hand washing stations. Through good facilities and infrastructure, it is hoped that it will make it easier for students to behave disciplinedly.

2. Factors Influencing the Formation of Student Disciplinary Behavior

Some factors that influence the formation of student discipline at Diponegoro 106 Watumas Kindergarten are divided into two, namely internal factors and external factors, including:

a. Internal factors

Discipline formed by internal factors starts from the child himself. The child factor itself affects the discipline of the child concerned. Therefore, in instilling discipline the child factor must be considered, considering that children have different potentials and personalities from one to another. Careful and appropriate understanding of individual children will affect the success of instilling discipline (Imam Musbikin, 2019).

Discipline can't just come out of nowhere. Discipline is not something that is carried from birth. It is an attitude born of an uneasy process. That discipline must be ingrained in every child. The value of discipline that has been taught by parents and teachers to children must get acceptance from the child first. Only then can the value be understood, and also the most important thing about the child himself is his awareness of discipline (Rochman Chess, 2019).

b. External factors

While external factors are factors that come from outside the individual, namely:

1) Teacher

In addition to child factors, teacher attitudes also affect children's discipline. The attitude of the teacher who behaves well, compassionately, allows the successful cultivation of discipline in children. This is possible because in essence children tend to be more obedient to teachers who behave well. Conversely, the attitude of teachers who are rude, harsh, uncaring, and lack of authority will have an impact on the failure to instill discipline in schools (Imam Musbikin, 2019). Teachers occupy an important position in the success or failure of character education in schools. Because character education actually has the same essence as moral education and moral education. With teachers who should be used as role models, character education will be easily built in an educational institution or school (Kamal Mukhtar, 2020). A

teacher must be able to apply discipline for himself and his students and a teacher must be able to set a good example and be able to apply discipline. If a teacher is not able to apply discipline well, then discipline will not succeed in applying to students. Therefore, teachers are a benchmark for creating good discipline, both in learning activities and in student behavior (Agustin Sukses Dakhi, 2020).

The teacher factor is very dominant in influencing student discipline, because the attitudes and actions carried out by the teacher will be followed and emulated by students, if the teacher's attitudes and actions support the discipline program, then it can support the creation of disciplined student attitudes as well, but on the contrary if the teacher's attitudes and actions do not support the discipline program, it can cause undisciplined student behavior (Ahmad Susanto, 2018).

2) Family

Family is one of the main factors of student discipline. Family is the first of the main education to teach students about the importance of doing discipline habits in order to become a positive person, it is also expected that parents not only train but also practice discipline from trivial things such as discipline related to children's learning hours at home (Aditya Lupi Tania, 2021).

Parents' attention and support for children's development is needed as a form and effort to provide primary and better education in the early years of growth. The family environment is the main scope for children in undergoing the process of developing and learning for children, in the family environment children will learn about values, attitudes, norms and cultural beliefs, as well as habits in the family so that children will grow into humans who have a positive and noble attitude in acting in their wider environment. The role of the family, especially parents, plays a core role in the development of children's disciplinary character. The application of discipline values for children is taught by parents with good habits, rules and parenting, so that children are accustomed and understand about discipline (F. Utami &; Prasetyo, 2021).

The relationship between school and family regarding the forms of cooperation between parents and schools in shaping disciplinary character in students refers to the ecological theory developed by Urie Bronfenbrenner. The theory of ecological development is a theory that emphasizes the influence of the environment on individual development. This theory explains that child development is as a result of interaction between the environment (environment) and children. According to Bronfenbrenner states that individuals will develop in layers of social conditions of life around them. Family, especially parents, is the first closest environment that will affect the formation of student character. The values shown in everyday life and instilled in students will be material in determining the character that will grow in them (I Wayan Darna, 2023).

Based on several factors that have been explained, the most important thing in the formation of student discipline is, students must be able to carry out discipline on their own awareness, if they have positive thoughts about discipline, that discipline is not something that must be forced, but comes from self-awareness, then it will make students have confidence in discipline. At first discipline was perceived as something that would curb freedom. However, if this rule is perceived as something that should be obeyed consciously for the good of oneself and others, over time it will become a good habit towards discipline. Discipline is no longer a

rule that comes from outside or is imposed, but discipline is a rule that comes from self-awareness and is a natural thing to do in everyday life (Ahmad Susanto, 2018).
.

D. Conclusion

Based on the data that has been analyzed, conclusions can be drawn that the efforts used by class teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten include example, habituation, rules or regulations, *giving rewards or* rewards, sanctions or punishments and conditioning. And there are factors that influence teachers in the formation of student discipline behavior at Diponegoro 106 Watumas Kindergarten, namely factors from the children themselves, teachers and parents

Reference

Ade Putra Ode Amane & Sri Ayu Laali. (2022). *Metode Penelitian*.

Adhi Kusumastuti, A. M. K. (2019). *Metode Penelitian Kualitatif*.

Aditya Lupi Tania. (2021). *Usaha Pemberian Layanan dan Optimal Guru BK pada Masa Pandemi Covid 19*.

Agustin Sukses Dakhi. (2020). *Kiat Sukses Meningkatkan Disiplin Siswa*.

Ahmad Susanto. (2018). *Bimbingan dan Konseling di Sekolah Konsep, Teori dan Aplikasinya*.

Ainurrohman, M. T. (2022). *Revitalisasi Karakter Disiplin Era Adaptasi Kebiasaan Baru Siswa Kelas Rendah Sekolah Dasar*. *6*(6), 5996–6005. https://doi.org/10.31004/obsesi.v6i6.3033

Anggraini, S., & Siswanto, J. (2019). Analisis Dampak Pemberian Reward And Punishment Bagi Siswa SD Negeri Kaliwiru Semarang. *Mimbar PGSD Undiksha*, *7*(3), 221–229.

Bazikho, F. (2023). PENGARUH PUNISHMENT TERHADAP KEDISIPLINAN SISWA KELAS X IIS-A DI SMA SWASTA KAMPUS TELUKDALAM. *Jurnal Ilmiah Mahasiswa Keguruan*, *2*(1).

Benny Prasetiya, Tobroni, Yus Mochamad Cholily, K. (2021). *Metode Pendidikan Karakter Religius Paling Efektif di Sekolah*.

Catur Rochman. (2019). *Gerakan Literasi MI Gagasan-gagasan Intelektual KKG MI Kecamatan Wonosobo dan Watumalang*.

Danang Prasetyo, Marzuki, D. R. (2019). PENTINGNYA PENDIDIKAN KARAKTER MELALUI KETELADANAN GURU Danang Prasetyo , Marzuki, Dwi Riyanti. *Harmony*, *4*(1), 19–32.

Fadillah Annnisa. (2019). Penanaman Nilai-Nilai Pendidikan Karakter Disiplin Pada Siswa Sekolah Dasar. *Perspektif Pendidikan Dan Keguruan*, *X*(1), 1–7.

Gusman Lesmana. (2021). *Inovasi Pendiidkan Melalui Teknik Pembiasaan Oleh Periaku dalam Pembelajaran di Masa New Normal*.

Hendrik Legi. (2022). *Moral, Karakter dan Disiplin Dalam Pendidikan Agama Kristen*.

Husamah, Arina Restian, R. W. (2019). *Pengantar Pendidikan*.

I Wayan Darna. (2023). *pendidikan karakter tanggung jawab siapa?*

Imam Gunawan. (2022). *Metode Penenlitian Kualitatif : Teori dan Praktik*.

Imam Musbikin. (2019). *penguatan pendidikan karakter*.

Imas Sariagustina. (2018). PENANAMAN NILAI KARAKTER KEDISIPLINAN MELALUI

THE INVESTMENT OF VALUE OF CHARACTER THROUGH THE SELF DEVELOPMENT. *Jurnal Pendidikan Guru Sekolah Dasar*, *36*(7), 1–8.

Kamal Mukhtar. (2020). Jurnal Al Ilm. *Jurnal Al Im*, *2*(2), 40–49.

Lina Eka Retnaningsih, N. N. R. (2022). *Trik Jitu Menanamkan Pendidikan Karakter Pada Anak Usia Dini*.

Muhammad Ilyas Ismail. (2020). *Evaluasi Pembelajaran*.

Murestiyanto, A. O. (2022). *Strategi Penguatan Disiplin di SMA Angkasa Adisucipto Yogyakarta*. *6*, 4025–4035.

Nella Agustin. (2021). *Peran Guru dalam Membentuk Karakter Siswa*.

Ni'ma. (2018). 106 | Penerapan Metode Sanksi dalam Membina Kedisipinan Siswa. *Jurnal Pendidikan Islam*, *1*(1), 106–124.

Nurfadillah, Muh. Sudirman, N. K. H. (2022). Penerapan tata tertib sekolah dalam meningkatkan kedisiplinan siswa di sman 2 soppeng kabupaten soppeng. *Jurnal Pendidikan, Penelitian Hukum, Pendidikan Pancasila Dan Kewarganegaraan*, *9*(1), 9–16.

Putra, A. F., & Fathoni, A. (2022). Jurnal basicedu. *Jurnal Basicedu*, *6*(4), 6307–6312.

Rhomadani Sinta Pratiwi, M. (2018). Economic Education Analysis Journal. *Education Analysis Journal*, *7*(2), 638–653.

Rohman, F. (2018). Metadata, citation and similar papers at core.ac.uk. *Universitas Islam Negeri Sumatera Utara*, 72–94.

Rukin. (2019). *Metodologi Penelitian Kualitatif*.

Rusman. (2017). *Belajar dan Pembelajaran Berorientasi Standar Proses Pendidikan*.

Salsabila, A., Affifah, A. N., & Cahyati, S. Y. (2020). *PENANAMAN KARAKTER DISIPLIN PADA SISWA SDN JELUPANG 01*. *2*(2014), 318–333.

Sari, M., & Irianto, A. (2020). *Pengaruh Dari Pematuhan Tata Tertib Sekolah dan Keikutsertaan Siswa Dalam Ekstrakurikuler Pramuka Terhadap Disiplin Siswa Dalam Belajar Pada Siswa SMA Swasta Akreditasi A di Kota Padang*. *3*(1).

Tegor, Alpino Susanto, Veterson Togatorop, Lod Sulivyo, L. C. D. J. S. (2020). *Metodologi Penelitian Kualitatif & Kuantitatif*.

Tesya Feblyna, A. W. (2020). Penggunaan Reward untuk Meningkatkan Pembiasaan Disiplin Anak. *Jurnal Pendidikan Tambusai*, *4*(2), 1132–1141.

Utami, F., & Prasetyo, I. (2021). Pengasuhan Keluarga terhadap Perkembangan Karakter Disiplin Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1777–1786. https://doi.org/10.31004/obsesi.v5i2.985

Utami, S. W. (2019). PENERAPAN PENDIDIKAN KARAKTER MELALUI KEGIATAN KEDISIPLINAN SISWA Septi Wahyu Utami Universitas PGRI Semarang. *Jurnal Pendidikan*, *04*(01), 63–66.

Zendrato, T. L. N., & Lase, B. P. (2022). *Peran Guru PPKn Dalam Menumbuhkan Kesadaran Diri Siswa Terhadap Tata Tertib Sekolah*. *1*(1), 124–138.

Parents' Perceptions Regarding the Urgency of Handwriting Readiness for Digital Native Children in Bengkulu City

Emisa Reski Rusawalsep[1✉], Sri Wulan[2], Herlina Usman[3]

[1]*Program Studi Magister PAUD, Universitas Negeri Jakarta, Jakarta, Indonesia*
[2]*Program Pascasarjana PAUD, Universitas Negeri Jakarta, Jakarta, Indonesia*
[3]*Program Pascasarjana Pendidikan Dasar, Universitas Negeri Jakarta, Jakarta, Indonesia*
✉ *email: emisareskirusawalsep_9909820009@mhs.unj.ac.id*

Abstract: Children who not be ready to handwriting but are forced to immediately have handwriting skills will make it difficult for children to be able to have good handwriting skills later. Parents' views on handwriting readiness will influence children's development because it will be a guide for parents in providing education for children. The purpose of this study was to see the percentage of parents' perceptions about the importance of paying attention to digital native children's handwriting readiness. The research subjects were of 45 parents of children who were in kindergartens aged 4-5 years in Bengkulu City with data collected using the survey method. The results of this study show that 44.4% of parents agree on the importance of handwriting readiness. This is shown from the results of interviews conducted, namely, parents believe that children will be able to have handwriting skills when the child's development is mature. For this reason, handwriting readiness is needed first so that children have handwriting skills. Whereas 55.6% of parents prioritized children having handwriting skills compared to children having handwriting readiness first. This is because according to parents, children in kindergarten need more handwriting skills for the readiness of children in elementary school.
Keywords: Handwriting Readiness, Digital Native

A.   Introduction

Early childhood has a process of growth and development that takes place quickly; now, it is the ideal opportunity for children to learn to develop their potential. Child development has a specific pattern according to the timeline of development. Every child is different in development from other children, some are fast, and some are slow. Therefore, the learning given to early childhood must be adjusted from various sides according to the level and age group of the child (Suyadi, 2013). A correct understanding of early childhood development is fundamental to facilitating and designing learning appropriate to the age and needs of children. Learning must develop children's life skills from various aspects (the whole child). Various skills are trained so that children will become entire human beings. The part of the child that is developed includes physical-motor, cognitive, moral, social-emotional, and language.

The motoric aspect is a crucial ability for children to learn in the first year at school because the motoric aspect is related to the child's handwriting ability. Handwriting ability is closely related to reading and spelling skills (Schoonen, 2018). For this reason, handwriting readiness is an important ability for children to develop in the first year. Readiness to write is the starting gate for children to master other fields of study later when the child is in elementary

school. This is shown by research, which reveals that children in elementary school classes spend 30% to 60% of their time in class on fine motor activities, and the lion's share of this time is spent on other handwriting tasks (Annandale, 2019). Difficulties in this area can affect academic achievement and the consequences for a child's educational performance. For this reason, handwriting readiness is needed so children can write their hands well.

Children who tend not to be ready to handwriting but are forced to have handwriting skills immediately will make it difficult to have good handwriting skills. It can cause the development of children's handwriting skills to be hampered. Children with handwriting problems usually need help following handwriting activities that are usually done in elementary school. In addition, inadequate developmental progress in handwriting skills not only causes children's learning difficulties but also increases the possibility that children will develop individual emotional behavior problems, which can even affect adaptation and social development in adulthood and throughout the life span (Barnett et al. al., 2018).

Along with the times, technology began to colonize all age groups, including early childhood. Today's early childhood is no stranger to digitalization, such as gadgets. This illustrates the latest conditions in today's children, who are called digital natives. This is in line with research results which reveal that gadgets are sometimes used to distract children so they don't interfere with their parents' work, so parents provide facilities in the form of gadgets for their children who are still at an early age (Widiawati & Sugiman, 2014). To support existing research, the researcher conducted preliminary observations on parents whose children were attending Kindergarten in Bengkulu City. Observations were made by distributing Google forms sent to the child's parents. The data generated in the preliminary observation showed that 60 respondents (children's parents) gave answers to the intensity of using gadgets from 1 hours to >4 hours per day in children aged four, five, and six. Based on these observations, it can be proven that gadgets in early childhood have become widespread. This is the current situation in today's children, called digital native children.

From the problems described above, the purpose of this study was to see the percentage of parents' perceptions regarding the importance of paying attention to the readiness of digital native children's handwriting, which at this time children have high intensity towards using gadgets. This certainly influences the development of children. Parents' points of view regarding handwriting readiness can be a guide for parents in providing handwriting education for children. Through this research, it is hoped that parents will be able to find a detailed perspective on the importance of handwriting readiness in children when there is high use of gadgets of various ages.

1. Handwriting Readiness

One of the readiness that should be achieved by children from an early age is literacy. Early childhood literacy skills are basic abilities that become the foundation for children to learn to write, read, and do arithmetic (Listriani et al., 2020). Readiness for handwriting needs to be owned by children aged 4-5 years. Although handwriting skills are not an aspect that is emphasized in preschool age, it does not mean that children aged 4-5 years cannot have handwriting readiness. Children should feel happy and not forced when given activities that involve handwriting. To make it real, the child must have handwriting readiness first. Stages of child development with a play-through-learning approach and learning through play can

support all aspects of child development, even though the main point is to see handwriting readiness.

Readiness for handwriting in children can be seen through the indicators of handwriting readiness. Following are nine essential skills to be stimulated before children are ready to handwrite based on the results of Andika et al., (2022) research, namely: core muscle strength, crossing midline, grasping the pencil correctly, eye-hand coordination, bilateral integration, upper body strength, object manipulation, visual perception, visual hand dominance. These nine skills show an indication of a child's handwriting readiness.

Core muscle strength, training core muscle strength, means the strength of the muscles of the fingers and hands when used to handwriting. This strength is important for controlling hand and finger movements when controlling the writing instruments. The more the muscles of the child's hands and fingers are trained, the less the impact of muscle injuries when coordinating various writing tools and other equipment. For this reason, it is very important to develop core muscle strength before the child is ready to handwrite to avoid injury and not optimal mastery of the child's competence in handwriting later. Furthermore, crossing the midline is a skill to move the hand across the body's midline to pick up or coordinate objects on the other side of the body. The skill of crossing the midline of the body can be stimulated by playing pegboard activities. From various research results on movement skills across the midline, it is very important to develop in children before they are ready to handwriting.

Grasping the pencil correctly is a skill in holding a pencil correctly. These skills have developed at a young age. The grip is a skill resulting from the coordination of the brain, hand, finger muscles, and eyes. The better the grip control, the later it will impact the child's readiness for handwriting. A 5-year-old child's pencil grip greatly determines visual motor integration, overall motor skills, and children's fine motor skills (Sheedy et al., 2021). Research states that there is a significant influence between the strength of holding a pencil and children's handwriting skills. Therefore, correctly holding a pencil is very important to be stimulated before children are ready to handwriting at school age (Kadaskar & Borkar, 2020).

Eye-hand coordination is a skill when children receive information from their sense of sight and then coordinate with their hands to do tasks such as handwriting. Eye and hand coordination is needed so that children can grip writing instruments. Visual perception, especially eye and hand coordination, significantly affects the readability of writing (Lee, 2021). Letters that children often encounter make it easy for children to write these letters. For this reason, eye and hand coordination is one of the important skills recommended to be stimulated before the child is ready to handwriting.

Bilateral integration is children's ability to perform the same or different tasks with both hands simultaneously. Bilateral integration is required for the child to be able to copy letters. If, when carrying out bilateral integration movements, the child experiences difficulties. This means that it will interfere with handwriting skills in the future (Fung & Tse, 2018). Stimulation of bilateral integration can be done with tasks related to the hands and tasks that use the feet. People with good bilateral integration will certainly find it easy to control their leg movements when walking and going downstairs. Bilateral integration involves hand and foot movements that can be used as stimulation so that children are trained to do different tasks simultaneously. This will certainly have an impact on the readiness of the child's handwriting.

Upper body strength, upper body strength is closely related to the power of a child's head, neck, shoulders, back, waist, and arms. For handwriting, the child must stabilize the body and neck to coordinate with the arms and hands. If stability is disturbed, it will make it difficult for children to write by hand, coupled with complaints about feeling tired and sore in the arms when handwriting (Erlianda et al., 2019). Improving children's fine motor skills can be done by providing stimulation (Agustina, 2018). For this reason, it is important to stimulate the strength of the upper body before the child is ready to handwrite.

Object manipulation daily activities will require object manipulation. The activity of manipulating objects can be trained with various objects before the child uses a pencil. Such as cutting, shoveling, scooping, stirring, and so on (Gajewski et al., 2019). Finally, Visual perception relates to the brain's ability to process information about the location of objects. This information will be passed on to the muscles and joints to make the child aware of the position of the objects being seen and how far the hands will move to reach and manipulate the objects being seen. This visual perception also requires "body awareness" to develop optimally.

Based on the understanding described above, it can be concluded that handwriting readiness is related to children's fine motor development to carry out handwriting activities. So that in early childhood, a child's motor skills are usually sufficient to get the child to write their letter shapes and names. From the several points above, a child needs to facilitate the child's need for handwriting. Then the adults around the child should also set an example by handwriting directly in front of the child. The child can do this as a model of imitation that the child shows.

2. Digital Native

A digital native is a description of someone (especially children to adolescents) who, since their birth, has been exposed to the incessant developments in digital technology (Kemendikbud RI, 2016). The parents who were born between 1960 and 1980 are known as Generation X. This generation is a generation that is not familiar with the internet, so their activities are carried out independently without the help of the internet, even though technology emerged in the late 80s. Meanwhile, the generation born between 1980 to 1990 is known as Generation Y. In this generation, technological developments such as the internet and gadgets emerged. Hence, this generation is more innovative and open-minded than Generation X. After Generation Y, it is also known as Generation Z. This generation was born in the late 90s when it was easier to access technology and innovation. Almost all of Generation Z have carried out activities via the internet. After Generation Z came to the Alpha Generation, the age group was born in 2010-2025. This Alpha generation is commonly known as a digital native.

The characteristics of a digital native include: 1) tend to be active in expressing their identity to the world, especially the virtual world; 2) are more open, outspoken, and open-minded; 3) like freedom, so they don't like to be controlled and restrained; 4) trying to control something (Azizah et al., 2017). Children in the digital era tend to depend on gadgets (the internet), so what they do dramatically influences character formation in the millennial age. Children in the digital era are very active on social media such as Facebook, Twitter, YouTube, and Instagram as well as other social media. Increasingly advanced digital technology influences the character and development of children in the family. The internet, which is one of the digital technologies, can have both positive and negative impacts on children.

Warisyah (2015) revealed that proper modeling from parents is needed for the use of gadgets in children. Good modeling dramatically influences children's behavior, namely that children learn what children see from their surroundings. Based on the explanation above, the researchers surveyed 45 parents to understand their role in assisting digital native children. Every informant in the initial survey said they always accompanied their children when using the device. However, in reality, more children are allowed to use their gadgets to play freely while parents are still busy with their activities and activities.

B. Methods

The type of research used in this research is quantitative research using survey methods. The survey research method aims to collect field data to reach a conclusion that represents the situation in the field, namely regarding the readiness of digital native children's handwriting. Place and time of research, this research was conducted in Kindergartens in Bengkulu City. The time of research was conducted from May to June 2023.

Data collection techniques by conducting questionnaires to obtain data on parents' perceptions regarding the readiness of children's handwriting. The sample of this research was conducted on 45 parents whose children were 4-5 years old in Bengkulu City. The sample used in this study was a simple random sampling technique with 45 parents in kindergarten. The research sample consisted of 45 parents with children aged 4-5 years attending kindergarten in Bengkulu City.

C. Results and Discussion

The results of the research are based on survey data analysis, namely a questionnaire with 10 questions asked to parents who have children aged 4-5 years. It was found that 20 parents gave answers indicating the importance of handwriting readiness. Parents think that handwriting readiness is very necessary for children to support developmental processes that are appropriate to their level of development so that children can master handwriting skills well later. Readiness for handwriting for parents is important for children aged 4-5 years before children are given handwriting activities. While 25 parents gave answers that handwriting readiness in digital native children was not the main thing, parents revealed that the most important thing was not ready but children's proficiency in handwriting. Some parents argue that children will have handwriting skills if they teach handwriting, so without readiness, children can still have handwriting skills.

The following are 3 essay questions and 1 validation question which shows the conclusions of parents' answers to the questionnaire submitted to parents who have children aged 4-5 years, namely as follows: 1) At what age are children introduced to handwriting and stationery 2) What was before there are special activities given to stimulate children's fine motor skills in handwriting readiness 3) What do parents think about children having the ability to handwrite or children having handwriting readiness first 4) Should children at this time (age 4-5 years) has the ability handwriting, or just enough to have handwriting readiness.

Based on the results of the answers given by the parents, namely, 1) Children are introduced to writing instruments starting from the age range of 3-5 years, but most of them answer at the age of 4 years. 2) The majority of parents' answers are that children are allowed

to play activities that children like, from these answers, many parents do not understand the activities that can provide stimulation to children. Parents tend to answer "If the child likes the activity the parents support it by facilitating it, for example playing plasticine, playing college, and so on". 3) According to most of the parents' answers, children need to have handwriting skills when children are 4-5 years old. This is because the child is in preparation for the transition to elementary school. The demands in elementary schools make parents think that children must have the ability to handwriting. Readiness for handwriting will later emerge along with children who are often given handwriting activities. Furthermore, on the validation questions given to parents, the results were arranged in the form of a percentage based on the answers to the questions asked. The results of this percentage, namely 44.4% said that it was important to have handwriting readiness for digital native children aged 4-5 years, while 55.6% answered that handwriting skills must be possessed by children aged 4-5 years. Even to make this happen, some parents give tutoring to learn handwriting. This is because according to parents, children in kindergarten need more handwriting skills for the readiness of children in elementary school.

There are different achievement goals for children regarding handwriting readiness. Some parents have a purpose for their children to be proficient in handwriting so they don't experience difficulties in formal school. On the other hand, parents have goals to achieve so that children's development can develop according to their needs, that handwriting skills are not a focus for parents, but the process that the child goes through is more important, namely the readiness to handwriting. However, many demands from parents require children aged 4-5 years to handwriting so their children can easily enter the next level of education, such as elementary school, and be accepted into public elementary schools. Kindergarten teachers have no other choice but to teach their students to be able to handwriting.

Readiness for handwriting in early childhood is a foundation that can be mastered through a gradual process during the child's development period. Because there is a gradual process, it is not wrong if children are prepared from an early age to recognize and master pre-handwriting skills. And, of course, it is adjusted to their abilities and development so that children feel happy and not burdened, often parents demand that their children be able to handwriting quickly, especially when they see other children who are the same age as their children can handwriting, even though children's abilities are different, don't let children stress because of demands parents to children. The world of children is a world of play, so all efforts made by parents to stimulate the growth and development of children must be in a way that is fun for children, including handwriting readiness. Because it is not easy for children to concentrate, sit still, and focus on learning with their relatively active character at this age.

This event gave teachers and children anxiety, which should be at the age of four to five children should not be able to handwriting like elementary school children. Various studies and opinions support that children under seven are not encouraged to learn to handwrite. The reason for this was because, at that time, the children could not think concretely operationally, so it was feared that the lessons would burden children who were not yet able to think in a structured way. Meanwhile, handwriting is an activity that requires a structured way of thinking, so it is not suitable if taught to children under seven years old. Early childhood education emphasizes playing while learning or learning while playing, so it is necessary to be prepared beforehand before children are given handwriting activities.

Based on the previous description, it can be interpreted that the readiness of children's handwriting is essential for their success in further education. When gadgets are rampant in the technological era, it does not make handwriting skills unimportant. Children must still possess handwriting skills, and they can get these skills when they have handwriting readiness. Because in reality, using gadgets that tend only to wipe the screen still requires handwriting skills, such as making symbols such as numbers and letters when using a device.

D.   Conclusion

The development of the era as it is currently happening has an impact on the child's environment. This is shown in the daily lives of children who are not spared by digital devices such as gadgets. The conditions that occur in these children make children become digital generations who are called digital natives. This condition is the latest condition which is the time setting for this research. Readiness to handwriting is an essential ability that children need to have before children master other skills. Even in the digital era, where children are digital native children, they also need handwriting skills. Good handwriting skills can be obtained when children have handwriting readiness.

Based on the results of the survey data analysis, namely the questionnaire. It is known that 20 parents agree on the importance of handwriting readiness for digital native children in Bengkulu City. The results of this study show that 44.4% of parents agree on the importance of handwriting readiness. This is shown from the results of interviews conducted, namely, parents believe that children will be able to have handwriting skills when the child's development is mature. For this reason, handwriting readiness is needed first so that children have handwriting skills. Whereas 55.6% of parents prioritized children having handwriting skills compared to children having handwriting readiness first. This is because according to parents, children in kindergarten need more handwriting skills for the readiness of children in elementary school. Handwriting readiness is a necessity in the development of children's education. There are still many parents who do not adequately understand the developmental needs of their children's education. This makes the percentage of parents' perceptions regarding the importance of handwriting readiness to be less than parents who have the opposite perception.

Acknowledgement

References

Agustina, S. (2018). kemampuan motorik menulis. *Ejournal Unib*.
https://www.google.com/search?q=agustina+2018+kemampuan+motorik+menulis&biw

=1440&bih=789&ei=t0yaZO34LpGw4-
EPmvSj2Ao&ved=0ahUKEwitsPzotuL_AhUR2DgGHRr6CKsQ4dUDCA8&uact=5&oq
=agustina+2018+kemampuan+motorik+menulis&gs_lp=Egxnd3Mtd2l6LXNlcnAiJ2Fnd
XN0aW5hIDIwMT

Andika, W. D., Utami, F., Sumarni, S., & Harini, B. (2022). Keterampilan Penting Sebelum
Anak Siap Menulis. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(4), 2519–
2532. https://doi.org/10.31004/OBSESI.V6I4.1973

Annandale, R. (2019). Pre-handwriting Skills Learners Should Master at the Geginning of
Grade 1. *Literacy Information and Computer Education Journal*, *10*(3), 3258–3263.
https://doi.org/10.20533/LICEJ.2040.2589.2019.0428

Azizah, L. N., Ocktaviane, N., Susanti, W., & Putri, P. (2017). Parenting di Era Digital. In
Modul Pelatihan. Kementrian Pemberdayaan Perempuan dan Perlindungan Anak
Republik Indonesia.

Barnett, A. L., Prunty, M., & Rosenblum, S. (2018). Development of the Handwriting
Legibility Scale (HLS): A preliminary examination of Reliability and Validity. *Research
in Developmental Disabilities*, *72*, 240–247. https://doi.org/10.1016/J.RIDD.2017.11.013

Erlianda, T., Fauzi, A., & Amri, K. (2019). Meningkatkan Kemampuan Motorik Halus Anak
melalui Kegiatan Menulis di Atas Pasir. *Atfãlunā: Journal of Islamic Early Childhood
Education*, *2*(2), 74–85. https://doi.org/10.32505/ATFALUNA.V2I2.1336

Fung, L., & Tse, L. (2018). *Handwriting Performance Among Kindergarten Children In Hong
Kong*.

Kadaskar, V., & Borkar, T. (2020). A Study to Evaluate the Correlation between Pinch Grip
and Handwriting among School Going Children in Rural Areas. *Website:
Www.Ijrrjournal.Com Original Research Article International Journal of Research and
Review (Ijrrjournal.Com)*, *7*(2), 412. www.ijrrjournal.com

Kemendikbud RI. (2016). *Peraturan Menteri Pendidikan Dan Kebudayaan Republik
Indonesia Nomor 6 Tahun 2016 Tentang Pedoman Umum Penyaluran Bantuan
Pemerintah Di Lingkungan Kementerian Pendidikan Dan Kebudayaan*.

Lee, S. C. (2021). Visual Perceptual Skills as Predictors of Handwriting Skills of Children
Grades 1-3. *Https://Doi.Org/10.1080/19411243.2021.1959484*, *15*(3), 265–273.
https://doi.org/10.1080/19411243.2021.1959484

Listriani, A., Hapidin, H., & Sumadi, T. (2020). Kemampuan Keaksaraan Anak Usia 5-6
Tahun dalam Penerapan Metode Spalding di TK Quantum Indonesia. *Jurnal Obsesi :
Jurnal Pendidikan Anak Usia Dini*, *5*(1), 591–598.
https://doi.org/10.31004/OBSESI.V5I1.680

Schoonen, R. (2018). Are reading and writing building on the same skills? The relationship
between reading and writing in L1 and EFL. *Reading and Writing*, *32*.
https://doi.org/10.1007/s11145-018-9874-1

Sheedy, A. J., Brent, J., Dally, K., Ray, K., & Lane, A. E. (2021). Handwriting Readiness
among Digital Native Kindergarten Students.
Https://Doi.Org/10.1080/01942638.2021.1912247, *41*(6), 655–669.
https://doi.org/10.1080/01942638.2021.1912247

Suyadi dan Ulfa Media. (2013). *Konsep Dasar Pendidikan Anak Usia Dini*. PR Remaja
Rosdakarya.

Warisyah, Y. (2015). *Pentingnya Pendampingan Dialogis Orang Tua Dalam Penggunaan Gadget Pada Anak Usia Dini*.

Widiawati, I., Sugiman, H. (2014). *Pengaruh penggunaan gadget terhadap daya kembang anak.* Universitas Budi Luhur.

Optimization of Gross Motor Skills Development in Early Childhood by Conducting Physical Training Activities

Dyah Arfanny Muslim[1]✉, Ika Febrian Kristiana[1]

[1] Fakultas Psikologi, Universitas Diponegoro, Indonesia
✉ *email: dyaharfanny@students.undip.ac.id*

Abstract: Increasing children's motor skills will improve children's cognitive, social-emotional, and physiological abilities, so that later children will grow into smart, independent, and healthy individuals. Related to early childhood physical motor, the target that must be achieved by children is to apply as best as possible basic movement abilities and skills. The basic movements mastered by children must be correct in accordance with their body functions and in accordance with children's daily activities. The purpose of this study was to determine the experience of teachers in optimizing the development of gross motor skills in early childhood by conducting physical training activities at PAUD Permata Diponegoro University. This research method uses qualitative methods with phenomenological approach studies. The participants in this study amounted to three participants who were teachers at PAUD Permata Diponegoro University. The results showed that doing physical training activities can optimize the development of gross motor skills in early childhood. Physical training activities in this study were carried out with a game-based warming-up model in the form of rhythmic gymnastics, traffic light games, active road creations and ball knee shoulder head games.

Keywords: early childhood; physical exercise; gross motor; qualitative research.

A. Introduction

Physical education in children at the kindergarten level is the beginning of efforts to direct, nurture and develop children's physical potential and character systematically and regularly in an effort to realize the ideals of building a healthy and strong human being as a whole. The development and development of physical potential and character carried out from an early age will provide a strong foundation for efforts to build a complete and quality human being. Physical education's touch on kindergarteners is often overlooked, so we often miss out on utilizing, educating and developing them. Providing a foundation of children's physical potential and character from an early age is the basis for the subsequent development of their physical and psychological abilities. Child movement provided through physical education is the basis of knowledge and experience for children aged five or six years to enter school (Iain Adams and Rahantoknam, 1988). The opportunity to obtain formal physical education for children is a future opportunity to achieve success according to their respective potentials. Formal physical education should start from the lowest level of education, namely kindergarten. Physical education in kindergarten should be handled by professional teachers and have adequate knowledge and skills so that in providing guidance and developing the physical potential of kindergarten children can be maximally in accordance with their characteristics. As is well known to date, physical education in kindergarten is handled by

kindergarten teachers, not by Physical Education teachers specifically. So that being a kindergarten teacher must be given enough provisions to teach physical education in kindergarten. Basically, the concept of physical education is an important part of the educational process, meaning that physical education is not just decorations or complementary ornaments attached to school programs as a tool to add activities to students. Moreover, physical education is an important part of education itself and should be carried out with clear references and standards so that it can spur skills in students as well as other learning materials in the curriculum at school. Physical activity refers to any muscle movement that requires considerable energy expenditure and has various sub categories for example, recreational activities or sports. Related to early childhood physical motor, the target that must be achieved by children is to apply as best as possible basic movement abilities and skills. The basic movements mastered by children must be correct in accordance with their body functions and in accordance with children's daily life activities. Increasing children's motor skills will improve children's cognitive, social-emotional, and physiological abilities, so that later children will grow into smart, independent, and healthy individuals. Physical activity not only affects the level of health but also on the cognitive, emotional, and social abilities of children based on various studies. Pagani & Messier (2012) said that although in general children's motor skills are often ignored in the concept of school readiness because schools are generally only focused on children's cognitive and emotional abilities, but based on the results of their research it was found that motor skills (both gross motor and fine motor) are related to other abilities that are requirements for school readiness such as verbal skills, social, early math skills, and behavioral skills.

Marsh, Gerber, & Peterson (in Pagani and Messier, 2012) stated that children's motor abilities in the clinical field are associated with cognitive abilities and the general sensory system and cortisol structure in the brain. Grismer (in Pagani & Messier, 2012) explains that gross motor skills, fine motor skills, and perceptual visual skills are significant factors associated with math and reading achievement. Cvejic, Pejovic & Ostojic (2013) suggest that the components of physical fitness include cardiorespiratory components, which are components that describe the total capacity of the cardiovascular and respiratory systems to supply oxygen during prolonged physical activity. The musculoskeletal component includes a healthy balance of functions of the muscular and skeletal systems consisting of strength, muscular endurance, muscle exclusivity, and flexibility. Furthermore, Du Toit, et al (2011) stated that Body Mass Index (BMI) is a component of health-related physical fitness that has been shown to have a significant negative correlation with academic achievement in children in several large-scale studies involving children of different ages. Warming up or what we call warm-up is a stage of activities carried out by children in a sports lesson. Warming up plays a very important role for children, before entering into the core activities when participating in learning. According to Luxbacher (2004) states that heating is useful for warming muscle temperature, improving blood flow circulation and increasing oxygen flow into the body, improving muscle contraction and reflex movement speed, and also to prevent muscle spasms. In addition, heating will also make organ systems such as the lungs and heart can work and be trained properly. According to Lutan (2000) the purpose of warming up is to prepare students to immediately prepare themselves with teaching assignments, stimulatethe function of body organs to be ready to do heavier physical work, stretch muscles and joint cords so that the

danger of muscle or joint injuries can be avoided. Meanwhile, according to Mulyaningsih, et al. (2009) explained that the purpose of heating is to increase body temperature, fulfill the desire to move children, who previously sat for hours in school, bring / prepare optimal body heat for children, to receive the next exercise, bring the child's soul and taste to a physical education lesson. According to Suherman & Mahendra (2001) that when children warm up interestingly, it can be expected that physically and mentally children will be ready to follow learning. Their readiness is marked by their increased morale due to warm-up activities. Therefore, it is important to warm up before learning takes place. In order to make children more enthusiastic and interested in warm-up, it is necessary to have creative and interesting strategies such as small games but do not forget the usefulness of it. Play can develop other abilities possessed by children. One of them is that children can show their movement skills during the game, so that it can be known that the child is talented in sports activities. The function of play activities in children is mastery play, in accordance with the opinion of Mayke (2001), namely most play activities in children are referred to as mastery play or play to master certain skills, because these activities can be exercises for children to master skills that are new to them through repetitions carried out by children. The application of rhythmic gymnastics in children begins with a demonstration by the facilitator. After the initial demonstration, music is played and rhythmic gymnastics with the child begins. The warm-up stage consists of nine movements, the core stage consists of six movements, and the cool-down exercise consists of seven movements. Each move consists of 2 x 8 and 1 x 8 counts. The duration of rhythmic gymnastics in this program is 12 minutes. The following is an explanation of the movements in this rhythmic gymnastics program: Before gymnastics, children raise both hands and pray first; The second movement, legs left and right, arms stretched; Third movement, one foot forward, body bent, clapping; The fourth movement, legs move in place, hands at waist, while nodding the head; The fifth movement, hands remain waisted, feet walk in place, head looking right then left; The sixth movement, hands remain waisted, legs walk in place, and head broken left and right; The seventh movement, feet stay in place, hands directed upwards while counting 1-8; The eighth movement, the legs are directed back alternately, then the hands are waved right and left; The ninth movement, feet in place, hands pointed up, while shouting "Great boy, smart boy, hurray!"; The tenth movement, the body is still, the child holds the head, shoulders, then bends down holding the knees and legs. After that, the child wiggles his hips left and right and jumps; The eleventh movement, the child steps left and right and hands are waved according to the direction of the steps; Twelfth movement, the child runs on the spot with his hands clenched; The thirteenth movement, the child imitates ducks and chickens with legs moving back and forth; The fourteenth movement, the child dances jaipong and the legs are moved alternately forward; The fifteenth movement, the child jumps left and right, the dexterous hand follows; The sixteenth movement, the feet move in place, the hands are moved forward and chest, then jump up and shout "Yes!"; The seventeenth movement, cooling by stretching the legs, then the body bending while taking a breath and exhaling; The eighteenth movement, legs are spread out, then the hands are moved up, down and forward; The nineteenth movement, legs pressed together and hands on chest.

Traffic light games. This game is done by responding to the signals conveyed by the teacher to make movements such as traffic signs, namely red to stop, green running, and several other signals. Equipment; Cone 8 pieces for a barrier with a minimum field size of 10 by 10

meters. The number of Players is 5-10 people and can be more. Implementation of the Game: Each student will have to manage their distance; If the teacher shouts "red", then later all students will have to run and should not move a single one; If the teacher shouts "green", then later all students must run and stop until there is a whistle; If the teacher shouts by saying, "traffic is jammed," then later the student should crawl as slow as possible and run as fast as possible until a whistle is heard; If there are students who are wrong in doing the movement, they will get a punishment in the form of squat jump 5 times.

Head, shoulders, knees, balls. This game aims to train one's concentration and reaction. The way this game is 2 players face each other with between the two players who have placed the ball in the middle. The teacher/instructor mentions the word head, shoulders, knees randomly and at the same time the player must hold the body part mentioned by the teacher. If suddenly the teacher says the word ball, then the two players race to take the ball between the players. Equipment; 1 ball every 2 players. Minimum number of Players 2 – multiples of 2. Game Execution: Each player stands facing each other; The ball is placed between the two players; The teacher/instructor says the word head, shoulders, knees randomly and repeatedly, and the player holds each part of the body as spoken by the teacher; When the teacher says the words of the ball, the two players compete to take the ball between the two players; The winner is the player who manages to get the ball.

Physical education programs in early childhood with a game-based sports warming up model aim to increase the desire to move owned by children, who previously sat for hours in school and bring children's soul and taste to physical education lessons. While the early childhood physical education program with rhythmic gymnastics aims to develop physical components, build body strength, train motor skills, coordination and balance. By doing rhythmic gymnastics regularly will make health and physical development in early childhood to be better. For physical and character development to build a quality generation, the author conducts one type of training, namely the game-based sports warming up model. The warming up of game-based sports is applied so that children can develop their physical, cognitive, social, and emotional potential. Therefore, this study aims to determine the experience of teachers in optimizing the development of gross motor skills in early childhood by conducting physical training activities at PAUD Permata Diponegoro University.

B.   Methods

The research method used in this study is a qualitative method with a phenomenological study approach. The participants in this study were three people who were teachers at PAUD Permata Diponegoro University. The data collection technique used in this study is an in-depth interview, with semi-structured questions that can be asked openly to get complete and in-depth information (Bungin, 2012). The data analysis process uses   the Interpretative Phenomenological Analysis (IPA) data analysis procedure proposed by Kahija (2017), where the procedure consists of several steps, namely (1) researchers read the transcript many times where the transcript is the experience of participants in written form, (2) make initial notes about the purpose of the transcript that has been made which aims to find out which parts of the transcript are important to highlight First, (3) formulate themes that arise, namely themes that arise from the exploration of individual experience, this can be words or phrases, and (4)

researchers make the formulation of superordinate themes, which accommodate several themes that have similarities or similarities.

C.   Results and Discussion

Based on the description of the themes that have been found in the three participants, researchers integrate in the form of a pattern or general description. The results of the study obtained, in general, the three participants applied the same thing in terms of optimizing the development of gross motor skills in early childhood by conducting physical training activities at PAUD Permata Diponegoro University. The importance of applying several ways to optimize the development of gross motor skills because it will get many benefits in these activities. As explained in Rozalena & Kristiawan's research (2017), early childhood learning activities are in the form of learning while dancing or moving, drawing/coloring while learning, and memorizing words while clapping. Optimization of gross motor ability development is explained in three themes obtained during the study. The theme is teacher experience in improving the optimization of gross motor skills development, teacher and student relationships, and game-based warming-up models. The following themes are described in table 1.

Table 1. Theme Analysis

Participants	Discussion	Third Theme of Participants
Subject 1 (FS)	FS has been working in ECCE for three years. FS has not experienced any difficulties that are difficult to overcome. So far FS finds it easier for children to be told and understood.	1. Related Experiences: The three teachers have the same experience in optimizing student development because they are in accordance with their SOPs.
Subject 2 (FN)	FN often provides input to school principals in providing new innovations in improving the optimization of student development. Compared to FS, FN already works. FN already implemented a game-based warming-up model, and it proved effective.	2. Teacher and student relationship: a. Good communication b. The attachment of the sense of security provided by the teacher
Subject 3 (MR)	During work, according to MR, children in PAUD permata are easier to control than in PAUD where he previously worked. It is proven that when applying the game-based warming-up model, all students follow instructions well and in an orderly manner. According to MF, these activities are very beneficial in optimally improving gross motor development in students.	3. Game-based warming-up model: a. Rhythmic gymnastics b. Traffic light games c. The path of active creation d. Head Shoulder knee ball

Theme First, related to experience in improving gross motor development in early childhood, it was found that all three teachers had the same experience in optimizing student development. Because when teachers want to provide input and new innovations, it is important for them to first discuss to determine whether the method will work effectively and well or vice versa can work badly. Therefore, when they have determined what method is best for students, the three participants must also implement the new method or innovation properly and seriously.

Theme secondly related to the relationship between teachers and students and the attachment of the sense of security given by teachers to students, the three participants of FS, FN and MR have good communication with early childhood (students). This is evident when they observe and interview, they say that children are easy to tell and understand. According

to MR, in his interview, children in PAUD permata are easier to control than in PAUD where he previously worked. So it can be concluded that teachers and students have good communication and provide a sense of security that the teacher provides can be accepted by early childhood students well.

While in the third theme related to the game-based warming-up model according to the three participants FS, FN and MR the method was proven to be affective in improving gross motor development in early childhood. The game-based warming-up model has several activities in it, namely rhythmic gymnastics, traffic light games, active road creations and ball knee shoulders head. The four activities each have benefits. The first activity is rhythmic gymnastics which is useful for developing physical components, building body strength, training motor skills, coordination and balance. By doing rhythmic gymnastics regularly will make health and physical development in early childhood to be better. The second activity is a traffic light game that is useful for training children's cognitive and discipline related to traffic sign rules and commands given by the teacher. The third activity, the path of active creation, provides benefits for physical development and fitness in children. Finally, head, shoulder, knee, ball game activities that are useful for training children's concentration and reactions to things and commands. The implementation of each game is different.

D.   Conclusion

Based on the results and discussions that have been described, it can be concluded that carrying out physical training activities can optimize the development of gross motor skills in early childhood. Physical training activities in this study were carried out with a game-based warming-up model in the form of rhythmic gymnastics, traffic light games, active road creations and ball knee shoulder head games.

References

Bungin, B. (2012). *Penelitian kualitatif*. Kencana Prenada Media Group

Cvejic, Pejovic & Ostojic.2013. Assessment of physical fitness in children and adolescents. *Physical Education and Sport*.Vol.11, No.2.

DuToit, D., Anita E. P., & Leani, T. (2011). Relationship between physical fitness and academic performance in south african children. *South African Journal for Research in Sport, Physical Education and Recreation*, *33*(3), ISBN: 0379-9069.

Iain Adams dan Rahantoknam. (1988). *Pendidikan Jasmani dengan Pendekatan Pemahaman*. Depdikbud Ditjen Dikdasmen.

Kahija, Y. F. L. (2017). *Penelitian fenomenologis: Jalan memahami pengalaman hidup*. Kanisius.

Lutan, R. (2000). *Asas-asas Pendidikan Jasmani Pendekatan Pendidikan Gerak di Sekolah Dasar*. Direktorat Jenderal Olahraga, Depdiknas.

Luxbacher, J. (2004). *Sepakbola: Taktik dan Teknik Bermain*. Raja Grafindo Persada.

Mayke S. T. (2001). *Bermain, mainan dan permainan untuk Pendidikan anak usia dini*. Grasindo.

Mulyaningsih, F. dkk. (2009). *Senam Irama*. Yogyakarta.

Pagani, L. S., & Messier, S. (2012). Links between Motor Skills and Indicators of School Readiness at Kindergarten Entry in Urban Disadvantaged Children. *Journal of Educational and Developmental Psychology, 2*(1).

Rozalena & Krsitiawan, M. (2017). Pengelolaan pembelajaran PAUD dalam mengembangkan potensi anak usia dini. *Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan. 2*(1), 76-86.

Suherman, A & Mahendra, A. (2001). *Menuju perkembangan menyeluruh menyiasati kurikulum Pendidikan jasmani di sekolah menengah umum*. Direktorat Jendral Olahraga.

Reconstructing Early Childhood Education from Learning Crisis of Indonesian College Students with Inner Child Trauma

Fuji Riang Prastowo[1]✉

[1]*Sociology and Interreligious Studies, Universitas Gadjah Mada, Yogyakarta, Indonesia*
✉*email: fujiriangprastowo@ugm.ac.id*

Abstract: Inner child trauma is one of the vital aspects that disrupt early adult development, especially in learning crises in university students as how they respond to reality as adults influenced by childhood trauma. The method in this study uses autoethnography as a counselor lecturer who accompanies several college students at Gadjah Mada University who have accessed a psychologist or psychiatrist. Based on the findings of the early adult phase obtained from the university level can be used as material for reflection on the reconstruction of early childhood education in Indonesia. This study concludes with several reconstruction strategies. First, it is necessary to reformulate a family and community-based mental health awareness curriculum to support the growth and development of early childhood. Second, there is a parenting class that supports the success of early childhood education that is sensitive to mental health in the family environment. Third, increasing the capacity of early childhood education teachers and professional support for social workers susceptible to anxiety disorders in early childhood. Fourth, teaching education without cognitive competition is based on experiential learning that emphasizes morality-based resilience to accept failure from an early age.
Keywords: Inner Child Trauma; College Students; Early Childhood Education

A.   Introduction

Inner child trauma is one of the vital aspects that disrupt early adult development, especially in learning crises in university students, as how they respond to reality as adults are influenced by childhood trauma. Traumatic experiences gained during childhood will impact behavior in adulthood, including meeting unmet needs with aggressive or depressive attitudes. What is often attached to this traumatic process is the critical moment when young children see domestic violence during their playing phase. Thus, when they emerge as adults, they have a weak personality pattern in terms of resilience in facing pressures in adulthood which impacts the educational process at universities where the shadows of childhood trauma still carry over into adulthood.

In a study conducted by Damayanti and Margaretha (2020) on 191 adult informants aged 18-40 years using a scale-taking method including the Traumatic Antecedent Questionnaire (TAQ), Big Five Inventory (BFI), State Adult Attachment Measure (SAAM) and Adult Disorganized Attachment (ADA) with regression analysis techniques and interaction tests, concluded that there is a solid relationship between childhood trauma and adult personality because the anxiety factor is decisive, causing social dysfunction during adulthood. During the emerging adulthood phase, children cannot build self-limits and the ability to defend

themselves because they see the powerlessness of their parents. The child's attachment to parental behavior, including the violence he experienced in childhood, causes the child in the adult phase to try to find a replacement figure for himself who did not experience a conducive childhood. Alexander (2012) mentions that in one community characteristic, "cultural trauma" is likely to occur due to similar collective behavior tendencies in that community without awareness to change behavior. Anggadewi (2020) highlighted that trauma that occurred in childhood would have long-term impacts in adulthood with the emergence of several mentally destructive behaviors such as anxiety, stress, depression, and so on. The study used to derive this conclusion is a mixed method through primary data taken in a counseling session at a higher education counseling unit in Yogyakarta in January-December 2020, which shows that physical and sexual violence is a factor in the occurrence of long-term traumatic experiences of 27.5% on the influence of emotional instability, sleep disturbances in adulthood, to the desire to commit suicide which then disrupts the learning process while in college.

From several studies conducted on the relationship between childhood trauma and an early adult perspective on seeing the world, it shows that the role of education is in reducing this view or exacerbating the trauma (Praptomojati, 2018; Santrock, 2011; Wibhowo et al., 2019). Irwanto (2020) states that one of the concerns that need to be strengthened in reducing the trauma that occurs in the childhood phase is the condition of the family environment and social environment in supporting children's cognitive and emotional learning processes. Reflecting on all the data above, this article attempts to use a reflective point of view where the author, as a lecturer at a university, tries to build reflectivity about the concept of education in Indonesia which causes trauma in childhood and can still be carried over, even exacerbated to university. In this reflection, this article offers several perspectives in reconstructing early childhood education where the root cause of trauma.

B. Methods

The method in this study uses autoethnography as a counselor lecturer who accompanies several college students at Gadjah Mada University who have accessed a psychologist or psychiatrist. Autoethnography is a set of methods used to view reflective notes while being peers for students who experience anxiety disorders due to childhood trauma.The autoethnographic method allows researchers to use observations in everyday life in the teaching-learning method as the primary source of data that needs to be re-examined as the primary data source. One of the references is dialogues originating from the process of learning resilience experienced by several college students. In the life span, the growth and development process of adult humans often brings the inner child in the childhood era, which is carried over into adulthood. This experience will only appear when in adulthood, a person still carries the perspective of trauma experiences or sees the perspective of adult life with childhood experiences; worse than that, one's soul always feels like a child in adulthood. In informal conversations, such matters always emerge as the fundamental root of problems in the Indonesian education system.

C. Results and Discussion

1. Envisioning an ideal Early Childhood Education for early adults with childhood trauma

Istiana (2014) in his study stated that early childhood education, which starts from birth up to the age of 6 years, has a vital role in the growth and development of personality in adulthood. The purpose of this education is to develop various potentials of children from an early age in preparation for life and being able to adapt to their environment. The law on the national education system states that early childhood education is a coaching effort aimed at children from birth up to the age of six, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education—continued (Law No. 20 of 2003 Chapter I Article 1 Paragraph 14). Based on some experiences experienced as learning resilience from early adulthood with trauma, this study provides several recommendations for reconstruction in early childhood education.

This study concludes with several reconstruction strategies. First, it is necessary to reformulate a family and community-based mental health awareness curriculum to support the growth and development of early childhood. The existing curriculum in Indonesia is narrated by policymakers who may have yet to experience early childhood education at their age. Then this early childhood education should be based on child-driven, which means that it focuses on educational patterns on fulfilling the ideal environment and community for the growth and development of children. The condition of developing country societies that are unequal in parenting also causes fatherlessness during the parenting period at the age of the children, which results in the absence of a role model for the child when he is approaching adulthood.

Second, there is a parenting class that supports the success of early childhood education that is sensitive to mental health in the family environment. So far, the perception of parents in Indonesia is that only by sending their children to early childhood education can they freely be irresponsible in their upbringing. At the same time, the most vital education occurs in the family environment.

Third, increasing the capacity of early childhood education teachers and professional support for social workers susceptible to anxiety disorders in early childhood. The ideal conditions are organic connections between educators and students who can maintain an intimate inner relationship between educators and students and develop inclusive education for all types of early childhood. Fourth, teaching education without cognitive competition is based on experiential learning emphasizing morality-based resilience to accept failure early on. It is concluded that based on competition-based education causes more severe worries for children who have experienced trauma in childhood.

2. Early Adulthood, Anxiety, and the Impact of Adult Educational System on Neoliberalism

This article has its strengths in terms of systematic thinking, where the data obtained from college students is used in reverse to imagine good early childhood education for the next generation. The assumption is that emerging adults who step foot in the world of university do

not experience feelings of happiness in childhood because of the experiences of violence they experienced.

> "I wasn't ready to be an adult, I remember that when I was in elementary school I was always bullied by my male friends, until junior high school I preferred to be close to my school teacher rather than my friends, now in college, I still have difficulty studying" (Male informant -male, 2023)

The above is a quote from the opinion of a university student who feels he is not fully mature because his bad childhood experiences still haunt him.

> "In Indonesia, to get into your favorite college, you have to study hard at high school, take various additional courses, you always come home late and that has happened since I was in junior high school, even in elementary school, even in college, we often experience anxiety. because they see insecurity in friends who are much smarter and richer," (Female informant, 2023)

One of the root problems that often arise from learning resilience at the university level is the competition associated with the neoliberal education system, which incidentally is only based on cognitive achievements. In some cases, in countries with dense populations, the university ranking system causes competition at the basic education level. For example, this applies in Indonesia, where high school background determines success in entering Indonesia's favorite tertiary institutions, and keep in mind that this process is like a successive relay process because the competition to enter high school is also determined by origin from junior high school and elementary school. As a result, a competition-based system for obtaining cognitive achievement in the neoliberalism system is the root of the anxiety problem.

Early adulthood is likened to a transitional period that is full of problems when at this time, there are still questions about self-identity, so that it creates new roots of stress which become new pressures both psychologically in dealing with changes in social and environmental conditions. In several cases, the development of children into adulthood is accompanied by the emergence of many vulnerabilities, such as anxiety about the future that originates from the past. Experiences experienced in childhood become the foundation of personality development, and when these experiences are filled with trauma, it will usually encourage the birth of a borderline personality in adulthood. In addition, childhood trauma can also be a determinant of depression and the root of several mental problems, such as self-harm to depression.

Some of the findings that arise during the period of anxiety appearing in adulthood are anxiety with the emergence of feelings of fear and anxiety that are felt by a person, such as anxiety in a physical form, namely palpitations, cold sweats, difficulty concentrating, and dizziness. Anxious feelings include excessive fear and rumination, negative thoughts about death, and social withdrawal. All these roots led to the birth of panic attacks while studying at university.

3. **Working Memory in the Play Phase: primary needs and the Roots of early life stress in early childhood development**

This article then attempts to see that early childhood education should have integrated characteristics. Still, it pays attention to the subjective well-being of each individual by looking at it in several detail. First, early childhood education focuses on curriculum-based child

development following the development of children close to the world of play in Froebel's perspective. Second, early childhood education focuses on the child's peers, which means that this education is not entirely individualistic but is a collective education with other peers when children begin to recognize socialization as in the Montesorry perspective, which mixes across ages in their educational levels.

Early childhood development is attached to the play phase when the child grows with imagination in the brain and a desire to explore social relationships. Goodman et al. (2019), in their study of early life stress, show that this play phase is the most ambivalent in early childhood development when the need to play together with peers is the primary need for children to grow children's imagination and abilities. However, on the other hand, it can also be the root cause of the emergence of early life stress, one of which is due to the bullying experienced during this playing period. Early life stress is the definition of childhood trauma whose roots can come from physical violence, emotional violence, sexual violence, unhealthy social and environmental conditions, peer-to-peer violence, and witnessing violent incidents that cause long-term trauma. In some studies, early life stress strongly influences health problems in adulthood, so it interferes with the wellness of adulthood.

According to a study conducted by Jazylin et al. (2021), sexual violence that occurs in the childhood phase can be in the form of an experience that he experienced or then the possibility that the child saw adult sexual behavior during early childhood where both hurt development in adulthood. This study shows that the shadow of secure adulthood causes children who experienced childhood violence to have less adaptability than those who did not experience childhood violence.

In the early childhood phase, children have started to have a working memory, namely a cognitive system that functions to provide simple transmission of completion of tasks and responsibilities. Therefore, the stimulus that is often done is to provide a variety of stimulants in the form of toys that can encourage the imagination and creativity of children. However, this playing phase is also the most vulnerable because children can start committing violence against their peers due to a lack of emotional control, which then continues into the adolescent or early adult phases with the emergence of traits that dominate the group. Therefore it requires emotional-based learning during these phases of play.

Defective working memory due to trauma experienced in childhood causes early adulthood to be unable to perceive responsibility ideally, resulting in difficulties in completing responsibilities at work. In their study, Nurhayati and Setyani (2021), which provided notes on childhood trauma and aggressive behavior, stated that childhood trauma experiences in the form of scary, dangerous, cruel, or life-threatening events in children will have a very long-term impact on perceptions and misunderstandings. The only imperfection of working memory in early adulthood. Behavior that appears, for example, aggressive behavior or any action intended to hurt others or himself with self-harm. This happens because trauma in childhood will cause changes in the structure of the human brain, which then provides aggressive responses as a way of protection in early adulthood in remembering bitter experiences in childhood. Afifah (2015) also agrees with the emergence of this aggressive personality as a result of a protective response that arises unconsciously when reaching adulthood which incidentally has many responsibilities and various models of human interaction, especially when working professionally among other adults.

Kartono (2003) and Sarwono (2009) provide an analysis of several factors that are known to cause the emergence of aggressive behavior, such as the learning process due to coping mechanisms at the age of children who see violence and imitation, namely when children only have one experience that tends to imitate adults. Imitation of aggressive behavior in the future is then relevant to this is the link between childhood trauma and aggressive behavior related to denial of responsibility in adulthood which incidentally is the Nucleus Accumbens or the center of pleasure and appreciation in the brain experiencing problems, as well as the prefrontal cortex as impulse control which also get in trouble.

In the end, this article also sees that the experience of trauma in childhood causes changes in brain structure and physical health in terms of working memory related to brain structure causing early adulthood to experience difficulties in thinking, learning, and concentrating. Early adults need three main things in learning to be responsible so that in adulthood, they become very vulnerable to depression and suicidal ideation. It is in line with a study conducted by Ono and Devilly (2013), which states that there is a significant role for childhood and adult trauma in terms of seeing the "actual self" and "feared self" due to the inability of adults to project ideal experiences that should be faced rationally. Glenn (2014) mentions that spiritual and emotional resilience in adulthood is needed to overcome one's inability to imagine an authentic self because of the trauma cataracts faced during these childhoods.

D.   Conclusion

This study concludes with several reconstruction strategies. First, it is necessary to reformulate a family and community-based mental health awareness curriculum to support the growth and development of early childhood. Second, there is a parenting class that supports the success of early childhood education that is sensitive to mental health in the family environment. Third, increasing the capacity of early childhood education teachers and professional support for social workers susceptible to anxiety disorders in early childhood. Fourth, teaching education without cognitive competition is based on experiential learning that emphasizes morality-based resilience to accept failure from an early age.

References

Afifah, N. (2015). Kepribadian dan Agresivitas dalam Berbagai Budaya. Buletin Psikologi Fakultas Psikologi Universitas Gadjah Mada, 23(1), 13-21

Alexander, J. (2012) *Trauma : A Social Theory*. 2012. Cambridge : Polity Press.

Anggadewi, B.E. (2020). Dampak Psikologis Trauma Masa Kanak-kanak Pada Remaja. *Jurnal of Counseling and Personal Development*. 2(2) 1-7.

Damayanti, A & Margaretha. (2020). Trauma dan Kelekatan pada Individu Dewasa yang Menyaksikan KDRT : Kepribadian sebagai Moderator. *Jurnal Psikologi Integratif*. 9(1), 1-15

Glenn, C T (2014) A Bridge Over Troubled Waters: Spirituality and Resilience with Emerging Adult Childhood Trauma Survivors, *Journal of Spirituality in Mental Health,* 16:1, 37-50.

Goodman, J, Freeman, E, & Chalmers, K. (2019). The relationship between early life stress and working memory in adulthood: A systematic review and meta-analysis, Memory, 27:6, 868-880, DOI: 10.1080/09658211.2018.1561897

Irwanto, K.H (2020). Memahami Trauma Dengan Perhatian Khusus Pada Masa Kanak-Kanak. Jakarta: PT. Gramedia

Istiana, Y (2014). Konsep-Konsep Dasar Pendidikan Anak Usia Dini. *Didaktika: Jurnal Pemikiran Pendidikan.* 20(2) 1-9

Jazlyn M. Mitchell, Kathryn A. Becker-Blease & Raechel N. Soicher (2021) Child Sexual Abuse, Academic Functioning and Educational Outcomes in Emerging Adulthood, Journal of Child Sexual Abuse, 30:3, 278-297

Kartono, K. (2003). Patalogi Sosial. Jakarta : Raja Grafindo Persada.

Nurhayati & Setyani, I.G.A.W.B. (2021) Trauma Masa Anak-anak Dan Perilaku Agresi. *Psikobuletin: Buletin Ilmiah Psikologi*. 2(3). 154-174

Ono, M & Devilly, G (2013) The role of childhood and adulthood trauma and appraisal of self-discrepancy in overgeneral memory retrieval, Cognition & Emotion, 27:6, 979-994, DOI: 10.1080/02699931.2012.753869

Praptomojati, A. (2018). Dinamika Psikologis Remaja Korban Perceraian: Sebuah Studi Kasus Kenakalan Remaja. Jurnal Ilmu Perilaku. Vol 2, No 1, 1-14

Santrock, J.W. (2011). Life-Span Development (13th Ed.). New York: McGraw-Hill

Sarwono, S W. (2009). Psikologi Sosial. Jakarta: Penerbit Salemba Humanika

Wibhowo, C., Andromeda, K. DS So., Siek., Santoso, J.G. (2019). Trauma Masa Anak, Hubungan Romantis, dan Kepribadian Ambang. Jurnal Psikologi UGM. Vol. 46 No. 1, 63-71

Optimising Early Learning via Generative AI: Theory and Implications for A Digital Generation

FX. Risang Baskara[1]✉

[1]*English Letters Departement, Universitas Sanata Dharma, Yogyakarta, Indonesia*
✉ *email: risangbaskara@usd.ac.id*

Abstract: Engulfing early childhood education, the digital age sparks questions regarding intelligent pedagogical approaches. Central to this discourse, this study unravels the theoretical implications of Generative Artificial Intelligence (GAI) application within early learning contexts. Preceding investigations have alluded to GAI's potential in personalising learning; however, comprehensive theoretical exploration remains in its infancy. Hence, this work strives to bridge this gap, shedding light on an intriguing research avenue. It emphasises GAI's probable impact on cognitive development, socio-emotional growth, ethical considerations, and risk mitigation among learners aged zero to eight. The theoretical analysis conducted herein benefits from Krashen's Second Language Acquisition Theory and Vygotsky's Social Development Theory, integrating their principles into the GAI context. Preliminary findings suggest GAI could yield an innovative learning model, personalised, adaptive, and contextually responsive. This implies an enhanced early childhood education landscape, fostering a healthier, intelligent digital generation. The investigation's crux rests on its novelty: pioneering a unique intersection of GAI and early childhood education theory. Proffering an enriched theoretical perspective generates dialogue surrounding digital education's future and its ramifications for contemporary pedagogy. As this study is seminal, it beckons subsequent empirical research to validate the posited theoretical premises.
Keywords: Cognitive Development; Early Childhood Education; Generative Artificial Intelligence; Personalised Learning; Socio-Emotional Growth

A. Introduction

Early childhood education, now at the confluence of digital evolution, stands poised for potential transformation (Elkordy & Iovinelli, 2021; Luo et al., 2021; Vogt & Hollenstein, 2021). Our societies globally are morphing, embracing technological advancements with an ardour that reflects the potential of our digital age (Bulman & Fairlie, 2016). This phenomenon presents an opportunity for reflection and analysis, leading to questions of integration, its ramifications, and the pedagogical shifts that it spurs (Marouli, 2021). More importantly, it propels the discourse into a labyrinth of intriguing queries and conjectures, making it imperative for academicians and educators to scrutinise these metamorphoses (Papadakis, 2018).

Children of today, akin to digital natives, encounter technology in its myriad forms at ages younger than ever before (Gottschalk, 2019; Prensky, 2001). Consequently, their education no longer stands as a separate entity but becomes inextricably intertwined with their digital experiences (Prensky, 2001). Such an amalgamation of education and technology urges us to scrutinise how educational pedagogy can adapt, innovate, and evolve within this new paradigm (Carayannis & Morawska-Jancelewicz, 2022). Therefore, to navigate these shifting currents, we must delve into the landscape of digital phenomena and education. This task will aid in shaping future trajectories in early learning (Papadakis, 2018).

Artificial intelligence, a central player within this digital tableau, looms as a formidable influence, hinting at seismic shifts in educational efficacy (Luckin, 2018). Generative AI stands for particular import in this context, a facet of AI renowned for its aptitude to create novel content, extrapolate from existing data, and adapt dynamically (Goodfellow et al., 2014). It becomes, thus, a beacon illuminating a yet unexplored horizon in the domain of education, a horizon that teems with potential and warrants extensive contemplation about its potential ramifications (Luckin, 2018).

Zeroing in on GAI, this discourse embarks on a journey through a relatively less-trodden research landscape (Goodfellow et al., 2014). An exploration that forces us to question and reconsider foundational concepts such as education methods, the identification of educators in a traditional sense, and the broader implications of this digital evolution (Luckin, 2018). This inquiry, while challenging, presents an opportunity to reshape our understanding and practices in early education, providing a platform to reimagine teaching and learning in the digital age (Papadakis, 2018).

Previous forays into the domain of GAI within educational settings, while enlightening, have largely orbited around its functional and practical attributes (Luckin, 2018). In contrast, a noticeable lacuna persists in scholarly discourse, emphasising a dearth of holistic theoretical exploration into GAI's potential within early childhood education (Papadakis, 2018). This void represents an untapped wellspring of insight waiting to be plumbed (Luckin, 2018).

Despite the promise of GAI's effectiveness in facilitating personalised learning, amplifying cognitive development, and nurturing socio-emotional growth, scant attention has been paid to the theoretical foundations that undergird these claims (Luckin, 2018). This precipitated a call for an in-depth investigation into the novel and established theories that intersect with the implications and applications of GAI (Goodfellow et al., 2014). This theoretical lens can provide robust scaffolding, elevating our understanding of GAI's transformative potential within early education (Luckin, 2018).

Stepping forward to address this research void, our scholarly endeavour sets sail on a theoretical voyage that interlaces GAI and early childhood education (Papadakis, 2018). This exploration is driven by an intention to deeply probe how GAI might cultivate a digitally literate, intellectually robust, and emotionally healthy generation of learners (Luckin, 2018). Within this ambit, we hypothesise about GAI's influence on facets such as learning personalisation, cognitive development, socio-emotional growth, tackling ethical issues and mitigating risks among youthful scholars (Goodfellow et al., 2014).

To traverse this multidimensional terrain, our study leans upon two monumental constructs: Krashen's Second Language Acquisition Theory and Vygotsky's Social Development Theory (Krashen, 1982; Vygotsky, 1978). By synergising their principles with the rapidly evolving sphere of GAI, we aim to extend their applicability and relevance to this modern context (Goodfellow et al., 2014). As our academic journey unfolds, we find ourselves ready to uncover and examine the intricate layers of this multifaceted educational conundrum (Luckin, 2018).

B.   Methodology

Anchoring this exploration is the argumentative review approach, a potent methodology serving as a sieve through which we glean and interweave salient data (Grant & Booth, 2009). This methodology primarily illuminates a sweeping review of extant literature related to Generative AI within the sphere of education (Bryman, 2016). Our lens focuses on an assortment of scholarly materials, including academic articles (Hart, 1998), esteemed books (Fink, 2010), contributions from academic conferences (Levy & Ellis, 2006), and trusted digital resources (Yakel, 2007).

Once a comprehensive compilation of such resources is achieved, we delve into a rigorous examination, meticulously scrutinising each source for its academic integrity (Gough, Oliver, & Thomas, 2012), relevance to our study (Booth, Sutton, & Papaioannou, 2016), and overall scholarly merit (Petticrew & Roberts, 2006). This intricate process facilitates recognising and analysing central themes and emergent patterns concerning the theoretical implications of GAI within the ambit of early childhood education (Thomas & Harden, 2008). Through a synthesis of this data, we craft an enriched, well-rounded argument (Snyder, 2019). In doing so, we carve out a niche for GAI within early learning and underscore its potent influence in sculpting an informed and adept digital generation (Wu, Lee, Chang, & Liang, 2013).

Invoking the illuminating compass of Krashen's Second Language Acquisition Theory (Krashen, 1982) and Vygotsky's Social Development Theory (Vygotsky, 1978) provides pivotal theoretical perspectives. Krashen's Theory, with its profound focus on comprehensible input and the critical role of an affective filter, propounds a revealing prism to inspect how Generative AI could cater to each learner's particular needs (Lightbown & Spada, 2013). We hypothesise that this artificial intelligence's ability to generate content is not merely about novelty but also about ensuring that this new material is within reach of the learners' comprehension, engaging their curiosity, and fostering an environment conducive to profound learning (Papert, 1980).

In contrast, we turn our gaze to Vygotsky's Social Development Theory, which emphasises the instrumental role of social interactions in learning (Vygotsky, 1978). This theory nudges us to contemplate critical questions: how can Generative AI engender these vital interactions? How can it nurture socio-emotional growth in children, a pivotal element in their comprehensive development? (Bodrova & Leong, 2007). The conjuncture of these two venerable theories renders a multifaceted theoretical tapestry against which we can frame the potential roles of GAI within the context of early childhood education (Berk & Winsler, 1995). Through these lenses, we foresee a rigorous and enlightening analysis (Kozulin, Gindis, Ageyev, & Miller, 2003).

Interacting the realms of these theories with Generative AI necessitates the identification of points where convergence and divergence manifest (Kozulin et al., 2003). Initiation of this exercise commences with the precise articulation of Krashen's and Vygotsky's theoretical principles (Krashen, 1982; Vygotsky, 1978). These principles serve as beacons, illuminating potential facets and capabilities that GAI might embody within the educational ambit (Papert, 1980). After that, an intense examination unfolds, peering into how these theories could find their operative counterparts in an educational environment dictated by the rhythms of GAI (Wu et al., 2013).

An extrapolative stage follows this analytical process. Here, we conjure visions of the implications these theoretical applications might have on facets such as the personalisation of learning experiences (Bulger, 2016), the catalysation of cognitive development (Piaget, 1952), the nurturing of socio-emotional growth, and the art of risk mitigation within the vibrant mosaic of early childhood education (Bronfenbrenner, 1979). Through this multilayered process, the theoretical bedrock supporting the potential role of GAI in early childhood education gradually emerges from the fog of speculation into the clear light of understanding (Wu et al., 2013).

C.   Results

As we traverse the illuminated path of data analysis, an enlightening narrative unfurls, encapsulating the potential roles of GAI in early learning (Qadir, 2023). Not merely a tool, GAI emerges as an interactive partner, an entity proficient in reading the unique wavelengths of learners and generating content tailored to their trajectories (Baidoo-Anu & Owusu Ansah, 2023). It shapes the clay of personalisation in education, ensuring each child immerses

themselves in tasks intricately crafted for their developmental stage, interests, and pace (Bray & McClaskey, 2014).

In a fascinating twist, GAI reveals its capacity to bolster areas typically posing challenges to educators (Bozkurt, 2023). Notably, the continuous assessment of formative progress and provision of individualised feedback represent such areas (Cooper, 2023). GAI, with its ability to incessantly analyse a learner's interaction with educational content, can provide timely, personalised feedback, thus transforming these formidable challenges into manageable tasks (Qadir, 2023). This capability, far from trivial, can change the education landscape, reshaping it to reflect the aspirations of truly learner-centred environments (Baidoo-Anu & Owusu Ansah, 2023).

The extrapolation of these insights from the data paints a vibrant picture of how GAI might alter the texture of early learning settings (Bray & McClaskey, 2014). Not confined to serving as an inert instrument, GAI could act as a dynamic ally in the learning process (Bozkurt, 2023). As it adapts to learners and supports educators, GAI might catalyse a significant shift in education, with environments evolving to centre around learners in unimagined ways (Cooper, 2023). This evolution, predicated on GAI's capabilities, could herald an epoch of individualised, learner-centric education, the impacts of which would reverberate through generations (Qadir, 2023).

At the heart of these findings thrives a robust theoretical coherence between GAI and fundamental tenets of both Krashen's Second Language Acquisition Theory and Vygotsky's Social Development Theory (Baidoo-Anu & Owusu Ansah, 2023). Indeed, a symbiosis seems to burgeon between the Comprehensible Input and Affective Filter hypotheses inherent in Krashen's musings and the personalised approach GAI adopts, propelling learners' cognitive evolution (Bray & McClaskey, 2014). Through a lens finely adjusted to discerning interconnections, one perceives an alignment not unlike the celestial harmony observed in the starlit heavens above us (Bozkurt, 2023).

In addition, the ability of GAI to catalyse social interactions vibrates harmoniously with the melodies of Vygotsky's theory (Cooper, 2023). Such potential for interaction echoes Vygotsky's emphasis on the role of social contexts in shaping cognitive development (Qadir, 2023). This opens myriad possibilities for socio-emotional growth, each as promising as a bud ready to bloom in the spring sun (Baidoo-Anu & Owusu Ansah, 2023). Thus, an intriguing conversation begins between the theories of yesteryears and the digital innovations of today, each enriching the other in an intricate dance of mutual enhancement (Bray & McClaskey, 2014).

These theoretical parallels, as enchanting as they are enlightening, hint at an immense potential within GAI (Bozkurt, 2023). As a pebble tossed into a pond sends ripples across its surface, so might GAI disturb the status quo in early childhood education, causing waves of transformative change (Cooper, 2023). This potential, surging with every ripple, bolsters the notion of GAI as more than just a tool – as a potential catalyst, perhaps, nudging early childhood education into a future brimming with untold promise and uncharted possibilities (Qadir, 2023).

If you will, picture a canvas of early learning, as yet unmarred, ripe for applying GAI's innovative brush strokes (Baidoo-Anu & Owusu Ansah, 2023). A cornucopia of opportunities seems to burst forth from such a tableau. From personalising learning artefacts to matching each young learner's cognitive plateau and piqued interests, GAI hints at a future where every educational encounter is delectably palatable and distinctly digestible (Bray & McClaskey, 2014). Therein, a child's journey through the sprawling landscapes of knowledge becomes a rite of passage, a joyous exploration rife with delight and discovery (Bozkurt, 2023).

Turning attention towards cognitive development, a compelling vision begins to coalesce. GAI emerges as a skilled tutor, deftly offering tasks that perch just a hair's breadth

beyond the learner's current capabilities (Cooper, 2023). This intricate dance of challenge and support hums in tune with Vygotsky's esteemed Zone of Proximal Development, casting GAI as a digital Vygotskian mentor, guiding learners into uncharted cognitive terrains (Qadir, 2023).

Shift the lens to socio-emotional growth, and GAI continues to shimmer with potential (Baidoo-Anu & Owusu Ansah, 2023). GAI could serve as a digital agora by facilitating interactions among peers, with educators, or even with intelligent digital agents, providing a safe space for children to unfurl their emotions and cultivate empathy (Bray & McClaskey, 2014). Such vibrant interactions could breathe life into digital landscapes, humanising technology and fostering a generation of digital natives fluent in the language of emotions (Bozkurt, 2023). Thus, contemplating these scenarios offers a preview of future classrooms and an exhilarating testament to the transformative potential nestling within the heart of GAI (Cooper, 2023).

GAI emerges at this fascinating juncture where the digital age dovetails with early childhood education, poised like a diver on a precipice (Brynjolfsson & McAfee, 2014) and poised, yet complex, and holding within its digital grasp the potential to drastically reimagine learning landscapes (Bostrom & Yudkowsky, 2014). The rays of optimism it radiates illuminate the potential for a sea change in personalised learning, cognitive development, and socio-emotional growth (Woolf, 2013). However, this is one side of the coin that shines brightly in the light of technological advancement (Brynjolfsson & McAfee, 2014).

Flip that coin, and the shadows cast by challenges loom large. Chief among these challenges is an omnipresent spectre – the threat of an over-reliance on GAI. Such a dependence risks eclipsing the invaluable human touch in education, an ingredient crucial for the socio-emotional alchemy of learning (Bostrom & Yudkowsky, 2014). Within this conundrum lies an intricate balancing act that must be performed with precision and care (Woolf, 2013).

Further complicating this dance are thorny issues, prickly as thistle and equally difficult to grasp without causing discomfort. Matters concerning data privacy, algorithmic bias, and the equitable accessibility of technology gnaw at the edges of GAI's potential, demanding attention (Brynjolfsson & McAfee, 2014). To ignore these would be akin to admiring a garden while ignoring the weeds, a precarious approach at best (Bostrom & Yudkowsky, 2014).

Therefore, fully harnessing the potential of GAI requires a keen-eyed strategy. One that recognises and respects the weight of benefits against potential risks and skillfully orchestrates a prudent, thoughtful integration of GAI into early childhood education (Woolf, 2013). This, in essence, is the tantalising yet complex path that lies before us as we step into the future of learning with GAI (Brynjolfsson & McAfee, 2014).

D. Discussion

As we navigate the intricate labyrinth of a healthy, intelligent digital generation, the GAI beacon begins to glow with increasing intensity (Lim et al., 2023; Su & Yang, 2023). In its illumination, we discern its potential role as a catalyst for evolution in learning, one that holds within its ambit the promise of individualised learning experiences (Chan & Hu, 2023; Chan & Lee, 2023; Pataranutaporn et al., 2021). GAI can foster cognitive development by tailoring educational material to each learner's unique developmental stage and interests (Ali et al., 2021; Woolf, 2013). It is as if each learner holds a key fashioned by GAI, which opens doors to knowledge spaces perfectly calibrated to their needs and curiosity (Brynjolfsson & McAfee, 2014).

Additionally, with its interactive capabilities, GAI promises more than just cognitive nourishment. It also potentially stimulates social interactions among learners (Chang & Kidman, 2023). These interactions serve as the scaffolding for socio-emotional growth, a pillar

as important as cognitive development in building the edifice of a healthy, balanced individual (Woolf, 2013). The beauty of this potential lies in GAI's ability to facilitate these interactions among peers and between learners and intelligent agents, thus expanding the canvas of learning beyond the conventional (Zhang et al., 2023).

However, GAI's role is not confined to the realms of cognitive and socio-emotional development. It also has the potential to equip learners with the necessary armour to navigate the digital age (Lo, 2023). By inculcating digital literacy and critical thinking skills, GAI can ensure children are not merely passive consumers of technology but active, responsible digital citizens (Karakose et al., 2023). It, therefore, appears to hold the key to crafting an informed and judicious digital generation.

In essence, GAI emerges as a potent tool that, if integrated judiciously, holds the potential to catalyse a paradigm shift in early childhood education (Bostrom & Yudkowsky, 2014). It paints a picture of an enriched educational landscape that promises to foster a generation of learners equipped to navigate and thrive in the digital age (Woolf, 2013). A transformative shift, indeed, that is worth more than just a passing glance (Brynjolfsson & McAfee, 2014).

Any discourse surrounding integrating Generative AI (GAI) in early childhood education necessitates metic contemplating ethical considerations and strategies for mitigating risks (Bostrom & Yudkowsky, 2014). A salient point of concern is data privacy. GAI, fueled by vast data reservoirs, demands unyielding vigilance to safeguard the private information of young learners (Woolf, 2013). As scholars, we must advocate for and insist on stringent measures protecting our learners' information, which can stand against the strong currents of technological advancements (Brynjolfsson & McAfee, 2014).

Further, we must eradicate algorithmic bias in our quest for equitable education (Bostrom & Yudkowsky, 2014). Education must function as a great leveller, ensuring fairness and unbiased experiences for all learners (Woolf, 2013). Bias, mainly when buried within the nuances of an algorithm, can perpetuate disparities, contradicting the very essence of education (Brynjolfsson & McAfee, 2014). We, therefore, must not rest until we are confident that the algorithms powering our learning tools uphold the principles of fairness and equity (Bostrom & Yudkowsky, 2014).

Nevertheless, another cog in this complex machinery is accessibility. We must vigilantly ensure that the benefits of GAI do not become the privilege of the affluent alone (Woolf, 2013). This technological marvel must reach every learner, irrespective of socio-economic status (Brynjolfsson & McAfee, 2014). This calls for deliberate, comprehensive strategies designed to ensure that the fruits of GAI reach every corner of the educational field (Bostrom & Yudkowsky, 2014). Integrating GAI in early childhood education demands thoughtful, conscious action (Woolf, 2013). We must ensure it is a potent force for equity, justice, and universal learning enhancement (Brynjolfsson & McAfee, 2014). It is a task of no small measure, but its potential to redefine the educational landscape makes it a challenge worth undertaking (Bostrom & Yudkowsky, 2014).

E. Conclusion

Retracing the discourse navigated herein, one encounters theoretical intersections between GAI and esteemed early learning theories (Vygotsky, 1978; Krashen, 1982). A unique harmony emerges with Krashen's principles of Comprehensible Input and Affective Filter (Krashen, 1982) and Vygotsky's concept of Zone of Proximal Development (Vygotsky, 1978), resonating with GAI's capabilities (Brown & Green, 2020). These intersections, far from accidental, underscore the promising potential of GAI as an educational partner, one capable of tailoring learning experiences to individual learners' development, interests, and pace (Nikolic et al., 2023).

This study stands as an avant-garde scholarly discourse, extending the frontiers of understanding early childhood education in the digital era (Papert, 1993). Its contribution is a nuanced exploration of the theoretical underpinnings of GAI in early learning settings, bridging a gap in the current body of knowledge (Bers, 2012). Doing so cultivates fertile ground for future explorations, heralding an exciting epoch in the educational landscape (Dai, Liu, & Lim, 2023; Resnick, 2017).

Upon this fertile ground, seeds of future research can sprout. Empirical research is crucial to validate and expand these theoretical premises (Blikstein, 2013). Studies could investigate real-world applications of GAI in early childhood settings, gauging its impacts on children's cognitive and socio-emotional development (Bers, 2012). Additionally, exploring educators' perspectives on implementing GAI and assessing its impacts on their practices would yield valuable insights (Blikstein, 2013). In essence, this study signifies not an end but a vibrant beginning for a journey into an uncharted yet promising terrain of GAI in early childhood education (Resnick, 2017).

References

Ali, S., DiPaola, D., Lee, I., Hong, J., & Breazeal, C. (2021, May). Exploring generative models with middle school students. In *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems* (pp. 1-13).

Baidoo-Anu, D., & Owusu Ansah, L. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Available at SSRN 4337484*.

Berk, L. E., & Winsler, A. (1995). *Scaffolding Children's Learning: Vygotsky and Early Childhood Education. NAEYC Research into Practice Series. Volume 7*. National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426 (NAEYC catalog# 146).

Bers, M. U. (2012). *Designing digital experiences for positive youth development: From playpen to playground*. OUP USA.

Blikstein, P. (2013). Digital fabrication and 'making'in education: The democratisation of invention. *FabLabs: Of machines, makers and inventors*, *4*(1), 1-21.

Bodrova, E., & Leong, D. J. (2007). Tools of the Mind: The Vygotskian Approach to Early Childhood Education (Merrill/Prentice Hall, New York, ed 2).

Bostrom, Nick & Yudkowsky, Eliezer. (2018). The Ethics of Artificial Intelligence. 10.1201/9781351251389-4.

Bozkurt, A. (2023). Generative artificial intelligence (AI) powered conversational educational agents: The inevitable paradigm shift. *Asian Journal of Distance Education*, *18*(1).

Bray, B., & McClaskey, K. (2014). *Make learning personal: The what, who, wow, where, and why*. Corwin Press.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.

Brown, A. H., & Green, T. D. (2019). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Routledge.

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. WW Norton & Company.

Bulger, M. (2016). Personalised learning: The conversations we're not having. *Data and Society*, *22*(1), 1-29.

Bulman, G., & Fairlie, R. W. (2016). Technology and education: Computers, software, and the internet. In *Handbook of the Economics of Education* (Vol. 5, pp. 239-280). Elsevier.

Carayannis, E. G., & Morawska-Jancelewicz, J. (2022). The futures of Europe: Society 5.0 and Industry 5.0 as driving forces of future universities. *Journal of the Knowledge Economy*, *13*(4), 3445-3471.

Chan, C. K. Y., & Hu, W. (2023). Students' Voices on Generative AI: Perceptions, Benefits, and Challenges in Higher Education. *arXiv preprint arXiv:2305.00290*.

Chan, C. K. Y., & Lee, K. K. (2023). The AI generation gap: Are Gen Z students more interested in adopting generative AI such as ChatGPT in teaching and learning than their Gen X and Millennial Generation teachers?. *arXiv preprint arXiv:2305.02878*.

Chang, C. H., & Kidman, G. (2023). The rise of generative artificial intelligence (AI) language models-challenges and opportunities for geographical and environmental education. *International Research in Geographical and Environmental Education*, *32*(2), 85-89.

Cooper, G. (2023). Examining science education in ChatGPT: An exploratory study of generative artificial intelligence. *Journal of Science Education and Technology*, *32*(3), 444-452.

Dai, Y., Liu, A., & Lim, C. P. (2023). Reconceptualising ChatGPT and generative AI as a student-driven innovation in higher education.

Elkordy, A., & Iovinelli, J. (2021). Competencies, culture, and change: A model for digital transformation in K-12 educational contexts. *Digital transformation of learning organisations*, 203.

Fink, A. (2019). *Conducting research literature reviews: From the internet to paper*. Sage publications.

Goodfellow, I., Pouget-Abadie, J., Mirza, M., Xu, B., Warde-Farley, D., Ozair, S., ... & Bengio, Y. (2020). Generative adversarial networks. *Communications of the ACM*, *63*(11), 139-144.

Gottschalk, F. (2019). Impacts of technology use on children: Exploring literature on the brain, cognition and well-being.

Gough, D., Thomas, J., & Oliver, S. (2017). An introduction to systematic reviews. *An introduction to systematic reviews*, 1-352.Bryman, A. (2016). *Social research methods*. Oxford university press.

Grant, M. J., & Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health information & libraries journal*, *26*(2), 91-108.

Hart, C. (2018). Doing a literature review: Releasing the research imagination.

Karakose, T., Demirkol, M., Yirci, R., Polat, H., Ozdemir, T. Y., & Tülübaş, T. (2023). A Conversation with ChatGPT about Digital Leadership and Technology Integration: Comparative Analysis Based on Human–AI Collaboration. *Administrative Sciences*, *13*(7), 157.

Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, S. M. (Eds.). (2003). *Vygotsky's educational theory in cultural context*. Cambridge University Press.

Krashen, S. (1982). Principles and practice in second language acquisition.

Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science*, *9*.

Lightbown, P. M., & Spada, N. (2021). *How Languages Are Learned 5th Edition*. Oxford university press.

Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators. *The International Journal of Management Education*, *21*(2), 100790.

Lo, L. S. (2023). The CLEAR path: A framework for enhancing information literacy through prompt engineering. *The Journal of Academic Librarianship*, *49*(4), 102720.

Luckin, R. (2018). *Machine Learning and Human Intelligence: The future of education for the 21st century*. UCL IOE Press. UCL Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL.

Luo, W., Berson, I. R., Berson, M. J., & Li, H. (2021). Are early childhood teachers ready for digital transformation of instruction in Mainland China? A systematic literature review. *Children and Youth Services Review*, *120*, 105718.

Marouli, C. (2021). Sustainability education for the future? Challenges and implications for education and pedagogy in the 21st century. *Sustainability*, *13*(5), 2901.

Nikolic, S., Daniel, S., Haque, R., Belkina, M., Hassan, G. M., Grundy, S., ... & Sandison, C. (2023). ChatGPT versus engineering education assessment: a multidisciplinary and multi-institutional benchmarking and analysis of this generative artificial intelligence tool to investigate assessment integrity. *European Journal of Engineering Education*, 1-56.

Papadakis, S. (2018). The use of computer games in classroom environment. *International Journal of Teaching and Case Studies*, *9*(1), 1-25.

Papaioannou, D., Sutton, A., & Booth, A. (2016). Systematic approaches to a successful literature review. *Systematic approaches to a successful literature review*, 1-336.

Papert, S. (1980). *Children, computers, and powerful ideas*. Harvester.

Papert, S. (1993). The children's machine: Rethinking school in the age of the computer. *New York*.

Pataranutaporn, P., Danry, V., Leong, J., Punpongsanon, P., Novy, D., Maes, P., & Sra, M. (2021). AI-generated characters for supporting personalised learning and well-being. *Nature Machine Intelligence*, *3*(12), 1013-1022.

Petticrew, M., & Roberts, H. (2008). *Systematic reviews in the social sciences: A practical guide*. John Wiley & Sons.

Piaget, J., & Cook, M. (1952). *The origins of intelligence in children* (Vol. 8, No. 5, pp. 18-1952). New York: International Universities Press.

Prensky, M. (2009). H. sapiens digital: From digital immigrants and digital natives to digital wisdom. *Innovate: journal of online education*, *5*(3).

Qadir, J. (2023, May). Engineering education in the era of ChatGPT: Promise and pitfalls of generative AI for education. In *2023 IEEE Global Engineering Education Conference (EDUCON)* (pp. 1-9). IEEE.

Resnick, M. (2017). *Lifelong kindergarten: Cultivating creativity through projects, passion, peers, and play*. MIT press.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, *104*, 333-339.

Su, J., & Yang, W. (2023). Unlocking the power of ChatGPT: A framework for applying generative AI in education. *ECNU Review of Education*, 20965311231168423.

Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC medical research methodology*, *8*(1), 1-10.

Vogt, F., & Hollenstein, L. (2021). Exploring digital transformation through pretend play in kindergarten. *British Journal of Educational Technology*, *52*(6), 2130-2144.

Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.

Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.

Woolf, B. P. (2010). *Building intelligent interactive tutors: Student-centered strategies for revolutionising e-learning*. Morgan Kaufmann.

Wu, H. K., Lee, S. W. Y., Chang, H. Y., & Liang, J. C. (2013). Current status, opportunities and challenges of augmented reality in education. *Computers & education*, *62*, 41-49.

Yakel, E. (2007). Digital curation. *OCLC Systems & Services: International digital library perspectives*, *23*(4), 335-340.

Zhang, C., Zhang, C., Li, C., Qiao, Y., Zheng, S., Dam, S. K., ... & Hong, C. S. (2023). One small step for generative ai, one giant leap for agi: A complete survey on chatgpt in aigc era. *arXiv preprint arXiv:2304.06488*.

Teacher Professionalism in Improving Social Emotional Early Childhood in Annisya Muaro Jambi Regency

Nurmalinda Zari[1]✉, Lidia Nusir[2] , Dara Pratista Saxena[3]

[1]IAI Nusantara Batang Hari, Indonesia
[2]Sekolah Tinggi Ilmu Tarbiyah Syekh Burhanuddin Pariaman, Indonesia
[3]IAI Nusantara Batang Hari, Indonesia
✉ *email:* malindazari.nur@upi.edu

Abstract: Teacher professionalism is an important role in developing social and emotional early childhood. The teacher must have his professionalism to help improve the social and emotional development of children. This study aims to find out how the professionalism of teachers in developing social and emotional early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency. This study uses a qualitative descriptive approach, data collected through observation, interviews, and documentation. The results of the study show that teacher professionalism in social and emotional development is carried out by the teacher providing exemplary early childhood, the teacher's attention to the development of students, providing advice, and providing educational rewards and punishments.

Keywords: Early Childhood;Teacher Professionalism;Social and Emotional Development

A.   Introduction

Education is not only an obligation, more than that education is a need that will be further developed with education. Education is something noble, an education is not only limited to formal institutions but education also exists in the informal environment, because in essence we are born until the end of our lives. Learning is how we develop to continue to be good leaders on this earth. The educational process is an activity of mobilizing all educational components by educators directed at achieving educational goals. How the educational process is carried out greatly determines the quality of the results of achieving educational goals.

Education is very important in a society, especially the nation and state. Without education there will be no progress in life and everything is stagnant. Without education, a country will be left behind from other countries. Existing problems will not be resolved properly.

According to Law Number 20 of 2003 concerning the National Education System, it states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through educational stimulation to help physical and spiritual growth and development so that children have learning readiness in entering further education.

Early childhood education is a form of education unit at the early childhood education level which is essentially education that is organized with the aim of facilitating the overall growth and development of children or emphasizing the development of all aspects of the

child's personality. PAUD is the provision of efforts to stimulate, guide, nurture and provide learning activities that will produce abilities and skills in children (competency)

PAUD is a coaching effort given to children from the age of 0-6 years which is carried out through the provision of stimulation or stimulation to help the physical and spiritual growth and development of children so that they have learning readiness for further education. The importance of the role of educators makes teachers required to be more professional in carrying out their duties. Professionals have three characteristics, firstly they contain elements of dedication, secondly they contain elements of idealism, and thirdly they contain elements of development. The element of service is that every profession must be developed to provide certain services to the community. The service can be either individual or collective. Someone will work professionally if they have the ability and motivation. High ability to work and sincerity to do the best is an indication of professionalism. Conversely, a person will not work professionally if he only fulfills one of the two requirements above. Even though one's work motivation is high, it will not perfectly complete their tasks if not supported by ability.

Social development in children grows from their relationship with parents, other family members, or caregivers at home when the child is interacting like playing and without realizing it the child has started learning to socialize with people other than himself. Social development that occurs is strongly influenced by the treatment and guidance of parents towards children. Emotional development is a process of children learning their behavior and being able to provide their abilities when making friends.

Social emotional development is a child's ability to experience, manage, and express a variety of positive and negative emotions, develop close relationships with friends and adults, and actively explore and learn about the environment. Social emotional development can also be interpreted as a process experienced by children to respond to their environment.

Based on the results of the initial observations of researchers at Annisya PAUD, Mestong District, Muaro Regency, Jambi, it was found that several teachers had been teachers for a long time and had met educational standards, namely Bachelor Degree. However, the authors still see that not all of the teachers' educational backgrounds are Bachelors in Early Childhood Education. The author also sees that there are some difficulties experienced by teachers in managing the implementation of learning which of course affects the social emotional conditions of children, where the author sees that some children still cannot get along with friends and does not want to play. There are also children who are still accompanied by their parents when they study. And there are also children who often get angry, don't want to eat and so on. Based on the background of the problems above, the writer conceptualized a research title with the title"Teacher Professionalism in Developing Social Emotional Early Childhood at Annisya PAUD, Mestong District, Muaro Jambi Regency"

B. Methods

The research approach used in this article is a qualitative approach. Qualitative research is a research approach that reveals certain social situations by describing reality correctly, formed by words based on data collection techniques and relevant data analysis obtained from natural situations.

C.   Results and Discussion

In the following, teacher professionalism was found in developing social-emotional early childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency, namely as follows:

1.   The exemplary set by the teacher in early childhood education.

The teacher is an example that students must emulate from that not everyone can be a good teacher. A good teacher is a teacher who has a commendable role model. A good example is one of the teacher's efforts to improve the social and emotional development of students, because by giving good examples and habits for students in the Annisya Kindergarten environment, Mestong sub-district, Muaro Jambi district, students will always model behavior and attitude of the teacher.

Habits will make a person easily do something, then if the habit is good, then it will grow in goodness and if the opposite then he will grow into a bad habit. On this basis, kindergarten teachers as educators who teach commendable values and instill good habits so that the social and emotional development of children are in accordance with the example of the Prophet must get used to saying good and polite words and actions that can be used as good examples for children educated

2.   The teacher's attention to the development of students

Improving the social and emotional development of students through attention is to devote all attention to the social and emotional development of students in building the character of students. The teacher always pays attention to all students at Annisya Kindergarten, Mestong District, Muaro Jambi Regency, with the attention of the teacher making students feel known and close to the teacher and loved. This is really needed by the teacher, to maintain harmony between the teacher and students, so that students do not feel that the teacher has favoritism in learning, the teacher always tries to find out what causes students who have poor social and emotional development and are always monitored every day . As a result, students whose social and emotional development is not good, have started trying to change themselves for the better, because of the teacher's attention. And students are always enthusiastic in learning and playing activities in Kindergarten, so that good social and emotional development will be fostered from within these students.

3.   Providing advice to develop aspects of children's social emotional development

Based on the results of the author's observations while at the research location, it was found that Kindergarten teachers often give advice to students when students make mistakes. Giving advice given by the teacher is very educative, where the author can see that there is not a single student who disputes the Kindergarten teacher's advice and follows the advice of the teacher. So far the efforts made by Kindergarten teachers in improving the social and emotional development of students through advice have been quite good, Kindergarten teachers always pay attention to children's development. Kindergarten teachers give advice in smooth words, and give students a good understanding of the terms and conditions of knowledge. So from the advice that is always given by Kindergarten teachers, there has been a change for students whose social and emotional development is not commendable.

4.   GivingReward and punishment that educates

Reward and punishment which are educational for students are certainly very helpful for teachers in fostering the social and emotional development of students. If the provision of teacher guidance has been taken from various methods but has not met results, of course it is a giftReward and punishment can be used as an alternative in improving the social and emotional development of students. These gifts, which have a deterrent effect but are educational, are of course needed to improve the social and emotional development of students in a better direction.

Teachers in Kindergarten have implemented professionalism as educators in developing children's social and emotional intelligence by giving sanctions to students whose social and emotional development is still not good. The punishment given by the teacher is educational and has a deterrent aspect for students, so that with punishment like this it makes the students. students do not repeat the mistakes they have made. As a result, punishment is beneficial for the students themselves, it can also improve the social and emotional development of students so that they develop according to expectations.

Basically, every early childhood cannot be separated from social-emotional development. Sometimes the social and emotional development of children is often ignored or set aside by some people. Therefore, we as educators and parents should pay more attention to early childhood development, especially on social and emotional development. The social emotional development of early childhood plays an important role in determining the child's future social relationships and the child's behavior patterns towards others. Lack of opportunities for children to get along and know other people well can hinder children's social emotional development. So it is important to have early social emotional experiences for children, because children's behavior is formed from childhood or at an early age. Based on the results of observations and interviews with the authors during the study, it was found that there were several obstacles in developing the social and emotional aspects of early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency, namely the lack of guidance and attention from some parents, where the role of parents in the process fostering social and emotional development is enormous. Because children interact more often with parents. And this of course makes it difficult for Annisya Kindergarten, Mestong sub-district, Muaro Jambi Regency, to improve the social and emotional development of students. Then the influence of media such as television and mobile phones also has a big influence on the mindset and behavior of children.

The goal of an educational process is change. Based on the results of observations and interviews with the author, among the impacts in developing aspects of early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency, most students can interact properly and correctly, students feel happy in early childhood education activities, and students have aspects of social and emotional development that are Good. Based on the results of observations and interviews, it can be seen that most students have good social and emotional development. This is of course due to the application of teacher professionalism in developing social-emotional early childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency.

D.   Conclusion

Teacher Professionalism in Developing Social Emotional Early Childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency, has been carried out by the example set by the teacher in early childhood education, the teacher's attention to the development of students, giving advice on the social and emotional aspects of children and givingreward and punishment education so that it can develop social and emotional early childhood.

Obstacles faced by teachers in developing the social-emotional aspects of early childhood at Annisya Kindergarten, Mestong District, Muaro Jambi Regency include the lack of guidance and attention from some parents and the influence of media such as television and cellphones which causes the social emotional development of students to be a little underdeveloped .

The impact of developing the social-emotional aspects of early childhood in Annisya Kindergarten, Mestong District, Muaro Jambi Regency, namely that most students can interact properly and correctly, students feel happy in early childhood education activities and students have aspects of social development and good emotional.

Acknowledgement

The Head of Kindergarten to be able to give awards or appreciation to teachers who excel so that teachers have more motivation in pursuing and can apply professionalism in early childhood education. To teachers to always try to pay attention to aspects of the social and emotional development of students. To parents to always cooperate with teachers and try to pay attention to children's education.

References

Djam'an Satori and Aam Komariah.Qualitative Research Methodology. Bandung: PT Juvenile Rosdakarya, ALFABETA. 2011.

Habibi, MA. Muazar.Analysis of Early Childhood Needs.Yogyakarta: Deepublish. 2018.

Husamah,   et al. Introduction   Education.   Poor: Malang   Muhammadiyah University. 2019.

Sri Utaminingsih, et al.Improvement of Teacher Performance (Professional Demands for PAUD Teachers).South Tangerang: Pascal Books.

Implementation of Religious Character Education in Pertiwi Susukan Tk Sumbang District Banyumas District

Aulia Nur Azizah[1✉], Ellen Prima[1]

[1]*UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia*
✉ *email:* auliazizah8@gmail.com

Abstract: Education plays an important role for the progress of a nation. To elevate the nation's dignity, the greatest success can be obtained if character education is fostered from an early age. One of the most important values in strengthening character education is religious character education. Religious character is the same as religious activities that contain good values. Thus, religious character serves as the basis for creating other characters. The research objective was to determine the implementation of religious character education in Pertiwi Susukan Kindergarten, Sumbang District, Banyumas Regency. The research method used is descriptive qualitative with data collection methods obtained from observation, interviews, and documentation. Then the entire data was analyzed using the ideas put forward by Miles and Huberman, namely by data reduction, data presentation, and drawing conclusions. The results of the study show that there are three activities related to religious character education. First, daily activities, namely praying dhuha in congregation and giving activities before learning begins. Second, weekly activities namely memorizing short letters. Third, annual activities, namely commemoration of Islamic holidays such as the commemoration of the months of Muharram, Isra Mi'raj, and the month of Ramadan. In implementing these activities, the teachers use the method of habituation, exemplary, enforcing rules and cultivating morals. Based on several methods, according to the observations of researchers, the implementation of religious character education in Pertiwi Susukan Kindergarten has been going quite well. Students can take part in various activities related to religious character education with enthusiasm and order.
Keywords: Implementation; Character building; Religious Character

A. Introduction

Education in the digital era as it is now is very fast and progress, especially in the field of technology, can be enjoyed by many people. Not only adults can enjoy it but children can also enjoy it. Education is a process of changing behavior, adding knowledge and life experience so that students become mature both in thought and attitude. In line with this, Yusuf defines education as a step that can be used to improve the behavior of a person or group of people with the aim of maturing humans by guiding and training them through the teaching process (Adhari et al., 2021).

Education plays an important role for the progress of a nation. Through the educational process it will give birth to quality human beings who will determine the quality of a nation. Based on the 2003 National Education System Act in Chapter II Article 3 it is stated that "National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, has noble character, is

healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen." In this regard, for our country, of course, teaching related to religion has a very important role. In accordance with the history in Islam, the Prophet Muhammad SAW emphasized that the main purpose of education is to help humans to develop superior character (Majid & Andani, 2012).

Character education needs to be instilled as early as possible in children. Character can be interpreted as a person's behavior or attitude towards their environment so that they can determine how they will behave in front of other people according to the values of truth. Instilling character values really requires good interaction, one of which can be done by approaching students so that it is hoped that students can apply them both in the family, school and community environment. The environment is what will shape the personality of the child as a characteristic of the character he has. Starting from how children act, think, behave, and express their opinions will be greatly influenced by how the environment around them provides examples and feedback (Susilo & Ramadan, 2022).

In fact the environment around students certainly has a good impact and some also has a bad impact. One of the bad impacts that is rife is that children are not polite to parents and older people, do not care about others, utter dirty words that are far from ethics, and so on. These things are common sights that are almost certain to be found in today's digital era (Majid & Andani, 2012). To solve difficulties in the midst of the nation's many problems, character education is seen as an alternative strategy that can be done.

Based on the opinion of the Ministry of Education and Culture, there are at least three elements that can be developed in character education, namely the formation of character education that fosters awareness as a creature and servant of God Almighty, character education related to science and character education that fosters a sense of love and pride in being Indonesian. . Based on this, the formation of character itself contains various values including religious. In facing the changing times in this digital era, students really need a religious character that is embedded in them. With a religious character, it is hoped that students will have good behavior based on the provisions of the religion they adhere to.

Almost all educational institutions try to instill religious character in students. But between one educational institution and another educational institution certainly has different characteristics. Like the school that the researcher met, Pertiwi Susukan Kindergarten. To foster the religious character of students in Pertiwi Susukan Kindergarten there are several activities that can support the formation of students' religious character. Students are taught the value of religious character through habituation activities which are carried out repeatedly every morning which is called "Cheerful Morning". For example, there are scheduled habits such as praying together, memorizing short letters and so on. In addition to this habituation, before learning begins students are also trained to learn to spend.

The purpose of this study was to describe the implementation of religious character education in Pertiwi Susukan Kindergarten Sumbang District Banyumas Regency.

B.   Methods

The method used in this research is descriptive qualitative method. The researcher seeks to describe and describe information about the real situation that occurred at the research

location. The location used for research is Pertiwi Susukan Kindergarten which is located at Jalan Raya Lumbuayu, Susukan Village, RT 1 RW 1, Sumbang District, Banyumas Regency. In this study, the object of research was the religious character education of students at Pertiwi Susukan Kindergarten. While the subjects in this study were Mrs. Sutarsih, S.Pd. as the Principal and Ms. Titis Yulianti, S.Pd. as a teacher. In addition, Pertiwi Susukan Kindergarten students were also subjects in this study.

The techniques used in collecting data are observation, interviews, and documentation. Researchers use participant observation techniques where researchers will participate directly so that in this case researchers will be helped to find the data needed in research. The interview technique used by the researcher is a semi-structured interview technique. Semi-structured interviews can be carried out more freely than structured interview techniques. The interviewees can be asked for their thoughts and ideas in order to find problems more broadly and openly. As for the documentation technique in this study, it is used to perfect the data obtained from the results of observations and interviews that have been conducted by researchers.

The entire data that the researcher obtained was then analyzed using the idea put forward by Miles and Huberman that the action in analyzing qualitative data was carried out interactively and continuously until it was perfect until the data obtained was saturated. The activities in data analysis that researchers do are data reduction, data presentation, and drawing conclusions

C.   Results and Discussion

1.   Character building

Currently character education is a concept that is most widely discussed in the realm of education. In simple terms, Thomas Lickona explained that character education is a deliberate effort to help someone understand, focus, and practice the basic principles of ethics. According to Alfie Kohn's opinion quoted by Muchlas Samani and Hariyanto, character education can be interpreted specifically and can also be interpreted in general. In a special sense, character education refers to moral teaching that upholds certain values. If in a general sense, character education refers to any educational effort that takes place outside the academic field of school, especially those aimed at encouraging the growth of moral character in students (Samani & Hariyanto, 2020).

In contrast to Alfie Kohn, according to Albertus, character education is giving someone space and freedom to uphold values that are considered good, noble, and should be used as a standard of behavior. Meanwhile, according to Khan quoted by Rinja Efendi and Asih Ria Ningsih, character education is a series of actions carried out with conscious intention and planning to guide students towards good character (Efendi & Ria Ningsih, 2020).

Based on some of the opinions above, it can be concluded that character education is a conscious and planned effort to help students understand, pay attention to, and apply good ethical values so that they can be used as a reference in behaving.

2.   Religious Character

Religious comes from the basic word religion which comes from English, namely "religion" which means "religion or belief". According to the Ministry of National Education,

religion is defined as an attitude and behavior that adheres to the teachings of one's religion, is tolerant of other religious practices, and lives in harmony with adherents of other religions (Jannah, 2019). Religious is also interpreted as a person's attitude or behavior related to his religious beliefs and how that person lives his daily life in accordance with the teachings of his religion. So this religious character is a manifestation of one's faith in carrying out his religious teachings which are intended only for Allah SWT (Luthfiyah & Az Zafi, 2021).

Character is not something someone is born with, character exists and is formed through a learning process from the family, environment and school. If character development in students is built through Islamic education in schools and accompanied by good cooperation in the family environment, the student's character will become stronger.

A person with a religious personality always bases his decisions on the religion he adheres to. He made religion a guideline for life in every deed, thought, spoken word, obeying His commands and staying away from His prohibitions (Wiguna, 2014). Religious character can also be interpreted as a character possessed by a person so that it can reveal identity, characteristics, and moral identification. A person's religious character will be seen from his behavior and adherence to Islamic principles. In addition, referring to Asmaun's opinion quoted by Benny Prasetiya et al explaining that in order to achieve the goal of happiness in the world and the hereafter, a person must have a religious character that describes a variety of behaviors in the fields of faith, morals and worship. (Prasetiya et al., 2021).

3. Implementation of Religious Character Education at Pertiwi Susukan Kindergarten

Education is not only required to educate students to become intelligent human beings with high intellectuals, but also must be able to build a personality by having noble morals. Character education at the education unit level contributes to the development of a school culture which consists of values that guide behavior, customs, and daily routines that are adhered to by all educators and students. In Mulyasa's opinion, with character education it is hoped that students will be able to independently obtain new information, learn and apply it and uphold moral values and ethics so that they can be applied in everyday life (Mulyasa, 2018).

In instilling character education to students certainly requires the method applied. In the opinion of Benny Prasetiya, et al. there are four methods of character education, namely the method of habituation, exemplary, enforcement of rules, and instilling morals (Prasetiya et al., 2021). Several character education methods applied by teachers include :

a. *Habituation Method*

Method of habituation or conditioning is repeated behavior that is done with the intention to develop habits. In addition to helping students develop attitudes and behaviors as affective skills, this habituation method also helps students keep these skills growing in themselves. In carrying out this habituation, all school members must be involved in it.

Based on the results of observations, interviews, and documentation, the researchers carried out a form of habituation that was applied to students in Pertiwi Susukan Kindergarten, namely praying dhuha in congregation, giving activities, memorizing short letters, 5S activities, loving cleanliness, dressing neatly, coming to school on time, respecting each other. and love friends without distinguishing between one another.

The use of this method is in line with the theory explained by Moh Ahsanulkhaq, that in developing the religious character of students, especially in the context of developing children's character and personality, the habituation method is considered a method that is quite effective to apply. Through this method, students will be accustomed to carrying out activities related to religious character education every day (Ahsanulkhaq, 2019).

b. **Exemplary Method**

The exemplary or modeling method is trying to provide specific and direct examples in the form of actions that illustrate Islamic values both physically and spiritually. One of the key components in making changes is by exemplary. If at school a teacher acts as a model in setting an example, parents also act as a model in setting an example to students when they are at home.

Based on the results of observations, interviews, and documentation that the researchers did, the teacher's example greatly influenced the personal growth and development of students. The teachers at Pertiwi Susukan Kindergarten try to always set a good example or role model for students. As an example of what the teacher does, namely participating in various activities related to religious character education carried out by students. An example is that the teacher participates in the implementation of Duha prayers in congregation and spends together with students. So the role of a teacher will always be imitated and imitated by students. Therefore a teacher must be able to provide positive examples and not only in the form of words but must be accompanied by actions that the teacher himself does.

The use of this method is in line with the theory explained by Azizah Munawaroh, that the exemplary role of a teacher in the school environment is very important and can determine the success of student character education. Besides that, to facilitate the achievement of character education, schools can also work with parents of students. By collaborating with parents of students, character education will be easy to achieve the desired results (Munawaroh, 2019)

c. **Enforcement Methods**

Enforcement of rules in character education can train students to be disciplined. In this case, the teacher will usually apply a system of rewards and punishments. Awards or rewards are gifts given as an achievement for student achievement. Usually behavior that receives reinforcement through reward has a tendency to repeat itself at the next opportunity. Meanwhile, punishment will be given to atone for actions that violate the law, morals, and standards that apply at that time. The purpose of applying punishment is to help students learn from their mistakes by motivating them to develop ways of thinking and behaving to correct their previous mistakes.

Based on the results of observations, interviews, and documentation that the researchers did, giving rewards that were usually done by teachers at Pertiwi Susukan Kindergarten were giving added value and also giving educational gifts. Meanwhile, the provision of punishment is still in the form of words in the form of recommendations and orders. The use of this method is in line with the theory explained by Rosikum, that in the process of character education the method of enforcing rules is very important to apply to students. Rule enforcement needs to be enforced so that it can instill good behavior in children and can also be used as a monitoring tool. The essence of enforcing rules is setting clear limits on what students can and cannot do (Rosikum, 2018).

d.   *Moral Cultivation*

In Lickona's opinion, there are several components in instilling moral character education, namely moral knowledge, moral feelings, and moral actions. Based on the results of observations, interviews, and documentation that researchers carried out, the components in instilling moral character education applied by teachers in Pertiwi Susukan Kindergarten are first, moral knowledge where students will be given initial knowledge about character education, one of which is religious character. In this stage, the provision of knowledge about character values is integrated into the process of teaching and learning activities. The hope with teaching these character values is that they can instill good habits in students and the environment around students.

Second, moral feelings where students will be accustomed to carrying out the character values they have learned. In this stage, students begin to realize the importance of character values. Third, moral action, namely the peak stage of success after the instillation of moral knowledge and moral awareness. At this last stage, the hope is that after being instilled with moral knowledge and moral awareness students can and want to apply character values in everyday life. By implementing character values in everyday life, over time it will become good habituation for students.

The use of this method is in line with the theory explained by Rosikum, that in terms of character education it is very important to emphasize the experience or practice of students. Even so, character education is still needed but there must be more practice than direct teaching in theory (Rosikum, 2018).

From the results of observation, interviews, and documentation activities which were carried out from April 10 to May 8 2023. Researchers observed that the character education applied to students at Pertiwi Susukan Kindergarten consisted of three forms of activity, including :

a.   *Daily Activities*

This activity was carried out by students before recess, namely at 08.45 - 09.10 WIB. From the observations that the researchers made, the students had implemented religious character education through the habituation of Duha prayer in congregation well. This can be proven by the students not forgetting to always bring their own prayer equipment such as mukenas, prayer rugs, sarongs and caps. In addition, when it was time to perform Duha prayer, the students also rushed to the mosque and, with the guidance of the student teacher, took ablution water together.

Giving is a good and noble activity, so it is necessary to teach it to children as early as possible so that it can become a positive habit. Infaq activities are carried out by students every day, precisely before learning begins. For the implementation system, every morning students are taught to spend a minimum of two thousand rupiah which is collected from the teacher. Here the teacher will take student attendance as well as record students who donate.

The purpose of holding this donation activity is to train children to be diligent in giving alms by setting aside some of the pocket money given by their parents. From the results of the observations that the researchers made, the students had implemented religious character education, especially in giving activities properly. This activity can run well because the teachers have taught this habituation regularly so that they are used to it.

b.   *Weekly Activities*

Weekly activities related to students religious character education are carried out every Wednesday morning, namely short memorization activities. This activity is carried out before learning begins. The aim is to facilitate students in reading verses of the Qur'an and train students' memory.

c.   Annual Activities

Annual activities related to students' religious character education include the commemoration of the month of Muharram, Isra Mi'raj, and the month of Ramadan. For activities carried out in April-May, namely Ramadan activities. Ramadan activities such as the Lightning Islamic Boarding School which was held at Pertiwi Susukan Kindergarten lasted for 5 days, namely on 13-17 Ramadhan 1444 H. This activity was filled by teachers whose goal was to explore the abilities of the teachers. The purpose of carrying out this activity is to form students who have an Islamic personality and noble character.

According to the theory explained by Glock and R. Stark, there are five dimensions of religiosity in humans, namely the dimension of religious belief, the dimension of religious practice, the dimension of experience (religious feeling), the dimension of religious knowledge, and the dimension experience (religious effect) (Prasetiya et al., 2021). Based on this theory, the daily activities carried out by Pertiwi Susukan Kindergarten students have reached the dimension of religious practice and the dimension of experience. Dhuha prayer activities in congregation are included in the dimension of religious practice, namely by carrying out prayer services. Meanwhile, giving infaq is included in the experiential dimension by applying religious teachings in everyday life. For weekly activities carried out by Pertiwi Susukan Kindergarten students have reached the dimension of religious knowledge. Memorizing activities of short letters which are carried out by providing understanding and knowledge of the verses of the Al-Qur'an. In addition, this activity can also train students' memory. While the annual activities carried out by Pertiwi Susukan Kindergarten students, namely Islamic boarding schools, have reached the dimension of religious knowledge by deepening Islamic religious knowledge.

B.   Conclusion

From the results of the research above which discusses the implementation of religious character education at Pertiwi Susukan Kindergarten, it can be concluded that there are three activities related to religious character education including daily activities, weekly activities and annual activities. For daily activities, namely praying dhuha in congregation and giving activities before learning begins. Weekly activities, namely memorizing short letters and annual activities, namely activities commemorating Islamic holidays such as the commemoration of the month of Muharram, Isra Mi'raj, and Ramadhan. Researchers can conclude that through these various activities can shape and strengthen the personality of students with character with the first focus, namely on themselves, starting from the smallest things. Even so, the formation of student character certainly requires a relatively long time and cannot produce spontaneous results. Therefore, matters related to religious character education for students must always be trained and accustomed to students. By doing this, over time students will get used to it and they will immediately have their own initiative to do it without having to wait for someone to order it first. This grows in students because the teachers have

made it a habit from the start and set an example to always carry out activities related to students' religious character education on a regular basis.

As for implementing these activities, it certainly requires the method applied. Various character education methods applied by teachers in Pertiwi Susukan Kindergarten include habituation methods, exemplary, enforcement of rules and instilling morals. Based on several methods, according to the observations of researchers, the implementation of religious character education in Pertiwi Susukan Kindergarten has been going quite well. This shows that students at Pertiwi Susukan Kindergarten have been able to implement religious character education in the school environment.

References

Adhari, A., Purwaningsih, G. S., & Amaliah, P. N. (2021). *Pelaksanaan Pendidikan Karakter Di Sekolah Madrasah Ibtidaiyah Negeri (MIN) 1 Brebes*. 391–396.

Ahsanulkhaq, M. (2019). Membentuk Karakter Religius Peserta Didik Melalui Metode Pembiasaan. *Prakarsa Paedagogia*, *2*(1), 21–33.

Efendi, R., & Ria Ningsih, A. (2020). *Pendidikan Karakter di Sekolah*. CV. Penerbit Qiara Media.

Jannah, M. (2019). Metode dan Strategi Pembentukan Karakter Religius Yang Diterapkan Di SDTQ-T AN Najah Pondok Pesantren Cindai Alus Martapura. *Ilmiah Pendidikan Madrasah Ibtidaiyah*, *4*(1), 77–102.

Luthfiyah, R., & Az Zafi, A. (2021). Penanaman Nilai Karakter Religius Dalam Perspektif Pendidikan Islam Di Lingkungan Sekolah RA Hidayatus Syibyan Temulus. *Golden Age*, *5*(2), 513–526.

Majid, A., & Andani, D. (2012). *Pendidikan Karakter Perspektif Islam*. PT. Rosdakarya.

Mulyasa. (2018). *Manajemen Pendidikan Karakter*. PT. Bumi Aksara.

Munawaroh, A. (2019). Keteladanan Sebagai Metode Pendidikan Karakter. *Penelitian Pendidikan Islam*, *7*(2).

Prasetiya, B., Tobroni, Cholilly, Y. M., & Khozin. (2021). *Metode Pendidikan Karakter Religius Paling Efektif di Sekolah*. Academia Publication.

Rosikum. (2018). Peran Keluarga Dalam Implementasi Pendidikan Karakter Religius Anak. *Kependidikan*, *6*(2).

Samani, M., & Hariyanto. (2020). *Konsep dan Model Pendidikan Karakter*. PT. Remaja Rosdakarya.

Susilo, F., & Ramadan, Z. H. (2022). *Analisis Pendidikan Karakter Melalui Budaya Sekolah di Kelas 3 Madrasah Ibtidaiyah*. *6*(3), 1919–1929.

Wiguna, A. (2014). *Isu-isu Kontemporer Pendidikan Islam*. Deepublish.

Management of Dhuha Prayer Program in Shaping Children's Character at Diponegoro 12 Purwokerto Wetan Kindergarten

Indah Wulan Puspa Pujangga[1✉], Novi Mulyani[2]

[1]*Manajemen Pendidikan Islam, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia*
[2]*Pendidikan Islam Anak Usia Dini, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia*
✉ *email:* iwulan497@gmail.com

Abstract: The formation of children's character is considered very appropriate if carried out from an early age through various activities such as the Dhuha prayer program. This type of research used qualitative research. This research was conducted to describe the management activities of the Dhuha prayer program in shaping the character of children at Kindergarten Diponegoro 12 Purwokerto Wetan. Participants in the study were the headmaster of Kindergarten Diponegoro 12 Purwokerto Wetan, teachers, students and parents. The data was collected using interview, observation and documentation techniques. The collected data was then analyzed using the Miles and Huberman model data analysis technique which consisted of data reduction, data display and verification stages. The instruments used both for interviews and observations were field notes. The results of the study show that the management activities of the Dhuha prayer program in shaping children's character use 4 functions in management. The first is planning the Duha prayer program, the second is organizing the Duha prayer program, the third is carrying out the Duha prayer program, and the fourth is supervising the implementation of the Duha prayer program. The Dhuha prayer program at Kindergarten Diponegoro 12 Purwokerto Wetan has produced children with religious character, discipline, independence, respect for achievement, peace-loving, environmental and social care, responsibility, democracy and honesty.

Keywords: Management; Program; Character; Dhuha pray.

A.   Introduction

Management is the process of planning, organizing and using other organizational resources to achieve predetermined organizational goals. Etymologically management from the term to manage which means to organize. Management has three meanings: management becomes a process, management becomes a human collectivity, management becomes a science and art. Management is a function of achieving something through the activities of others and overseeing individual businesses to achieve common goals (Mahardika, 2021).

Management is the key to success in character education. Character building is carried out through the character education process implemented in various levels of education in Indonesia. There are 18 characters that must be developed in the education process, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, environmental care, social care, responsibility (Siregar, 2021).

Based on Law No. 20 of 2003 concerning the National Education System, where National Education can develop a potential or ability and shape the character and civilization of a

dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful, devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

However, in the world of education, the decline in character values and politeness has begun to be very ironic, such as students often argue, lie to teachers and parents, like not following the rules. This proves that the morals of the nation's children or politeness have faded. The purpose of national education is to form the ability and build the character and civilization of a dignified nation in order to educate the nation's life. Developing abilities and building character to educate the nation is intended to encourage the nation to have a strong character and morals that are not low (Samal, 2017).

Every parent wants every child to have good behavior and character. One of the things that can shape a person's character is by learning dhuha prayer activities. Many parents send their children to Islamic education such as schools that hold dhuha prayer programs. Through the dhuha prayer program, children will remember more about prayer time, be able to imitate prayer movements and memorize prayer readings from an early age (Yudabangsa, 2020). So that they are able to actualize the value of character values that will be a provision when they grow up if they continue to be trained and accustomed at home. The indicators of habituation are: reading prayers before and after doing activities, getting used to being patient, getting used to helping each other, getting used to protecting the environment, getting used to using a low voice when talking, getting used to discipline when queuing for wudhu turn and being able to recognize sunnah prayers (dhuha).

Early childhood education is a form of education implementation that focuses on laying the foundation for the direction of developmental growth, including moral and religious development, physical development (gross and fine motor), intelligence or cognitive (thinking and creative power), social emotional (attitudes and emotions), language and art, in accordance with the uniqueness and stages of development in accordance with the age group that children pass through at an early age (Mulyasa, 2014).

Diponegoro 12 Purwokerto Wetan Kindergarten has a mission that encourages children to have good character, which reads: "Students are able to apply Islamic values in everyday life, both in the family, in society, nation and state". Diponegoro 12 Purwokerto Wetan Kindergarten is an Islamic nuanced kindergarten and has a dhuha prayer activity program. This dhuha prayer program is good for shaping character in children, which the dhuha prayer program is also becoming a trend in various Islamic educational institutions in Indonesia, but what must be remembered is that not all kindergartens have a special dhuha prayer program, Diponegoro 12 Purwokerto Wetan Kindergarten is present as one of the kindergartens that has a dhuha prayer program.

B. Methods

The study used descriptive qualitative research methods. (Sugiyono, 2015). The purpose of qualitative research is to understand the role of dhuha prayer program management in shaping children's character at Diponegoro 12 Purwokerto Wetan Kindergarten in more depth. So that the results of the data obtained are in accordance with what is in the field without going

through engineering. In achieving this it is necessary to collect data through interviews, observation and documentation. So that the data obtained is data in the field. Observation activities were carried out by research with the object of dhuha prayer program management activities in shaping the character of children in Diponegoro 12 Purwokerto Wetan Kindergarten. In the observation process to be more accurate, researchers used participants involving 4 people, namely the head of the kindergarten, 2 teachers, students and parents. In accordance with the explanation above, descriptive qualitative research is research whose content describes a process or phenomenon. Therefore, the research results obtained cannot be symbolized or replaced in the form of numbers.

When the data was received, the researcher continued to analyze the data using the data analysis technique model from Miles and Huberman where the analysis stage was gradual from the start of data reduction, data presentation and conclusion drawing. Data reduction is carried out in order to scrap information that is relevant to the research problem. The data generated from the reduction is then presented in the form of descriptions, tables, charts or graphs and the like with the aim that researchers or readers can easily understand the results of the research. Finally, drawing conclusions aims to answer the formulation of research problems, get new findings that do not yet exist or answer the shortcomings of previous research. Thus, the importance of using data analysis techniques is to produce valid and credible data.

The research was conducted at a formal educational institution in East Purwokerto District, namely Diponegoro 12 Kindergarten which is located on DR. Soeparno Street No.20, Purwokerto Wetan, East Purwokerto District, Banyumas Regency for 1 month starting from January 2 to February 2, 2023. Researchers chose this location because it has a superior program in the form of dhuha prayer. Diponegoro 12 Purwokerto Wetan Kindergarten provides a place and time in implementing the dhuha prayer program. So that students can learn and foster good character in the dhiha prayer program.

C. Results and Discussion

Management is a series that is directed directly at using institutional resources effectively and efficiently in order to achieve institutional expectations. As an educational institution, Diponegoro 12 Purwokerto Wetan Kindergarten has planning, organizing, implementing and supervising the activities of the dhuha prayer program. Researchers will discuss the results of research findings containing how the role of management in Diponegoro 12 Purwokerto Wetan Kindergarten manages the activities of the dhuha prayer program.

1. Planning the Dhuha Prayer Program in Shaping Children's Character

Planning is a process of preparing a series of decisions to take action in the future directed towards achieving goals with optimal means. This planning concerns what will be done, when it will be done, by whom, where and how it will be done (Suharsini and Arikunto, 2012) Planning for the dhuha prayer program at Diponegoro 12 Purwokerto Wetan Kindergarten is discussed on the agenda of the work meeting every semester, before the learning process in the new semester is carried out. Planning for the dhuha prayer program in shaping children's character at Diponegoro 12 Purwokerto Wetan Kindergarten has been started since the vision and mission were established. This can be seen in the profile document of TK Diponegoro 12 Purwokerto Wetan about the vision and mission of TK Diponegoro 12 Purwokerto Wetan.

Tabel 1. Vision dan Mision TK Diponegoro 12 Purwokerto Wetan

Vision
"Forming children who are morally good, pious, intelligent, creative, independent who care about the environment, love the country and have a global outlook."
Mision
The mission of Diponegoro 12 Purwokerto Wetan Kindergarten, Banyumas Regency in realizing the Vision is carried out through play-learning activities and habituation both at home and at school in terms of: 1. Instilling piety to Allah SWT 2. Instilling religious and moral values 3. Cultivate intelligence 4. Fostering and developing creativity 5. Instilling independence 6. Instilling a sense of love for the country 7. Fostering concern for the environment 8. Developing children's insight into the world.

The expectations to be achieved by Diponegoro 12 Purwokerto Wetan Kindergarten are fully written in the profile document of Diponegoro 12 Purwokerto Wetan Kindergarten along with the background and foundation of the establishment of Diponegoro 12 Purwokerto Wetan Kindergarten vision and mission, concepts, facilities used in the learning process, and special programs held. The things contained in the document are fixed plans and serve as fixed policies and guidelines in preparing the next plan.

In addition to the fixed planning contained in the Diponegoro 12 Purwokerto Wetan Kindergarten profile document. Principals and teachers also have a working meeting agenda every semester, before the learning process in the new semester is implemented, to discuss the outline of the plan that will be implemented in the new semester. During the work meeting, the teachers determine the theme of learning for one semester and the activities of the dhuha prayer program that will be implemented as a plan to be used. Dhuha prayer program planning can be seen in the lesson plan as follows:

Tabel 2. Learning Implementation Plan
TK Diponegoro 12 Purwokerto Wetan 2022/2023

Learning Implementation Plan
TK Diponegoro 12 PURWOKERTO
KEC. PURWOKERTO TIMUR
 	
Group   : A
Day, Sunday   : Thursday / IV
Semester/Month : / January 2023
Year of Study   : 2022 / 2023
I.   Learning Expectations
    a.   Children can recognize hadith
    b.   Children can recognize obligatory prayers
    c.   Children can recognize sunnah prayers
    d.   Children recognize the books of Allah
    e.   Children can recognize and love Javanese culture
    f.   Children are active in physical and non-physical activities
    g.   Children can recognize various kinds of fruits
    h.   Children can develop their gross and fine motoric abilities

i.   Children can communicate well and have an opinion

j.   Children can develop independence and creativity

k.   The child can trace the picture well

l.   Children practice responsibility

m.   Children can recognize letters and early literacy

II.   Topic   : Plants

      Sub Topics : Fruit and vegetable crops

III.   Activities   :

a.   Line up (07.30 - 07.40)

b.   Opening Activity (07.40 - 08.20)

    1)   Habituation of singing Javanese songs (pitik walik jambul)

    2)   Greetings and prayer

    3)   Dhuha prayer practice

    4)   Child attendance

    5)   Making an agreement about play activities

c.   Core Activities (08.20 - 10.00)

    1)   Memorizing the prayer for leaving the house and the books of God

    2)   Discussion about various fruits and their benefits and imitating the writing of the words duku and pomegranate

    3)   Play activity

        a)   Tracing the fruit picture in the picture book

        b)   Coloring the fruit picture

        c)   Cutting out fruit-shaped paper and pasting it in a picture book

    4)   Break (09.00 - 09.30)

        a)   Wash hands

        b)   Pray before eating

        c)   Clean up the food

In planning the dhuha prayer program in shaping character is to include activities in the form of aspirations about the introduction of hadith, murojaah short suratan, selection of muadzin and imam then practice prayer and reading dhikr. The planning of the dhuha prayer program is carried out on Tuesdays and Thursdays in the classroom and in the prayer room. Participation in planning the dhuha prayer program in addition to teachers and principals, parents of students are also included.

Activity planning for the dhuha prayer program that has been made is then conveyed to the parents of students to the guardians of students through student guardian meetings. The hope of delivering this lesson plan to parents for students so that parents can understand and carry out their duties in accordance with the expectations of the program made by teachers and schoolpprincipals.

2.   Organizing the Dhuha Prayer Program in Shaping Children's Character

The organization of the dhuha prayer program is carried out between teachers by coordinating and cooperating with each other in planning, implementing, and supervising the program. Teachers also involve parents of students from the planning process, implementation, to supervision. Instructions and directions for implementing the dhuha prayer program are also given to parents as implementers of their children's dhuha prayer program at home through assignments in the form of direct practice at home. Activities and discussions in every planning, implementation and supervision process of the dhuha prayer program carried out by teachers, then submitted to the head of Diponegoro 12 Purwokerto Wetan Kindergarten at weekly

meetings as material for evaluating activities. So that in the implementation of the dhuha prayer program in shaping the character of Diponegoro 12 Purwokerto Wetan Kindergarten children, all teachers and employees are also mutually involved.

The implementation of the dhuha prayer program takes place in two places, namely in the Al Amin mushola and the classroom so that the teacher is directly involved in the process of the dhuha prayer program activities. As for some parents who are still waiting in the kindergarten to witness from outside the mosque. The head of Diponegoro 12 Purwokerto Wetan Kindergarten who is in charge of being responsible for the learning and teaching process at Diponegoro 12 Purwokerto Wetan Kindergarten is indirectly involved in the process of dhuha prayer program activities. The head of Diponegoro 12 Purwokerto Wetan Kindergarten is responsible for accompanying and observing the performance of class teachers in implementing the dhuha prayer program in shaping character. The implementation of organizing in this case must also be scheduled consistently, so that the kindergarten has a good organization.

Direct involvement in the dhuha prayer program process by four teachers, namely Mrs. Ati, Mrs. Linda, Mrs. Oki and Mrs. Ani. So the development of all students in the class, including the process of the dhuha prayer program in shaping children's character is the responsibility of the class teacher who is in charge of the class. organizing at Diponegoro 12 Purwokerto Wetan Kindergarten can already describe who should do what, who is in charge of entering into and communication channels for each member. Although in its application, task division discussions in the field often occur because it adjusts the situation.

3. **Implementation of the Dhuha Prayer Program in Shaping Children's Character**

The implementation of the dhuha prayer program in shaping children's character is carried out on Tuesdays and Thursdays. The dhuha prayer program in shaping character is carried out when teachers and students meet in one class or in the Al-Amin mosque. Class A and B students are grouped together so as not to take a long time and make it easier for children to mingle with each other.

Figure 1. Children Line Up Before Entering The Clasroom.

Figure 2. Take off your shoes and put them on the shoes rack.

In figure 1 and 2, it can be seen that before entering the classroom, students are prepared by lining up first led by one of the children, who leads the line voluntarily. After lining up in front of the class, the children put their shoes on the shoe rack provided by the school. When entering the class, the teacher says greetings first and then gives perception in the form of discussion, questions and answers or clapping during interaction such as sitting ready when the teacher tells a story and usually the children participate in answering questions given by the teacher. The results of the discussion are applied by giving good examples of how to apply these behaviors.

When teachers are accustomed to saying greetings and greeting students when they meet in the classroom, it becomes an example and a process of character building for children to get used to saying greetings and greeting others when they meet, so that they can actualize religious character values. Before joining the class, it was found that there were some students who had greeted their friends with each other. Some of the characters formed during the dhuha prayer activity process are practicing saying greetings when meeting, reading prayers before after doing activities, exploring children's thinking and understanding of simple questions, having courage when leading the line.

Figure 3. Implementation of dhuha prayer in the prayer room

In the practice of dhuha prayer, the teacher first offers children, especially boys, to become muadzin and prayer leader. After being selected, the children wear mukenah and sarong but this is conditional. In the implementation of dhuha prayer, children enthusiastically read the prayer readings together. The teacher accompanies and supervises children who still

cannot practice the prayer movements correctly and conditions the children during the dhuha prayer.

Figure 4. Implementation after dhuha prayer, dhikr together with the attitude of prayer

After the dhuha prayer is over, the children read dhikr together accompanied by the teacher on duty. The recitation of dhikr begins with a short suratan, namely An-Nass, Al-Kafirun, Al-Ikhlas, reading astagfirullah, reading dhikr asking for protection, reading tasbih, tahmid, takbir 33x, reading prayers for forgiveness to both parents, and finally reading the verse of the chair. After the dhikr is complete, the children return to their respective classes by positioning their silence. The activities in the dhuha prayer program are also recommended to be applied at the home of each student with the help of their parents. In addition to religious character in aspiration activities in the form of delivering material in advance about the hadith according to the theme is also a shaper of children's character. So that there are several actualizations of character values that occur due to the dhuha prayer program at Diponegoro 12 Purwokerto Kindergarten, namely religious, disciplined, creative, independent, democratic, respect for achievement, environmental care, social care and responsibilit.

Tabel 3. Children's Character Formed from Dhuha Prayer Program

No.	Character	Dhuha Prayer Program
1.	Religius	Saying and receiving greetings during the process of implementing the dhuha prayer program both at the start and after the activity is completed, praying for both parents, reading short suratans, dhikr together, practicing dhuha prayer, reading prayers after and before doing activities.
2.	Discipline	Implement the rules of listening to the teacher when talking, staying orderly when going in and out of class, wearing the predetermined uniform, getting used to putting shoes in the shoe cupboard when going into the classroom.
3.	Independent	Wearing his own mukenah and sarong, wearing his own shoes.
4.	Valuing achievement	Bidding to be the class line leader.
5.	Love of peace	Practicing manners when entering the teacher's room, knocking three times, opening and closing the door properly.

6.	Caring for the Environment	Dispose of garbage in its place, do not damage or deface the walls of the school or prayer room.
7.	Caring for Social	Helping a friend who has difficulty putting on a mukena and putting on shoes, helping the teacher carry luggage related to school.
8.	Responsibility	Practicing dhuha prayer earnestly, for those who are assigned as muadzin and imam carry out their duties happily without any coercion.
9.	Democracy	During the discussion, some children actively participated in answering questions given by the teacher.
10.	Honest	Children perform the prayer movements and recitations with honesty.

4. Supervision of Dhuha Prayer Program in Shaping Children's Character

Supervision of the dhuha prayer program in shaping character is carried out by all teachers by continuing to accompany their students in the beginning of activities in the morning until the completion of learning hours. The togetherness is a form of supervision as well as the responsibility of the teacher to his students both related to the rules for implementing the program that must be obeyed and the safety of his students while at school. Supervision of the dhuha prayer program is carried out by teachers by monitoring their students during the process of dhuha prayer program activities. Students who behave not in accordance with the rules and values that have been taught will be reminded by the teacher and given direction to be able to behave properly.

Supervision carried out by teachers related to the character building of their students, both when participating in program activities and when students play freely, will be submitted to the principal of Diponegoro 12 Purwokerto Wetan Kindergarten at weekly meetings as an evaluation of activities and guidance in making the next plan. Supervision is also carried out by monitoring the development of children at home through parents as the implementation of a character building. Teachers supervise student character building. Teachers supervise children's character building at home by asking students directly during the prayer program what tasks they do at home. In addition, teachers also ask the process of character building at home to parents, both through whatsapp and during the walimurid meeting. This supervision is also carried out as a basis for teachers in making student learning reports that will be distributed to parents at the end of each semester.

Tabel 4.Report Card for Dhuha Prayer Implementation

STUDENTS' DHUHA PRAYER REPORT

Bulan : …………………….. Tahun : ……………………………

Dengan mengucap nama Allah SWT saya :

Nama Lengkap   : ………………………………………

No. Absensi   : ………………………………………

Kelas   : ………………………………………

No	Senin	Selasa	Rabu	Kamis	Jumat	Sabtu
1						
2						
3						
4						

	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					
	21					
	22					
	23					
	24					
	25					
	26					
	27					
	28					
	29					
	30					

The results of learning implementation are described in the form of anecdotal texts of several aspects of student development including behavior, concentration, cognitive, language, emotions and socialization, gross motor, sensorial, practical life, mathematics, tahsin, and dhuha prayer. In the aspect of behavioral development, it describes how students' responsibility and leadership abilities when they become class captains, initiatives to do tasks and responsibilities without teacher orders, habits of sharing provisions. Emotional and socialization aspects describe how students interact with their friends both when in the room and outside the room, the ability to cooperate, the ability to share and take turns playing toys, solve problems with their playmates, and sensitivity to act according to the conditions around them.

Supervision of the dhuha prayer program is carried out by the Head of Diponegoro 12 Purwokerto Wetan Kindergarten by conducting periodic class visits. Reports on student development are also indirectly a form of supervision by the Head of Diponegoro 12 Purwokerto Wetan Kindergarten to the dhuha prayer program process by teachers. Supervision carried out by teachers in addition to conducting practical learning, teachers also ask students directly about what has been done at home related to character building that has been taught. In addition, it is strengthened by the assignment of character building in their respective homes. Teachers ask parents to provide guidance in the form of writing in the student guardian whatsapp group.

Supervision carried out by the head of kindergarten can be said to be one of the strategies to avoid deviations that occur, in this case, deviations in student behavior that are not in accordance with the program plan in shaping character. This strategy of avoiding deviation is one of the functions of supervision. The existence of coordination between teachers and parents of students in the process of the dhuha prayer program in shaping character to children makes it easier for teachers to detect more quickly if problems or deviations arise during implementation so that they are more easily resolved.

D.   Conclusion

Based on the results of the study, it can be concluded that the management of the dhuha prayer program in shaping children's character is a superior program at Diponegoro 12 Purwokerto Wetan Kindergarten which runs quite well. Each management function is carried out on target and effectively. In the dhuha prayer program at Diponegoro 12 Purwokerto Wetan Kindergarten, it has actualized the character value of children who have religious, disciplined, independent, respect for achievement, love peace, care for the environment and social, responsible, democratic and honest characters.

References

Abdul Hanan. Secrets of Sunnat Prayers; Complete and Practical Guidance, (Bandung: Pustaka Hidayah, 2009.

Abdul Majid, Dian Andayani. Character Education in an Islamic perspective. Bandung: Main Insa Cita, 2010.

Albertus and Doni Koesoema. Character Education Strategies for Educating Children in the Global Age. Jakarta: PT. Grasindo, 2010.

Andi Prastowo. Qualitative Research Methods in Research Design Perspective. Yogyakarta: Ar-Ruzz Media, 2011.

dministration and Management (Jakarta: Rineka Cipta, 2013).

Dharma Kesuma, Cepi Triatna, and Johar Permana. Character Education Strategies for Educating Children in the Global Age. Jakarta: Grasindo, 2010.

Dr. Husain Usman. Management Theory, Practice and Educational Research. Bumi Aksara. Jakarta: PT. Earth Literature, 2006.

George R Terry. Management Principles. Jakarta: PT. Earth Literature, 2018.

Hari Gunawan. Character Education Concept and Implementation. Bandung: Alphabet, 2012.

Muhammad Muslim Aziz. The pearl is called sunnah prayer. Surabaya: PT Mizan Publica, 2008.

Mulyasa. PAUD Management. Bandung: PT. Rosdakarya Youth, 2014.

Muwahid Shulhan and H. Soim. Education Management. Yogyakarta: Terrace, 2013.

Natalina Nilamsari. Understanding Document Studies in Qualitative Research. Discourse, Vol. XIII, No.2, 2014.

Sugiyono. Metode Penelitian Kuantitatif Kualitatitf dan R&D. Bandung: Alfabeta, 2016.

Sule Trisnawati dan Ernie. Pengantar Manajemen. Jakarta: Kencana, 2005.

Ubaid Ibnu Abdillah. Keutamaan dan Keistimewaan: Shalat Tahajud, Hajat, Istikharah dan Dhuha. Surabaya: Pustaka Media, 2009.

Undang-Undang, N0. 20, Tahun 2003. Tentang Sistem Pendidikan Nasional. Jakarta: Sinar Grafika, 2003.

Yahya Khan. Pendidikan Karakter Berbasis Potensi Diri: Mendongkrak Kualitas Pendidikan. Yogyakarta: Pelangi Publishing, 2010.

Sugiyono. Quantitative Qualitative Research Methods and R&D. Bandung: Alphabet, 2016.

Sule Trisnawati and Ernie. Introduction to Management. Jakarta: Kencana, 2005.

Ubaid Ibn Abdillah. Excellence and Privileges: Midnight Prayer, Hajat, Istikharah and Dhuha. Surabaya: Media Library, 2009.

Law, N0. 20, 2003. Concerning the National Education System. Jakarta: Sinar Graphics, 2003.

Yahya Khan. Self Potential-Based Character Education: Boosting the Quality of Education. Yogyakarta: Pelangi Publishing, 2010.

Philosophy of Early Childhood Education in Kindergarten Khalifah Purwokerto

Fahri Hidayat[1]

[1]*Faculty of Tarbiya dan and Teacher Trainning, UIN Prof. K.H. Saifuddin Zuhri, Indonesia*
✉ *email: fahrihidayat@uinsaizu.ac.id*

Abstract: This article examines the philosophy of early childhood education at Khalifah Kindergarten Purwokerto. The research method used was qualitative with a phenomenological approach. Data collection techniques used were observation, interviews, and documentation. The conclusion of this article shows that the educational philosophy of Khalifah Kindergarten Purwokerto is an ideological representation of the hijrah community, which carries the theme of "religious entrepreneurship". The construction of the educational philosophy of Khalifah Kindergarten Purwokerto is pragmatic-instrumental, emphasizing the religious-entrepreneurship. This construction is based on the religious interpretation of the Prophet and his companions' life. Most of them were entrepreneurs.
Keywords: educational philosophy; Khalifah Kindergarten; pragmatic-instrumental.

A.   Introduction

After the reformation, the educational institutions in Purwokerto were rapidly developed. It can be seen from the establishment many educational institutions from the early childhood, elementary, and middle level (Askuri and Kuiper: 2008). The development of educational institutions in Purwokerto aligns with the development of the religious community. Besides Community organizations like Muhammadiyah, Nahdlatul Ulama (NU), and Al Irsyad, it also has various relatively large religious communities (Burhani: 2017) such as Salafi, tarbiyah, and hijrah (Hashiim: 2008).

These community organizations have educational institutions at various levels (Hassan: 2012). The Salafi in Purwokerto has Islamic boarding schools and *kuttab*. The tarbiyah has integrated Islamic schools (Mahmudi: 2008), while the hijrah in Purwokerto has a school at the Early Childhood level, namely Khalifah Kindergarten.

Khalifah Kindergarten in Purwokerto is one of the kindergarten branches established in various cities in Indonesia. Khalifah Kindergarten is an Early Childhood Education level with a concept and educational strategy different from other kindergartens. Even it is also under the Office of Education and Culture. The Khalifah Kindergarten curriculum was developed independently by prioritizing existing specialties.

Kindergarten Khalifah is an ideological representation of the hijrah community in Purwokerto. This article will examine the educational philosophy developed by Khalifah Kindergarten Purwokerto from the concepts, vision, mission, and activities implemented in the kindergarten.

B.   Methods

This article uses a qualitative method with a phenomenological approach. Phenomenology attempts to describe a phenomenon as reality following the object's meaning. The phenomenological approach in this article is used to understand the construction of educational philosophy. It becomes the conceptual basis for developing the Khalifah Kindergarten in Purwokerto. For this reason, data was collected using observation, interview, and documentation techniques at the research site.

C.   Results and Discussion

Khalifah Kindergarten Purwokerto is an elementary preschool-level educational institution established in Purwokerto in 2013. The founder of Khalifah Kindergarten Purwokerto is Wahyu Adi Wijaya, a businessman and spiritual entrepreneur practitioner who often participates in Islamic activities. Khalifah Kindergarten builds on about 250 square meters of land in the middle of the Saphire Residence Housing Complex in Karangwangkal village, Kembaran District, Banyumas Regency. Saphire Residence Housing is a fairly exclusive housing in Purwokerto City.

Even though it was only founded in 2013, Khalifah Kindergarten Purwokerto is a franchise of Khalifah Kindergarten founded by Ippo Santoso, a national businessman who actively gives Islamic and entrepreneurship lectures in national seminars. Ippo Santoso established an elementary preschool educational institution called Khalifah Kindergarten in 2007 in Batam. The establishment of the Khalifah Kindergarten in Purwokerto fully adopted the Central Khalifah Kindergarten curriculum. Due to using a franchise system, the owner of the Kindergarten Khalifah Purwokerto is Wahyu Adi Wijaya.

Khalifah Kindergarten Purwokerto has a vision and mission as a guide in operationalizing education and learning and realizing its goals. The vision of Khalifah Kindergarten Purwokerto is "To become one of the favorite kindergartens and PGs in Indonesia, especially in Purwokerto City". Khalifah Kindergarten Purwokerto operates this kindergarten with a mission to achieve this vision: "Ensuring that children aspire to become Muslim entrepreneurs following the example of the Prophet Muhammad" (Documentation: 2021).

The meaning of *tauhid* is then constructed into a curriculum in Kindergarten Khalifah Purwokerto, translated into achievements and indicators (Documentation: 2021).

Table 1. The *Tauhid* Curriculum of Kindergarten Khalifah Purwokerto

	TAUHID	Achievement Indicator
1	Memorize surahs with a short verse	Students can memorize QS Al-Maun, QS Al-Quraisy, QS Al-Fiil, QS Al-Humazah, QS Al-Ashr, and QS Al-Qadr.
2	Memorize daily prayers	Students can memorize the prayer for closing *majelis*, the prayer before and after eating, the prayer for leaving the house, the prayer for removing and wearing clothes, the prayer for mirroring, the prayer for sneezing, the prayer before and after bathing, the prayer before and after waking up.
3	*Taharah* and prayer reading	a. Students can demonstrate and memorize prayer from ablution, *takbiratulihram*, to the final *tahiyat* and

		salam; b. students can practice and read the remembrance of the Duha prayer.
4	Hadith	Students can understand and memorize hadiths about charity, maintaining cleanliness, and smiling.
5	Memorize and understand *asmaulhusna*	Students can memorize *asmaulhusna*
6	Story	Students understand and can take inspiration from stories of the Prophet Muhammad, friends, famous figures, and moral stories.
7	Caliph's songs	Students can memorize and sing the song "I am the son of the caliph, the pillars of Islam and the pillars of faith".

In general, the *tauhid* curriculum in the Kindergarten of Khalifah Purwokerto is similar to Islamic religious education lessons. However, the emphasis on the hadiths about giving and the habit of praying the Duha prayer distinguishes the concept of *tauhid* in this kindergarten from PAI in general (Al-Hazimi: 2000). Duha prayer is taught not only as an ordinary ritual worship but also as a special worship to ease sustenance.

The Islamic education curriculum at Kindergarten Khalifah Purwokerto, which includes *tauhid* and entrepreneurship, is taught in an integrated and thematic manner. The themes taught are themes that display an Islamic orientation.

Table 2. Integrative-Thematic Curriculum of Kindergarten Khalifah Purwokerto

Class A	Class B
Ramadan is a month of blessings for worship and being an entrepreneur	Ramadan is a month of blessings to become entrepreneurs and worship
The school where I study and play is a gift from God	My school, where learning and playing is God's gift
I am a pious and independent servant of Allah and a creation of Allah	I am a pious and independent servant of Allah's creation
Livestock has many benefits are God's creation	Livestock many has benefits are God's creation
My family is polite, and helping each other is a gift from God	My family is polite, and helping each other is a gift from God
Recreation is a blessing for entertainment, and entrepreneurship is God's gift.	Recreation is a blessing for entertainment, and entrepreneurship is God's gift.
Water, air, and fires are the blessings and gifts of Allah's creation	Water, air, and fires are blessings and bounties of Allah
Vegetable plants are a blessing for the body and creation of Allah	Vegetable plants are a blessing for the body and creation of Allah
My food is good, and halal is a blessing for the body and creation of Allah.	My food is good, and halal is a blessing for the body and creation of Allah.
Television is one of the communication media that can damage my intelligence.	Internet technology is a means of communication, and entrepreneurial intelligence is God's gift.
The market is a means of buying and selling a means of coming sustenance from Allah.	A market is a place for buying and selling to seek God's sustenance.
Allah guides my dream of becoming an entrepreneur	Allah guides my dream of becoming an entrepreneur

The earth where I live is a place of worship and seeking God's sustenance	The earth where I live and worship seeks God's sustenance

These curriculum themes are taught to Kindergarten students at Khalifah Purwokerto with a thematic-integrative approach. As for the learning process, some values are integrated with these themes, namely tauhid, tauhid habituation, entrepreneur values, behavioral/social-emotional morals, skills, language and English lessons, cognitive (general knowledge and science), and physique.

The Duha prayer is one of the routine activities at the Khalifah Kindergarten in Purwokerto, which must be carried out together by teachers and students. This activity is carried out before students start learning activities in the morning (Observation: 2021). Duha prayer activities are obligatory because Duha prayer is considered worship that opens the doors of sustenance. After completing the Duha prayer activities, before the lesson begins, the students are accustomed to singing the songs typical of the Khalifah Kindergarten, one of which is the song "I am a businessman" (Interview: 2021)

Fatiyah Hasan Sulaiman stated four main characteristics of the pragmatic-instrumental philosophy of education according to the theory of M. Jawwad Ridla (Ridla: 1998). First, the perspective that does not separate theory, science, and practice. Second, the perspective to balance religion with general knowledge (*al-'ulūm-'aqliyah*). Third, the perspective that studying is an effort to earn sustenance. This third view is the original thought of Ibn Khaldun (Dajani: 2015), which distinguishes him from previous Muslim thinkers and philosophers, such as Al Ghazali, who positioned knowledge as part of seeking the hereafter.

The educational philosophy of Khalifah Kindergarten is categorized as a pragmatic-instrumental school because it is oriented towards entrepreneurship. The concept of entrepreneurship is a core value developed in the educational philosophy of Kindergarten Khalifah Purwokerto. The pragmatic-instrumental educational philosophy implemented in Khalifah Kindergarten can be seen through the educational objectives, curriculum, and learning process. The vision of Khalifah Kindergarten Purwokerto is "To become one of the favorite kindergartens and PGs in Indonesia, especially in Purwokerto City". Khalifah Kindergarten Purwokerto operates this kindergarten to achieve this vision: "Ensuring children aspire to become Muslim entrepreneurs following the example of the Prophet Muhammad".

The mission to ensure that children aspire to become Muslim entrepreneurs formulated by Khalifah Kindergarten Purwokerto is based on the religious interpretation that most of the Prophet Muhammad's companions and Prophet Muhammad are entrepreneurs. The founder of Kindergarten Khalifah Purwokerto, namely Nur Wahyu Adi Wijaya, is also an entrepreneur. The meaning of "Khalifah," which is the official name of kindergarten, is based on two things: first, from the mention of the caliph in QS Al-Baqarah verse 31 and second, from the position of caliph held by the four companions of the Prophet who continued the leadership of the Prophet. In the meaning of Kindergarten Khalifah Purwokerto, the substance of the caliph, is a leader who provides prosperity to the people he leads. In addition, early Islamic leaders with the title of caliph also worked as traders and business people before serving as caliphs.

In addition, the meaning of "khalifah" in the Kindergarten of Khalifah Purwokerto is based on the caliph being formulated in two keywords: *tauhid* and entrepreneurship. Tauhid as an orientation and entrepreneurship is a means to achieve this orientation optimally. The name

"khalifah" is taken from the terminology of the Al-Qur'an surah Al-Baqarah verse 31. Symbolically, the Khalifah Kindergarten institution poses as an educational institution that develops the ideology of Islamic education.

The philosophy of education developed by Kindergarten Khalifah Purwokerto emphasizes two main keywords, *tauhid* and entrepreneurship. The principles of *tauhid* that guide curriculum development in Kindergarten Khalifah Purwokerto are surah Luqman verses 13-20 which can be focused into eight aspects, namely not committing acts of shirk (*la tusyrik billah*); do good to both parents (*wa bil walidaini ihsana*); not being rude to both parents (*wa la taqul lahuma uffin*); perform prayers; not arrogant; humble; and knowledgeable. The eight aspects of *tauhid* are related to how easy for someone to get sustenance (Yuanda: 2020).

The act of shirk is considered as closing the door of sustenance. Likewise, other bad behaviors are obstacles to one's success. According to Ippho, when someone does good to their parents, God will give them life convenience, including financially.

Suppose you look at the world's orientation towards finance, independence, and usefulness. In that case, it is clear that the orientation towards pragmatic-instrumental (*aż-żarā'i'ī*) with the religious-entrepreneurship school, which, apart from teaching the value of *tauhid*, the classification of knowledge is not based on a religious-non-religious dichotomy, but rather looks at the pragmatic need to face real life (Dardiri: 2007).

The educational philosophy of Kindergarten Khalifah Purwokerto is reflected at a more operational level, namely the learning process. In the opening activities, learning included marching, reading pledges and prayers, singing songs, praying Duha together, and reading stories. Learning is carried out in the morning material activities according to the scheduled theme. In center activities, learning is more directed at educational games that stimulate students' physical and motor development. The closing cycle activities contain reflections and *murajaah* memorizing daily prayers (Documentation: 2021). The lyrics of the songs also clearly describe the vision and mission of the Khalifah Kindergarten Purwokerto, which wants to create Muslim entrepreneurs as personalities. One of the lyrics is

> *I am the caliph's student.*
>
> *Want to be Entrepreneur*
>
> *Diligent prayer, diligent recitation*
>
> *Every day, Duha prayer*
>
> *God willing, you can do it. God willing, you can do it.*

Learning *tauhid* in Kindergarten Khalifah Purwokerto has several indicators, namely mentioning the sentence of *tauhid*; telling the content of surah Al-Ikhlas; saying the obligatory attributes of Allah; mentioning some of Allah's creations; mentioning names of the Prophet of Allah; mentioning the miracles of the prophets and messengers of God; mention the names of the holy books and prophets given the holy book; believe qadha and qadar in the example of poor and rich; tells about the enormity of the Day of Judgment; mention some of the signs of the Day of Judgment; say monotheistic sentences; mentioning the obligation to pray five times a day; mentioning places of worship of Muslims and members of other religions in Indonesia; reciting the *azan* and *iqamah*; differentiate the *azan* and *iqamah*; cover intimate part (*awrat*);

mention the meaning of fasting; make a habit of fasting on Mondays and Thursdays; and mention the meaning of zakat and alms and practice it.

D. Conclusion

The philosophy of early childhood education at Khalifah Kindergarten Purwokerto represents the hijrah community's religious ideology. In the operational realm, the religious ideology of the hijrah community is thematic. Therefore, members of this community can come from various Islamic organizations and communities because the hijrah community is united in specific thematic themes.

The philosophy of early childhood education at Khalifah Kindergarten Purwokerto is a pragmatic-instrumental educational philosophy emphasizing religious entrepreneurship. Orientation on religious-entrepreneurship Kindergarten Khalifah is based on the religious interpretation that the Prophet's companions are entrepreneurs. Therefore, the construction of the educational philosophy of the Khalifah Kindergarten is oriented towards producing religious entrepreneurs.

References

Askuri and Kuiper, Joel Corneal. (2018). The Politics of Arabic Naming and Islamization in Java: Procesess of Hybridization and Purification. *Al Jāmi'ah: Journal of Islamic Studies* 56, no 1: 59-94. Doi: https://doi.org/10.14421/ajis.2018.561.59-94

Burhani, Ahmad Najib. (2017). Geertz Trichotomy of Abangan, Santri, and Priyayi: Controversy and Continuity. *Journal of Indonesian Islam* 11, no. 2 (2017): 329-349. doi: 10.15642/JIIS.2017.11.2.329-350

Dajani, Basma Ahmad Seki. (2015). The Ideal Education in Ibn Khaldun's Muqadimah. *Procedia: Social and Behavioral Science* 195 (2015): 308-312.

Dardiri, Achmad. (2007).Implikasi Pandangan Filsafat Pragmatisme Richard Rorty tentang Epistemologi dalam Bidang Pendidikan. *Jurnal Cakrawala Pendidikan* 2, no. 2 213-234. Doi: 10.21831/cp.v2i2.8559

Hashiim, Che N. (2008). Islamic Religious Curriculum in Muslim Countries: The Experiences of Indonesia and Malaysia. *Bulletin of Education and Research* 30, no. 1: 1-19.

Hassan, Noorhaidi. (2012). Education, Young Islamists and Integrated Islamic Schools in Indonesia. *Studia Islamika* 19, no. 1: 77-111. Doi: 10.15408/sdi.v19i1.370

Al-Hazimi, Khalid bin Hamid. (2000). *Ushul at-Tarbiyah al-Islamiyah.* Madinah: Dar al-'Alim.

Machmudi, Yon. (2008). The Emergence of New Santri in Indonesia. *Journal of Indonesian Islam* 2, no. 1: 69-102.

Ridla, Muhammad Jawad. (1998). *at-Tarbiyyah al-Islamiyyah: Tasa`ulat haula Jidaliyah al-Islam wal al-Hadatsah*. Oman: Darul Yazur.

Yuanda, Unang Wahidin, dan Ali Maulida. (2020). Peran Komunitas Pemuda Hijrah Jasinga dalam Membentuk Karakter Religius Pemuda di Desa Pamagersari Kecamatan Jasinga Kabupaten Bogor Tahun 2019/2020. *Prosiding Al Hidayah Pendidikan Agama Islam* 2, no. 2B: 80-92.

Parents' Perceptions of School Readiness of Children with Special Needs in Purwakarta Regency

Rika Purnamasari[1⊠], Syarifah Setiana Ardiati[2], Iis Uswatun Hasanah[3]

[1]STAI Dr.Khez.Muttaqien Purwakarta, Indonesia
[2]IAILM Suryalaya Tasikmalaya, Indonesia
[3]STAI Dr.Khez.Muttaqien Purwakarta, Indonesia

⊠ *email: rikapurnamasari057@gmail.com*

Abstract: The readiness of children with special needs to enter school depends on their physical and mental maturity in receiving learning at school. This study aimed to determine parents' perceptions of the readiness of children with special needs to enter school in Purwakarta Regency, determine what factors affect children's readiness to enter school and find out factors affecting parents' readiness to send children with special needs to school. The method in this study was qualitative with a descriptive type and data collection techniques using interviews, observation, and documentation. The analysis results indicate that children with special needs to enter school are seen in terms of their social, emotional, and moral readiness to enter social situations at school. The factors that affect the readiness of children with special needs are stimulation factors at pre-school age and the condition of parents' readiness to send children with special needs to school.
Keywords: Children with special needs, Perception, Parents

A. Introduction

Children with special needs require special handling due to physical and mental limitations, disorders, and birth abnormalities. According to Desieningrum (2016), children with special needs are those who have limitations in one or several abilities, both physical (such as being blind or deaf) and psychological (such as having autism or ADHD). When viewed from various angles, children with special needs have limitations and disorders at every level of development. In addition, children with special needs usually have disabilities and social and mental dysfunctions. Children with special needs have special characteristics that differ from those without always showing mental, emotional, or physical disabilities. According to the World Health Organization (WHO), the definition of each term is as follows: *Disability* is a limitation or lack of ability (resulting from an impairment) to display activities according to its rules or still within normal limits, usually used at the individual level. *Impairment* is a loss or abnormality in psychological terms or anatomical structure or function, usually used at the organ level. *Handicapping* is an individual's misfortune resulting from impairment or disability that limits or hinders the fulfilment of normal roles in the individual.

Due to the limitations of children with special needs, the involvement of parents as the first caregiver contributes a significant role in the early detection of children with special needs and as the main stimulant of their development. Parents are the most important and first educators for children. So that the success of parents in educating is greatly influenced by the role of parents in their success for their future. The role of parents is needed in the process of growing up a child (Amalina: 2022). Meanwhile, parents are the support system in the first education of children, from starting to provide affection to providing continuous developmental stimulation (Purnamasari et al., 2022). Parents are also a means of teaching children from birth and providing an experience for children's growth and development on an ongoing basis.

In an effort to prepare children with special needs to obtain their rights to obtain an equitable education for every Indonesian citizen, parents are required to monitor aspects of development and delays in their children through early detection from birth. In addition, parents must play an active role in preparing children with special needs to have readiness to enter school. The readiness of children with special needs to enter formal schools is the readiness of children to meet the demands of schools according to the elementary school level.

Gloria (Damayanti: 2020) explains 3 things that form the basis for children's considerations for entering school, namely (1) family values, which are values in life that are important to be firmly held by families including perceptions of academic and affective; (2) Financial condition, this is important because it is used as material for projecting financial plans owned by families in financing school fees to preparation for the next level; and (3) The character of the child, by understanding the potential and needs of the child at this time and possible future predictions.

School readiness is a systemic concept, not just a child's readiness to develop. The readiness of children to enter school is obtained from the process of several elements, namely children, families and schools (Boethel: 2004). Pandia in Damayanti (2023) explains the determinants of the success of institution-based education, namely: the suitability of the program with the learning environment, qualified teachers, good curriculum, the right teacher-student ratio, activities that are appropriate to developmental stages, warm interactions with children, and parental involvement. The elements of the child itself include age, physical, cognitive, religious, moral, and social-emotional development. The family element is the main support system and stimulant for the child's learning process so that it can develop all types of child development. In addition, schools are facilities that can accommodate children's needs to learn more broadly and in a structured manner. Therefore, school readiness includes (Centre for Community Child Health, 2008): (1) Children's readiness for school; (2) readiness of schools to accommodate children's learning needs; and (3) The capacity and commitment of families and communities to provide opportunities for children from an early age. Thus, the readiness of children with special needs to enter the school level is an interactive process or a set of relationships between the child, his family, the community environment and the school interact in a way that supports the process of physical, cognitive and social-emotional development of children with special needs.

According to the website of the Coordinating Ministry for Human Development and Culture, citing statistical data for 2021, the disability range for children aged 5–19 years is

3.3%. While the population at that age is 66.6 million people; thus, the number of children aged 5–19 years with disabilities ranges from 2,197,833. Meanwhile, data from the Ministry of Education and Culture for 2021 reveals that the participation of students in the extraordinary and inclusive school path is 269,398. Hence, the percentage of children with disabilities who receive formal education is only 12.26%.

Based on field data at two Special schools in Purwakarta, it indicates that there will be no student data at the extraordinary kindergarten level in 2022–2023. It implies that there is no preschool education process at that level due to parents' lack of interest and motivation in sending their children to the extraordinary kindergarten level. It is important to find out how parents feel about sending their children to school and to assess what factors affect the readiness of children with special needs and their parents to enter school.

Research by Mulyanti et al. (2023) states that most people with special needs children in Bungursari Purwakata Sub-district do not understand the essence of inclusive education and junior high school. Likewise, in line with research (Purwani, 2022; Wapiroh, 2023), most teachers and parents in several sub-districts in Purwakarta, namely Pondok Salam, Plered, and Tegal Waru sub-districts, do not fully understand education for children with special needs and inclusion education. Problems in another study, Mahabbati & Nurhayati (2017), ECCE institutions' ability to provide inclusive and early childhood education is still lacking. Only a few ECCE institutions provide inclusion education, while there are children with special needs who also need to get services.

Whereas the Government Regulation of the Republic of Indonesia Nomber 72 of 1991 article 6 paragraph 1 which regulates special education at the early childhood education level namely Special Kindergarten is a form of education unit for persons with disabilities aged three to six years as an effort to provide early service so that they obtain physical, mental, social and emotional readiness to be able to take part in the education program at Special Elementary Schools.

Departing from the data and the results of these initial observations, it is necessary to examine more deeply the readiness of children with special needs in entering school, as well as exploring parents' perceptions of the readiness of children with special needs to enter school, as well as what factors are obstacles for parents in preparing children with special needs to enter school.

B.   Methods

In this study, using descriptive qualitative research with data collection techniques through interviews, observations, and field notes. Data analysis was carried out by coding the results of interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others.

The population in this study were all parents of children with special needs who send their children to special schools in Purwakarta Regency. The research sample was 12 parents of students with special needs with the sample criteria being selected based on the type of special needs children in the Low Class Special schools. This criterion was chosen based on the consideration that parents of children with special needs with criteria for persons with

disabilities in the high category, namely severe deafness, severe autism and multiple disabilities.

C.   Results and Discussion

School readiness for children with special needs relates to the role of parents as the first stimulant in the child's learning process. In addition, the child's experience process is obtained from the family environment which continues to be carried out repeatedly so that it stimulates the development of children with special needs. Child readiness refers to the child's internal processes and the child's interaction with his environment. Therefore in this study, discussing the road map which focuses on the analysis of 3 subjects, namely children, parents, and the school/teacher.

Parents' perceptions of their children's readiness are important to analyze because, in reality, parents have an important role in considering including children with special needs at the school level. Based on the results of interviews with 12 parents of lower-grade students at Special School in Purwakarta, they agreed that the age of 7-8 years was the right age to send children with special needs to school. It is in line with the results of these observations and the Minister of Education and Culture regulation regarding new student admission regulations, which require prospective students to be at least seven or at least 6.5 years old by attaching a letter of recommendation from a professional psychologist.

The parents believe that Special school is a suitable environment to develop the talents of children with special needs. In addition, Special Schools were chosen because children with special needs require special handling in the communication and learning process, considering the background of children with special needs with severe category limitations, severe deafness, autism with heavy categories, and multiple limitations. Eight parents agree that the age of seven years old is ideal for entering children into special schools. While the four parents argued differently, they know the ideal age for children to enter school with normal or non-disabled categories is seven years old, according to government regulations. However, they argued that the age of eight years is the ideal age for children to enter school because, under the age of eight years, children do not want to interact more widely socially, such as interaction at school. Thus, it is concluded that parents know the ideal age for children to enter school. Moreover, due to the obstacles and limitations experienced by their children, they allow parents to enter their children more slowly, namely at the age of eight years, with certain considerations, one of which is the child's unreadiness for social development.

Meanwhile, if seen from the perceptions of teachers at Special schools on the readiness of children with special needs, this can be interpreted from several aspects of child development, the readiness of parents, and the readiness of teachers to facilitate children with special needs for school. Based on the results of interviews with 8 class teachers at special schools, it was stated that children's readiness includes the development of developmental elements, namely physical motor, religious and moral values, social and emotional children. Meanwhile, according to 4 other teachers, the readiness of children to enter school is seen from the aspect of social interaction with other people so that they are ready to accept learning in class. Social skills that must be possessed by children with special needs at least

have independence, courage, responsibility, and the ability to adapt to the surrounding environment.

In addition, 2 of the teachers added that the readiness of children with special needs included self-confidence in displaying talents or interests/hobbies that stood out so that these talents could motivate children with special needs to have confidence and courage in adapting to the school environment. Talents and hobbies of children with special needs are detected through interviews with parents so that teachers can find out the hobbies and interests of these children.

Thus, all aspects of development form the basis of a child's readiness to participate in the learning process at school. 4 teachers have different opinions from 3 other teachers who think that a child's readiness is not only determined by his development but also influenced by the ability of parents to detect early a child's disorder or disability. They argue that early detection by parents influences the pattern of child development, because with early detection by parents, it will determine what stimulation is suitable for children with special needs. A teacher will provide services in the form of stimulation and treatment according to the unique characteristics needed by children with special needs. Furthermore, the 3 teachers stated that the form of teacher service to help each child to achieve their optimal development potential is to study information from parents as the first educators at home as well as references to judgment from doctors and psychologists. In other words, teachers are prepared to have special skills such as therapy skills and also have good patience (Dewi: 2023). This is an integration of readiness between educators and students in carrying out the process of educational services for children with special needs.

In line with what was stated by Boethel (2004) that one of the factors that influence children's school readiness is the process of development and interaction between children and the smallest environment such as the nuclear family, home environment, and place of residence.

On the other hand, according to the results of interviews with 12 parents who have children with special needs said that early detection is the first step to provide stimulation in providing experiences and children's learning processes. However, 7 of them experienced delays in the process of detecting their children's disorders and limitations. So that the process of late detection hinders the development of children in the future. 5 Parents argue that early detection is carried out early by parents so as to allow good stimulation for children such as taking them to a psychologist to do IQ and mental testing of children. Some parents understand the importance of taking their child to a doctor or psychologist to obtain valid information about their child's special needs. From the expert's statement, it is possible to provide interventions in the form of special stimulation in stimulating the development of children with special needs so that they develop more effectively.

Meanwhile, some parents do not know how important it is to have their child examined by a doctor or psychologist when a child's physical or mental disorder or limitations have been detected. They only rely on their senses to detect visible limitations in children. Parents stated that children with special needs did not enter the pre-school level because they were worried that children would be unprepared for learning. In fact, according to Pandia, (Damayanti 2020) explained the importance of education at an early age because early age is a very valuable golden age. At an early age, especially before the age of 5, the human brain

continues to develop. Children have potential, but it is the environment that plays a major role in developing children's positive attitudes, personality and abilities. . A conducive home environment and early school experience will benefit children's intellectual development. Positive early experiences during the early period can completely change the way a child develops. Early education makes children socially, motivationally and cognitively ready to face life outside the home and formal education. In addition, based on the results of interviews with parents, 8 parents stated that they did not prepare their children to enter pre-school age due to confusion in finding schools that were suitable for children with special needs. This is due to the limited knowledge of parents in finding kindergartens for children with special needs. Meanwhile, 4 parents stated that they had the knowledge to send their children to inclusive schools, but many obstacles were experienced by parents to send their children to inclusive schools. Based on the results of interviews with their parents, they have limitations in traveling quite a long distance to reach inclusive schools. Then, parents think that entering an inclusive school requires expensive fees. In addition, 2 parents of students stated that kindergarten schools in Purwakarta were not fully ready to accept children with special needs. The unpreparedness in question includes infrastructure and limitations of human resources. Therefore, all parents agree to send their children to special schools.

School readiness of children with special needs is influenced by parents' readiness to send their children to school, such as aspects that affect school readiness, namely socioeconomic status often interacts with race or ethnicity, children's health, characteristics of family background, especially mother's education, single parent status, and mental health. home and community environment, including risk factors and factors related to illiteracy, and participation in some types of preschool programs. In line with Pandita (Damayanti, 2022) Readiness to send children to school is influenced by social and economic factors. In addition, there are factors that support or hinder the process of preparing children for school, both from individuals, families or communities.

From the above opinion, compared with the results of interviews with parents of students who send children with special needs to school, it is from a financial and economic perspective. They argue that sending children with special needs to school requires a relatively high fee compared to other regular children. The costs incurred to accommodate children with special needs are considered to be more burdensome, because the distance between school and residence is relatively far, which allows for swelling in terms of transportation costs. Besides that, special facilities for children with disabilities require extra costs in learning and learning activities.

Based on the results of interviews on the readiness of parents to send children with special needs to special schools including the physical and mental readiness of parents. Mental readiness is important for parents' readiness, because parents will have to be prepared with various consequences in sending their children to special schools. Parents must be prepared to accept the negative stigma attached to children in society. Parents must be prepared to accept the negative stigma attached to children with special needs in society. In addition, the mental readiness of parents of children with special needs must be able to work together with the school in guiding the development of the child's learning process. In line with this, according to Karwono & Mularsih (2017: 14) suggests that "readiness is an individual condition that allows them to learn". According to Slameto (2015: 113) indicators

of learning readiness are "physical conditions, mental conditions, emotional conditions, needs (motivation) and knowledge.

Thus the readiness of parents to send their children with special needs to school has dimensions from various perspectives. The first examines the condition of the readiness of children with special needs both in terms of physical, motor, social, emotional, values, morals, and cognitive readiness to study in special schools. On the other hand, the readiness of parents includes mental readiness in guiding and directing their children to study at school and at home. Mental readiness of parents to socialize and adapt to their children's learning environment both at school and in the neighborhood. In line with this, Romadhon (2020) states that parents must accept the situation of children with special needs because children are a gift from the Almighty. Based on the results of interviews and observations, some parents have not fully accepted the condition of their children who have special needs. They think that their child is just experiencing developmental delays. However, 70% of them parents have full awareness of their children's limitations.

In addition, based on the results of interviews and observations it was found that parents' readiness was influenced by several factors, namely knowledge of understanding the types of schools for children with special needs, knowledge of how to check children with special needs to doctors and psychology, knowledge of early detection of the development of children with special needs, knowledge of the importance of providing special handling and stimulation for early childhood. The next factor is the awareness of parents to understand the importance of education for children with special needs. In addition, financial readiness factors were also found in sending children with special needs to school.

D.   Conclusion

School readiness for Children with Special Needs refers to the readiness needed by children to enter elementary school / Special schools by referring to the competencies needed to support children's success in learning at school. The reference for the readiness of children with special needs to enter school is based on the demands of physical and motor development, cognitive development, and social-emotional readiness for learning at school. The perception of parents in children's readiness for school is not only looking at children from their ideal developmental tasks. However, it is also influenced by parents' readiness to send children with special needs. In addition, three main things considered ready to enter school parents include family values, financial conditions, and children's character to meet the needs of children with special needs to have school readiness.

References

Aini Mahabbati, Nur Hayati, A. N. C. dan A. S. F. (2017). Program Pelatihan dan Workshop Kesiapan Implementasi PAUD Inklusif Untuk pendidik PAUD. Jurnal Penelitian Ilmu Pendidikan, 10(2), 161–168.

Belajar. Depok: PT Rajagrafindo persada.

Boethel.   (2004). Readiness: School,   Family   and   Community   Connections. http://www.sedl.org/connections/ resources/readiness-synthesis.pdf

Centre for Community Child Health. (2008).

Damayaniti, Eka, dkk. (2022). Kesiapan anak Masuk Sekolah Dasar (Tinjauan Psikologi Perkembangan dan Pendidikan*). KHIDMAH: Jurnal Pengabdian kepada Masyarakat, 2(1), 58-73 Vol. 2, No. 1, Januari2022.*

Desiningrum, Dinie. (2016). Psikologi Anak Berkebutuhan Khusus. Yogyakarta: Psikosain.

Dewi, Rima, dkk. (2023). Kesiapan Tenaga Pendidik dalam Penanganan Anak Berkebutuhan Khusus di PAUD AKSARA: *Jurnal Ilmu Pendidikan Nonformal P-ISSN 2407-8018 E-ISSN 2721-7310 DOI prefix 10.37905 Volume 9 (02) May 2023.*

Indriyani, Mulyanti. (2023). Community Knowledge and Understanding Of Children With Special Needs In Inclucive Education at Cibungur Village. *International Journal Of Early Chilhood Community Learning Vol 1. 2023.*

Karwono, Mularsih. (2017*). Belajar dan Pembelajaran serta Pemanfaatan Sumber* Keenam. Jakarta: PT Rineka Cipta.

Kementrian Kordinator Bidang Pembangunan Manusia dan Kebudayaan. https://www.kemenkopmk.go.id/index.php/bidang/disabilitas-lansia

Peraturan pemerintah Republik Indonesia Nomber 72 Tahun 1991.

Purnamasari, Rika dkk. (2022). Peran Nuclear family Support System Terhadap Pendidikan Anak. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah 6 (3), 512-519.*

Purwani, Anissa & Purnamasari, Rika. (2022).Socialization Of Education In Education Early Chilhood Education Institutions. *International Conference of Early Childhood Education in Multiperspectives Hal 413-419.*

Rizka, Syifa Amalina (2022) *Kesiapan orang tua dalam menyekolahkan anak berkebutuhan khusus ke Sekolah Luar Biasa : Penelitian di MI PUI Cicalung. Skripsi UIN Sunan Gunung Djati Bandung.*

Romadhon, Muhammad dan Supena, Asep. (2020). Persepsi orang tua terhadap Anak Berkebutuhan Khusus (Deskriptif Kuantitatif di SLB Filial Bekasi). *Jurnal Elementaria Edukasia Vol 3 No 2.*

Slameto. (2015). *Belajar dan faktor-faktor yang mempengaruhinya*. Cetakan

Wapiroh, Wini, dkk. (2023). Understanding of PAUD Teacher on Inclusion Education in Pondoksalam District, Purwakarta District. *International Journal Of Early Chilhood Community Learning Vol 1. 2023.*

Wardhani, Kusuma. (2012). Persepsi dan Kesiapan Mengajar Mahasiswa Guru Terhadap Anak Berkebutuhan Khusus dalam Konteks Sekolah Inklusi. Scholaria: *Jurnal Pendidikan dan Kebudayaan, Vol. 10 No. 2, Mei 2020: 152-161.*

Implementation of Religious Character Formation in Early Children Through The Culture Of Islamic Life in RA Diponegoro Sanguwatang

Puji Ifatul Khikmah[1], Ali Muhdi[1]

[1] *FTIK, UIN Prof K.H Saifuddin Zuhri, Purwokerto, Indonesia*
✉ *email: pujiifatulk20@gmail.com*

Abstract: Religious character is a human attitude that lives life based on the teachings of his religion. With the formation of character in humans, it will become a special strength for the Indonesian people in this era of globalization and the swift flow of foreign culture. To be able to realize humans who behave and have good morals, it is important to form character from an early age. This can be done through an Islamic culture of life that is applied in everyday life at school. This study aims to find out how the implementation of the formation of religious character in early childhood through an Islamic culture of life at RA Diponegoro Sanguwatang. Data collection techniques used are interviews, observation and documentation. The results of this study indicate that the religious character of early childhood which is formed from an Islamic culture of life is increased discipline, responsibility and awareness of children in good behavior and carrying out their worship as Muslims.
Keywords: religious character, early childhood, Islamic culture

A. INTRODUCTION

In the current era of globalization, we cannot avoid its arrival, this is caused by the increasingly advanced science and technology, which has led to the rapid development of information and communication technology so that everything with various forms or interests spreads so quickly to all corners of the world. At this time human activity has no limited reach, everything can be accessed through social media by both adults, teenagers and even children. So that the progress of this era of globalization apart from having a positive impact also has a negative impact on human survival, including declining moral quality, westernized lifestyles, eroding local culture and individualism behavior which causes humans to only think about their own desires and forget their essence as human beings. social and religious obligations so as to create a distance between humans and God (Saodah, 2020).

The ongoing era of globalization at this time has a major influence on the moral behavior of the nation's children, if faith and piety are not embedded, individuals will easily be carried away by the swift currents of foreign culture. This is a challenge in itself for education in Indonesia, to be able to create a quality future generation that requires strength from within so that it can eradicate the negative impacts that befall human survival. By forming character in children will increase strength from within. This was also stated by Marcus Tulius Cicero (106-43) who said that "the welfare of the nation begins with the strong character of its citizens then emphasized again by Arnold Toynbee who is a renowned historian, he said that "of the twenty-one world civilizations that can be recorded, nine twelve were destroyed not because of conquest from the outside, but because of moral decay from within" this statement means that it is important to shape and instill character in children so that they have a foundation for

themselves so that they are able to have strength from within and are able to minimize any deviations that occur in their childhood. in the future due to various external influences. In the National Education System Law No. 20/2003 paragraph 1 states that early childhood education is a level of education in which there are children between the ages of 0-6 years, they receive stimulation during education which is intended as an effort to stimulate development both from within nor outside (Saptono, 2011).

In the National Education System Law No. 20/2003 paragraph 1 states that early childhood education is a level of education in which there are children between the ages of 0-6 years, they receive stimulation during education which is intended as an effort to stimulate good development from within. nor outside. Early childhood education has a major influence on the process of character formation, because it is at an early age that children will be more easily directed and shaped to become human beings who have faith, piety and moral ethics. Al Ghazali said that early childhood is like a blank slate that is still white so that it is able to accept all forms of teachings directed at it. To overcome the weakness of the character of a nation, it is hoped that education here is not only limited to the transfer of knowledge (sharing knowledge and providing understanding) but school institutions here must also be able to carry out learning that is centered on value-oriented enterprise (values) both moral, social, culture and customs as prevention in dealing with moral, spiritual degradation and individualism behavior, so that it is not easily broken by the bits of bad things that will hit it (Khuluqo, 2015).

Thus at this early age moment it can be used optimally for teachers, schools, parents and families to be able to provide stimulation, education and also religious knowledge so that children have character, especially religious character so that they are able to live life according to the rules of their religion. To be able to realize this, it is necessary to implement religious activities starting from small things. Religious activities will also be easier when carried out in groups, because in essence humans are social beings who cannot live alone, need other people to relate to one another, one of which is at school. Through an Islamic culture of life that is carried out in schools, children will live always guided by the rules of the Islamic religion so that they can achieve their real life goals, namely the welfare of the world and the hereafter (Muhammad Fadhillah, 2013).

RA Diponegoro Sanguwatang is an institution that applies an Islamic culture of life to shape the religious character of early childhood. This is one of the institutions' responses in dealing with the decline in the ethics and morals of children in this era of globalization. Based on the results of the researcher's preliminary observations, there are several Islamic living cultures that are carried out at RA Diponegoro Sanguwatang, such as 5S habituation (smile, greet, greeting, polite, polite), forgiving behavior when returning from school, praying dhuha in congregation, praying and other religious activities. Thus the researcher is interested in examining more deeply how "Implementation of the Formation of Religious Character in Early Childhood Through Islamic Culture of Life at RA Diponegoro Sanguwatang."

B.   METHODS

In this study, the researcher used a type of field research (Field Research), namely research carried out directly in the field with the aim of collecting data. This research is classified as a qualitative descriptive research (arikunto, 2013). In short, qualitative research is a research process that produces descriptive data in the form of words, whether written or spoken, from people and behavior that can be observed (murdiyanto, 2020). To be able to

obtain valid data, researchers used several techniques, namely observation, interviews and documentation.

This research was carried out at RA Diponegoro Sanguwatang, Karangjambu sub-district, Purbalingga district. Sources of data were obtained from school principals, teachers, students and guardians of students. The data analysis technique used in this study included the three activities proposed by Milles and Huberman, including data reduction, data presentation and data verification. To obtain valid data, the researcher tested the validity of the data through triangulation with sources and triangulation with methods by comparing and checking back the degree of trust in information obtained through time and tools. Patton also explained again that there are two strategies for triangulation with this method, namely checking the degree of trust in research findings from several data collection techniques and checking the degree of trust of several data sources using the same method.

C. RESULT AND DISCUSSION

1. Budaya Hidup Islami Di RA Diponegoro Sanguwatang

According to Dewantara in Kusherdiyana, culture in terminology has the same meaning as culture where this culture is the result of human culture or an effort of a group of people who have the goal of preserving and advancing their minds, minds and souls. Meanwhile, associative culture has the meaning that is a conscious effort to improve the quality and quantity of culture in human life (Kusherdiyana). According to Gezalba in Aji Luqman Panji et al, argued about how Islamic education can be called the inheritor of values and culture. In terms of identity, in essence, education, seen from a socio-cultural view of Muslims, is the acculturation of groups of individuals that are much needed among other necessities of life, even though initially education emerged and developed from the groups of individuals themselves. According to Tafsir 1992 in Aji Luqman Panji et al that there are three dimensions that contain Islamic ideal values and serve as the basis for the process of Islamic education, namely (1) dimensions that contain values that improve the welfare of human life, (2) dimensions that contain values that encourage people to try hard to achieve happiness in the hereafter, (3) a dimension that contains values that can combine worldly and spiritual interests. These dimensions are the goals of Islamic ideals which should be the main basis for the process of Islamic education. So the dimensions of these Islamic values will lead to cohesiveness of life in this world and the hereafter (Aji Luqman Panji, 2023).

From this definition it can be said that the Islamic culture of life implemented in this school is the values of Islamic teachings as a way of life or the basis for carrying out various activities at school. So that in carrying out their activities this group of people has its own rules, or habits related to religious activities which are carried out continuously and consistently (Imawati, 2021).

In implementing this Islamic culture of life, it must be managed properly with clear planning so that what is the goal of the school can be achieved, especially in improving the quality of Islamic education. In schools, children are directed to be able to accept traditional school norms such as speaking in polite language, behaving politely, maintaining personal hygiene and the school environment and being able to be disciplined and obedient to the norms that exist in school (Imawati, 2021).

In the findings of the authors in the research that in forming the religious character of early childhood through this Islamic culture of life, RA Diponegoro Sanguwatang has an Islamic life culture plan that is adapted to the vision, mission and goals of the school, namely

in the form of introducing noble behavior, building an Islamic culture of life through religious routines carried out daily and annually as well as maximizing the implementation of an Islamic culture of life with the existence of infrastructure to support the implementation of an Islamic culture of life in schools such as the presence of reading corners, Islamic symbols and Islamic art tools (tambourines).

a.   *Islamic culture of life planning*

Planning is the initial activity carried out so that what is the goal can be carried out properly. Likewise RA Diponegoro Sanguwatang to form religious character in early childhood has a plan in implementing an Islamic culture of life. (1) introduction of noble behavior such as 5S culture (smile, greet, greet, polite, polite), honest, love each other, forgive each other, help each other, respect each other and maintain cleanliness. (2) building an Islamic culture of life through religious routines that are carried out daily and annually such as reciting iqro, morning qur'an, pearls of hadith, daily prayers, dressing to cover genitals, saying Thoyyibah sentences introducing aqidah, dhuha prayers in congregation, Asmaul Husna, stories Islami, Friday Amaliyah and the introduction of NU materials besides annual activities in the form of commemoration of Islamic holidays and pilgrimage rituals. (3) providing infrastructure for Islamic living culture such as reading corners, Islamic symbols and Islamic art tools (tambourines).

In forming religious character through Islamic culture, the teacher uses guidance, exemplary and habituation methods. At first the teacher gives an understanding to children about the benefits of activities carried out daily, then applies them in daily habits.

b.   *Implementation of Islamic culture of life*

Menurut Deal and Peterson yang dikutip oleh Muhaimin dalam Maidha Raudhatinur bahwa nilai dalam budaya sekolah islami ini erat kaitannya dengan perilaku, tradisi, kebiasaan dan simbol-simbol budaya.

In essence, humans have the ability to behave well. This behavior is an important thing that is carried out in schools, how schools apply morals or religious teachings so that they can form human beings who are obedient in religion. In the results of the research the researchers found that in introducing this noble behavior the teacher introduced it through direct daily habits. With the introduction of this behavior, it is able to raise awareness of children to behave well. this is in accordance with the observations and interviews of researchers that children always behave politely such as shaking hands and greeting the teacher while at school. Be honest by directly returning something borrowed. forgive each other when someone makes a mistake, love each other and don't discriminate between friends when playing. In maintaining the cleanliness of the children, they are also able to carry out, namely throwing garbage in its place after eating snacks.

This tradition also has a role in shaping children's behavior. With the existence of traditions that are usually carried out in schools, indirectly the school members will follow the existing traditions without any further explanation. The tradition carried out in this school leads to positive activities. In the results of the research the researchers found that the tradition carried out at RA Diponegoro Sanguwatang was in the form of commemorating Islamic holidays, such as commemorating the birthday of the Prophet Muhammad, Isro Miroj, Islamic boarding schools, taaruf parades welcoming the month of Ramadan, commemorating the Islamic new year, introducing NU-ness and pray on Friday.

The agreed religious values are then carried out by all school members in daily habituation activities in the form of action. Habits such as the morning Qur'an, pearls of hadith,

reciting iqro, reading daily prayers saying thoyyibah sentences, introducing aqidah, dressing to cover the genitals, praying dhuha in congregation and Friday practice. The results of the study showed that the religious routines carried out at RA Diponegoro Sanguwatang fostered child discipline and responsibility in carrying out their worship. In the results of the research the researcher found that in the religious routine the children were able to be disciplined in carrying out such as when reciting the Iqro, the children after arriving at school immediately placed themselves to recite the Koran without being told in advance by the teacher, apart from this in carrying out Duha prayers in congregation the children also able to carry out well to finish.

This cultural symbol is a sign for a group of groups that has meaning, this cultural symbol can be in the form of writings or clothing that reflects religious values. Meanwhile, the cultural symbols found at RA Diponegoro Sanguwatang are in the form of pictures that have Islamic cultural values attached to walls, such as collections of hadiths, prayers to enter the bathroom, my class culture and friendship manners. In addition, there are also infrastructure facilities such as a reading corner with a collection of reading books with religious pictures and Islamic art tools in the form of tambourines.

In the results of the research, the infrastructure for Islamic culture of life at RA Diponegoro already exists, but it is not optimal. In the reading corner in the classroom there are only a few religious reading books, the rest are general picture reading books.

c. *Evaluation of Islamic culture of life*

In carrying out the evaluation of the Islamic culture of life, the principal and teachers carry out direct supervision and observation every day. In daily activities, the evaluation is by reminding children, giving advice and giving understanding if there are children who deviate. Whereas in forming religious character in early childhood the evaluation used is through a child development checklist, where the assessment of this religious character indicator is contained in the aspect of moral religious values contained in the RPPH which is carried out every day starting from the opening, core and closing activities. This child's development checklist with information on BB (not yet developing), MB (starting to develop), BSH (developing as expected) and BSB (developing very well).

2. Religious Character of Early Childhood Formed from Islamic Culture of Life

According to Gunawan in Moh Ahsanulkhaq argued that this religious character is a character value related to humans and their God, which includes thoughts, words and actions of a person based on divine values or religious teachings. From this explanation it can be said that this religious character is the foundation that must be upheld and instilled in humans so that they can lead a harmonious and peaceful life in accordance with the rules of Allah SWT. (Ahsanulkhaq, 2019)

According to Hairun Nisa, indicators of the development of religious character in early childhood with an age range of 5-6 years are as follows (1) Getting to know their religion. (2) Getting used to worship. (3) Understand noble conduct. (4) Distinguishing good and bad behavior. (5) Getting to know religious rituals and holidays (Nisa, 2022)

In the results of the author's research conducted at RA Diponegoro Sanguwatang that the religious character that is formed from the existence of an Islamic living culture is as follows:

a. *Get to know his religion*

Religion is a belief between humans and God in which there are rules that govern all aspects of human life. With religion one becomes directed, because in it we are taught how to establish good relationships, be it between humans and God or humans and other living things. At RA Diponegoro Sanguwatang the teacher introduces Islam to children through an Islamic

culture of life which contains routine religious activities. Knowing this religion is reflected in the attitude of children who are able to say what their religion is, who their God is, who their prophet is and what their book is through songs. This is in accordance with what was conveyed by the students' parents during the interview that on average children already know their religion.

b.   *Get used to worship*

Getting used to worship is an action related to a person's behavior in carrying out his religious teachings, at RA Diponegoro Sanguwatang worship activities are carried out in the morning religious routine before the main activities are carried out using the habituation method. Based on the results of research in the field, it can be seen that children are not too difficult to manage when carrying out routine religious activities, they carry them out well, this can be seen when carrying out religious routines children live in a flowing manner, carry out well, such as when praying dhuha congregation also children wearing their own prayer equipment and perform prayers properly. In the results of interviews with parents, on average, they said that there was an increase in children's worship at home. Children become more disciplined and responsible in their worship.

c.   *Noble bevahior*

Noble behavior is a good action carried out in daily activities. The habituation of this noble behavior can shape the child's religious character. In the results of research at RA Dipinegoro Sanguwatang this noble behavior is reflected in learning activities and outside of learning, they help each other when there are friends who don't bring shavings, work together to clean up toys and greet researchers and there are several children who invite researchers to shake hands when researchers are carrying out Observations in the field, this action also shows a polite attitude. This was also conveyed by the student's guardian during the interview, on average the student's guardian said that the child had practiced honest, polite, helpful and respectful behavior towards parents.

d.   *Know the big day of religion*

With the celebration of Islamic holidays held at school, it will build children's knowledge about their religious holidays, namely Islam. However, not all of the children at RA Diponegoro Sanguwatang understand about Islamic religious holidays even though at school they have commemorated Islamic holidays. In the results of the interviews with the parents of other students, most of them also said that the children were not too familiar with their religious holidays, the children knew that the Islamic religious holidays were during Eid al-Fitr.

e.   *Maintain personal and environmental hygiene*

Cleanliness is part of Faith, keeping ourselves and our environment clean is the same as protecting ourselves from illness because disease will come when we do not maintain cleanliness, both personal and environmental hygiene. Maintaining cleanliness is also a command of Allah SWT, Allah likes those who maintain cleanliness. In the results of research at RA Diponegoro Sanguwatang, children have been able to clean themselves and their environment, such as when urinating alone, washing their own hands, and throwing garbage in its place. In the results of interviews with parents of students, on average, they said that children were able to maintain personal hygiene, such as urinating alone, washing their own hands, practicing bathing themselves and keeping the environment clean by not littering.

f.   *Respect (tolerance) of other religions*

Respecting other religions is an act of respect for the differences that exist. Don't force your will and don't discriminate against anyone. In respecting others at RA Diponegoro

Sanguwatang also teaches children to respect each other and not discriminate against anyone. In the results of the interviews with the parents of the students, on average, they said that the children had adopted an attitude of mutual respect and respect for each other.

D.   CONCLUSION

Based on the results of research regarding the implementation of the formation of religious character in early childhood through an Islamic culture of life at RA Diponegoro Sanguwatang, it can be concluded that the planning for the formation of religious character through an Islamic culture of life at RA Diponegoro Sanguwatang by introducing noble behavior, building an Islamic culture of life and providing infrastructure for an Islamic culture of life . The evaluation is carried out with direct supervision and observation carried out by the teacher by providing advice and understanding to children. whereas in evaluating the formation of religious character using child development checklists with indicators of religious and moral values contained in the RPPH.

With the existence of an Islamic culture of life applied at RA Diponegoro Sanguwatang, it was found that the religious character of children formed from this Islamic living culture can be seen through the behavior of children who have implemented noble behavior such as behaving honestly, being helpful, respectful and there is an increase in worship in children such as increasing memorization. , the more fluent in reciting the Koran, practicing praying when at home and having awareness of maintaining personal and environmental hygiene and respecting others. Awareness, discipline and responsibility of children in good behavior and children's worship are also increasing.

REFERENCES

Ahsanulkhaq, M. (2019). Membentuk Karakter Religius Pada Peserta Didik Melalui Pembiasaan. *Jurnal Prakarsa Pedogogia*, 23-24.

Aji Luqman Panji, A. R. (2023). Pendidikan Islam Dengan Penanaman Nilai Budaya Islami. *Jurnal Pendidikan Islam*, 13-14.

Aarikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta.

Dharin, A. (n.d.). *Pendidikan Karakter Berbasis Komunikasi Edukatif Religius Di Madrasah Ibtidaiyah.* Banyumas: Penerbit Rizquana.

Imawati, S. (2021). Penerapan Budaya Islami Di Sekolah. *Jurnal IAIN Curup*, 285.

Khuluqo, I. E. (2015). *Manajemen Pendidikan Anak Usia Dini.* Yogyakarta: Pustaka Pelajar.

Kusherdiyana. (n.d.). Pengertian Budaya, Lintas Budaya Dan Teori Yang Melandasi Lintas Budaya. 1.4-1.5.

Muhammad Fadhillah, &. L. (2013). *Pendidikan Karakter Anak Usia Dini.* Jogjakarta: AR-RUZ Media.

murdiyanto, E. (2020). *Metode Penelitian Kualitatif.* Yogyakarta: LPPM UPN Veteran.

Mutiawati, Y. (2019). Pembentukan Karakter Religius Pada Kegiatan Makan Anak Di Pendidikan Anak Usia Dini. *Jurnal Buah Hati*.

Nisa, H. (2022). Membentuk Karakter Religius Melalui Kegiatan Keagamaan. *Jurnal Pendidikan Islam Anak Usia Dini*, 4.

Raudhatinur, M. (2019). Implementasi Budaya Sekolah Dalam Pembinaan Aklhlak Siswa SMP Negeri 19 Percontohan Bada Aceh. *Journal Of Islamic Education*, 139.

Saodah, Q. A. (2020). Pengaruh Globalisasi Terhadap Siswa Sekolah Dasar. *Jurnal Pendidikan dan Dakwah*, 277-38-.

Saptono. (2011). *Dimensi-Dimensi Pendidikan Karakte.* Penerbit Erlangga.

Sumarto. (2019). Budaya, Pemahaman dan Penerapannya"Aspek Sistem Religi, Bahasa, Pengetahuan, Sosial, Keseninan dan Teknologi. *Jurnal Literasiologi*, 144-145.

Synergy of Parents and Pos PAUD Tunas Mulia in Developing Characters Trough Bina Keluarga Balita

Hanan Faizah[1][✉], Ali Muhdi[1]

[1] Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Purwokerto, Indonesia
✉ *email: hananfzh@gmail.com*

Abstract: Early childhood education focuses on providing growth and development stimuli in early childhood so that children obtain maximum growth and development achievements in accordance with their stages. A person's character grows and develops starting when he is still at an early age. This study focused on how the synergy of parents and Pos PAUD in developing character through Bina Keluarga Balita with qualitative descriptive research methods Data collection methods using observation, interview, and documentation methods. To analyze data using data reduction methods, data presentation, and conclusions. Test credibility using triangulation method. The results of the study found that there are various forms of synergy between parents and Pos PAUD Tunas Mulia the benefits of these synergies, strategic steps to build synergy, and character development through the implementation of Bina Keluarga Balita. Bina Keluarga Balita activities are carried out well even though there are still shortcomings due to their limitations.
Keywords: Synergy; character; Bina Keluarga Balita

A.   Introduction

The first education obtained by children comes from parents. While still in the mother's womb, the child has begun to receive education from parents, and surrounding areas. The importance of the role of parents in providing education that begins when they are still in the womb and then born into this world and until the next child's growth period. Early age is an important period for children's growth and development.

Parents must understand about children's growth and development. The achievement of children's growth and development depends on the stimulus provided by parents and the surrounding environment. Parents with a lack of understanding of parenting and child growth and development, in providing stimulus to children are different from parents who have matured their understanding. A good understanding will give good results. However, not a few parents also lack understanding about children's growth and development. Not only his lack of understanding but to his lack of awareness. Many factors contribute to parents' lack of understanding and awareness regarding this. The background of each parent is very influential. The busyness of each parent is often the cause of the loss of togetherness between parents and early childhood. Early childhood which is the golden age for children but parents just miss it. Often found not a few parents who intend to encourage the acceleration of growth and development of their children, but in fact they slip on efforts to force their ambitions so that what happens is not to boost the child's potential, but to destroy the valuable potential possessed by the child (Suwito, Umar et al 2008).

Early childhood education is an educational process carried out consciously and planned to develop physical, religious and moral, cognitive, artistic, language, and social and emotional aspects of children aged birth to six years through informal, non-formal, and formal education channels in order to become individuals who have intelligences and have readiness to learn at the next level of education (Wiyani, 2020). Early childhood education in its implementation involves parents. Cooperation is established in order to achieve common goals and meet the needs of schools, parents, and children. The achievement of child development is the main goal of early childhood education. The stimulus provided by parents outside the school was then supplemented and strengthened by the school.

Human character develops and is shaped by social arrangements, then society shapes character through educators and parents so that children are willing to behave as desired by society (Suwito, Umar et al 2008). Early childhood is the future successor of the nation. The character possessed by children is very influential on the future of the nation. Characters don't appear out of thin air. It takes a long time to build a character. Early age is the right moment to start building a character. The stimulus of good character development since childhood will form good character in the child. Character traits include attitudes such as the desire to do the best, intellectual capacities such as critical thinking and moral reasoning, behavior such as being honest and responsible, maintaining moral principles in situations full of injustice, interpersonal and emotional skills that allow a person to interact effectively in a variety of circumstances, and commitment to contribute to his community and society (Suwito, Umar et al 2008).

Online learning in early childhood education during the outbreak of the COVID-19 virus shows how much parents lack understanding about children's growth and development. The lower middle class of society is the largest, supported by limited infrastructure. Online learning requires parents to always accompany their children during the learning process. However, busy parents, limited time, facilities, and infrastructure during learning do not guarantee that parents are able to accompany their children. This means that children do not get developmental stimuli properly. The growth and development of children at this time is very rapid and must always be supervised so that children are able to achieve their development properly.

Synergy is a process of cooperation carried out by various parties by combining ideas, resources, and expertise possessed by each party who has a process-oriented orientation for common results and common goals that will provide more results than when carrying them out individually (G, Rahmad., et al 2020). Maximizing their respective roles between parents and schools will have enormous results, especially on the achievement of early childhood development. Parental awareness is very influential on the success of the synergy established between parents and schools. This is because schools are the providers of services and facilities and parents are the recipients and users of services and facilities.

Bina Keluarga Balita is an effort to increase knowledge, skills, and awareness possessed by parents of toddlers and other family members, especially mothers of toddlers regarding fostering toddler growth and development through physical, motor, intelligence, social, emotional, and moral stimuli that take place in interactions between mothers or other family members with early childhood or toddlers (Munawar &; Renggina, 2021). The Bina Keluarga Balita Program is used by parents of toddlers as a supporting means for them to increase their capacity in early childhood care, they get flexibility in developing their skills and knowledge

which include parenting, child education, challenges of the times, approaches to children, child nutrition patterns, child development psychology, and so on (Qomariah et al, 2020).

This research was conducted at the Pos PAUD Tunas Mulia Karangwangkal, Banyumas, Central Java. The purpose of this study is to determine how the synergy of parents and schools in developing early childhood character through Bina keluarga Balita. This research focuses on the character of independence and discipline of children who are the basic characteristics of early childhood.

B. Methods

This research is a qualitative descriptive research. The object of this study is the synergy of parents and Pos PAUD Tunas Mulia Karangwangkal, and with the subject of principals, teachers, and parents. This field research in collecting data uses observation, interview, and documentation methods. Data analysis uses data reduction analysis, data presentation, and conclusions. Test the validity of the data or the credibility of this research data using triangulation techniques by checking data to the same source with different techniques. Time triangulation tests data credibility by checking data collection techniques at different times (Sugiyono, 2018).

C. Results and Discussion

1. Synergy between Parents and Pos PAUD Tunas Mulia Karangwangkal

Pos PAUD Tunas Mulia Karangwangkal in carrying out its operations involves parents. Establish synergy with parents with the aim of meeting the needs of schools, parents, children's funds. Epstein's presentation quoted by M Agung H mentioned several collaborations or synergies between schools and parents (Hidayatulloh &; Fauziyah, 2020), including:

a. *Parenting*

Pos PAUD Tunas Mulia Karangwangkal provides parenting services with the aim of providing a forum for parents to understand children's growth and development. Given that early childhood is a very important period for children, schools expect a mature understanding of parenting and child development. Pos PAUD organizes parenting in Bina Keluarga Balita activities which are held once a month and are attended by all parents or guardians.

b. *Communication*

Well-established communication between the two parties makes it easy to establish cooperation or synergy. Likewise, poor communication hinders both parties in synergizing. Pos PAUD Tunas Mulia Karangwangkal builds communication with parents well. Based on the results of interviews with the principal and several parents, communication between the school and parents went well and actively. Their communication is established directly or through media, such as the existence of whatsapp groups.

c. *Volunteers*

Volunteering is a form of assistance provided by parents to schools. Pos PAUD Tunas Mulia Karangwangkal provides opportunities for parents to volunteer. The provision of PMT is one of the places for parents to volunteer. Parents prepare, determine, and implement the provision of PMT to children, and the school only facilitates. The presence of parents in every activity organized by the school is another form of parents volunteering.

d. *Decision*

Parental involvement in school decision-making is urgently needed. Pos PAUD Tunas Mulia Karangwangkal involves parents in decision making. Meetings regarding the implementation of student release are a form of parental involvement in decision making. The ECCE post involves parents in organizing the release of students in planning and implementation. One form of decision making involving parents is that when the school holds an outing class, in determining its implementation, the Pos PAUD involves parents in making decisions on the implementation of the outing class.

e. *Community cooperation*

Pos PAUD Tunas Mulia Karangwangkal establishes community cooperation in order to provide the best service. The PKK community of Karangwangkal Village together with the Pos PAUD held a Bina Keluarga Balita activity. Every implementation of Bina Keluarga Balita, Pos PAUD always involves PKK in its implementation.

2. Benefits of Synergy between Parents and PAUD Post Tunas Mulia Karangwangkal

The synergy between parents and the Pos PAUD Tunas Mulia Karangwangkal is well established and active. The synergy that is established provides benefits to the PAUD Post and parents. The benefits obtained are in line with those described by Fatchurraman et al (2012), namely:

a. *Equate the perceptions and values instilled by the school with the values taught by parents*

The synergy established by the Pos PAUD Tunas Mulia Karangwangkal provides understanding between parents and schools. As stated by the principal, schools and parents have equated perceptions, especially regarding early childhood parenting and development. Equating perceptions is intended so that the stimulus provided by parents and schools is the same, thus helping the achievement of child development well.

b. *Provide the best service or service to parents*

Parents play the role of service recipients and schools as service providers. Parents of Zahra's students conveyed the benefits of establishing synergy with schools, parents are more aware of children's abilities in receiving learning provided by teachers when at school, and parents receive consultation services for all aspects of early childhood to teachers. Unlike Zahra's parents, Umar's parents said that one of the benefits of the synergy between parents and schools is the satisfaction obtained by parents in establishing communication with teachers, he felt satisfaction with direct consultations and through whatsapp which was more flexible. Kenan's parents also conveyed the benefits obtained from the synergy between parents and schools, parents better understand and understand child development problems, and shortcomings, parents are no longer confused about what to do at home to provide stimulus to children, good communication and trust between two parties becomes the satisfaction obtained by parents.

c. *Making parents an effective sales marketer*

Satisfaction with the services provided by the Pos PAUD Tunas Mulia Karangwangkal to parents increases parents' trust in the school in providing good services. The emergence of

this satisfaction indirectly encourages parents to recommend the Pos PAUD Tunas Mulia Karangwangkal to other communities, such as neighbors and relatives.

d. ***Making parents a trusted partner in finding solutions and dealing with children who tend to have problems during the learning process at school***

Recording child development and submission of these records by the Pos PAUD Tunas Mulia Karangwangkal to parents provides a joint opportunity to evaluate and detect any obstacles in child development. Smooth and active communication makes it easier for schools to make parents partners in finding solutions in dealing with children who tend to have problems. Consultation is the path chosen by schools and parents to find solutions and deal with them.

e. ***Improve the quality of education and teaching***

The similarity of perceptions of parents and schools in child development provides convenience in improving the quality of education. The stage of development achieved according to the age stage makes children able to follow activities well. Learning activities become better and conducive, this is due to the achievement of good child development so that children can easily follow the course of learning activities carried out by teachers at school.

The benefits of establishing synergy between parents and the Pos PAUD Tunas Mulia Karangwangkal can be felt by the school and parents. The satisfaction obtained by parents shows that the services provided by the Pos PAUD Tunas Mulia Karangwangkal to parents are very good. This is supported by communication between parents and schools that is very smooth and active, so that the services provided provide satisfaction to the recipients, namely parents.

3. Pos PAUD Tunas Mulia Karangwangkal Strategy in Establishing Synergy

The well-established synergy between the Pos PAUD Tunas Mulia Karangwangkal and parents has gone through several strategic steps taken by the PAUD Post in order to build the synergy. Strategic steps taken by the PAUD Post include:

a. ***Recognizing the character of parents***

The diversity of character of each parent must be recognized by the school, in order to make it easier when faced with problems. Pos PAUD Tunas Mulia Karangwangkal has recognized the character of the parents. The principal said that the school recognizes the character of parents, there are parents who are angel, supportive, wuled, and others. After knowing and recognizing the character of parents, the school can easily find ways to communicate well with parents according to their respective characters.

b. ***Forming POMG***

The establishment of POMG (Meeting of Parents and Teachers) is intended to facilitate the distribution of aspirations. POMG is a forum for meetings between parents and schools. One form of POMG is parenting activities that are carried out regularly every month. Activities run regularly, so that the intensity of interaction between parents and schools increases.

c. ***Provide learning outcomes reports***

In learning activities at school, teachers record the progress obtained by children. The Pos PAUD Tunas Mulia Karangwangkal provides reports on children's learning outcomes to parents based on the results of recording children's development during school every semester. The results of child development to parents are aimed at knowing the child's achievements and

identifying potential developmental obstacles in children and immediately finding solutions to overcome these obstacles.

d. *Enabling communication books*

The communication book used is in the form of a report card containing records of children's development. Teachers record children's development to be a tool to monitor children's development during school activities. The records are then collected for further delivery to parents. Not just recording, teachers analyze children's development and provide assessments based on the achievements that children have achieved.

The strategy carried out by Pos PAUD Tunas Mulia Karangwangkal in order to establish synergy with parents is very good. Pos PAUD Tunas Mulia Karangwangkal in every step is carried out earnestly and full of caution, every step is passed by the school well so that the synergy established between the school and parents is carried out very well.

4. Implementation of Bina keluarga balita

Pos PAUD Tunas Mulia Karangwangkal organizes Bina Keluarga Balita (BKB) in order to provide parenting services to parents. activities involving PKK Kelurahan Karangwangkal and attended by all parents or guardians. Based on observations made, the implementation of Bina Keluarga Balita coincides on the last Thursday of each month. The implementation begins with registration or filling out the attendance list of parents, accompanied by monitoring early childhood growth, then continued with the delivery of material by resource persons followed by all parents or guardians regarding parenting and child growth and development and at the same time children are in class following learning activities as usual with teachers, then continued with monitoring early childhood development and parent consultation to schools and PKK cadres who help carry out Toddler Family Development activities.

Parents are very enthusiastic in participating in BKB activities in order to gain a better understanding of parenting and child development. although there are still some parents who are still unable to attend BKB activities. Changes in parenting style after participating in this activity one of them is by changing the provisions brought by children to school to have more nutritional value and not carelessly. Based on interviews with several parents, they admitted that there are many new understandings about parenting and child development. Parents admit they are no longer confused in providing stimulus for children's growth and development at home.

Bina Keluarga Balita presents the Child Development Card or KKA which is intended to monitor children's development. The card contains a sequence of children's developmental achievements according to age stages and messages to parents in order to provide developmental stimulus to children. KKA is socialized at the first meeting of BKB activities, so that in the future parents will understand and be able to function the KKA. KKA is a tool by schools and parents in monitoring children's developmental achievements. Based on observations made, KKA is used during child development monitoring sessions and consultations in every Bina Keluarga Balita activity. Every meeting, parents always get developmental tasks that are expected to be carried out at home and will be checked again at the next meeting to find out the child's ability regarding these developmental tasks.

Children who achieve developmental achievements in accordance with their stages provide opportunities for children to get the basic characters they must have. Teacher of Pos PAUD Tunas Mulia Karangwangkal stated the same thing, namely, the child's character will

be good when the child is able to meet developmental achievements according to his age stage. The school maximizes its role in providing facilities and services to parents regarding understanding parenting and child development, while parents maximize their role in participating in these activities and in their application outside school. Children are the full responsibility of parents, so the school expects good understanding by parents, because the school only provides facilities and only accompanies them.

Monitoring child development and consultation become a forum for parents and schools in communicating about children's growth and development. Consultation on children's problems provided by schools to parents is not only through Toddler Family Development activities. The school provides consultation service facilities directly or using media in the form of whatsapp applications. When parents and schools want to conduct direct consultations, the school provides opportunities after learning activities are completed.

Based on the presentation of the data and discussion, the researcher conducted an analysis and concluded that the implementation of the Bina Keluarga Balita (BKB) activity organized by a combination of Pos PAUD Tunas Mulia Karangwangkal and Pertiwi Karangwangkal Kindergarten together with the Karangwangkal Village PKK cadres which was followed by the parents of students was carried out well although it still needs improvement in its implementation, especially in monitoring child growth needs to be clarified again the flow of stages In order to be more organized, and the stages from beginning to end are still flexible and not organized and structured. Routine implementation once a month balanced with good communication between organizers and parents makes the success of this activity even higher. Although there are still obstacles or obstacles by Pos PAUD Tunas Mulia Karangwangkal and parents in the implementation of Bina Keluarga Balita activities, it does not reduce the quality of services provided by the school to parents. Pos PAUD Tunas Mulia Karangwangkal and parents found solutions to these obstacles.

5. **Development of Early Childhood Discipline and Independence through Toddler Family Development Activities**

The result of the Bina Keluarga Balita activity is a mature understanding of parenting and early childhood development. Pos PAUD Tunas Mulia Karangwangkal provides BKB services in the hope of raising parents' awareness about parenting. The emergence of parental awareness encourages the achievement of child development according to the stage of development.

BKB activities use KKA or Child Development Cards to facilitate monitoring of children's development. The use of KKA was conveyed at the beginning of BKB activities with the aim of facilitating monitoring and providing stimulus in order to fulfill children's developmental tasks according to their age. KKA contains developmental tasks that must be achieved by early childhood according to their age, and messages for parents in order to stimulate child development.
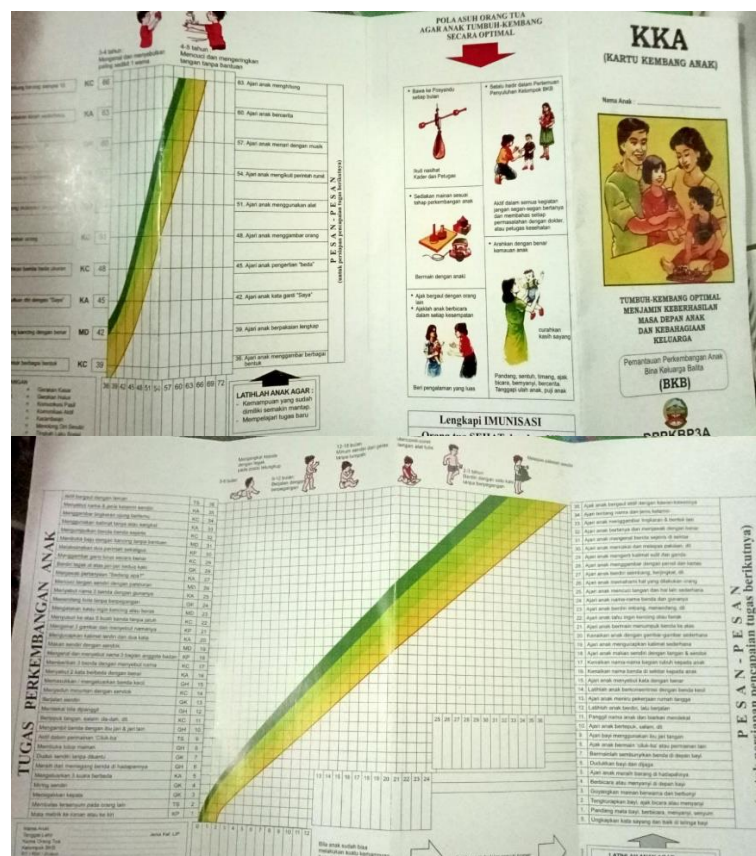
Figure 1. KKA

KKA is used as a tool for monitoring child development by parents and PKK cadres when monitoring child development during BKB implementation. When monitoring parents get homework child development tasks which are then trained at home.

In KKA there is a section of Messages (to prepare for the achievement of the next task) addressed to parents to provide stimulus to children when at home so that children can achieve developmental achievements in accordance with the sequence of stages. The messages are presented sequentially using a sequence of numbers ranging from 0 to 63. Giving homework to parents such as, in order number 30 mentioned teach children to wear and take off clothes, etc. the statement is homework for parents who will be checked again at the upcoming meeting. In the KKA there is also a Child Development Task section which is intended as a reference in monitoring child development. child development tasks are presented opposite to Messages for Parents. When the number 30 in the messages column contains a message for parents to teach children to wear and remove clothes, then in the child development task column the task of unlocking and unbuttoned clothes is in number 31. This is because these messages are stimuli by parents for the achievement of further child development.

High awareness from parents about the importance of parenting and child growth and development affects parents' motivation in participating in BKB activities. Early childhood discipline and independence are seen from the achievement of the child's development. In KKA included stimuli and a series of developments that must be achieved by children in accordance with the stages of completion. It starts from the age stage of the child 0 months to 72 months or the same as when the child is 6 years old. With different backgrounds and different social conditions, every child's development is different. The ability of parents to provide stimulus,

exercises to children according to their stages of development when at home is very influential on children's developmental achievements. Parents who diligently follow BKB activities will be more monitored for their children's development. This is because in every meeting, monitoring of children's development is carried out. When an obstacle is found, parents immediately communicate with the school and consult for handling.

Children's discipline and independence arise through habits applied by parents at home and strengthened by teachers at school. The habits applied by parents at home greatly affect the independence and discipline of children. Habituation is done early and starts from simple things. When parents follow the stages of child development in accordance with the order in KKA means that parents carry out the messages listed in the KKA. Children can reach their development according to the stage of development of their age making children able to have basic characters that must be possessed by early childhood. Parental involvement in BKB activities encourages children's ability to reach the stages of their age development and provides opportunities for children to develop more rapidly with the fulfillment of children's basic development that will make them provisions in future lives in adolescence and adulthood of the child.

Teacher of Pos PAUD Tunas Mulia Karangwangkal said that children's independence and discipline can be seen from how children achieve development according to their age development stages. When children achieve development in accordance with the stages, the discipline and independence of children will develop well, in contrast to children who in their developmental achievements have obstacles, the discipline and independence of children develop not optimally.

There is still a lack of awareness from parents about the importance of child growth and development so that parents do not participate in Toddler Family Development activities does not make the Pos PAUD Tunas Mulia Karangwangkal stop to provide the best service to parents or guardians. The establishment of good communication with parents makes it easier for PAUD Post to monitor early childhood development. With the ease of technology to communicate, Pos PAUD chooses to use WhatsApp media to monitor children's development by providing direction and consultation to parents regarding child growth and development, especially for children who have obstacles in their growth and development.

Based on the presentation of the data and discussion, the researcher conducted an analysis and concluded that the development of discipline and independence of early childhood as students at the Pos PAUD Tunas Mulia Karangwangkal through Bina Keluarga Balita (BKB) activities went well. The participation of parents in the process of implementing BKB activities results in maturity in awareness of the importance of parenting and child development.

The presence of KKA or Child Development Card makes it easier for parents to monitor children's development. The school started with the introduction of KKA and its use to parents at the beginning of the BKB activity. Parental awareness is needed to maximize the development of discipline and independence of children after an early age. Although there are still parents who lack awareness about the importance of achieving child development according to their age stages, with good communication with parents makes it easier to monitor children's development, because it can be carried out outside BKB activities.

Based on the presentation of the data and discussion, the researcher conducted an analysis and concluded that the development of discipline and independence of early childhood as

students at Pos PAUD Tunas Mulia Karangwangkal through the Bina Keluarga Balita (BKB) activity went well. The participation of parents in the process of implementing BKB activities results in maturity in awareness of the importance of parenting and child development.

The presence of KKA or Child Development Card makes it easier for parents to monitor children's development. The school started with the introduction of KKA and its use to parents at the beginning of the BKB activity. Parental awareness is needed to maximize the development of discipline and independence of children after an early age. Although there are still parents who lack awareness about the importance of achieving child development according to their age stages, with good communication with parents facilitates monitoring of child development, because it can be carried out outside BKB activities.

D.   Conclusion

Pos PAUD Tunas Mulia Karangwangkal in its operations establishes synergy with parents or guardians. The forms of synergy that are established are, (1) Parenting, (2) Communication (3) volunteering, (4) decision making, and (5) community cooperation. The benefits of establishing this synergy include, (1) Equating the perceptions and values instilled by the school with the values taught by parents, (2) Providing the best service or service to parents, (3) Making parents an effective sales marketing, (4) Making parents a trusted partner in finding solutions and handling children who tend to have problems during the learning process at school, and (5) Improve the quality of education and teaching. The school in order to establish synergy with parents took several steps, including (1) Recognizing the character of parents, (2) Forming POMG, (3) Providing learning outcome reports, and (4) Functioning communication books.

Bina Keluarga Balita is a parenting program provided by the Pos PAUD to parents. Parenting and child growth and development became the subject of discussion of the activity. Bina Keluarga Balita is carried out once a month which is attended by all parents or guardians. The activity starts at 08.00 WIB until it ends. The series of implementation, namely, starting with registration or filling out the attendance list by parents, then monitoring child growth by weighing children's weight, measuring children's weight, head circumference, and arm circumference, then children are conditioned to continue to follow learning activities as usual with class teachers and parents following the delivery of material by resource persons, after that monitoring child development and consulting people old. Parents' awareness of the importance of understanding parenting and child growth and development is the basis for their enthusiasm in participating in activities. The Bina Keluarga Balita Program is well implemented, but with the limitations possessed in monitoring children's growth, it must be more organized to be tidier, and more structured every stage of its implementation from the beginning to the end of the activity at each meeting.

References

Fatchurrahman, dkk. (2012). *Strategi Membangun Sinergi Guru dan Orang Tua Siswa.* Yogyakarta: PT. Citra Aji Parama.

G, Rahmad., dkk (2020). Sinergitas Instansi Maritim dalam Rangka Penanggulangan Penyelundupan Narkoba di Pantai Timur Sumatera Utara. *Jurnal Pertahanan dan Bela*

Negara.

Hidayatulloh, M. A., & Fauziyah, N. L. (2020). Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini di Satuan PAUD Islam. *Golden Age*. Vol. 5, No.4.

Munawar, E., & Renggina, G. N. (2021). Strategi Pengaktifan Kelompok Bina Keluarga Balita pada Kampung Keluarga Berencana. *Jurnal Inovasi Hasil Penhgabdian Masyarakat (JIPEMAS)*. Vol. 4, No. 1.

Qomariah, D. N., dkk. (2020). Implementasi Program Bina Keluarga balita (BKB) guna Mendukung Kapasitas Pendidikan Orang Tua dalam Pengasuhan Anak. *Jurnal Cendekiawan Ilmiah PLS*. Vol. 5, No. 2.

Sugiyono. (2018). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Suwito, U., dkk. (2008). Tinjauan Berbagai Aspek Character Building. Yogyakarta: Tiara Wicana.

Wiyani, N. A. (2020). Dasar-Dasar Manajemen PAUD. Yogyakarta: Arruzz Media.

The Role of Literature in The Implementation of Integrative Holistic Early Childhood Education Services

Eva Dwi Kurniawan[1]

[1]*Faculty of Business and Humanities, Yogyakarta University of Technology, Indonesia*
✉ *email: eva.dwi.kurniawan@staff.uty.ac.id*

Abstract: Integrative Holistic Early Childhood Education prioritizes forms of collaboration in achieving its goals, namely to form the intelligence, health and character of children with noble character. This form of collaboration cannot exclude the role of culture. Literature as an element of culture has opportunities to collaborate in Holistic Early Childhood Education services. This paper will describe the role of literature in Holistic Early Childhood Education Services. The analytical method used uses a phenomenological perspective. The recommended findings are 1) reading children's literature, 2) introduction to literary gastronomy, 3) writing parenting reports in a literary style, 4) posters based on literary language, and 5) appreciation of literature.
Keywords: Literature; Implementation; Integrative Holistic Early Childhood Education

A.   Introduction

Culture has an important aspect in education. Culture is a form of reason and human feeling that is manifested both at the level of ideas and material. Culture is one of the keys in seeing the dynamics of human development. In the Holistic Integrative Early Childhood Education technical guidelines, or in an Indonesian acronym called PAUD HI, it is said that the principle of HI PAUD services in PAUD units is based on a constructive culture. The meaning of this is that the provision of education, health, nutrition, care, care, protection, and child welfare services is carried out by utilizing local potential and paying attention to local cultural values that are in line with the principles of HI ECD services (Kemdikbud, 2015: 5). The goal of developing PAUD HI is the provision of holistic integrative early childhood development services towards the realization of Indonesian children who are smart, healthy, cheerful and have noble character (Oktaviani & Dimyati, 2021: 1875). Early childhood education is the most important part in creating a polite generation (Kurniawan, 2022: 424).

One element of culture is literature. Literature is an important element in viewing culture in an area. This cannot be separated from the function of literature which can encapsulate various kinds of customs, traditions, norms, to various kinds of collective memory contained in society. Such a position provides opportunities for collaboration to realize the vision and mission of goodness for the universe and humanity. This includes HI ECD services.

A cultural base is needed in HI ECD services because the existence of HI ECD is not a new form of agency, but applies the principle of collaboration. Therefore, still in the HI ECD technical guidelines, it is said that services are needed by involving various sectors. Kemdikbud (2015: 1) says that holistic stimulation services include education, health, nutrition, care,

parenting, protection and welfare services into early childhood development policies by involving related parties, both government agencies, community organizations, professional organizations, community leaders, and parent.

There are regulations for HI ECD services to collaborate with various parties, providing space for maximizing possibilities for literature. Literature is a partner that can achieve the goals of PAUD HI as stated in the Guidelines for PAUD HI (Kemdikbud, 2015: 4), which is to support optimal growth and development in order to create healthy, intelligent, and characterized children as quality and competitive future generations. This paper will convey about the possible role of literature that can be applied in HI ECD services. This paper is a conceptual writing. The foundation used in conveying this concept uses a phenomenological perspective.

B. The Role of Literature in PAUD HI

The role of literature in PAUD HI refers to the Technical Guidelines for Implementing Holistic Integrative PAUD in PAUD Units issued by the Ministry of Education and Culture in 2015. In CHAPTER III concerning Implementation of Holistic Integrative Early Childhood Development (PAUD HI) in PAUD Units, letter C Implementation of PAUD Services HI in PAUD Units, covering 1) education services, 2) health, nutrition and care services, 3) parenting services, 4) protection services and 5) welfare services.

In CHAPTER III, Letter C, number 1 letter f, it is stated about the orientation towards the development of character values. This is very relevant to the existence of literature as a medium for developing good character. In CHAPTER III, letter C, number 2, concerning health, nutrition and care services, in letter a number 4 it is stated that the promotion of a balanced nutritional diet involves parents in preparing food for their children on a daily basis. In this service, it can be integrated with literary gastronomy, namely introducing healthy and nutritious food through literary works.

In CHAPTER III, letter C, number 3 concerning parenting services, in letter h, it is stated that the PAUD unit facilitates communication with parents through contact books and/or reports. In this context, the style of literary writing is appropriate to apply. Stylistics or style of literary language will be different from non-literary language. Literary language emphasizes the aspect of beauty. In CHAPTER III, letter C, number 4, regarding protection services, letter h, it is said to create a situation in the PAUD unit area that is full of friendliness, courtesy, and mutual affection. This can be done by providing posters or something similar using literary language.

In CHAPTER III, letter C, number 5, concerning welfare services, letter e, it is mentioned to get used to giving rewards to children for the work done. This can be integrated into literary activities by giving appreciation to literary works and participating in literary competitions, such as poetry reading or poetry writing competitions. The five HI ECD services that are integrated into literary activities, so that literature has a role in the implementation of HI ECD, are further explained in the sub-chapters below.

1. Reading Children's Literature

Reading is something that can be taught from an early age. Early childhood is a child who is in the process of development, both physical, intellectual, social, emotional and

language development (Tatminingsih & Cintasih, 2018: 1.8). Through the introduction and assistance in introducing children's literature to children and parents, it will provide opportunities for the creation of literacy intelligence. The terminology of children's literature can be used to refer to children's reading in general or specifically indicated for children's literature with literary value (Bunanta, 2000: 102).

Children at the education level in PAUD have very good development in absorbing language. The presence of children's literature is one of the media that can be used to develop literacy. In addition, through children's literature, good character can also be instilled, because literature has a cathartic function, namely to purify the soul. The holistic-integrative and interconnected paradigm in character education management will be able to form a network of systemic thinking patterns, which form a whole world view, a complete, comprehensive and fresh character building world view (Maragustam, 2015: 125). Through children's literature, it is a way of achieving goals in education services at PAUD HI.

Education services as basic services held in PAUD units to develop various potentials of children which include religious and moral, physical-motor, cognitive, language, social-emotional, and artistic values (Kemdikbud, 2015: 10). It is stated that education services are basic services in PAUD units. This service includes, among others, moral values, language, and art. This is in accordance with the function of literature, apart from being a beautiful word art, it can also provide moral and character teachings.

2. Introduction to Literary Gastronomy

Literary gastronomy is included in a new perspective in literature. This perspective assumes the existence of culinary influences in shaping the structure of literary works, both in the realm of thematic narratives that are composed and specifically in the use of language that intersects with culinary. If an author conveys his ideas by raising culinary treasures, then what can be explored later according to Fajar (2020: 31) is to ask questions about what culinary treasures the writer describes in his work, and what is the culinary connection with social relations and the construction of the identity he wants to convey. built. Culinary narratives cannot be separated from the existence of literary works. The existence of literary gastronomic criticism is also relevant for analyzing literary works that present culinary or culinary elements in them.

The relevance of literary gastronomy to services in Integrative Holistic Early Childhood Education lies in how the process of knowledge of balanced nutritional intake is informed to parents and children. Through the introduction of nutritious food with children's literature gastronomy books, the goals of health, nutrition and care services can be carried out more pleasantly. This is because it involves literature, which has the nature of entertaining and creating pleasure. The text of children's stories with gastronomic nuances, for example, can be seen in Idzma Mahaayattika's work entitled Tales for Ananda: Dodi Eats Vegetables. An excerpt from the story is shown below

> At dinner, Dodi's house had a lot of delicious and nutritious food served on the dining table. There is vegetable soup, there is chicken etc. Mama Dodi also offered Dodi to eat, "Come on, Dodi, let's eat, Mama has made delicious vegetables for Dodi." But Dodi even said "no! Dodi just wants to eat a burger!" while manyun. "Dodi eat yes, delicious you know. This is Mama Taro in Dodi's bowl, okay?" Mama Dodi coaxed. When his mother wasn't looking, Dodi gave his vegetables and

food to his cat Memey. Memey in cat language says "meooong... hiaaks... memey kan cat, memey mah eat fish". Memey ran away because she didn't want to eat vegetables. Yes, the cat eats fish, not vegetables. (Mahaayattika, 2012).

Saat makan malam, di meja makan rumah Dodi sudah terhidang banyak sekali makanan enak dan bergizi. Ada sayur sop, ada ayam dll. Mama Dodi pun nawarin Dodi makan, "Dodi makan yuk, ini mama udah buatin sayur yang enak buat Dodi". Tapi Dodi malah bilang "ga mau! Dodi maunya makan burger aja!" sambil manyun. "Dodi makan ya, enak lho. Ini mama taro di mangkuk Dodi ya" rayu mama Dodi. Ketika mamanya tidak melihat, dodi memberikan sayur dan makanannya buat Memey kucingnya. Memey dalam bahasa kucing bilang "meooong… hiaaks… memey kan kucing, memey mah makannya ikan". Memey pun kabur karena ga mau makan sayur. Iya ya, kucingnya mah makannya ikan bukan sayur. (Mahaayattika, 2012).

The text above contains culinary related dictions. There is a diction of vegetable soup, chicken and burgers. These dictions have colored the concept of literary gastronomy. Through reading stories that present culinary dictions, parents and teachers can explain more to children. Nutritious and healthy food is one of the stories that needs to be inserted in the story about literary gastronomy.

What needs to be considered is the selection of relevant gastronomic literature books, namely for parents and children. The two of them must be separated, meaning that children's literature books need to be categorized and literary books that use language that is still not in accordance with children's language development. Children's literature books will provide instructions or language dictions that are relatively simpler and easily understood by children. The language of child-friendly reading books refers to language that children can understand and language that is able to explore children's thinking (Kurniawan et al, 2023: 177). While literary books whose language is not in accordance with children's language development, these literary books are not appropriate for children to share.

3. Report Writing in a Literary Style

Care services in Holistic Integrative PAUD emphasize cooperation with parents in the form of parenting. In the Holistic Integrative PAUD technical guidelines, one of these forms of care is by providing notes on the child's development. These notes can be in the form of a book. The child development report book is the result of a child's development record after participating in activities in the PAUD unit within a certain period of time, which can be submitted every quarter or semester (Kemdikbud, 2015: 15).

In this context, literature plays its role in terms of beautiful writing. Writing is a skill that can be trained, such as learning to cycle, swim, play music, learn foreign languages, and so on (Sambodja, 2007: 1). Literary writing is a feasible thing to use in writing child development reports. Literary language is more nuanced than practical (Nurgiyantoro, 2005:3).

Writing that has literary value will give a value of beauty. It should be emphasized that the literary writing in question is not on the side of imagination which so far has often been attached to literature. However, the literary value in question is the beautiful or stylistic style of language in writing notes on child development.

Writing about child development if done seriously can produce quality literature books. There have been many examples, for example, of a teacher and counselor who wrote down his

experiences in book form. Phenomenal examples include Torey Hayden's writings with the titles Sheila The Heartache of a Little Girl, Venus: Lara's Grief the Beautiful Child; Kevin: Shackles of the Past, and Special Disciples: The Soft Screams of a Friend. In Sheila's novel, for example, Hayden's experience in literary writing is written like this:

> The file is too thin for the case I have to work on. Most of my students have notes in thick folders with tons of paper filled with rambling opinions from dozens of doctors, therapists, judges, and social workers. It was clear to me every time I read one of those files that the people who compiled it didn't have to work with the kid every day for long hours. What was written on the paper was very scientific, but gave no teacher or distraught parent any clues about how to deal with it. I doubt anyone could write such words. In reality, each child is so different and grows up in such unpredictable ways that one day's experiences become the only framework for planning the next. There were no textbooks or university courses that taught specialization to Max or William or Peter. (Hayden, 2004: 57)

> *Berkas itu terlalu tipis untuk kasus yang harus saya tangani. Kebanyakan anak didik saya punya catatan dalam map tebal dengan begitu banyak kertas berisi pendapat yang bertele-tele dari lusinan dokter, terapis, hakim, dan pekerja sosial. Jelas bagi saya setiap kali membaca salah satu berkas itu bahwa orang-orang yang menyusunya tidak harus bekerja besama anak itu setiap hari selama berjam-jam. Yang tertulis di atas kertas-kerta itu sangat ilmiah, tetapi tidak memberi petunjuk kepada guru atau orangtua yang putus asa tentang bagaimana mengatasinya. Saya ragu ada orang yang dapat menulis kata-kata semacam itu. Dalam kenyataan, setiap anak itu demikian berbeda dan tumbuh dengan cara yang demikian tak terduga sehingga pengalaman suatu hari menjadi satu-satunya kerangka untuk merencanakan pengalaman berikutnya. Tidak ada buku teks atau mata kuliah di universitas yang mengajarkan spesialisasi untuk Max atau Wiliam atau Peter. (Hayden, 2004: 57)*

The text quote above is one of the stories told in Sheila's novel. The writing is the outpouring of the heart of a teacher of children with special needs. The article is written in a narrative style that does not give the impression of being scientific. On the contrary, the writing has a relaxed and flowing nuance so that the message conveyed is easy to understand. This writing actually contains criticism towards the writing of child development reports which are often written scientifically but do not provide a solution to overcome them. Through the way of writing in literary style, the effort to convey everything freely, in the sense that it is not bound by standard language rules, becomes an effort to convey something more easily understood. The use of language that is typical of literature which is capable of providing special effects always attracts people's attention to provide explanations (Nurgiyantoro, 2019: 74).

This can be shown from other examples as in the quotation below.

Interestingly enough, Sheila finds a fun outlet in creative writing. In this area the old fears seem to vanish. He wrote spontaneously and profusely. Line after line of his sloppy and somewhat sloppy handwriting filled the entire page with stories about things that were often too personal to tell directly. Usually I would find five or six extra pages in my corrections basket each night. (Hayden, 2004: 245).

> Yang cukup menarik, Sheila menemukan sarana penyaluran yang menyenangkan dalam tulisan kreatif. Di bidang ini ketakutan-ketakutan lamanya seakan lenyap. Dia menulis dengan spontan dan banyak sekali. Baris demi baris tulisan tangannya yang tidak rapi dan agak sembarangan memenuhi seluruh halaman dengan cerita tentang hal-hal yang sering terlalu pribadi untuk dikemukakan secara langsung. Biasanya saya akan menemukan lima atau enam halaman ekstra di dalam keranjang koreksi setiap malam. (Hayden, 2004: 245).

The quote above is another example of how to write about the condition of a child in a special school. What is written as if it is not from a literary quote, but what actually happened, the writing is a quote from a novel. What is written shows that there is an impression that is more in the heart, not just conveying reality which sometimes does not give anything that touches the heart. This is where literature functions as a medium to refine and subdue the heart. Through beautiful writing, the goal of creating beauty can be realized.

4. Poster with Literary Language

It is mentioned in the Holistic Integrative PAUD technical guidelines that protection services include creating friendliness, politeness and spreading love. This kind of service can be collaborated with posters or simple writing using literary language. The literary language in question is simple language and relevant pictures can also be displayed.

The simple language that children need to know is that there is a concept that eliminates the form of affixes in Indonesian. Sentences are long and contain affixes, predictions, suffixes, and infixes, so these affixation elements can be omitted. For example, on a poster there is the sentence "Clean Yourself. Cleanliness symbolizes purity and makes learning comfortable for us." If we examine this sentence, it seems very good and appropriate to convey to young children. However, from a literary point of view, it is necessary to pay attention again to the aesthetic aspects of the language presented.

This sentence can also be changed to "Take a bath so that you are fresh. A sacred symbol and makes learning comfortable." In the modified sentence, there will be a poetic sound rhythm, namely the sound 'ar' in the word 'fresh' and the sound 'ar' in the word 'study'. Fresh and learned choruses or highly rhythmic, melodic and artistic sounds. Another chorus of sounds is indicated by the 'di' sound in the word 'bath' and the 'ci' sound in the word 'holy'. The rhythm of the 'i' sound makes the atmosphere of the sentence more comfortable to hear. This concept can be said to be the integration of literature into posters in the PAUD HI environment. By emphasizing the concept of sound like this, it becomes something that can attract children's interest in literary arts, especially poetry.

5. Literary Appreciation

In general, appreciation is appreciation and understanding of a work of art or culture (Dibia, 2018: 2). This word relates to reading and knowledge of certain works (Rampan, 2013: vi). Literary appreciation plays a role in forming a spirit of respect. This soul needs to be instilled in children from an early age. Literature in children's education can play a role in developing cognitive, affective, psychomotor aspects, developing personality and developing social personality (Wibowo, 2013: 20). In Early Childhood Education, the cultivation of this soul is highly expected considering that at a young age, it has a major influence in shaping character and personality in adulthood.

The thing that can be done in forming a spirit of appreciation is by participating in poetry reading or poetry writing competitions. This can also be done by holding art activities, including poetry readings. Such a thing will foster an appreciative spirit, mutual respect and love for early childhood. In addition, training activities for writing literary works can be carried out by cooperating with literary community partners in each region.

C. Conclusion

Literature is an element of culture that is very useful for life. Among the benefits of literature is that it can be integrated into Holistic Integrative Early Childhood Education services. These services can be integrated with literary activities. In education services, the existence of literature can be applied through reading children's literature books. In health services, nutrition and treatment can be carried out by introducing children's gastronomy literature books. In parenting services, literary-style writing modeling can be done in writing child development reports. For protection services, this can be done by making posters that use typical literary languages. Welfare services can be carried out in the form of literary appreciation as part of cultivating a spirit of respect or appreciation.

Acknowledgement

References

Bunanta, Murti. 2000. Perjuangan untuk Bacaan Anak yang Layak dalam *Membuka Masa Depan Anak-anak Kita: Mencari Kurikulum Pendidikan Abad XXI.* Sindhunata (Editor). Yogyakarta: Kanisius.

Dibia, I Ketut. 2018. *Apresiasi Bahasa dan Sastra Indonesia.* Depok: Rajawali Pres.

Fajar, Yusri. 2020. *Jalan Kritik Sastra: Aplikasi Teori Poskolonial hingga Ekokritik.* Malang: Beranda.

Hayden, Torey. 2004. *Sheila: Luka Hati Seorang Gadis Kecil.* Bandung: Mizan.

Kemdikbud. 2015. *Petunjuk Teknik Penyelenggaraan PAUD Holistik Integratifdi Satuan PAUD.* Jakarta: Direktorat Pendidikan Anak Usia Dini; Direktorat Jendral Pendidikan Anak Usia Dini dan Pendidikan Masyarakat; Kementrian Pendidikan dan Kebudayaan.

Kurniawan, Eva Dwi. 2022. Telaah Strategi Tokoh Sabari dalam Novel AyahKarya Andrea Hiratadalam Memanfaatkan Puisi sebagai Model Pembelajaran Kesusastraan Pada Anak

Usia Dini:Analisis Hermeneutika Richard E. Palmer. *Sandibasa (1) 1, pp. 418—430. https://ojs.mahadewa.ac.id/index.php/sandibasa/article/view/2031*

Kurniawan, Heru dkk. 2023. Bahasa Ramah Anak dalam Buku Bacaan Anak in *Bunga Rampai Tamadun Bahasa dan Sastra*. Sukabumi: CV. Jejak.

Mahaayattika, Idza. 2012. Dongeng untuk Ananda: Dodi Makan Sayur. https://www.kompasiana.com/idzma/550d92168133116d2cb1e3bf/dongeng-untuk-ananda-dodi-suka-makan-sayur. Diakses pada Sabtu, 8 Juli 2023, pukul 10.30.

Maragustam. 2015. Paradigma Holistik-Integratif-Interkonektif Dalam Filsafat Manajemen Pendidikan Karakter. *Jurnal Studi Agama dan Masyarakat (11) 1*, pp. 122—144. DOI: https://doi.org/10.23971/jsam.v11i1.409

Nurgiyantoro, Burhan. 2005. *Sastra Anak.* Yogyakarta: Gadjah Mada University Press.

_____. 2019. *Stilistika.* Yogyakarta: Gadjah Mada University Press.

Oktaviani, Dewi Ayu & Damyati. 2021. Penerapan PAUD Holistik Integratif pada Masa PandemiCovid 19. Jurnal Obesesi (5), 2, pp. 1870—1882. DOI: 10.31004/obsesi.v5i2.995

Rampan, Korie Layun. 2013. *Antologi Apresiasi Sastra Indonesia Modern.* Yogyakarta: Narasi.

Sambodja, Asep. 2007. *Cara Mudah Menulis Fiksi.* Jakarta: Buku Pop.

Tatminingsih, Sri & Cintasih Iin. 2018. Hakikat Anak Usia Dini dalam *Dasar-dasar Pendidikan Anak Usia Dini.* Hodiqotul Luluk; Sri Tatminingsih; Iin Cintasih (Penulis). Tangerang Selatan: Universitas Tebuka.

Wibowo, Agus. 2013. *Pendidikan Karakter Berbasis Sastra: Internalisasi Nilai-nilai Karakter melalui Pengajaran Sastra*. Yogyakarta: Pustaka Pelajar.

Exploring the Level of SDGs Awareness Among Students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri

Ragil Meita Alfathy[1], Sulistyo Saputro[1✉], Sarwanto[1], Murni Ramli[2]

[1]Doctorate Program of Science Education,Universitas Sebelas Maret, Indonesia
[2]Department of Biology Education,Universitas Sebelas Maret, Indonesia
✉ email: sulistyo_s@staff.uns.ac.id

Abstract: This article discusses the level of awareness and commitment to sustainable actions among students in achieving the Sustainable Development Goals (SDGs). It examines the students' responses to different indicators, particularly their prioritization of SDGs in future work. The findings indicate that while overall action dimension awareness may be low, there is a higher level of awareness and commitment to sustainable actions when considering specific indicators. The majority of students prioritize quality and inclusive education as their main focus, recognizing its crucial role in sustainable development. This reflects their willingness to contribute to achieving the SDGs through concrete actions and becoming agents of change. The article emphasizes the importance of fostering an inclusive and sustainable educational environment to accelerate progress towards the SDGs and drive positive transformations in communities.

Keywords: Indoensia; SDGs awareness; Survei; Student

A.   Introduction

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, represent a global roadmap to address pressing social, environmental, and economic challenges (UN General Assembly, 2015). These goals aim to eradicate poverty, promote gender equality, combat climate change, and ensure access to quality education, among other important objectives. The Sustainable Development Goals or Global Goals are a collection of seventeen interlinked objectives designed to serve as a shared blueprint for peace and prosperity for people and the planet, now and into the future (International Council for Science & International Social Science Council, 2015). The SDGs are: 1) no poverty; 2) zero hunger; 3) good health and well-being; 4) quality education; 5) gender equality; 6) clean water and sanitation; 7) affordable and clean energy; 8) decent work and economic growth; 9) industry, innovation and infrastructure; 10) reduced inequalities; 11) sustainable cities and communities; 12) responsible consumption and production; 13) climate action; 14) life below water; 15) life on land; 16) peace, justice, and strong institutions; and 17) partnerships for the goals. The SDGs emphasize the interconnected environmental, social and economic aspects of sustainable development by putting sustainability at their center (Stibbe & Prescott, 2020).

Amidst the growing importance of the SDGs, it is crucial to gauge the level of awareness and understanding among different target groups, including university students (Aleixo et al., 2020; Gafoor, 2012; Manolis & Manoli, 2021). As future educators and scholars, students of

the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto play a vital role in shaping the minds and actions of future generations.

Understanding the level of SDGs awareness among this specific group of students can provide valuable insights into the effectiveness of relevant educational programs and initiatives. By assessing the extent to which these students are familiar with the SDGs and their potential contributions in achieving them, necessary steps can be taken to enhance their comprehension and engagement in sustainable development efforts(Berchin et al., 2021; Clark et al., 2020; Liu & Gao, 2020; UNICEF, 2022; Yuan et al., 2021).

Therefore, this article aims to explore and analyze the SDGs awareness among students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. By conducting a survey, the article seeks to identify the level of knowledge, understanding, and involvement of these students in relation to the SDGs. The findings of this research can serve as a basis for developing targeted initiatives and educational interventions to increase universities' contribution to sustainable development initiatives and goals.

B.   State of The Art

State of the art research in this area of study is relatively limited, particularly regarding SDGs awareness among students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. However, several studies have explored SDGs awareness among university students in general, providing valuable insights that can be compared and drawn upon.

A study conducted by Huda, Ghani, and Darwis (2019) titled "Assessing the Awareness of Sustainable Development Goals (SDGs) among University Students in Malaysia" investigated the level of SDGs awareness among undergraduate students in Malaysia. Through a survey questionnaire, the study found that the overall awareness level of SDGs among the students was moderate. However, it highlighted the need for targeted educational interventions to enhance students' understanding and awareness of the SDGs.

Another study by Li, Wang, and Qiao (2021) titled "Assessing the Understanding and Awareness of the SDGs Among University Students in China" examined the knowledge and understanding of university students in China regarding the SDGs. Their findings revealed that while the students had a relatively high level of awareness, there were knowledge gaps and misconceptions about specific goals. The study emphasized the importance of integrating SDGs into university curricula to improve students' understanding and engagement with sustainable development.

Based on these previous studies, it can be inferred that there is a need to further investigate SDGs awareness specifically among students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. This research aims to contribute to the literature by providing a localized perspective on the level of SDGs awareness and understanding among students in this specific context.

C.   Methods

In this research, the method used is a survey study using questionnaires. The sample consists of 50 second-year students from the Islamic Elementary School Teacher Education or

Pendidikan Guru Madrasah Ibtidaiyah (PGMI) program, 50 students from the Islamic Early Childhood Education or Pendidikan Anak Usia Dini (PIAUD) program, and 50 third-year students from the Mathematics Education or Tadris Matematika (TM) program, making a total of 150 respondents.

The questionnaire used is a synthesis of a global survey on SDG awareness conducted by the United Nations, and had conduct by previous research. This questionnaire has been tested for reliability and validity in previous research and is used as a measurement tool in this study. Tabel 1 show the dimensions measured in the questionnaire.

Tabel 1. SDGs Awareness Questionnaire Construct

Dimensions	Component
1. Awareness. Measures the level of knowledge and understanding of the respondents about SDGs as a whole. Questions in this dimension include knowledge about the SDG goals and related issues.	1.1 Receive sustainability information
	1.2 Know the meaning of sustainability and SDGs
2. Priority. Measures the level of awareness of the respondents on the importance of achieving SDG goals. Questions in this dimension include the respondents' assessment of the urgency and relevance of SDG goals in the local context.	2.1 Organizing SDGs priorities on an individual basis 2.2 Organizing progress on prioritized SDGs
3. Action. Measures the level of involvement and contribution of the respondents in achieving SDG goals. Questions in this dimension include concrete actions taken by the respondents to support SDG goals.	3.1 Responding to sustainability in individual decision-making 3.2 Perceptions of sustainability in performance sectors, improvement potential and individual responsibility

Data collected through the questionnaires will be analyzed descriptively using percentages, means, and graphs to provide an overview of the levels of awareness, priority, and action related to SDGs among students in the three different programs.

This method will provide empirical data on the level of awareness and understanding of students about SDGs, as well as their level of involvement in achieving those goals. The results of this research can provide a better understanding of the SDG awareness levels among students in education programs, which can be used as a basis for designing relevant teaching programs and promoting SDG awareness among students.

D. Results and Discussion

The survey results showed no significant difference from the three samples taken from three different study programs. The survey results show that most students have low awareness in terms of the awareness dimension, with around 90% of students being on scale 1 (Figure 1). This shows that efforts are still needed to increase students' awareness of sustainable development issues.
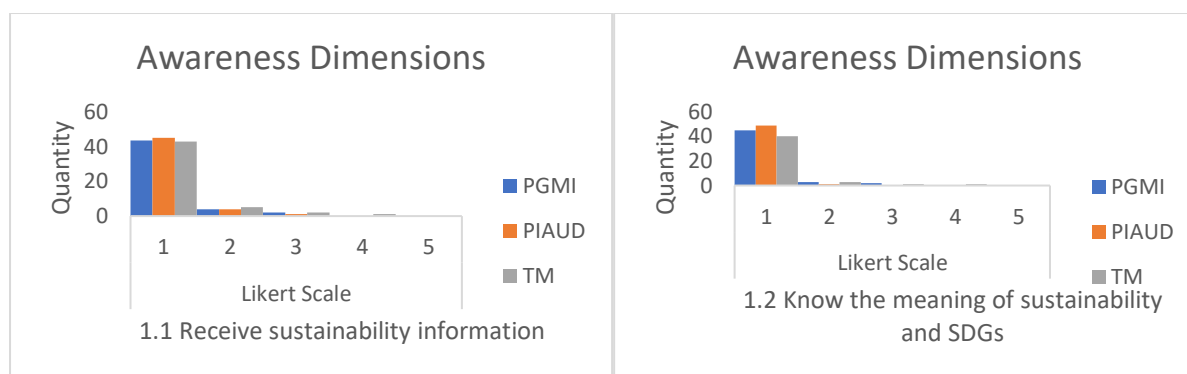
Figure 1. Questionnaire results on the awareness dimension scale

However, on the priority dimension indicator 2.1, around 85% of students are on a scale of 4-5 in terms of the economic and social SDGs (Figure 2). This shows that the majority of students have a high priority on these issues, such as SDGs 1 - no hunger, SDGs 2 - no poverty, SDGs 8 - decent work and economic growth, and SDGs 3 - good health and well-being.
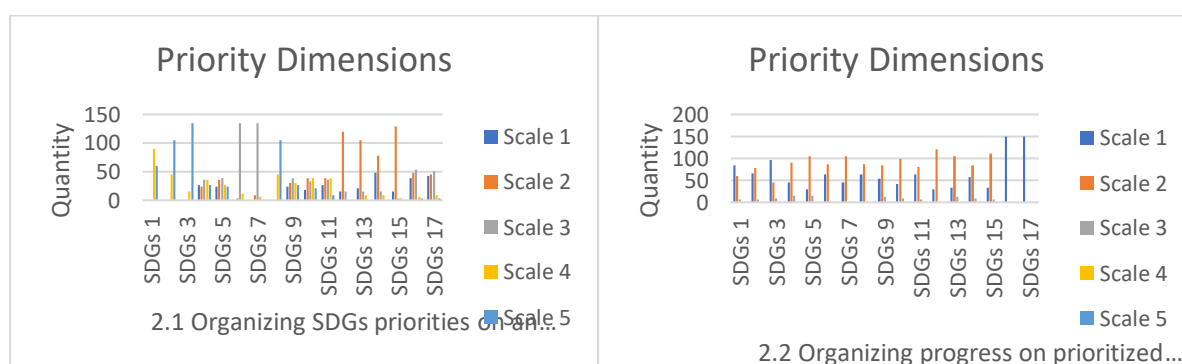
Picture 2. Questionnaire results on the priority dimension scale

Meanwhile, the majority of students are on a scale of 1-2 in terms of the nature dimension, which shows their prioritization of issues such as SDGs 14 - life below water, SDGs 15 - life on land, SDGs 13 - climate action, SDGs 12 - responsible consumption and production. Then, the majority of students are at scale 3 in terms of the life support dimension, which highlights the importance of issues such as SDGs 6 - clean water and sanitation as well as SDGs 7 - affordable and clean energy.

In addition, the majority of students chose scale 1 and 2 answers in terms of indicators 2.2 related to SDGs integration provided by the university in their study program (Picture 2). This shows that there is still a need to improve the understanding and integration of SDGs in the university curriculum so that students are more aware and involved in the implementation and achievement of SDGs.

However, when students are asked about - I use sustainability criteria (feasible, inclusive and equitable) as decision-making considerations, only about 5% of students answered on a scale of 4-5 in terms of the indicator 3.1 (Figure 3), indicating that few students pay attention to the criteria of feasible, inclusive and fair as well as sustainable criteria in their actions. This shows that efforts are still needed to encourage students to pay more attention to these aspects in their actions.
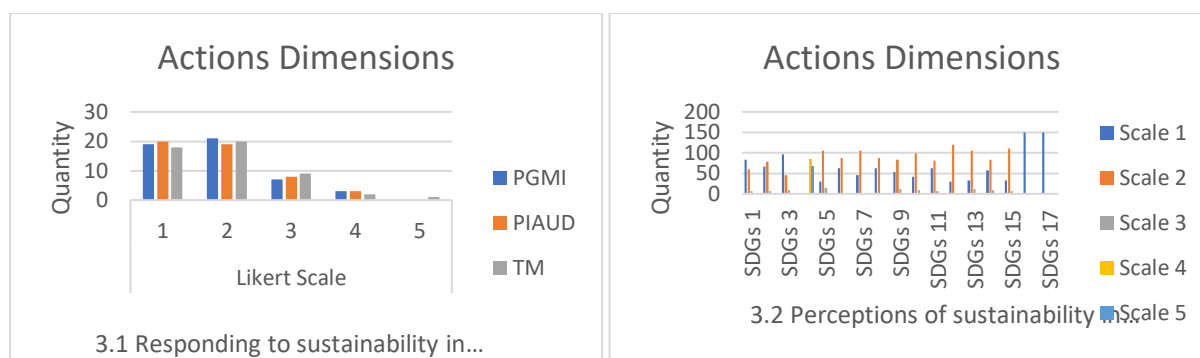
Figure 3. Questionnaire results on the actions dimension scale

In the previous discussion, it was mentioned that only about 5% of students answered on a scale of 4-5 in terms of the action dimension. However, when we look at perceptions of sustainability in performance sectors, improvement potential and individual responsibility indicators (indicator 3.2), such as the impact of future work on the SDGs, the number of students reflecting higher awareness of sustainable actions on education is higher. In this regard, 90% of students answered on a scale of 4-5 when asked about which SDGs they prioritize in their future work. The majority of students chose the goal of quality and inclusive education in SDGs 4.

This choice shows that students want to play a role in achieving the SDGs through sustainable and inclusive education. They recognize that quality and equal education plays a crucial role in sustainable development because good education can provide fair access and opportunities for all individuals to grow and thrive.

By choosing the goal of quality and inclusive education, students demonstrate their commitment to creating an education system that provides fair access, good quality, and relevant education for all individuals, regardless of their social, economic, or status backgrounds (Chisingui & Costa, 2020; Clark et al., 2020; Liu & Gao, 2020; Tan, 2019).

This demonstrates the awareness and hope of students to become agents of change in achieving the SDGs through concrete actions, especially through an inclusive, innovative, and sustainable educational environment. By prioritizing education in their future work, students can help accelerate the achievement of the SDGs and drive positive change in their communities.

E.   Conclusion

In conclusion, the analysis of students' responses reveals that while overall action dimension awareness may be low, there is a higher level of awareness and commitment to sustainable actions when it comes to specific indicators, such as prioritizing SDGs in future work. This indicates that students recognize the importance of sustainable actions and are willing to contribute towards achieving the SDGs. The majority of students prioritized quality and inclusive education as their main focus, understanding that education plays a critical role in sustainable development. This reflects their desire to create an inclusive and equitable education system that provides opportunities for all individuals to thrive. Therefore, students show great potential in becoming agents of change and driving positive transformations towards achieving the SDGs through concrete actions.

References

Aleixo, A. M., Azeiteiro, U. M., & Leal, S. (2020). Are the sustainable development goals being implemented in the Portuguese higher education formative offer? *International Journal of Sustainability in Higher Education*, *21*(2), 336–352. https://doi.org/10.1108/IJSHE-04-2019-0150

Berchin, I. I., de Aguiar Dutra, A. R., & Guerra, J. B. S. O. de A. (2021). How do higher education institutions promote sustainable development? A literature review. *Sustainable Development*, *29*(6), 1204–1222. https://doi.org/10.1002/sd.2219

Chisingui, A. V., & Costa, N. (2020). Teacher education and sustainable development goals: A case study with future biology teachers in an angolan higher education institution. *Sustainability (Switzerland)*, *12*(8). https://doi.org/10.3390/SU12083344

Clark, I., Nae, N., & Arimoto, M. (2020). Education for Sustainable Development and the "Whole Person" Curriculum in Japan. In *Oxford Research Encyclopedia of Education* (Issue August). https://doi.org/10.1093/acrefore/9780190264093.013.935

Gafoor, A. K. (2012). Considerations in measurement of awareness. *National Seminar on Emerging Trends in Education*, *November*, 1–6. https://www.academia.edu/4758200/Considerations_in_the_Measurement_of_Awareness

International Council for Science & International Social Science Council. (2015). Review of Targets for the Sustainable Development Goals: The Science Perspective. In *United Nations* (Issue 2015).

Liu, L., & Gao, L. (2020). Enhancing Student Engagement in a Sustainability Class: A Survey Study. In *World Sustainability Series*. https://doi.org/10.1007/978-3-030-15604-6_20

Manolis, E. N., & Manoli, E. N. (2021). Raising awareness of the Sustainable Development Goals through Ecological Projects in Higher Education. *Journal of Cleaner Production*, *279*. https://doi.org/10.1016/j.jclepro.2020.123614

Stibbe, D., & Prescott, D. (2020). *The SDG Partnership Guidebook : A Practical Guide to Building High Impact Multi-Stakeholder Partnerships for The Sustainable Development Goals* (D. Stibbe & D. Prescott (eds.)). The Partnering Initiative and UNDESA. https://sdgs.un.org/sites/default/files/2020-10/SDG Partnership Guidebook 1.01 web.pdf

Tan, C. (2019). A Signature Pedagogy for Initial Teacher Education in Singapore. *New Educator*, *15*(3), 226–245. https://doi.org/10.1080/1547688X.2019.1626670

UN General Assembly. (2015). *Global Sustainable Development Report 2015 Edition Advance*.

UNICEF. (2022). *How can we achieve the Sustainable Development Goals for and with children? Awareness, action and accountability*. UNICEF, for Every Child. https://www.unicef.org/sdgs/how-achieve-sdgs-for-with-children

Yuan, X., Yu, L., & Wu, H. (2021). Awareness of sustainable development goals among students from a chinese senior high school. *Education Sciences*, *11*(9). https://doi.org/10.3390/educsci11090458

Huda, N., Ghani, M. F. A., & Darwis, D. (2019). Assessing the Awareness of Sustainable Development Goals (SDGs) among University Students in Malaysia. In: Journal of Physics: Conference Series, 1366(2), 022076. doi: 10.1088/1742-6596/1366/2/022076.

Li, R., Wang, B., & Qiao, F. (2021). Assessing the Understanding and Awareness of the SDGs Among University Students in China. In: Sustainability, 13(6), 3318. doi: 10.3390/su13063318.

The Role of Teachers in Learning In Elementary Schools in The Post-New Normal Era

Ade Nurjanah[1], Babang Robandi[1], Pupun Nuryani[1]

[1] *Pedagogics, University of Education Indonesia, Bandung, Indonesia*
✉ *email: adenurjanah70732@gmail.com*

Abstract: This research is motivated by the impact of Covid-19 making the Teacher's routine in the post-new normal period which usually has more activities at home to be outside the home again. So that researchers want to see whether in the post-new normal period a teacher during this phenomenon has a significant role in learning in elementary school children. Research with a qualitative approach, using phenomenological research methods with in-depth interview techniques as data collection techniques and Intepretative Phenomenological Analysis techniques as data analysis techniques. From the data that has been analyzed, three important findings were obtained from this study, namely: First, the teacher's perspective on children's learning activities in the post-new normal period revealed that online and face-to-face collaborative learning for elementary school children is not effective enough. Because in his view, the success of children's learning outcomes depends on the atmosphere and facilities available to support children's learning activities. Second, the teacher's involvement in learning in the post-new normal period is related to the form of learning assistance activities when the teacher fulfills an important role in supervising children, supporting children's success by providing achievement support, and as a guide and educator. Third, teachers' experience when carrying out their role in children's learning in the post-new normal period is the best moment to strengthen the emotional relationship between teachers and parents. From the teachers' experience in the post-new normal period, it motivates teachers to improve relationships that are considered less close with children and parents, improve self-competence and always make various educational innovations.
Keywords: Teacher's Role, Learning, Elementary School, Post New Normal

A. Introduction

Yesterday, the whole world was shocked by the pandemic virus that infected all corners of the world, including Indonesia. The World Health Organization (2020) or also known as WHO declared the Corona virus (COVID-19) as a public health emergency of international concern. Various policies were taken and issued by the Indonesian government as an effort to break the chain of the spread of Covid-19. Including the world of education, this has made the implementation of education diverted from activities at school to be based on activities at home.

Schools shifted from face-to-face learning to distance learning (PJJ) through online learning, this lasted long enough until recently the Ministry of Education and Culture called on all policy makers to support the restoration of education services. Based on the Minister of Home Affairs instructions No. 29 and 30 concerning the Implementation of Restrictions on Community Activities (PPKM) which took effect from June 7 to July 2022, almost all regions are at PPKM level 1. So the Ministry of Education and Culture urges all policy makers,

especially in the education sector, to support the restoration of education services by immediately opening face-to-face learning (PTM) in schools.

In various circumstances the world of education must continue because education has a very important role in efforts to shape the quality of human resources that excel in various fields realized through a process called learning which is carried out by learning and guided by a teacher or teacher. Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers confirms that teachers and lecturers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and meet other qualifications required by the higher education unit where they serve, and have the ability to realize educational goals.

Teacher mentoring in the post-new normal period is believed by all parents to be an important influence on children's learning process. The teacher is an important and decisive figure in the learning process. Although there are now a variety of richer alternative learning resources, such as books, journals, magazines, the internet, and other learning resources, the teacher figure remains the key to optimizing existing learning resources. Teachers remain the main source of learning. Without teachers, the learning process will not be able to run optimally.

In the current case, students are getting used to doing everything at home and getting various facilities and relief provided by educators. So inevitably when the process of education returns, teachers of this era must rack their brains and further improve their competence in order to achieve the desired results. All educational processes will be returned to the teacher, the role of the teacher is very important in teaching and learning activities. This one figure will always be a strategic spotlight when talking about education issues, because teachers are always related to any component in the education system, teachers play a major role in educational development, especially those organized formally in schools, teachers also determine student success, especially in relation to the teaching and learning process (Mulyasa, 2013).

B. Methods

The paradigm of this research approach uses qualitative research because some characteristics of qualitative research seem to be in accordance with what is done in this study. Referring to Conger's (1998) view, that "...qualitative research is conducted in the actual setting of the phenomenom...", the qualitative approach was chosen to be an appropriate approach to be used in this research. The role of the teacher as a phenomenon in the context of mentoring is interesting to be studied in more depth.

This research is located in Tasikmalaya Regency. The location chosen was adjusted to the aims and objectives that made it easier for researchers to conduct research. The participants chosen are participants who in theory will provide a new view of the experiences they have experienced which is in accordance with the objectives to be achieved. In the research, a number of participants will be obtained who will provide the data obtained so as to produce several findings related to the role of the Teacher in assisting elementary school children's learning in the post-new normal period.

In collecting data, researchers used interviews as a data collection technique. Interviews were used as a tool to collect information from teachers who were selected as respondents or participants in this study. The technique used in this research is one to one interview.

Furthermore, from the data obtained, the IPA (Interpretative Phenomenological Analysis) analysis technique will be used. This technique was chosen because the research seeks to reveal a direct experience that occurs, namely the Teacher's involvement in the context of assisting students while learning. Experience is the main key to be revealed in more detail in this study. As stated by Smith (2009), Interpretative Phenomenological Analysis (IPA) is used to conduct an in-depth examination of a person's direct experience. The essence of IPA lies in the focus of analysis, where the focus directs our analytical attention to the statements submitted by respondents/participants to interpret their experiences.

C. Results and Discussion

1. Teachers' perspectives on children's learning activities in the post-new normal situation

The first thing that emerges as a discussion is the teacher's view of the post-new normal situation. The respondents' statements recorded in voice recordings revealed some information about the post-new normal situation experienced by the respondents.

"In my opinion, the post-New Normal situation in education demands significant changes in the way we manage and deliver learning. We are faced with new challenges" (Mrs. Rina. Tasela, January 22, 2023).

The post-new normal situation is still influenced by yesterday's new normal situation, and education is no exception. This is as described by respondents where the influence of the new normal causes significant changes in the way they carry out learning and provides new challenges for them.

One respondent who is a teacher has an opinion about the future of education in the post-new normal era. .

"I see the future of education in the post New Normal era as an opportunity to make changes for the better. This experience has opened our eyes to the importance of adaptation and innovation in education." (Mrs. Rina Tasela, January 22, 2023).

The statement illustrates an optimistic view of the future of education in the post-new normal period. In a situation that demands changes in education, there are several important aspects that need to be considered to achieve better changes. Adaptation and innovation are key in dealing with the changes that occur. Teachers are a key element in education. They need to be optimally prepared and supported to deal with flexible and diverse learning.

One respondent added her opinion regarding her learning activities now after the new normal still requires adaptation and collaboration with parents, especially mothers. In accordance with Amalia's (2016) opinion that parents' activities in doing something will be centered in one activity. Meanwhile, the task of accompanying children to study at home is left to the wife.

"We maintain a combination of face-to-face and distance learning. Flexibility and adaptation are key in maintaining a smooth learning process" (Mrs. Rina. Tasela, January 22, 2023).

Other respondents expressed almost the same opinion as the previous one. However, the impact of covid-19 for some children whose task of caring for and accompanying children to study is left to their household assistants. In accordance with the opinion of Zulfitria, Ansharullah, & Pratami (2020), that parents who work in the health sector during the covid 19 pandemic mostly leave the care and education of their children to household assistants. This happens because the health sector is at the forefront so that the health sector works full time.

"We actively involve parents through regular communication, even though their children are accompanied by their mbak we still communicate either through instant messaging applications or online parent meetings. Parents also have a role in helping to ensure children can keep up with learning and assisting them in carrying out tasks." (Ibu Yani. Singaparna, January 24, 2023)

The post-new normal learning period has brought major changes in the way children learn, and some students may experience stress or confusion. Parents can act as advocates who help overcome these challenges by providing emotional support, motivation and positive encouragement to children. Good collaboration between teachers and parents will create an inclusive educational environment and support students' holistic development.

Another opinion from the next respondent was a teacher who was affected by the impact of the new normal. She revealed that she faced concerns about her job and her family's economic condition. Many companies are experiencing difficulties and are forced to make layoffs as a cost-cutting measure.

This also affected the family of one of the respondents, whose husband lost his job. In accordance with an article from BBC Indonesia (2020) which reveals that some breadwinners, especially fathers, experience feelings of worry and depression after the layoff process carried out by the company. In the midst of thinking about work, the view emerged that this concern about work should be the focus of worry rather than work.

"I am facing considerable concerns regarding my work as a teacher. The impact of the New Normal period has changed many things in the world of education. However, I am also worried that my husband has lost his job" (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's next statement, she came up with a solution step for herself not to worry too much about losing her job in the new normal. She took advantage of the new normal situation yesterday by doing positive activities, one of which helped facilitate the learning of her students and children.

"Starting from the confusion of my husband's activities at home, but I am active on social media and my husband is also quite good at IT. Now when teaching children, it turns out that there are many challenges, including my child, he is more interested in watching on YouTube. I was also confused and my work demands had to continue, so I finally tried to make a learning video. At first it was just ordinary for me to share with my students, they were enthusiastic. Finally, my husband tried to edit it, so while I share it with students but the video is uploaded by my husband on YouTube, quite a few people watch it, hopefully it will be able to produce it, mom." (Mrs. Esti. Sariwangi, January 23, 2023).

An interesting thing emerged when the respondent revealed a statement that she would be serious in managing YouTube and would start sharing her knowledge and teaching on social media and increase her income.

"Times like this seem to be suitable for innovations that make work easier, even though now I have started learning as usual again but the habits of the children who were covid yesterday are still mostly the same. Even though I'm busy teaching again, I will try to keep taking YouTube seriously. Hopefully it will develop and produce in the long run, mom." (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's statement, the view emerges that the teacher's role is very large. So that her concern for the new normal is used as a step to solve the problem of layoffs experienced by her husband. In addition, the respondent believes that everything that happens to her has a wisdom. In addition to getting a solution in finding a source of income from home, she expressed her awareness of the importance of the presence and involvement of a teacher even if only on the screen.

"Alhamdulillah, the new normal for me has many lessons mom. I am more motivated to innovate and want to work. Even though it's still not perfect, our role on the screen is different for children and helps them." (Mrs. Esti. Sariwangi, March 23, 2023).

As stated by the respondents, children's learning activities in the new normal period that have been carried out online are considered less effective for filling learning activities that children usually do at school and when they return to learning at school it is still carried over. Like the research conducted by Harahap, Dimyati, & Purwanta (2021), that online learning for children is not appropriate and does not go well. Some respondents said that their children became undisciplined when not in school because when learning online they felt they were not learning and that carried over to the current school learning.

"I was really worried when I saw the condition of the children learning online at home, what I expected of course was that the child did the activity according to my instructions. But what I see is like this. Tasks are ignored, done at will. It's not appropriate, it's not what I expected until now the children are like that." (Mrs. Rina. Tasela, January 22, 2023).

From the statements above, respondents explained that online learning activities at home did not run smoothly as they expected. Children become unfocused on doing assignments from school.

 "When children go to school, they already know at least how learning activities in the classroom. But that activity is partly gone and now it starts again with different circumstances than before the post-new normal." (Mrs. Rina. Tasela, January 22, 2023).

Because the learning atmosphere that is built at school and at home is certainly different. At school, the atmosphere and supporting facilities for children to learn and play are very complete to stimulate the development of religious morals, physical motor skills, social-emotional, language, and art for elementary school-age children....

If we look at the interview transcripts, one of the respondents said that "As a teacher, I have to facilitate what children usually do at school now". From the respondent's statement, it is in accordance with Mulyasa's opinion (2008) which states that the teacher as a facilitator is tasked with facilitating learning for all students, so that they can learn in an atmosphere that is fun, joyful, full of enthusiasm, not anxious, and dare to express their opinions openly.

What needs to be done is to provide good examples to children, quoting Ki Hajar Dewantara, we must "ing ngarso sung tulodho", as teachers must always provide examples as well as parents must be able to be role models for their children, by immediately giving examples first to our children so that they only have to imitate our behavior.

One respondent revealed the habits of children yesterday doing activities at home and carried over to this day.

"Children now mostly forget to shake hands with the teacher because of yesterday's rules. the teacher's task now increases, besides having to catch up, they also have to improve the morale of the children. I teach them again from simple things that I model. Alhamdulillah, now it's normal again." (Mrs. Yani, Singaparna. January 24, 2023)."

The changes experienced by teachers during the post-new normal period certainly affect current learning. The teachers' habits when learning face-to-face are inversely proportional to when covid 19 and now have to return to carry out learning but with different conditions.

"Yes neng, the work during WFH was hard in my opinion, the weight was that I could not accompany the children to study directly. Sometimes I have to go to villages to visit children who are difficult for me to contact, difficult to signal, not to mention that the parents have no attention, the assignments are not done, even now the children are also the same so they rarely go to school, do assignments just like that." (Mrs. Rina. Tasela, January 22, 2023).

"It seems that the child is indeed having difficulty, why is this child already in high class not able to do this." (Mrs. Yani. Singaparna, January 24, 2023).

The respondents' statements above illustrate that when respondents find out that their students are having difficulty in learning, they try as much as possible to help their students in completing their learning tasks. The role of the teacher appears in the respondent's expression above, namely the role of the teacher in providing guidance to students in facing learning challenges and difficulties.(Amri, 2013).

Of course, in the learning process, the teachers become more closely related to the parents, because there are more and more tasks assigned by teachers that their children cannot understand, so parents must ask the teachers for direction.

"Alhamdulillah, before covid, during covid, New Normal, until now I am still accompanied by parents, but when covid is closer. So we are always together," (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's statement above, it reveals the wisdom gained, because then the relationship between teachers and parents of students becomes closer, more appreciative of the role of teachers and accompanying their children's learning process until now.

Furthermore, what is interesting about teachers' perceptions of children's learning activities in post-new normal is the statements made by respondents. Directly, respondents believe that when teachers are at home and are required to continue carrying out their duties, teachers must make innovations and when learning at school reopens, these innovations must be collaborated with appropriate learning strategies and methods. Teachers should be the originators of ideas for progress in education and teaching (Amri, 2013).

"Alhamdulillah, that's the new normal, mom. From there I became more motivated to innovate and want to work until now. Although it is still not perfect." (Mrs. Esti. Singaparna, January 24, 2023).

"Now the way of teaching cannot be conventional like before, we must be willing to innovate, at least we must use IT media occasionally, we must give many real examples and combine them with strategies and methods that are suitable for today." (Mrs. Esti. Sariwangi, January 23, 2023)

From the statement of one of the respondents, the respondent understands the child's learning difficulties and is directly involved in helping to solve the problem with the child. This is in accordance with the role of the teacher according to Amri (2013). The teacher is an informator who provides good and effective information about the programmed material as well as information on the development of science and technology.

One respondent believes that when children are accompanied while learning by the teacher, they want to learn well compared to when they are not accompanied by the respondent.

"When children study directly with me. I see that children really need me. When we direct them, they want to learn and do according to my instructions" (Mrs. Esti. Sariwangi, January 23, 2023).

The following statement describes the form of attention that a teacher pays to her children from a distance.

"I try to monitor from my cellphone, especially those who are lacking in learning, I try to call them and even make time to visit their homes. I feel bad mom so much left behind. Alhamdulillah, now they are learning face-to-face again so their parents are working together." (Mrs. Rina. Tasela, January 22, 2023).

"I like to give attention too, such as group video calls. I ask how the material and assignments can be understood? How far has the assignment gone? You have to do the assignment! Until now, I do that to make sure they learn" (Mrs. Esti. Sariwangi, January 23, 2023).

From the respondent's statement above, an important point emerges regarding the teacher's role as a provider of attention. A teacher's personal attention to his or her students advances the child's development more than the school organization, where a teacher faces the children of that class more often. The conclusion from the respondent's statement is that the respondent must always know the child's activities as a form of giving attention by asking questions, understanding and understanding what they should do remotely.

We see indications that the activities that respondents do with children use technological aids. The social interaction that is trying to be built is not pure between the teacher and the child. While in a study it is said that play and interaction as well as social games have a positive effect on children's learning outcomes.... So we can understand that the interaction between the teacher and the child where there is a social context at the time of interaction. Interaction at home makes the teacher more aware of the importance of being directly involved in the child's life.

The situation was different when one of the respondents was directly involved in the children's learning at home and school. The interesting thing about the respondent's statement is when the respondent feels "anxious" and eager to help with their children's work.

"Seeing the way they learn makes me sometimes impatient, I give a lot of penalties in collecting assignments and others. so now when learning directly again like gereget when I give assignments it feels like I want to help do it so they finish quickly." (Mrs. Esti. Sariwangi, January 23, 2023).

However, respondents reiterated that helping children to complete their assignments was only at the beginning when adjusting to their new role as a learning companion in the new normal period.

"So when the learning process is so good, mom. Because he is motivated in the video and seen by many people so it must be good." (Mrs. Esti. Sariwangi, January 23, 2023)

The role of the teacher appears from the above statement, namely the teacher as a motivator in agreement with Jamarah (2004). At all times the teacher must act as a motivator, because in educational interactions it is not impossible that there are students who are lazy to learn and so on. Respondents who choose to hone children's abilities rather than help with their assignments.

"As a teacher, I have to learn too, look for new knowledge. Like why my students at this age can't do this yet. I feel that I have to look for more knowledge. So that I can really carry out my profession well." (Mrs. Esti. Sariwangi, January 23, 2023)

Although sometimes the teachers are also less smart in everything, especially related to technology. Because according to Jamarah (2005) teachers should have sufficient knowledge and understanding of educational media in various forms and types, both nonmaterial and material media.

Not quite up there, the respondent added a statement that the influence of increasing children's insight is when it is easy for children to be able to access TV, and Youtube which is considered a source of children's insight.

"Because what I know, so far why my children know more, maybe they are more diligent in watching TV, watching YouTube-YouTube. So meureunan I as a teacher rarely watch it. So children know more about it." (Mrs. Esti. Sariwangi, January 23, 2023)

Teachers' perceptions of post-new normal learning activities that cannot be separated from IT facilities can be concluded that children are eager to learn and do their assignments when children see their teachers on social media shows.

"When I teach from home or at school doing activities with students, I like to record it. I take photos or videos, the important thing is to document it. They get excited to do their assignments" (Mrs. Esti. Sariwangi, January 23, 2023).

The statement concluded that children are motivated to show the best of themselves. So that respondents took the initiative to create a Youtube channel as a medium to display the works made by their children as well as additional activities for teachers at home or at school.

Information about what happens to children will actually determine what the teacher needs to do. How teachers will play their role better is of course also determined by how much information they have about what their children are experiencing. So it is understandable that the lack of information also affects how teachers play their role in assisting children to learn in the post-new normal period in this study and also affects how teachers feel experiencing this situation.

2. Teacher Involvement in the Post-New Normal Learning Process

What emerges as a discussion is the teacher's involvement in children's learning activities at home and at school and the relationship built between the teacher and the children. As stated by the respondents, one in three respondents expressed full involvement in learning activities with children. "I now have to really play an important role for these children." (Mrs. Yani. Singaparna, January 24, 2023). From the respondent's statement, it can be concluded that her involvement in assisting children to learn.

In this case, the role of the teacher as a companion in education is highly emphasized. The discussion also covers the role of teachers in schools. Teachers act as teachers, facilitators

and guides in the teaching-learning process in the school environment. They are responsible for organizing and delivering learning materials, managing classes, evaluating student progress, and providing guidance and motivation to children.

Furthermore, the discussion covers the relationship that exists between teachers and children. The quote emphasizes the importance of the relationships built between teachers and children, strategies to strengthen teachers' involvement in children's learning activities and the importance of parental support in supporting teachers' roles. All of these contribute to improving the quality of education and learning for children. The background to this was the impact on the post-new normal.

"Because many parents from the covid era until now are busy working, children are entrusted with ART aunts who accompany learning but because they are also busy taking care of the house so they cannot focus on helping, especially if they are sorry for their low education." (Mrs. Yani. Singaparna, January 24, 2023)

Factors that influence teachers' motivation to engage with their children are the busyness of working parents and the lack of appropriate learning assistance for children.

From the respondent's expression, it was further explained that before the new normal period, the respondent was less involved in the child's learning affairs. So that the relationship between teacher and child has not yet emerged.

"Before the post-new normal, learning was through videos, every day I worked with children learning through online, but there were many students so my attention was divided" (Mrs. Yani. Singaparna, January 24, 2023).

Research that conveys that in understanding the role of teachers in learning assistance, the most important thing is that students carry out learning activities not only physically, but they must be psychologically involved. In other words, students must be guided to gain experience, and form competencies that will lead them to achieve their goals (Mulyasa, 2016). In other words, we need to see the teacher's involvement in learning assistance as a whole unit in order to help children to achieve optimal growth and development.

However, it is different when respondents start to engage in children's learning activities. The relationship between teacher and child emerged when respondents shared their experiences of being involved in learning activities with their children.

"I also make children my friends. When I make friends with him, for example when folding, my student also folds. There is my activity, there is my student's activity. He does his own activities, I also do my own activities when he can, he doesn't tell me what to do. But he can because he sees me." (Mrs. Esti. Sariwangi, January 23, 2023).

The respondent's way of solving problems with the child is to make the child her friend. As if the teacher is doing the same thing together with the child. So that the child does not feel alone in struggling. This is because teacher support and direction are more influential than child initiative (Levy et al., 2016), children learn better in the context of affective parent-child relationships (Mullis et al., 2004) or in quality affective interactions.

Another respondent stated that how do you feel about the mother's involvement in assisting the child to study after the new normal. Because respondents believe that accompanying children to study is the wife's job.

"Mother's involvement is very important in assisting children to learn after the new normal. Mothers have a unique role in understanding children's needs and tendencies." (Mrs. Esti. Sariwangi, March 22, 2021)

From this statement, it can be concluded that all respondents expressed their involvement in accompanying children to study. There is an expression from the respondents that elementary school children need to be accompanied when learning from home. So that there is awareness from the respondents to try to accompany their children to study after this new normal.

Post-new normal, the form of learning assistance activities carried out by teachers has become a hot topic of discussion. In the face of learning challenges teachers must adjust to new ways to support students in achieving their learning goals. One of the emerging forms of learning assistance activities is the use of technology and digital platforms.

In the link between the role of teachers and children's development, there are many things and benefits to be gained when teachers are more involved in learning assistance. According to Sonnenschein, Stites, & Dowling, (2020) the psychological and emotional impact will be significantly increased when teachers are involved in children's learning assistance.

The role of the teacher can be explained as a role that is carried out to lead children to become independent in their adulthood, both physically and psychologically. The teacher's role is as important as the mother's role and has an influence on the child's development even though they generally spend relatively less time with the child compared to the mother.

It is interesting to observe from the respondents' explanations how teachers respond to this condition and their involvement in learning assistance. Almost all respondents indirectly said that they were already involved in learning assistance with sufficient intensity. Two respondents said that they try to build closeness with their children. Another respondent said that they were involved in learning activities with their children.

3. Teachers' Experiences in Post New Normal when Implementing Learning

The next theme that emerged from the results of the analysis conducted by the researcher is a finding that seems to dominate this research on the role of teachers. The main themes that emerged in relation to the role of teachers in assisting students' learning were the negative feelings that arose, the positive feelings felt by teachers, and the description of the situation experienced by teachers.

What emerges to be discussed in this first section is that there are many expressions seen and expressed by respondents that imply negative feelings as a teacher experiencing the impact of post-new normal. Starting from feelings of anxiety, fear, worry, and even disappointment expressed by the respondents.

"Describing the situation experienced, I found that teachers face various practical and psychological challenges in assisting student learning after the new normal. Practical challenges include technical issues, such as unstable internet network quality, device limitations, or lack of access to digital resources. Meanwhile, psychological challenges include adapting to rapid changes, designing effective learning strategies online." (Mrs. Rina, Tasela, January 22, 2023).

One respondent expressed fear when the implementation of new normal learning activities had passed. Here are some of the negative feelings that can arise:

I feel anxious because of the sudden change in the way of teaching and interacting with students, fatigue because the online learning process requires extra energy, frustration when there are technical difficulties, loneliness and worry that students who have limited access to technology or a less supportive environment will be left behind in online learning. This fear of injustice can cause ongoing concerns" (Rina, Tasela January 22, 2023).

In contrast to the previous opinion, the next respondent's expression was a concern that there would be no more income due to layoffs as a result of the new normal period. As well as the expression of respondents who are worried about the future of their children in the field of education.

"In the new normal, many companies are forced to lay off workers or reduce the number of employees to survive. My husband was laid off," (Mrs. Esti, Sariwangi, January 23, 2023).

Furthermore, the negative feelings conveyed by the respondents that are interesting from the Teacher's experience when carrying out her role in assisting children to learn during the new normal period is when the respondent believes that the relationship with her child is not very close.

"I also try to maintain a good relationship with my boss and colleagues, so that if there are changes or decisions to be made, I can still have the opportunity to keep working or get new opportunities" (Esti, Sariwangi, January 23, 2023).

Primary school teachers have experienced major changes in the way they conduct learning after the new normal. They have faced unique challenges and need to adapt to the new situation. These teachers have had valuable and challenging experiences in their efforts to provide quality education to students.

Along with the development of technology, Teachers have adapted to using technology in the learning process. They have learned and mastered online learning apps and platforms. However, in the midst of using technology, teachers also face limitations of uneven access. Some students do not have adequate devices or internet connections. In the face of this challenge, Teachers have to find alternative solutions, such as providing printed learning materials or conducting phone consultations. They make every effort to ensure that every student can access learning properly.

Teachers in Tasikmalaya district must also have effective time management skills. As the respondents stated as follows:

"Effective time management skills are very important for a Teacher". (Mrs. Rina, Tasela, January 22, 2023)

"I have several steps that I apply. First, I make a detailed daily schedule, including time for preparing learning materials, communicating with students and parents, and time for answering students' questions. With a clear schedule, I can allocate time wisely for each task" (Mrs. Rina, Tasela, January 22, 2023).

From the respondents' statements regarding the negative feelings they experienced, these conditions can change the order and habits in the family (Rimm, & Lowe, 1988). One of them is the layoff experienced by one of the respondent's husbands.

What emerges to be discussed in the next section is the positive feelings felt by the respondents.

"Yes, there is one more thing that makes me feel positive, which is the opportunity to develop creativity." (Mrs. Rina, Tasela, January 22, 2023).

Respondents expressed their feelings of happiness when they could develop their creativity. The feeling of happiness felt by the next respondent was different from the previous respondent.

"I feel very positive about technology adaptation and the use of online learning platforms. I also feel happy because the platform allows interaction and collaboration between students in the form of online discussions or joint projects" (Mrs. Esti, Sariwangi, January 23, 2021).

In the new normal, teachers and parents become partners in ensuring that the learning process continues to run effectively and thoroughly. Teachers act as facilitators and guides in teaching through distance learning or a combination of online and face-to-face learning, while parents act as active companions in supporting children's learning at home. This proximity also involves collaboration in completing learning tasks to achieve optimal results. Through this proximity, parents can better understand their child's development in academics as well as create an inclusive learning environment.

D. Conclusion

Based on the data presented in the discussion section, the researcher draws several points as conclusions as well as answers to the research questions posed in this study in the following explanation. The changes experienced by teachers during the new normal period certainly affect the new role that is being undertaken. There are several important aspects that need to be considered to achieve better changes. Adaptation and innovation are key in dealing with the changes that occur. The new normal experience has opened our eyes to the importance of flexibility and the ability to adapt to rapid change. Education must be able to keep up with the changing times and technology. By making better use of technology, education can improve access and quality of learning. The use of advanced and innovating technology can facilitate a more engaging, interactive and customized learning process. Furthermore, the importance of improving training and support for teachers was also highlighted in the statement. Teachers are a key element in education.

In the face of post-normal learning challenges teachers must adapt to new ways of supporting students in achieving their learning goals. One of the emerging forms of learning assistance activities is the use of technology and digital platforms. Teachers are taking the initiative to adopt tools such as video conferencing applications, online learning platforms and other digital resources to facilitate communication and interaction between teachers and students. Through the use of technology, teachers can explain, teach, give assignments and provide feedback virtually. In addition, learning assistance can also be done through individual or small group approaches.

The use of this technology requires adaptation time and deeper understanding. However, in the midst of using technology, teachers also face uneven access limitations. Some students do not have adequate devices or internet connections. In the face of this challenge, Teachers have to find alternative solutions, such as providing printed learning materials or conducting telephone consultations. They make every effort to ensure that every student can access learning properly. One of the lessons of the post-new normal period is that it creates a closer bond between parents, especially Teachers, and their children. The changed learning situation

and the challenges faced during the pandemic have forced parents and Teachers to work together more intensively in supporting children's educational development.

References

Amalia, N. F. (2016). Pentingnya Kerja Sama Orangtua Untuk Membentuk Karakter Anak Di Dalam Keluarga.

Amri, S. (2013). Pengembangan & Model Pembelajaran Dalam Kurikulum 2013. Jakarta: PT. Prestasi Pustakakarya.

BBC (British Broadcasting Corporation) News. (2020). Virus corona: Bagaimana berbagai pelonggaran pembatasan diberlakukan di Banyak Dunia, mulai dari toko dan sekolah yang ditutup sebagian. Diakses 15 Januari 2023 pada laman: https://www.bbc.com/indonesia/dunia-52603643

Conger, J. A. (1998). Qualitative research as the cornerstone methodology for understanding leadership. *The Leadership Quarterly, 9*(1), 107-121.

Harahap, S. A., Dimyati, D., & Purwanta, E. (2021). Problematika Pembelajaran Daring dan Luring Anak Usia Dini bagi Guru dan Orang tua di Masa Pandemi Covid 19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5*(2), 1825-1836.

Indonesia, R. (2005). Undang-undang Republik Indonesia nomor 14 tahun 2005 tentang Guru dan Dosen. *Sekretariat Negara. Jakarta*.

Levy, S.,& Guba, E. G. (2006). Establishing trustworthiness. *Naturalistic inquiry*, *289*(331), 289-327.

Mullis,E. (2004). Penyuluhan kepengasuhan mengenal anak usia dini. *Jurnal Pengabmas Masyarakat Sehat, 2*(3), 204-208.

Mullis,E. (2004). Penyuluhan kepengasuhan mengenal anak usia dini. *Jurnal Pengabmas Masyarakat Sehat, 2*(3), 204-208.

Mulyasa, E. (2013). Standar Kompetensi dan Sertifikasi Guru. Bandung: Remaja Rosdakarya

Mulyasa, E. (2008). *Implementasi kurikulum tingkat satuan pendidikan: kemandirian guru dan kepala sekolah*. Jakarta: Bumi Aksara.

Mulyasa, E., Iskandar, D., & Aryani, W. D. (2016). Revolusi dan inovasi pembelajaran. *Revolusi Dan Inovasi Pembelajaran*.Bandung: Remaja Rosdakarya

Rimm, S., & Lowe, B. (1988). Family Environments of Underachieving Gifted Students. *Gifted Child Quarterly*, *32*(4), 353–35

Saldaña, J. (2014). *Coding and analysis strategies*. In The Oxford handbook of qualitative research.

Shochib, M. (2010). *Edisi Revisi: Pola Asuh Orang Tua Dalam Membantu Mengembangkan Disiplin Diri*. Malang: Rineka Cipta.

Smith, Jonathan A. (2009). Interpretative Phenomenological Analysis: Theory, Method and Research. *Sage Publications*.

Syaiful Bahri Djamarah, 2004:43).Guru dan Anak Didik dalam Interaksi Edukatif Satuan Pendekatan Teoritis. Jakarta: Rineka cipta

WHO. (2020). Coronavirus disease (COVID-19) advice for the public: Advocacy. Diakses 15 Januari 20.34 pada laman: https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-forpublic/healthy-parenting

Zulfitria, Z., Ansharullah, A., &Pramita, C. A. (2020). Pentingnya peran orangtua dalam pendampingan Pembelajaran Daring di Masa Pandemi Covid-19. In *Prosiding Seminar Nasional Penelitian LPPMUMJ* (Vol. 1, No. 1)

Inspirational Motivation for Principal Transformational Leadership as an Effort to Improve Teacher Performance in PAUD Institutions

Rosyida Nurul Anwar[1]

[1]*PG PAUD, FKIP, Universitas PGRI Madiun, Madiun, Indonesia*
✉ *email:* *rosyidanurul@unipma.ac.id*

Abstract: Principal leadership has a major influence on improving teacher performance. Inspirational motivation is a characteristic of transformational leadership to improve teacher performance through educator competency development activities. This research aims to determine how inspirational motivation in school principals' transformational leadership improves. The research method uses a qualitative approach with a case study type. The research location is at the Madiun City PAUD Institute at the Al Irsyad Islamic Kindergarten, Madiun City. Data collection techniques were conducted using interviews, documentation, and observation at school. Data analysis in this study used Milles Huberman's analysis, namely data collection, data reduction, data presentation, and conclusions. The study results show that the motivational characteristics of inspirational, transformational leadership of principals at Al Ersyad Islamic Kindergarten in carrying out transformations through inspirational, motivating, and designing things so that educators want to advance things that have become common goals jointly. The principal inspires by providing examples of improving academic qualifications and teacher competence.
Keywords: inspirational motivation; transformational leadership; teacher performance.

A.   Introduction

Early Childhood Education (PAUD) is a form of educational service provided to children from birth to age six (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 Tentang Kurikukum 2013 Pendidikan Anak Usia Dini, 2014). The main actors in PAUD institutions are educators (Smith et al., 2013) . Educators are one factor that influences educational institutions' quality and success (Alfina & Anwar, 2020). The educator is a professional position. Therefore, educators must be professional because they are always present and interacting with students (Anwar & Alfina, 2019). Quality educators will produce generations who have quality as well.

The leadership of the PAUD head has a major influence on improving the quality of educators. PAUD principals, as school leaders, act as agents of change (Eyal & Roth, 2011). in line with Hoy and Miske, who stated that one of the factors that influence the quality of educators is the leadership of the school principal (Hoy & Miskey, 2013). Success studies show that the principal's leader determines a school's center point and rhythm. Transformational leadership is a leadership style in which school principals can make changes within individuals to achieve the best performance through charisma, providing intellectual stimulation, motivation, and individual attention (Nurhayani, 2014).

Previous studies have suggested that transformational leadership can improve the quality of educators. First, transformational leadership significantly affects performance in various managerial aspects and acts as a mediator between leaders and their followers (Nguyen et al., 2016). Transformational leadership is an important antecedent of employees' adaptability and proactivity in the workplace (Wang et al., 2017), the transformational leadership of school principals and teacher performance is significantly related to the quality of education (Maris et al., 2016). Fourth, the transformational leadership of the school principal has a significant effect on school quality and is acceptable (Putri & Rofi'i, 2018).

Based on the observations, Al Irsyad Islamic Kindergarten has leadership with inspirational motivation; an increase in teacher performance evidences this. Principals at both institutions inspire and motivate their followers. Transformational leadership has charismatic characteristics, encourages inspirational motivation, and provides intellectual stimulation and care for employees towards individuals (Bass & Avolio, 1993). Transformational leadership is influenced by commitment and job satisfaction that is close and meaningful. Transformational leadership is also defined as leadership that requires the action of motivating subordinates to be willing to work for "highlevel" goals that are considered beyond their interests at the time (Efendi, 2015, p. 194).

A motivated leader who always creates challenges can achieve high expectations and can arouse the enthusiasm and motivation of others (Anwar & Umar, 2021). Based on previous research on transformational leadership, it has yet to develop how school principals foster inspirational motivation. The purpose of this study was to find out how the principal's efforts in improving teacher quality through the motivational characteristics of transformational leadership inspiration. This research is expected to add to the body of knowledge in education and provide references in transformational leadership.

B. Methods

The method used in this research is a qualitative approach with a case study type. This type of case study research was chosen because it will focus on one problem, which is studied in detail, completely, and in-depth, and its development is carried out in transformational leadership in fostering inspirational motivation as an effort to grow teacher performance. The research location is at the Madiun City PAUD Institute at the Al Irsyad Islamic Kindergarten, Madiun City.

Data collection techniques were conducted using interviews, documentation, and observation at school. Sources of supporting data were obtained from observations at research locations, namely public, main, laboratory facilities, and other relevant supporting documents. Interviews as informants were with school principals, deputy principals, teachers, administrators, and parents of students regarding strategies for fostering inspiration, optimism, individual and group motivation, self-confidence, enthusiasm, and innovation to achieve vision and real change. This is done in depth by the principal as the main informant, who knows a lot about all the processes and the main actors. This research uses descriptive qualitative analysis, namely data obtained from interviews, observation, and documentation in the form of descriptions.

Data analysis is searching for information and its management system to make it easier for researchers to clarify the problem under study and communicate it to others. Data analysis in this study used Milles Huberman's analysis, namely data collection, data reduction, data display, and conclusions.

C. Results and Discussion

Based on the results of research through observation, interviews, and documentation at the Islamic Kindergarten Al Madiun City, it was found that the motivational characteristics of the inspirational, transformational leadership of the principal at the Islamic Kindergarten Al Irsyad in carrying out transformations through inspirational things, motivating and designing in such a way that educators want to be together to advance the things that have become a common goal—the ability of school principals to inspire educators through things that are standard as PAUD teachers. The ability to make changes in academic qualifications by the principal during his leadership can provide motivation that inspires teachers at Al Irsyad Islamic Kindergarten who have not yet achieved academic qualifications. Inspirational motivation is a characteristic of transformational leadership to improve educator performance through educator competency development activities (Andriana et al., 2018) together, aspire to advance the school organization in things that were unimaginable before; involvement of educators in decision-making, identifying all phenomena that exist within the institution with an overall body, mind, and emotions; growing trust and reassuring educators; giving complex, challenging, non-intimidating and authoritarian tasks.

Based on the documentation results, during the principal's leadership, as many as 4 PAUD educators have achieved the academic qualifications, namely Strata 1 in PAUD. Based on the data above, it is known that he was able to inspire and motivate four PAUD teachers to improve their academic qualifications during the principal's leadership. This finding aligns with previous research, which found a relationship between motivation and self-development on performance achievement (Damanik, 2018).

These findings support research on transformational leadership in improving the performance of PAUD teachers that leaders who actively motivate will improve the performance of their members (Nurmiyanti & Candra, 2019). Inspirational motivation for the transformational leadership of the head of Al Irsyad Islamic Kindergarten through inspirational things. The PAUD head gave inspiration by giving an example of having been able to improve his professional academic qualifications by having succeeded in obtaining an educator certificate. This finding aligns with the statement that motivational inspiration is used to influence and move members of educational organizations (Setiawan & Muhith, 2013).

Efforts to improve teacher performance in transformational leadership of the head of Al Irsyad Islamic Kindergarten are evidenced by six Al Irsyad Islamic Kindergarten educators who have won educator certificates during their leadership. Based on the data above, it is known that during the principal's leadership, he inspired and motivated six PAUD educators to have educator certificates as a form of educator professionalism. This finding is in line with the opinion of others that positive motivation is beneficial for continuous quality improvement and professional and career development (Akinyemi & Abiddin, 2013). The characteristic of inspirational motivation in transformational leadership to improve teacher performance is to

inspire educators to carry out educational development activities. The PAUD head is active in development activities to improve his competency as a school principal through various activities such as education and training, seminars held inside and outside the city, actively conducts group discussion forums with fellow PAUD heads in the Cluster, and carries out development by increasing skills in teaching. This finding aligns with the statement that motivational inspiration is used to influence and move members of educational organizations.

The study results found that the principal in improving teacher performance was carried out by the principal carrying out activities to inspire Al Irsyad Islamic Kindergarten educators to develop competencies that PAUD educators must possess. PAUD educators seek to improve their professional competence in developing learning materials so that children can receive lessons according to the stages of child development. Educators are also active in scientific activities that support their needs as educators and those carried out by PAUD heads, namely education and training, seminars held inside and outside the city, and actively conducting group discussion forums with fellow PAUD heads in the Cluster.

Efforts to improve the performance of PAUD teachers, the leadership characteristics of the Al Irsyad Islamic Kindergarten Principal provide continuous and sustainable learning motivation by holding various routine activities at school, namely teacher gatherings. Gathering teachers are held every Thursday after school learning ends; the aim is for educators to share how to teach and the problems face so that other educators can also provide input to other educators. The inspirational motivation for the transformational leadership of the Al Irsyad Islamic Kindergarten principal to improve the performance of educators is to jointly aspire to advance school organizations on things that were unimaginable before the principal developed imagination and hopes for the progress and quality of the school in ten or even twenty years forward to educators and invite educators to achieve these dreams and hopes jointly. These things can generate educator motivation and inspire what educators must do at this time to achieve dreams and hopes in the future.

The motivation for leadership carried out by the principal is also by inviting and involving PAUD educators in every decision-making activity. The principal does not make policies based on his perception, but policies are taken based on joint decisions in order to achieve the desired goals. This was done by her during her leadership so that educators feel motivated to do things mutually agreed upon through deliberations. This aligns with Sakdiah's research regarding leadership characteristics in Islam, that the Prophet Muhammad united his followers through persuasion, approach, diplomacy, consensus dialogue, and reconciliation, not using a security approach, intimidation, and coercion (Sakdiah, 2016). The characteristics of motivation that inspire are always carried out by the head of Al Irsyad Islamic Kindergarten in his leadership, giving advice and inspiring experiences in various ways. This provides an overview of interesting things to arouse and inspire educators.

D. Conclusion

Inspirational motivation for the principal's transformational leadership as an effort to improve teacher performance in Al Ersyad Islamic Kindergarten is to provide things that can motivate and inspire teachers to carry out transformations through inspirational things, motivating and designed in such a way that educators want to be together advance things that

have become common goals. The ability of school principals to inspire educators through things that are standard as PAUD teachers. Suggestions for improvement in this study are expected to improve teacher performance in an inclusive learning process.

References

Akinyemi, G. M., & Abiddin, N. Z. (2013). Quality Administration And Management In Higher Education In Nigeria: Implications For Human Resource Development. *International Education Studies*, *6*(4), 225–235. https://doi.org/10.5539/ies.v6n4p225

Alfina, A., & Anwar, R. N. (2020). Manajemen Sekolah Ramah Anak PAUD Inklusi. *Al Tanzim: Jurnal Manajemen Pendidikan Islam*, *04*(01), 36–47.

Andriana, J., Sumarsih, & D., D. (2018). Kinerja Guru PAUD Ditinjau Dari Kualifikasi Pendidik, Pengalaman Mengajar, Dan Pelatihan. *Jurnal Ilmiah Potensia*, *3*(2), 18–23. https://ejournal.unib.ac.id/index.php/potensia/article/download/2521/2683

Anwar, R. N., & Alfina, A. (2019). Manajemen Sumber Daya Manusia Di TK IT Nur Al Izhar Kebonsari (Studi Kasus Pengembangan Guru). *Thufuli: Jurnal Pendidikan Islam Anak Usia Dini*, *I*(2), 1–12.

Anwar, R. N., & Umar, M. (2021). Motivasi Guru Dalam Bekerja Perspektif Islam. *Paedagoria: Jurnal Kajian, Penelitian, Dan Pengembangan Kependidikan*, *12*(2), 296–302.

Bass, B. M., & Avolio, B. J. (1993). Transformational Leadership And Organizational Culture. *Spring*, *17*(1), 112–121.

Damanik, B. E. (2018). Pengaruh Motivasi dan Pengembangan Diri Terhadap Prestasi Kerja Dosen. *Jurnal EK& BI*, *1*(1), 20–28.

Efendi, N. (2015). *Islamic Education Leadership: Memahami Integrasi Konsep Kepemimpinan di Lembaga Pendidikan Islam*. Kalimedia.

Eyal, O., & Roth, G. (2011). Principals' leadership and Teachers' Motivation Self-Determination Theory Analysis. *Journal of Educational Administration*, *49*(3), 256–275.

Hoy, W. K., & Miskey, C. G. (2013). *Educational Administration: Theory, Research, and Practice*. MCGraw Hill.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 Tentang Kurikukum 2013 Pendidikan Anak Usia Dini, Kemendikbud Pendidikan Anak Usia Dini (2014).

Maris, I. S., Komariah, A., & Abubakar. (2016). Kepemimpinan Transformasional Kepala Sekolah, Kinerja Guru Dan Mutu Sekolah. *Jurnal Administrasi Pendidikan*, *XXIII*(2), 173–188.

Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2016). Effect Of Transformational-Leadership Style And Management Control System On Managerial Performance. *Journal of Business Research*. https://doi.org/10.1016/j.jbusres.2016.08.018

Nurhayani. (2014). Peran Figur Ayah Dan Ibu Dalam Membentuk Kemampuan Pengendalian Emosi Pada Anak. *Jurnal Tarbiyah*, *21*(1), 149–174.

Nurmiyanti, L., & Candra, B. Y. (2019). Kepemimpinan Transformasional Dalam Peningkatan Mutu Pendidikan Anak Usia Dini. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, *03*(02), 13–24.

Putri, P. R., & Rofi'i, M. (2018). Transformational Leadership: Intellectual Stimulation dalam Pemberian Intervensi Spiritual Emotional Freedom Technique (Seft) pada Warga Binaan di Lembaga Permasyarakatan. *Prosiding Seminar Nasional Mahasiswa Unimus*, *1*, 183–189.

Sakdiah. (2016). Karakteristik Kepemimpinan Dalam Islam (Kajian Historis Filosofis) Sifat-Sifat Rasulullah. *Jurnal Al-Bayan*, *22*(33), 29–49.

Setiawan, B. A., & Muhith, A. (2013). *Transformational Leadership: Ilustrasi di Bidang Organisasi Pendidikan*. PT. Grafindo Persada.

Smith, K., Hodson, E., & Brown, T. (2013). Teacher Educator Changing Perceptions of Theory. *Educational Action Research*, *21*(2), 237–252. https://doi.org/10.1080/09650792.2013.789723

Wang, H. J., Demerouti, E., & Le Blanc, P. (2017). Transformational Leadership, Adaptability, and Job Crafting: The Moderating Role of Organizational Identification. *Journal of Vocational Behavior*, *100*, 185–195. https://doi.org/10.1016/j.jvb.2017.03.009

Teacher Skills in Applying Mathematics Learning Variations in Class IV at SD Negeri 1 Mrebet

Nur Dwi Lestari[1✉], Novi Mulyani[1]

[1]UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia

✉ *email: nurdwilestari66@gmail.com*

Abstract: The skill of applying learning variations is a basic skill that must be mastered by a teacher in teaching so that he can manage learning actively, effectively and efficiently. The skill of applying learning variations is a basic skill that must be mastered by a teacher in teaching so that he can manage learning actively, effectively and efficiently. This study aims to describe and analyze the results of research on teacher skills in applying variations to grade IV mathematics learning at SD Negeri 1 Mrebet. This research is a descriptive qualitative research. Sources of research data are school principals, teachers/homeroom teachers for grade IV, and grade IV students at SD Negeri 1 Mrebet. Data collection is done by interview, observation, and documentation. Meanwhile, to analyze the data, the researcher uses an inductive pattern, namely data reduction, data presentation, and drawing conclusions. The results of this study indicate that several variations were applied by the teacher in learning mathematics on cubes and blocks at SD Negeri 1 Mrebet, namely: 1) Variations in teaching styles, including variations in sound with an emphasis on important words, focusing attention with speech and gestures, making a moment of silence, making eye contact, variations of body movements and expressions. 2) Variations in the use of media and learning materials through variations in visual media such as modules, geometric shapes of cubes and blocks, variations in audio-visual media in the form of learning videos displayed through LCD projectors. 3) Variation of interaction patterns and activities, namely interaction patterns with multi-directional communication types and variations of activities such as lectures, discussions, questions and answers, observations or providing information through media images, videos, objects around, or with other media

Keywords: Teacher Skills, Skills in Applying Variations, Learning Mathematics.

A.   Introduction

Education is a process with the aim of changing the attitudes, behavior and behavior of individuals or groups of people with the intention of maturing them through the process of education and training, the process of acting behavior, and how to educate them. Based on Law no. 20 of 2003, education is defined as an activity that is carried out consciously and has been planned to create a learning atmosphere and learning process so that students actively develop their potential to have abilities in religious spirituality, self-control, good personality, smart thinking, noble character, as well as the skills needed by himself, society, nation and state.

Based on Law No. 20 of 2003 article 3 concerning the National Education System, the aim of national education is to develop the potential of individual students to become human beings who believe and fear God Almighty, have noble character, are healthy,

knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

Professional teachers are teachers who are able to carry out their duties in teaching well. In the implementation of learning it is necessary to have skills that are used to create a smooth teaching and learning process effectively and efficiently. Some of the skills of a teacher in the teaching process are: (1) skills when opening, conveying material, and closing learning, (2) skills when delivering or explaining lessons, (3) skills in providing reinforcement material, (4) skills in providing and using instructional media, (5) skills in preparing learning steps, (6) skills in applying variations to learning, (7) skills in guiding discussions, (8) skills in classroom management, (9) skills in giving questions, and (10) skills in evaluating learning.

Variation is a skill that must be mastered by teachers in learning, to overcome student boredom, so that they are always enthusiastic, diligent and full of participation. Making variations in the teaching process is something that is very important in the behavior of teaching skills, what is meant by variation in this case is using various kinds of learning methods, the teacher's teaching style, for example, is variation in using learning material sources and the use of learning media, then there are variations when delivering material, meaning that variation when interacting between teachers and students.

Mathematics is one of the compulsory subjects that must be studied from SD/MI to the university level. Mathematics learning is learning that has the goal of training students in solving problems critically, carefully, effectively, and efficiently. Another definition of mathematics taught at the elementary education level is one of the subjects that teach simple calculation materials, such as addition, subtraction, multiplication, division and a combination of these calculations.

Based on preliminary observations that researchers conducted at SD Negeri 1 Mrebet kec. Mrebet district. Purbalingga on Friday, September 30 2022. The reason the researchers chose to study at SD Negeri 1 Mrebet was because the teachers at the school had implemented several variations in teaching, especially teachers who taught in grade 4 who had implemented several variations in the implementation of learning. Based on observations and interviews with the homeroom teacher of class 4 SD Negeri 1 Mrebet named Dwiani Nur Fatma, information was obtained that in carrying out the teaching and learning process carried out by the grade 4 teacher, he had applied various skills and also several variations of intonation, emphasis, eye contact, limb movement, interaction with students, as well as applying media variations in the learning process. However, in applying learning variations to the use of this latest curriculum, namely the independent curriculum, teachers still do not vary in their teaching practices.

The situation that often occurs in the classroom when mathematics lessons are still there are some students who have low motivation in taking lessons. This is caused by many factors, both external and internal factors of the students themselves. Factors from within students that influence student learning motivation include a sense of enthusiasm and willingness that exists within these students to take lessons as well as possible, and because

students may be happy or like mathematics so they are enthusiastic about following the lesson. Meanwhile, external factors that affect student learning motivation include the circumstances and conditions of the class, peers or classmates, even the way the teacher conveys learning.

The problem caused by low motivation that still occurs in grade 4 at SD is that when the learning process takes place there are still students who are sleepy in class, putting their heads on the table, there are some students who deliberately chat with their classmates, there are students who engrossed in their own activities such as drawing, and there are also students who deliberately disturb other friends, so that the class situation becomes noisy and learning is not conducive. Student problems that occur in the classroom during lessons have something to do with the way the teacher applies variations in the lesson. Therefore, based on the background of the problems above, the writer is interested in knowing how the teacher's relationship is in applying variations to learning. So the title in this study is "Teacher Skills in Applying Variations in Mathematics Learning in Grade 4 at SD Negeri 1 Mrebet".

B.   Methods

The type of research conducted by researchers is descriptive qualitative research. Qualitative descriptive research is a research method that describes a certain state of the object or situation under study which the researcher then describes as it is.

The approach to qualitative descriptive research is research that emphasizes reasoning, definitions of certain situations, and is more widely used to examine the condition of natural objects or objects related to everyday life. In this study, the researcher conducted field research to obtain data and information directly by visiting the location taken by the researcher, namely SD Negeri 1 Mrebet, Mrebet District, Purbalingga Regency. Research conducted directly will provide an easier understanding for researchers about how teachers' skills apply variations in learning mathematics in grade IV at SD Negeri 1 Mrebet.

C.   Results and Discussion

Implementation of the Application of Variation Skills in Class IV Mathematics Learning at SD Negeri 1 Mrebet

Based on the results of observations that have been made in learning mathematics in the material "Cubes and Blocks", the following findings and information are obtained:

1.   Planning Stage

The learning planning stage that must be carried out is to make a lesson plan and prepare the material and media to be used. With the use of RPP the learning process becomes more focused and also directed according to what is desired, it also makes it easier for the teacher to convey material in learning.

The following is a description before the implementation of learning mathematics which uses several variations in the learning process activities.

a)   The teacher arranges lesson plans according to the material to be delivered.

b)   The teacher first prepares the media to be used in learning such as boxes in the form of cubes and blocks, laptops and LCD/projectors, etc.

c)   The teacher shows the cubes and blocks according to the material to be studied.

d) From the media cubes and blocks the teacher gives a trigger question as an inducement so that students are active. The questions are like what are the shapes of cubes and blocks? How are the nets of cubes and blocks formed?

e) Students answer teacher questions based on the knowledge of each individual student.

f) The teacher asks students to group geometric shapes according to their shape, such as cubes, geometric groups whose sides are square, blocks of geometric shapes whose sides consist of squares and rectangles, while students are asked to look at the shapes in each grouping.

g) Students are asked to present the results of observations on cubic and rectangular geometric shapes.

h) The teacher straightens the answers while explaining the material.

i) Students are asked to make a summary of the material.

j) The teacher invites students to pay attention together in the video displayed by the teacher, the video contains nets of cubes and blocks.

k) After watching the video, the teacher asks students to look at several forms of cube nets and blocks in mathematics textbooks.

l) The teacher asks students to practice making 6 cube net shapes on a 3 cm grid lined paper in groups.

m) The teacher gives directions to students who are still having difficulties in doing the task of making nets for building blocks.

n) The teacher guides the appreciation and evaluation process, namely giving feedback between groups.

o) The teacher invites students to make a geometric shape starting from drawing the nets to a geometric shape.

p) The teacher gives directions to students who are still having difficulties.

q) The teacher gives appreciation and evaluation.

r) Students work on evaluation questions given by the teacher

2. Implementation Stage

Based on the results of observations made by researchers, in learning mathematics the material "Blocks and Cubes" the sub-theme of blocks and cubes, and cube nets at the first meeting on Saturday, May 6 2023, the implementation stage of learning mathematics at SD Negeri 1 Mrebet by implementing several variations in the process of learning mathematics about geometric blocks and cubes, and cube nets. At the implementation stage of mathematics lessons there are 3 types of activities, namely preliminary activities, core activities, and closing activities within 70 minutes.

The first activity is the preliminary activity, this preliminary activity lasts for 10 minutes, first of all the teacher greets students and asks readiness to learn, because the lesson at this meeting is in the first hour, so the teacher asks the class leader to lead the prayer before learning, after pray for the absent teacher to check who is going and not going and if there is someone who doesn't go due to illness, then pray for a speedy recovery. Furthermore, the teacher invites all students to clap enthusiastically before starting learning, enthusiastic applause is done with the aim of building the mood or feelings of students so that students feel happy when learning is carried out.

After students are excited and ready to start learning, the teacher asks students to prepare modules, worksheets, and student notebooks, the teacher asks students to open the math module on the material that will be discussed in this lesson, then the teacher conveys the topic of learning that will be studied, namely about building a cube room and beams. The teacher takes the media in the form of cubes and blocks and shows it to the students and the teacher asks "what do you know about the object that the teacher showed?" This question is a trigger question or an inducement question so that learning goes in two directions and students are active in learning. The teacher also invites students to group objects in the class according to their shape. After students are able to group these objects, students are asked to examine the objects and present them. Furthermore, the teacher reviews the answers from students, so the objects in this meeting are grouped into 3 forms, namely cube-shaped objects, blocks and objects other than cubes and blocks, followed by the teacher giving an explanation of the material characteristics of blocks and cubes and their components blocks and cubes. While the teacher is preparing the LCD projector and laptop that will be used to show a video about nets of blocks and cubes, students are asked to write a summary in their notebooks about the characteristics of blocks and cubes. After students finish making a summary and the media is ready, the teacher invites students to watch a video showing material for nets of blocks and cubes, students enthusiastically watch the video that is being shown. After watching the video the teacher then asks students to look at the shape of the nets of cubes and blocks in the mathematics module and the teacher asks "is there only one net or more than one?".

The next learning activity is that the teacher invites students to make 6 cube nets in groups that have 3cm ribs. first the teacher divides students into several groups, then each group prepares the tools and materials to be used, namely there is lined paper with boxes, pencils, scissors, paper glue, paper for gluing the cube nets. The steps and how to make it are: Shading the provided grid lined paper into a cube net, do it 6 times until 6 kinds of cube nets are formed, after drawing 6 kinds of cube nets then cut out the nets. the net, lastly, paste the cut nets on the paper that was provided earlier. Next, the teacher asks the groups one by one to come to the front of the class to show their work while presenting about the cube shape.

Variations applied by the teacher in learning mathematics this time include variations in the use of teaching materials and learning media in the form of visual media and audio-visual media. Visual media in the form of using teaching modules or textbooks, worksheets, cube-shaped boxes and blocks, practice of making cube nets into cubes. Audio-visual media in the form of videos regarding the material of nets of blocks and cubes. Furthermore, variations in interaction patterns with teacher-student and student-teacher patterns. While the variations in the activities in this lesson were observing boxes in the form of blocks and cubes, video observations, questions and answers, and assignments, the assignments at this meeting were making cube nets and presentations. For the implementation of face-to-face teaching variations that are carried out, namely focusing attention, variations of body movements and also variations of changing positions. In the variation of focusing attention, the teacher uses words and hand movements so that students return to paying attention to the teacher who is explaining, whereas in the variation of gestures, the teacher moves to and nods to signal that the student's answer is correct and shakes his head to indicate that the student's answer is still less precise. As well as for variations on changing positions, the teacher changes position

from being in front of the class then goes around the whole class to check if anyone is having difficulty doing the task, especially during the process of making 6 cube nets.

3.   Learning Evaluation Stage

After carrying out the learning implementation stage, the next stage carried out by the fourth grade students of SD Negeri 1 Mrebet is the evaluation stage. By applying these variations in the learning process at the evaluation stage, the class IV teacher at SD Negeri 1 Mrebet divided the evaluation stage into written tests and oral tests. In the written form, the teacher draws from the results of working on the questions distributed by the teacher, and in the oral test, the teacher draws from student presentations in front of the class during learning, from questions and answers during learning, and also from drawing conclusions by students before learning is ended by the teacher.

Figure 1. Classroom Activity

D.   Conclusion

Based on the results of the research conducted and based on the results of the analysis, it can be concluded in general that the teacher's skills in applying variations to grade IV SD Negeri 1 Mrebet have been well implemented by the class teacher during the learning process. From the results of research conducted, researchers can conclude that.

The teacher's skills in applying variations in learning mathematics for class IV SD Negeri 1 Mrebet have been carried out well, the teacher has applied variations in teaching styles which include variations in voice, concentration, making moments of silence, making eye contact, variations in motion and mimic, variations in changing positions, variations the use of media and learning tools as well as variations in patterns of interaction with students. By applying variations in learning, teachers can motivate and increase student interest in learning, while also making it easier for students to understand learning mathematics.

References

Aan Hasanah, Pengembangan Profesi Guru, Bandung:CV Pustaka Setia, 2012.

Albi Anggito dan Johan setiawan, Metode Penelitian Kualitatif, (Sukabumi: CV Jejak, 2018).

Ayu Puspita Indah Sari, dkk, 'Variasi Pembelajaran Bahasa Indonesia Mahasiswa Universitas

Bina Darma di Masa Pandemi', Jurnal Ilmiah, Vol 13 No. 2 Th 2020.

Barnawi dan Mohammad Arifin, "Etika dan Profesi Kependidikan", (Jogjakarta:Ar-Ruzz Media,2014).

Bastian, 2019. "Analisis Keterampilan Dasar Mengajar Guru Dalam Melaksanakan Pembelajaran Di Sekolah Dasar", Jurnal Pendidikan dan Pengajaran. Vol. 3, No. 6.

Dadang Sukirman, Pembelajaran Micro Teaching, (Diretorat Jenderal Pendidikan Islam, 2012).

Edy Humala Syahputra Siregar, "Hubungan keterampilan Mengajar Guru Terhadap Motivasi Belajar Siswa Kelas IV SD Negeri 100890 Gunungtua", Jurnal Ilmiah Pendidikan Dasar Vol. 1 No. 1.2021.

Falihatul Ibriza, 2020. "Keterampilan Guru Dalam Mengadakan Variasi Pada Pembelajaran Tematik Siswa Kelas III Di SD Negeri 03 Kedungwuluh", Skripsi, Purwokerto: IAIN Purwokerto.

Fitria Rayani Rahman, dkk, "Pentingnya Keterampilan Dasar Mengajar untuk Menjadi Guru Profesional Sekolah Dasar", Jurnal Pendidikan dan konseling Vol. 4 No. 6. 2022.

Hasna Nur Jaya, 2017. "Keterampilan Dasar Guru Untuk Menciptakan Suasana Belajar Yang Menyenangkan", Jurnal Pendidikan dan Ilmu Pengetahuan. Vol. 17, No. 1.

Hasratuddin, 2021. "Membangun Karakter Melalui Pembelajaran Matematika", Jurnal pendidikan matematika PARADIKMA. Vol.6 Nomor 2.

Helmiati, 2013. Micro Teaching: Melatih Keterampilan Dasar Mengajar. Sleman: Aswaja Pressindo.

Heris Hendriana & Afrilianto, 2017. Langkah Praktis Penelitian Tindakan Kelas Bagi Guru. Bandung: Refika Aditama.

Kamus Bahasa Indonesia, (Jakarta : Pusat Bahasa Departemen Pendidikan Nasional, 2008).

Maesari Citra, dkk, "Penerapan Model Pembelajaran Problem Solving untuk Peningkatan Kemampuan Pemecahan Masalah Matematika Siswa Sekolah Dasar", Journal on teacher education, Vol. 1, No.1 2019.

Mia Andani, dkk, "Systematic Literature Review Model Problem Based Learning Pada Pembelajaran Matematika Sekolah Dasar", Jurnal Ilmiah Pendidikan Guru Sekolah Dasar, Vol. 8, No. 2, 2021.

Muhammad Daud Siagian, "Pembeajaran Matematika Dalam Persfektif Kontruktivisme", Jurnal Pendidikan Islam dan Teknologi Pendidikan, Vol. VII, No. 2.

Muhammad Lutfi Hakim, dkk, "Pengaruh Variasi Mengajar Guru dan Lingkungan Belajar Terhadap Motivasi Belajar Siswa".

Mutiara Sinnta Pancerindani, 'Analisis Keterampilan Guru Dalam Mengadakan Variasi Pembelajaran Tematik Siswa Kelas 2 Di SD Islam Terpadu Daarul Muttaqien Surabaya Pada Masa Pandemi Covid-19', Jurnal Pendidikan Guru Sekolah Dasar, Vol.10, No.2 Tahun 2022.

M. Sukardi, "Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya", (Jakarta: Bumi AKsara, 2018), hlm 200.

Nazmi Fatha Yani, 2021. "Keterampilan Guru SD Dalam Mengadakan Variasi Pada Pembelajaran Tematik Kelas IV Di SD IT Bunayya Padangsidampuan", Skripsi, Padangsidimpuan: IAIN Padangsidimpuan.

Nurhasanah dkk, 2021. "Peranan Guru Kelas Sebagai Pembimbing Pada Siswa Sekolah

Dasar", Jurnal Suloh. Vol. 6, No.1.

Rahmat Hidayat & Abdillah, 2019. Ilmu Pendidikan: Konsep Teori dan Aplikasinya. Medan: LPPPI.

Renita Citra, 'Komparasi Belajar Matematika Menggunakan CTL Dengan Pembelajaran Konvesional Siswa Kelas VII SMP N 9 Merangin', Jurnal Pendidikan Matematika, Vol 2 No 2, th 2017.

Rusiadi, 'Variasi Metode dan Media Pembelajaran Guru pendidikan Agama Islam', Jurnsl Pendidikan Vol 6 No 2 Th 2020.

Rusman, "Model-Model Pembelajaran Mengembangkan Profesionalisme Guru", (Depok : Raja Grafindo Persada, 2018).

Shoffan Shoffa, "Keterampilan Dasar Mengajar Microteaching", (Surabaya: Mavendra Pers, 2017).

Sukriadi, dkk, 'Keterampilan Mengadakan Variasi Dalam Pembelajaran Daring Pada Guru Kelas V SD Negeri 021 Sungai Kunjang', Jurnal inovasi sekolah dasar, Vol.9, No.1, 2022.

Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif,dan R&D", (Bandung: Alfabeta, 2015).

Wina Sanjaya, 2009. Penelitian Tindakan Kelas. Jakarta: Prenadamedia Group.

Windi Rosi Handayani, dkk, "Keterampilan Guru Dalam Menggunakan Variasi Pembelajaran di SDN Sakra Selatan", Jurnal Ilmiah Profesi Pendidikan Vol. 7 No. 4. 2022.

Wiryanto, "Proses Pembelajaran Matematika di Sekolah Dasar di Tengah Pandemi Covid-19", Jurnal Kajian Pendidikan dan Hasil Penelitian, Vol. 6, No. 2 Mei 2020.

Yufri Anggraini, "Analisis Persiapan Guru Dalam Pembelajaran Matematika di Sekolah Dasar", Jurnal Basicedu, Vol. 5, No.4 2021.

Zahrotul Lu'lu'ul Maknunah, 2021. "Keterampilan Guru Dalam Mengadakan Variasi Pada pembelajaran Matematika Kelas IV MI Maarif NU kalisari", Skripsi, Purwokwero: IAIN Purwokwerto.

Sharenting In the Digital Age: Investigating Motives and Examining Consequences for Children

Yona May Rahayu[1]

[1]*The University of Manchester, Manchester, United kingdom*
✉ *email:* yonamay.rahayu@postgrad.manchester.ac.uk

Abstract: The rise of social media platforms has paved the way for a new parenting trend known as "sharenting", or sharing parenting. The actual definition of this phenomenon is where parents actively share information about their children online, mainly on social media. The information they share can be images and videos containing personal data. This research aims to explore the motives behind sharenting practices and their impact on children. The method used in this research is a literature-based review employing related literature to highlight the primary factors of sharenting and the impact of it. This research finds that the motives of sharenting encompass various aspects, including the desire for social connection and validation from parents, parental pride, digital gallery, and support from online communities. Meanwhile, the consequences of sharenting on children can affect to the mental health and expose them to privacy risks. In conclusion, the importance of parental mindfulness and responsible online sharing is needed. Afterwards, this research also emphasizes the role of digital literacy for parents.
Keywords: sharenting, online sharing, children's privacy, digital media, digital literacy

A.   Introduction

Sharing is one of the phenomena that happens during the development of the digital age. Sharenting comes from the words' sharing' and 'Parenting', which is the practice of sharing parenting methods between parents on social media (Lazard et al., 2019). In the sharing, parents commonly upload pictures and videos of their children while doing the activities. Those pictures are uploaded to various social media, such as Instagram, Twitter, and Facebook, depending on the parents' social media. Meanwhile, the term sharenting itself is gender neutral; it means it can be a father and a mother. However, according to Duggan et al. (2015), mothers tend to post frequently on social media, mainly pictures of their children and family photographs. Thus, it indicates that although sharing happens to both parents, the mother is the main character here. Another reason mothers are the first agents here is that mothers also symbolise their children's success (Athan & Reel, 2015). Therefore, it is common for mothers to post on social media to show their children's success stories.

According to Briazu et al. (2021), there are some benefits of conducting sharing for parents. However, as a part of its benefit, more risks can emerge due to this action, and this effect is not only happening to parents but also to children. Children can be a vulnerable subject in this phenomenon due to their lack of understanding about privacy (Livingstone et al., 2019), mainly children in underage. Therefore, all the information their parents post on social media, such as date of birth, location, and pictures, is without the children's consent

and can harm them with any digital crimes (Plunkett, 2020). In response to this case, the author planned to conduct research about this to gain further understanding of the motives of sharenting and its impacts on children. To answer these research questions, the researcher uses literature-based reviews, which are also a concern in this research. However, although there is some previous research which also focuses on this theme, most of them focus on specific social media (Briazu et al., 2021); hence to fill the gap, the researcher conducts a literature review of this theme based on various social media, which can be Instagram, Twitter, TikTok, and also Facebook.

B.   Methods

The method of this research is literature review, which collected various research articles about sharenting from various countries and social medias as the means of sharenting. However, the literature used in this research is limited on the sharenting phenomenon for children instead of teenagers or pre-teenagers aged. Afterwards, the researcher use Goole scholars, ERIC, and digital library of the University of Manchester to search the articles, and using specific keywords.

By using those keywords and related terms, the researcher was able to gain more than fifty related articles about sharenting across the world, and obtain the insight of sharenting factors, benefits, and downsides for both parents and children. The selected articles were critically analyzed to extract key findings related to the motives behind sharenting practices and the effects on children. The researchers focused on identifying common themes and patterns emerging from the literature, as well as any divergent perspectives. This allowed for a comprehensive understanding of the phenomenon and its implications for children's mental health and privacy.

However, in this article, the researcher focuses on the motives of sharenting from parents and the effects of it for children. The researcher also finds about the point of digital literacy for parents who conduct sharenting; but, It is also important to note that while the literature review provides valuable insights into the motives and effects of sharenting, further empirical research is needed to explore these aspects in greater detail. Longitudinal studies examining the long-term impact of sharenting on children's well-being and privacy would contribute to a more comprehensive understanding of the phenomenon.

C.   Results and Discussion

After analysing the literature, there are some factors of parents conduct sharenting on their social media, which consist of searching for social connection from others, looking for validation from other parents, obtaining the community, and providing a digital gallery for themselves. Meanwhile, the effect of this phenomenon on children consists of mental health issues and the safety of children due to their digital privacy.

1.   Parents' Motives of Sharenting

Most parents have their own reasons of conducting sharenting on their social media, but those reasons can be grouped into several majority factors. Those motives being the prominent urge for them to do so. The first motive is searching social connection with others, mainly to stay in touch with their family members and relatives who live far for them (Sukk

& Soo, 2018). By sharing their children's lives on social media, parents can bridge geographical distances and keep loved ones informed about their family's milestones and daily experiences. This form of digital sharing helps nurture and maintain relationships, ensuring a sense of social connection (Liao et al., 2019). Mainly, nowadays people are not only share their contact on WhatsApp or I-message, but they also change their social media to stay update with each other's. This action also happens among parents, who communicate with other family members through social media, thus the parents are not only update about themselves but also update the activities of their children, parents also update about the growing process of the children regularly (Duggan et al., 2015) and strengthening the relationship with the family members together, thus they can exchange the messages about their children indirectly. For instance, parents share the video of their children birthday on Facebook as the communication tool with their family members who cannot attend the birthday party. Thus, by this action, they can still feeling close to each other.

Another reason of doing sharenting is because parents want to look for validation from others for the way they raise their children (Kumar & Schoenebeck, 2015). This action is done because they also want to prove that they can face and solve the challenge to take care of their children. Parents will feel so proud and contents if one of their followers notice about their parenting and give the praise for them, by doing that parents also have the opportunity to build an image of good parents for themselves (Davidson & Wall 2018). The image building process not only satisfies them for their capability in the parenting, but also to provide the signal of expertise about children's issues to their online followers. They also want to gain feedback and validation for their parenting choices (Larson, 2017). The likes, comments, and supportive messages received from friends, family, and acquaintances can boost parents' self-esteem and reinforce their belief in their parenting abilities.

Furthermore, parents often use social media as a reference point to compare their parenting practices with others (Katz & Crocker, 2015). By observing and seeking validation from their online connections, parents gain insights into different parenting approaches, trends, and techniques. This validation-seeking behavior serves as a means to benchmark their own parenting choices and ensure that they are meeting societal expectations and norms. However, with this motivation, it can also result a social pressure for themselves because they need to prove others about their ability in handling children. This kind of motivation can also stimulate others to create high expectations about their parenting process towards children. Likewise, it can also encourage parents to take their self-worth into others instead of themselves. Hence, it is important for parents to balance the validation motive with their understanding about self-worth, and they also need to realize that their online parenting cannot define their whole actual parenting for their children.

Furthermore, parents mainly mothers need a community as a place to share with people who have the same role, which is people who are in the process of nurturing their children. Another reason for parents to do sharenting is because they want to seek and get a community which can be a safest place of sharing (Duggan et al., 2015). By having a community, parents can share the knowledge and experiences of how taking care of the children (Tao & You, 2018). The lack of parenting experts who exist in parents' life also encourage them to find a community for them to support each other. Through sharing on social media about their children, they can easily find people who can relate with them. Thus, they can share and give

the comments to each other. For instance, most parents share the activities of their infants and toddlers in their social media, such as Facebook and Instagram to share the information about parenting topic, by that they can receive a lot of feedbacks and praise from others and they can create a community together. This phenomenon indicates that parents nowadays use social media to point out the similarity topic with others about parenting (Tao & You, 2018). Mainly, if parents have disability children, they tend to build support from parents who have the same experiences, hence they can draw good practice together (Kopecky et al., 2020). This motivation usually come up also from new parents, who share the pictures of their children in the early days of them becoming parents to gain a support from the advanced parents' experiences (Kopecky et al., 2020).

Afterwards, another reason for parents to do sharenting is because they want to collect precious memories with their children (Blum-Ross & Livingstone 2017). Parents have an innate inclination to capture and document the precious moments of their children's lives. By sharing these moments on social media, parents can create a digital record that can be revisited and cherished over time. According to Marwick & Boyd (2014), sharenting allows parents to curate a collection of memories and milestones, providing them with a convenient platform to capture and preserve their children's growth and development. Then, through collecting digital memories about children, parents can contribute to the digital storytelling of their family's history and identity. By sharing stories, traditions, and experiences, parents pass on their family's unique identity to future generations. According to Marwick and Boyd (2014), sharenting becomes a way for parents to construct and convey a narrative of their family's values, beliefs, and cultural heritage, allowing children to develop a sense of self and belonging. However, although sharenting offers benefits in terms of preserving memories digitally, it also raises ethical considerations regarding children's privacy and consent. Parents need to be mindful of the potential long-term consequences and impact on their children's digital footprint. Researchers like Livingstone et al., (2018) emphasize the importance of parental responsibility in safeguarding their children's privacy and well-being in the digital realm.

From those factors, it can be known that the majority of parents for doing sharenting can be different, but most of the motives is due to the seeking similarity with others and validate their own actions that something which they do for their children is right. Those motives do not fully wrong, but it is also important for parents to consider all the consequences of their sharenting actions, because it will not only harm them, but also harm their own children.

2. The Downsides of Sharenting for Children

As a vulnerable subject, due to their understanding about consent (Livingstone et al., 2019), children becomes the main target of the sharenting downside. This action not only affect their mental health when they grow older, but also impact to their safety in their real life and their social lives problems in the future. Although this phenomenon as a consequence process if the children who have been raised in the digital age (Willson, 2018: 1), but the concern for their safety life still matter.

The datafication process of the children is started even before children born and start their life, it happens because most parents share the content about their children since the children in the womb, thus it creates a digital shadows for them (Leaver 2015: 150).

According to AVG survey (2010) in the various European countries, more than 81% of children under the age of two years have digital footprints of their pictures and video created by their parents on social media. The contents of the children images can be a birthday party, family gathering, and spontaneous activities (Brosch 2016) which indeed affect to the children privacy.

One of the key effects of sharenting on children's privacy is the long-term impact of their digital footprint. The extensive sharing of personal information and images without children's consent can contribute to the creation of a comprehensive online presence from an early age. This digital footprint may include sensitive details about a child's life, which can be challenging to control or erase once shared on public platforms. As children grow older, their digital footprint may have implications for their personal and professional lives, potentially affecting their reputation and privacy.

Sharenting also exposes children to privacy risks and vulnerabilities. The public sharing of personal information and images increases the likelihood of unauthorized access, cyberbullying, and even identity theft (Valkenburg & Piotrowski, 2017). Children may become targets for online predators or face potential harm when their personal information is readily available to a wide audience. It is crucial for parents to be aware of these risks and take steps to safeguard their children's privacy by carefully considering what they share and with whom.

Furthermore, sharenting can impact a child's autonomy and sense of self. The constant sharing of their personal lives without their consent can infringe upon their right to control their digital presence and shape their own identity (Pangrazio & Selwyn, 2021). Children may feel a loss of agency over their online presence and may struggle to establish boundaries between their public and private lives. This blurring of boundaries can have psychological and emotional implications, potentially affecting their self-esteem and sense of privacy.

Additionally, the potential permanence of shared content can have unintended consequences for children's privacy. Even if parents later decide to remove certain posts or images, they may have already been saved, shared, or accessed by others, making complete deletion or control over the content challenging. This lack of control over their digital footprint can create a sense of vulnerability and diminish children's privacy rights. The oversharing of personal information and images through sharenting increases the risk of online harassment. Shared content can be manipulated, repurposed, or fall into the wrong hands, potentially leading to cyberbullying incidents. Children who become targets of online harassment may suffer emotional distress, anxiety, and other negative psychological effects (Patchin & Hinduja, 2018).

To mitigate the potential negative effects of sharenting on children's privacy, it is essential for parents to adopt responsible sharing practices. This includes considering the long-term implications of their posts, respecting children's consent as they grow older, and being mindful of the privacy risks associated with sharing personal information (Pangrazio & Selwyn, 2021). Educating parents about online privacy and providing guidelines for responsible sharenting can help strike a balance between sharing family moments and protecting children's privacy.

The second downside for doing sharenting for children is it can affect to their mental health in the future. While sharenting offers parents a way to connect and share their

parenting experiences, it raises concerns about the potential impact on children's mental health. Sharenting exposes children to constant social comparisons and pressures. When parents share highlights and achievements of their children, it can create an environment of competition and unrealistic expectations. Children may feel pressured to live up to these portrayals, leading to feelings of inadequacy, low self-esteem, and a negative impact on their mental health (Barry et al., 2017; Coyne et al., 2018). Then, the oversharing of personal information and images through sharenting increases the risk of online bullying and stigmatization for children. Shared content can be used by others to mock, criticize, or exclude children from social circles. Online bullying has been linked to increased levels of anxiety, depression, and social isolation among children (Hinduja & Patchin, 2015). Parents should be aware of the potential risks and take steps to protect their children from online harm.

Another consequence of it is the content shared through sharenting becomes a permanent digital record that may have long-term consequences for children's mental health. As children grow older, they may experience embarrassment, regret, or distress due to past shared content that no longer reflects their current identity or aspirations. The fear of judgment, scrutiny, or social repercussions can cause heightened anxiety and stress among children (Livingstone & Helsper, 2007). Parents should consider the potential long-term impact before sharing content that may affect their child's well-being in the future. Sharenting also can influence parent-child relationships and trust dynamics. Children may perceive sharenting as a breach of trust and invasion of their personal boundaries. They may develop concerns about their parents' motives and question their parents' respect for their privacy. This strained relationship can impact the child's emotional well-being and overall mental health. Open communication and mutual respect between parents and children are crucial to maintaining trust and fostering healthy relationships. Another significant downside is sharenting can contribute to the cultivation of external validation-seeking behavior in children. When parents consistently share their children's achievements and seek approval from others, children may become reliant on external validation for their self-worth. This reliance can hinder the development of a strong internal sense of self and contribute to issues such as anxiety, low self-esteem, and self-comparison (Kircaburun & Griffiths, 2018). Parents should prioritize fostering intrinsic motivation and self-esteem in their children.

Therefore the practice of parents sharing personal information and images of their children on social media, raises concerns about the impact on children's mental health. The consequences include social comparisons, online bullying, violations of privacy and autonomy, long-term repercussions, strained parent-child relationships, and the cultivation of external validation-seeking behavior. It is crucial for parents to be mindful of these potential risks and adopt responsible sharenting practices that prioritize children's well-being and mental health. Balancing the desire to share parenting experiences with protecting children's mental health and privacy is essential in the digital age.

However, to prevent the downsides from the sharenting phenomenon, it is necessary for parents to improve their digital literacy skill. Digital literacy equips parents with the knowledge and awareness of the concept of digital footprints. They learn about the lasting implications of sharing personal information and images of their children online. With digital literacy, parents understand that the information shared can be accessible to a wide audience

and may have implications for their children's privacy and security (Livingstone & Blum-Ross, 2020). This understanding encourages parents to be more mindful of their sharenting practices. Then, the digital literacy enables parents to critically evaluate the content they share about their children. They develop skills to assess the potential impact of their posts on their children's well-being and privacy. Parents learn to differentiate between appropriate and inappropriate content, considering factors such as age appropriateness, consent, and the long-term consequences of their posts (Marwick & Boyd, 2014). Digital literacy empowers parents to make responsible decisions regarding the content they share and its potential effects. Through the capability in literacy, it can emphasizes the importance of consent and autonomy in sharenting practices. Parents who possess digital literacy skills understand the significance of obtaining informed consent from their children before sharing their personal information online. They recognize that children have the right to make decisions about their digital presence and respect their autonomy. Digital literacy promotes a culture of open communication and respect within families. Parents can also take proactive steps to protect their children from potential harm, such as educating them about online safety, setting strong passwords, and teaching them about responsible online behaviour (Patchin & Hinduja, 2018)

D. Conclusion

In conclusion, the practice of sharenting has become increasingly prevalent in today's digital era. Parents are motivated by various factors, such as the desire for social connection, validation, parental pride, and the need for support from online communities. However, the consequences of sharenting on children's mental health and privacy cannot be ignored. Sharenting may expose children to privacy risks and compromise their autonomy as their personal information is shared without their consent.

To mitigate the potential negative effects of sharenting, parents need to exercise mindfulness and responsibility in their online sharing practices. This involves considering the long-term implications of sharing personal information about their children and respecting their children's privacy and autonomy. Parents should also be aware of the potential impact on their children's mental health, as excessive exposure and scrutiny on social media can contribute to feelings of anxiety, self-esteem issues, and the blurring of boundaries between public and private life. Digital literacy plays a crucial role in empowering parents to navigate the sharenting phenomenon responsibly. By enhancing their digital literacy skills, parents can develop a deeper understanding of the risks and challenges associated with online sharing. They can learn to critically evaluate the content they share, make informed decisions about privacy settings, and engage in open dialogues with their children about their digital presence.

Promoting digital literacy among parents is essential in raising awareness about the potential consequences of sharenting and equipping them with the knowledge and skills necessary to protect their children's privacy and well-being. Educational programs, workshops, and resources focused on digital literacy can help parents develop a thoughtful and responsible approach to sharenting.

Ultimately, striking a balance between sharing moments of joy and pride in parenting while respecting children's privacy and well-being is key. By cultivating a mindful and

responsible online presence, parents can create a positive digital environment for their children, ensuring their mental health and privacy are safeguarded in the era of sharenting.

References

Athan, A., & Reel, H. L. (2015). Maternal psychology: Reflections on the 20th anniversary of Deconstructing Developmental Psychology. *Feminism & Psychology*, *25*(3), 311-325.

AVG Technologies (2010), 'AVG Digital Diaries – digital birth', AVG Technologies, 24 June, http://www.avgdigitaldiaries.com/post/6874775716/ digital-diaries-digital-birth-celebrating. Accessed 20 February 2019.

Barry, C. T., Sidoti, C. L., Briggs, S. M., Reiter, S. R., & Lindsey, R. A. (2017). Adolescent social media use and mental health from adolescent and parent perspectives. *Journal of adolescence*, *61*, 1-11.

Blum-Ross, A., & Livingstone, S. (2017). "Sharenting," parent blogging, and the boundaries of the digital self. *Popular communication*, *15*(2), 110-125.

Briazu, R. A., Floccia, C., & Hanoch, Y. (2021). Facebook sharenting in mothers of young children: the risks are worth it but only for some. *Technolog, Mind, and Behavior*, *2*(4).

Briazu, R. A., Floccia, C., & Hanoch, Y. (2021). Facebook sharenting in mothers of young children: the risks are worth it but only for some. *Technolog, Mind, and Behavior*, *2*(4).

Brosch, A. (2016). When the child is born into the Internet: Sharenting as a growing trend among parents on Facebook.

Coyne, E., Frommolt, V., Rands, H., Kain, V., & Mitchell, M. (2018). Simulation videos presented in a blended learning platform to improve Australian nursing students' knowledge of family assessment. Nurse education today, 66, 96-102.

Davidson-Wall, N. (2018, April). Mum, seriously!": Sharenting the new social trend with no opt-out. In *2018 Debating Communities and Social Networks OUA Conference* (pp. 1-11).

Duggan, M., Ellison, N. B., Lampe, C., Lenhart, A., & Madden, M. (2015). Social media update 2014. *Pew research center*, *19*, 1-2.

Katz, J., & Thomas Crocker, E. (2015). Selfies and photo messaging as visual conversation: Reports from the United States, United Kingdom and China. *International Journal of Communication*, *9*.

Kircaburun, K., & Griffiths, M. D. (2018). Instagram addiction and the Big Five of personality: The mediating role of self-liking. *Journal of behavioral addictions*, *7*(1), 158-170.

Kopecky, K., Szotkowski, R., Aznar-Díaz, I., & Romero-Rodríguez, J. M. (2020). The phenomenon of sharenting and its risks in the online environment. Experiences from Czech Republic and Spain. *Children and Youth Services Review*, *110*, 104812.

Kumar, P., & Schoenebeck, S. (2015, February). The modern day baby book: Enacting good mothering and stewarding privacy on Facebook. In *Proceedings of the 18th ACM conference on computer supported cooperative work & social computing* (pp. 1302-1312).

Larson, M. S. (2017). The rise of professionalism: A sociological analysis. *Class: The Anthology*, 263-286.

Lazard, L., Capdevila, R., Dann, C., Locke, A., & Roper, S. (2019). Sharenting: Pride, affect and the day-to-day politics of digital mothering. *Social and Personality Psychology Compass*, *13*(4), e12443.

Leaver, T. (2015), 'Born digital? Presence, privacy and intimate surveillance', in J. Hartley and W. Qu (eds), *Re-Orientation: Translingual Transcultural Transmedia: Studies in Narrative, Language, Identity, and Knowledge*, Shanghai: Fudan University Press, pp. 149–60.

Liao, Y., Vitak, J., Kumar, P., Zimmer, M., & Kritikos, K. (2019). Understanding the role of privacy and trust in intelligent personal assistant adoption. In *Information in Contemporary Society: 14th International Conference, iConference 2019, Washington, DC, USA, March 31–April 3, 2019, Proceedings 14* (pp. 102-113). Springer International Publishing.

Livingstone, S., & Blum-Ross, A. (2020). *Parenting for a digital future: How hopes and fears about technology shape children's lives*. Oxford University Press, USA.

Livingstone, S., & Helsper, E. (2007). Gradations in digital inclusion: Children, young people and the digital divide. *New media & society*, *9*(4), 671-696.

Livingstone, S., Stoilova, M., & Nandagiri, R. (2018). Conceptualising privacy online: what do, and what should, children understand?. *Parenting for a Digital Future*.

Livingstone, S., Stoilova, M., & Nandagiri, R. (2019). Children's data and privacy online: growing up in a digital age: an evidence review.

Marwick, A. E., & Boyd, D. (2014). Networked privacy: How teenagers negotiate context in social media. *New media & society*, *16*(7), 1051-1067.

Pangrazio, L., & Selwyn, N. (2021). Towards a school-based 'critical data education'. *Pedagogy, Culture & Society*, *29*(3), 431-448.

Patchin, J. W., & Hinduja, S. (2018). Deterring teen bullying: Assessing the impact of perceived punishment from police, schools, and parents. *Youth violence and juvenile justice*, *16*(2), 190-207.

Plunkett, L. (2020). To Stop Sharenting & Other Children's Privacy Harms, Start Playing: A Blueprint for a New Protecting the Private Lives of Adolescents and Youth (PPLAY) Act. *Seton Hall Legis. J.*, *44*, 457.

prediction', *Media, Culture & Society*, 40:6, pp. 1–17.

Sukk, M., & Soo, K. (2018). EU Kids Online'i Eesti 2018. aasta uuringu esialgsed tulemused. *Preliminary findings of EU Kids Online*.

Tao, Y., Rahn, C. D., Archer, L. A., & You, F. (2021). Second life and recycling: Energy and environmental sustainability perspectives for high-performance lithium-ion batteries. *Science advances*, *7*(45), eabi7633.

Valkenburg, P. M., & Piotrowski, J. T. (2017). *Plugged in: How media attract and affect youth*. Yale University Press.

Willson, M. (2018), 'Raising the ideal child? Algorithms, quantification, and

Implementation Of The Iqra Method In Developing Hijaiyah Reading Ability In Early Children At Aisyiyah VII Kindergarten Purwokerto

Oeky Diasworo[1], Novi Mulyani[1]

[1]Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Purwokerto , Indonesia
✉ email: oekydiasworo08@gmail.com

Abstract: The Iqra method is a practical Al-Qur'an learning method to make it easier for students to learn to read the Al-Qur'an in which hijaiyah letters and the rules of tajwid are introduced. This study aims to determine the implementation of the Iqra method in developing the ability to read hijaiyah letters in children at Kindergarten Aisyiyah VII Purwokerto aged between 5-6 years. The research subjects were teachers and students. This research is a descriptive qualitative research with the type of field research. The results showed that the implementation of the iqra method in developing the ability to read hijaiyah letters in children went through several processes carried out by the teacher: planning, in which the teacher prepared a daily activity plan (RKH) using the iqra method and each child was required to bring an iqra book; the implementation is carried out by learning using CBSA, the teacher calls the names of the children one by one according to the order of absences who will read the iqra, then the teacher listens to the children's reading, then the teacher repeats the reading only on the reading when a child makes a mistake in pronouncing it; the evaluation was carried out by the process of the ability to read hijaiyah letters using the iqra method one by one which was assessed by: achievement card books and assessment sheets obtained data that out of 15 children obtained 10 children who had developed abilities.
Keywords: Iqra Method, Hijaiyah Letters, Early Childhood.

A. Introduction

Learning in early childhood is a facility that must be provided to children as early as possible, because when children are born into this world they are around 6-8 years old. Children's education at this time is very important in order to achieve the attention of all parties who are responsible for the growth and development of children, especially both parents and people who are close to the child's environment. It is like planting a tree and not only the seed will grow well, but the seed will determine whether or not the tree is fertile, and it is determined by the land where it grows, as well as the person who cares for the plant.

Conversely, the growth and development of early childhood, apart from the offspring of both parents, is innate, and growth and development in children is also determined by the child's environment around them. According to Mulyani, children really like to imitate the words and behavior of the adults around them.

At an early age it is also an important early stage, as well as a basic stage in developing the growth and development of life for living things. The earliest possible child is a period of development in forming a foundation for himself, namely a personality that will later choose his experiences in his next life. For this period, it is often called the golden age in children (golden age), which is when the child's brain develops faster and is also sensitive to stimulation. These

periods occur only once in the development of each individual human being. In early life it starts from its own family environment where when the child is in the midst of both parents, like a mother who has given children natural learning for children in the early development of life. In addition, according to scientists, 100–200 nerve cells that are prepared to form connections with these cells are invited into the baby's brain at birth. In order to be able to connect with these nerve cells, it requires educational stimulation from parents and teachers.

The main source of Islamic education is the Qur'an because it has absolute values and was directly revealed by Allah SWT. Allah SWT created man and educated him because it was included in the Qur'an. Therefore, none of the discussion of education is spared from His reach.

The Qur'an needs to use a method so that children can easily understand it, but this uses a method, namely how to process the learning material used later, so that children can easily accept, understand, and master it well, and it is fun for them. children. The method of learning the Qur'an is currently experiencing developments using the iqra' method. The use of the Iqra method is a solution to make it easier for young children to develop the ability of young Muslim generations to analyze the Qur'an. The Iqra method also does not require various tools, because it has been emphasized by reading or reading letters according to makhraj and reading directly without having to spell it. This means that it makes it easier to name hijaiyah letters for learning in children who are more individual.

From the observations of researchers at TK Aisyiyah VII in Purwokerto, it has been noted that certain children, especially those between the ages of 5 and 6, still have difficulty reading hijaiyah letters. This is because when the teacher is teaching the child there are still mistakes in pronouncing the hijaiyah letters, so the reading is not appropriate. Then according to a statement from the teacher, namely that children rarely recite the Koran at home or at a special recitation place near their home, so the teacher at this kindergarten implements learning the Iqra method so that children can develop their ability to read hijaiyah letters. When learning the Iqra method is carried out every day at half past 8 in the morning, in teaching, the teacher sticks the hijaiyah letters on the blackboard and conducts direct teaching to children through reading exercises, starting with a simple level first in introducing the sound of the letters, for example: ا ب ت ث and so on, then after that it is read together, then the teacher asks the children to come forward and say the letters randomly, then little by little to connect the hijaiyah letters to a more perfect level, after that each child read iqra and be guided by the teacher so that the reading is correct and in accordance with the makhraj of the letters.

In every learning, of course, requires a method in the learning process, because the method can be said to be one of the important factors for influencing the goals and achievement of the process of teaching and learning in the classroom. In reading hijaiyah letters, a method is also needed in which this can develop children's ability to read iqra.

The purpose of implementation in a method is a learning that must be carried out in accordance with Georgy R Terry's theory (2005). In his book the basics of management, namely Planning (Planning) and Actuating (Implementation). As well as Evaluation (Evaluation) According to the theory of Thoha (2003).

The purpose of this study was to describe the implementation in developing the ability to learn to read hijaiyah letters in children at TK Aisyiyah VII Purwokerto.

B.   Methods

This research is a descriptive qualitative research. Descriptive because the researcher wants to describe the extent of the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at TK Aisyiyah VII Purwokerto and to find out how the process in developing the ability to read hijaiyah letters in children starts from planning, implementing the development of reading hijaiyah letters, up to the process of evaluating the development of reading hijaiyah letters in the kindergarten and the approach used in this study is data analysis while data collection techniques are through observation, interviews and documentation.

C.   Results and Discussion

Based on the results of the research that the researchers had done at Kindergarten Aisyiyah VII Purwokerto, the researchers obtained data regarding the process of learning to read hijaiyah letters using the Iqra method which was quite good. The activity of reading hijaiyah letters is carried out by the teacher who has determined the teaching section for each child's ability. The process of implementing the Iqra method in developing the ability to read hijaiyah letters is carried out using several processes, namely planning, implementing the development of reading hijaiyah letters, up to the process of evaluating the development of reading hijaiyah letters in kindergarten.

Planning is a process of solving problems by methodically carrying out actions to be taken to achieve certain goals. The teacher's thought process in preparing to read hijaiyah letters using the Iqra method can be seen as an effort to help children who still have difficulty reading hijaiyah letters. Regarding planning for the use of the iqra method for reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto, namely the teacher makes a Daily Activity Plan (RKH) which contains: each child has an iqra book, before reading iqra the teacher first introduces reading hijaiyah letters to the child taped to the blackboard and the teacher calls the names of the children one by one in the order of absences who will read the iqra, then when the child is called the child takes the iqra book, the achievement book and instructions for reading the iqra which are already on the child's basket rack, then before starting the child reads ta'awudz first and after finishing the child reads hamdalah or sadaqallahul azim, after that the teacher writes in the achievement book with information on whether reading iqra is not fluent or is it fluent.

In this case the researcher conducted an interview with Mrs. Wahyu Purwito Sari as the school principal about planning the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Aisyiyah VII Kindergarten Purwokerto: Iqra reading has been carried out since the establishment of the Aisyiyah VII Kindergarten school, namely in 2010. Method Iqra was chosen because at that time it was considered a learning method for recognizing hiajaiyah letters which was quite short in understanding and also the most effective. Reading hijaiyah letters using the iqra method itself is carried out without any special planning but is written in the daily activity plan (RKH).

In line with the statement above, the results of an interview with Mrs. Siti Umaroh, as the class teacher stated:

Since the beginning of my teaching using the Iqra method at Kindergarten Aisyiyah VII Purwokerto. We chose the Iqra method as learning to read hijaiyah letters using the Iqra method because by using the Iqra method it becomes easier for children to understand, and it is more effective to recognize hijaiyah letters, so that children can read iqra properly and correctly.

In line with the statement above, Mrs. Maita Rizki Amalia as the accompanying teacher stated that: since I have been teaching I have used the Iqra method. Using this method is because it is easy to teach to children and easier for children to understand when learning to read Iqra books or when being taught directly in introducing hijaiyah letters attached to the blackboard.

So the writer can conclude that the implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto has been carried out from 2010 to 2023 now, the implementation is written in the daily activity plan that has been made by the teacher, each child has their own iqra book respectively, the iqra method was chosen in teaching how to read hijaiyah letters, because it is considered more effective, practical and easy for children to understand when taught to children. Whereas in reading iqra which was carried out at TK Aisyiyah VII Purwokerto using existing facilities.

The teaching materials used are iqra books, achievement books, instructions for reading iqra and others.

The implementation of reading hijaiyah letters using the iqra method must comply with the provisions that have been applied in the iqra book, namely the teaching instructions at the beginning of each volume on the iqra which include:

a.   In direct reading, children can be introduced to reading line by line without the need to spell.
b.   By using the CBSA learning method (active child learning method)
c.   Private/special, private for a teacher, namely examining students one by one or in groups.
d.   Module (main discussion), the teacher immediately gives an example for how to read only the letters at the beginning of the page.
e.   Easy/practical, this Iqra book has been arranged in a practical or easy way regarding the arrangement of the volumes and also the subject matter of the discussion.
f.   Assistance/support, with the help of students who are more developed in their lessons can help the teacher to check the theme
g.   Variation/similarity, in Iqra's book, the material for each page is arranged regularly to avoid monotony.
h.   The implementation of reading hijaiyah letters using the iqra method is carried out communicatively.
i.   In this iqra book anyone can learn it, both children and adults.
j.   When the teacher introduces the reading of hijaiyah letters by pasting them on the blackboard, they do not separate the volumes.
k.   The teacher listens to the reading to the children.
l.   The teacher repeats the reading only on the reading when the child is reading there is an error in pronouncing the sound of hijaiyah letters.
m.   The teacher only justifies inappropriate reading when a child makes a mistake in mentioning it.
n.   The teacher can skip the volumes to be read when the child comes forward one by one if the child is considered capable of reading it.
o.   The teacher applies the reading in reading hijaiyah letters using the iqra method, namely with short surahs and in daily prayers.
p.   The teacher teaches reading hijaiyah letters using the iqra method carried out every day.
q.   The teacher teaches reading iqra without in-depth study of tajwid.
r.   The teacher teaches the iqra method by using a simple tajwid, namely only giving examples in reading long readings and nun breadfruit

The implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto can be proven by the results of an interview with Ms. Siti Umaroh regarding the implementation of the iqra method at Kindergarten Aisyiyah VII Purwokerto, namely as follows: in my opinion the implementation of reading hijaiyah letters using the iqra method is very effective, because it has been proven that from this school there are several children who can already read iqra properly and correctly and children can already read or even memorize several short surahs in juz amma. In its implementation, it follows the rules of the iqra method, for example by teaching hijaiyah letters without separation and being taught according to the abilities of each child. In children's reading according to their abilities, namely by reading at least 3 lines and a maximum of 1 page in the Iqra book. The highest iqra is volume 3 and the lowest is iqra 1. In iqra books that have been read by children, namely iqra 1, 2, and 3, children can spend 1 volume in approximately 47 days.

In line with the interview above, Mrs. Maita Rizki Amalia conveyed the same thing that among other things, namely: in my opinion, the implementation of reading hijaiyah letters using the Iqra method has been effectively carried out. Children can read 3 lines to 1 page every day. The highest Iqra reading is at Iqra 3 and the lowest is Iqra 1. For children's reading, Iqra 1 to Iqra 3 and children can spend 1 volume in 1 month or less than 2 months.

In the statement above, Ms. Wahyu Purwito Sari as the school principal also gave a statement that in the implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto with the following interview results: in my opinion, in practice it can be ensured that the iqra learning provided by the teachers at this school have been effective even though I didn't participate in the learning directly, because this can be seen from some of the children who are already fluent in reading iqra and reading short surahs and even memorizing them and there are also no bad reports from the parents of the participants educate about it.

From the results of observations, in the implementation of reading hijaiyah letters using the iqra method it has been very effective, because it has been proven that from this school there are several children who can already read iqra properly and correctly and can read short surahs in juz amma and even they memorize some surahs. In practice, the teacher follows the rules of the Iqra method, for example by teaching hijaiyah letters without separation and being taught according to the abilities of each child. In children's reading according to ability, namely by reading at least 3 lines and a maximum of 1 page in the Iqra book. The highest Iqra is volume 3 and the lowest is Iqra 1.

Based on the results of interviews and observations the author can conclude that in carrying out reading hijaiyah letters using the Iqra method directly the teacher teaches them face to face one by one, and reads the Iqra book every day, the teacher also gives an example first to the children and justifies the reading mistakes in children in pronouncing hijaiyah letters. The teacher listens to uncommunicative children's reading, the teacher does not use media in the learning process of reading hijaiyah letters using the iqra method, the teacher does not separate teaching in iqra volume 1, the teacher repeats the reading only on the reading when the child is reading there is an error in pronouncing the sound of the hijaiyah letters, when the teacher introduces the reading of the hijaiyah letters by sticking them on the blackboard without separating the volumes, the teacher teaches reading iqra without deep recitation of recitation, the teacher can skip volumes to be read when the child comes forward one by one if the child is considered capable of reading it, the teacher teaches reading hijaiyah letters using the iqra method carried out every day, the teacher only justifies readings that are not correct when a child makes a mistake in mentioning them, the teacher

teaches the iqra method using simple recitation, namely only giving examples in reading long passages and nun breadfruit and the teacher applies the reading in reading hijaiyah letters using the iqra method, namely with short surahs and in daily prayers.

Basically in influencing the development of the ability to read hijaiyah letters, that is, there are all students who are developing in general. There are 3 types that can affect the development of reading hijaiyah letters:

a.   In the dynamics regarding the knowledge of children in reading hijaiyah letters which include the ability to recognize, understand, and read letters.

b.   The dynamics regarding children's reading attitudes, whether reading seriously or not, are included in the dynamics of reading hijaiyah letters.

c.   In the dynamics regarding children's hijaiyah letter reading skills, which includes the ability to read both single letters and combinations of letters.

Based on the 3 types of reasons, the researcher concluded that the development taught at Kindergarten Aisyiyah VII Purwokerto is divided into 2, namely reading comprehension and initial reading ability. So that researchers can respond that the ability to start reading is the preparation and skills in a child to get and understand the context of the message or message to convey an idea obtained in a reading.

Hijaiyah letters are the 30 letters found in the Al-Qur'an and are written using Arabic letters. These 30 letters then start from ي - ا and are separated by either 29 single numbers or 30 if filled with lam double alif and hamzah which will later become independent. The first hijaiyah letters were written by Nasher bin Ashim Al Laitsi. Latin letters are written from left to right when writing Latin letters, and Arabic letters are written first from right to left when writing Arabic letters. The shape of hijaiyah letters which are almost the same makes it difficult for some children to distinguish one letter from another.

Among these letters, namely the letters (ب ت ث ن ي) usually children are still confused and have difficulty distinguishing the dots, hijaiyah letters have one, two, or three dots. The points can be different, there are above, inside, and below. Then the letters (ج ح خ) usually also make children often make mistakes in pronouncing the sound, (ر ز س ش ص ض ط ظ ع غ dan ق). The following is the result of the development of several children who have developed, have not yet developed, are developing as expected, and are developing very well in reading hijaiyah letters using the Iqra method:

Based on the results of observational interviews and documentation that the author conducted, the final results regarding the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Aisyiyah VII Kindergarten, Purwokerto

The author will explain in more detail regarding the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood, totaling 15 children as follows:

According to the author's study at TK Aisyiyah VII Purwokerto, hijaiyah letters can be read by young children early by using the iqra method and to mention the sound of letters. According to the observations made by the author, there were 8 children who had developed as expected, 3 children who had started to develop and 4 children who had not yet developed. This can be seen when the child is learning directly in reading iqra.

The author's study at TK Aisyiyah VII Purwokerto examined how well young children can read hijaiyah letters using the iqra method and to distinguish different forms of hijaiyah letters. According to the author's observations, there are 2 children whose development is as expected, 7 children who are just starting to develop and 6 children who have not yet developed. This can be

seen when the child is doing the learning directly in reading the iqra, the child is still having difficulty when mentioning letters that are the same shape but the dots are different like the letters (ج ح خ)

Understand the relationship between sounds and hijaiyah letters According to the author's research at TK Aisyiyah VII Purwokerto, hijaiyah letters can be read by young children using the iqra method, which is to help children understand the relationship between sound and hijaiyah letters. According to the authors' findings, there were 4 children who had developed as expected, 8 children who had started to develop, and 3 children who had not yet developed. This can be seen when the child is doing direct learning in reading iqra there are still difficulties in the child when mentioning the letters (ث, د, ذ س, ش)

Able to pronounce hijaiyah letters

The ability to read hijaiyah letters in early childhood uses the iqra method and to be able to pronounce hijaiyah letters, according to a study conducted by the author at Aisyiyah VII Kindergarten, Purwokerto. According to the observations made by the author, there are 3 children who have developed as expected, 8 children who have started to develop, and 4 children who have not yet developed. This can be seen when the child is doing direct learning in reading iqra, there are still difficulties in the child when mentioning the letters خ and ظ.

Based on the results of the observations that the researchers made in reading hijaiyah letters using the Iqra method, it was entered at the beginning of the learning hour and after that, reading Iqra was implemented in the Aisyiyah VII Kindergarten class, Purwokerto. The iqra reading activity is carried out by the teacher who has determined the teaching section for each child's ability.

Meanwhile, the process of reading Iqra for children lasts for 30 minutes after the class teacher first introduces the reading of hijaiyah letters pasted on the blackboard. Even though it looks like a short time, for children 30 minutes is a very long time, because children have to concentrate and focus while reading iqra. If the child can focus within 30 minutes, this is a good achievement for the child in reading Iqra to the child.

Based on the results of observations that researchers made in the process of reading iqra which was directly guided by the class teacher and accompanying teacher. In the process of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto it is done using the classical model, because of the difference in volume increase in each child, therefore in one class it is certain that each child has different abilities.

The procedures for carrying out reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto include:
1) Opening Activities
a) Arranging chairs and tables
b) Doing ice breaking or singing beforehand to condition the children
c) Reading ta'awudz and basmalah sentences
d) Read surah Al-Fatihah
e) Read prayers when you want to study, pray in the morning, pray for both parents, pray for the safety of the world and the hereafter.
f) Read the hadith of loving each other and the hadith prohibiting anger.
2) Core Activities
a) Before starting to read Iqra the child first reads ta'awudz and kalimah basmalah.
b) The teacher listens to the iqra reading to the child

c) The teacher justifies the child's reading when there is something wrong or inappropriate in his pronunciation

3) Closing Activities

After the child has finished reading the iqra, the teacher writes in the child's achievement book with information that is not yet fluent or is already fluent and the teacher also tests the child's reading, that is, with the child being told to read short surahs, memorize daily prayers, and hadiths.

Evaluation is one of the most important things in education, because it is a benchmark for the success of the learning process. This can be measured in an assessment. Therefore, at Aisyiyah VII Kindergarten, Purwokerto, it also evaluates all learning processes.

In the implementation of learning to carry out evaluations, namely the important thing to do is to find out the method to be used is good and needs to be developed again or not. Evaluation in reading hijaiyah letters using the Iqra method can be carried out in the following way:

a) The teacher can evaluate the use of the Iqra method at a certain time determined by the school.

b) The teacher carries out follow-up from the results of evaluating the use of the iqra method.

c) The teacher must invite the principal and also parents to play a role in evaluating the reading of hijaiyah letters using the Iqra method.

The results of these observations were also supported by the results of interviews conducted with the class teacher, namely Mrs. Siti Umaroh who stated that: the researcher conducted an evaluation, namely at the end of the even and odd semester. The evaluation was carried out by discussing with the parents and guardians of students to discuss the development of reading hijaiyah letters using the Iqra method which was achieved in 1 semester for each child and the targets to be achieved in the following semester. However, there are some children's readings that are still not very good at recognizing hijaiyah letters using the Iqra method, so I will tell their parents if they are still too poor at reading, they can still be corrected slowly.

The results of the interview with Ms. Maita Rizki Amalia said that: there was an evaluation at the time the report cards were distributed and I was about to enter the even semester, usually I and Ms. Siti did the overall evaluation of the child's development and only then reported the report to the school principal.

The following is an excerpt from an interview with Mrs. Wahyu Purwitosari as the principal at Kindergarten Aisyiyah VII Purwokerto: in the implementation of learning to read hijaiyah letters using the Iqra method, I did not participate in the evaluation, but the teacher gave me a report on the results of the evaluation. The school also provides achievement books or iqra book assessments for each child.

Based on the results of the observations and interviews above, the writer can conclude that the teacher only evaluates only with fellow teachers but only during the final semester and the principal does not participate in the evaluation, only gets a report on the results of the evaluation. In the evaluation of learning to read hijaiyah letters using the Iqra method, the teacher followed up afterwards by telling the parents and guardians of the students to help their children repeat reading the Iqra book when the child was at home and when the achievement book assessment was still not fluent in reading it. Learning to read hijaiyah letters using the iqra method has a positive impact, namely that each child will be motivated to be even more active in reading iqra so that they have developments in reading iqra. In every child who repeats the iqra reading at home with the help of people his parents. The teacher provides progress reports in reading hijaiyah letters using the iqra

method only at the end of each semester, but notifications on children's iqra reading progress can be made on days when children have problems reading iqra and need the help of their parents.

While the evaluation carried out by the teacher in the implementation of the Iqra method to develop the ability to read hijaiyah letters in children which includes the development of the assessment has not yet developed (BB), started to develop (MB), developed according to expectations (BSH), developed very well (BSB) .

Aisyiyah VII Kindergarten Purwokerto also conducts an evaluation at the end of each semester, the assessment is from achievement cards that are already fluent or not when the child is reading hijaiyah letters using the Iqra method and linked again in the final semester that the child has progressed or not in reading hijaiyah letters if there is children who are not fluent or not yet developing, the teacher will tell the parents and guardians of the students to guide the child to repeat reading the Iqra book when the child is at home. Based on the assessment sheet documentation, it was found that out of 15 children in class A, 3 children had developed according to expectations (BSH) and 7 children had started to develop (MB). In general, it can be said that the Iqra method has been effective in developing the ability to read hijaiyah letters in children. . In this evaluation, in taking local content values regarding religion and generality, one of them is the Iqra method.

Based on the results of observations and interviews conducted by researchers at Kindergarten Aisyiyah VII Purwokerto, this evaluation activity was to find out whether the child was fluent in reading iqra or not.

The advantages and disadvantages of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Kindergarten Aisyiyah VII Purwokerto are as follows:

1) Advantages of the Iqra Method
a) The iqra method has been carried out throughout Indonesia
b) By using the CBSA method (active student learning method)
c) It's easy to increase the volume.
d) It's easier, because the teacher is immediately able to understand each child's abilities.
e) Systematic, it has been arranged according to different levels of ability in each child and children are able to understand in following their reading.

The guidebook on the Iqra method is an easy and flexible book for all ages and the Iqra method is also complete with learning instructions for reading Iqra. The learning process is individual and the methods used are CBSA, making it easier for children to understand and learn how to read Iqra.

2) Lack of iqra method
a) Children still do not know, in knowing the original hijaiyah letter names, because they have not been immediately introduced at the beginning of their learning.
b) The child does not know and also about the names of the readings in the science of recitation.

When learning to use the Iqra method, I did not learn the names of the original hijaiyah letters, but I studied and understood more the hijaiyah letters that already bear the vowel. The Iqra method does not only study terms in the science of recitation because in the Iqra method the practice emphasizes reading the Qur'an in which the method is read it customized and also fluent.

From the results of observations, what the researchers did was that in an atmosphere where the implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto was not conducive enough because the atmosphere in the class was full of the voices

of their friends who were waiting their turn to read or had already read they instead played alone so children who are reading iqra find it difficult to concentrate and focus when reading iqra.

In the implementation of the learning process, of course there are influencing factors and inhibiting factors. Likewise, the ability to read hijaiyah letters using the Iqra method at Kindergarten Aisyiyah VII Purwokerto is as follows:

When someone who learns to read Iqra has their own abilities and also varies from one child to another. The ability to read iqra in each child can be influenced by various factors, both internal and external. The factors that influence the development of the ability to read hijaiyah letters using the Iqra method are:

Non-social factors, or elements that can influence learning success and the growth of Iqra reading skills, are those that are not influenced by humans. These factors are the state of the air, weather, time of day (morning, afternoon, evening, night) and so on. All of these factors must be managed in such a way as to help the child's learning process. As was carried out at Kindergarten Aisyiyah VII Purwokerto, namely the teacher arranges the learning time to introduce hijaiyah letters and also read iqra in the morning, because in the morning the children are still fresh/new in thinking so later the child will quickly understand and be able to follow the lesson.

The learning process in children will be influenced by physiological factors, especially physical conditions, because a healthy physical condition will have a different impact than a tired physical condition. In the learning process will have a negative impact, because they experience a lack of food intake and nutritional deficiencies. In children, for example, they will be sleepy when studying and there is no willingness to learn, therefore nutritious food is food that is in accordance with what is needed by the child's physique and the child will later become healthy, enthusiastic in learning and able to understand the lesson being taught by the teacher so that children quickly understand the lesson.

The implementation process in reading iqra at Kindergarten Aisyiyah VII Purwokerto has a few obstacles, namely after the child reads iqra in turn, the child is not conducive to focusing after iqra learning but the child plays waiting for his friend's turn to finish, but the teacher has a solution in overcoming these obstacles and never gives up in teaching children to read iqra, because indeed their goal is for children to be able to read iqra properly and correctly in accordance with the science of recitation, the solution for teachers in overcoming these obstacles is that children who have read iqra alternately or have not been able to pay attention to the teacher in front, the teacher before continuing the Iqra method learning which will take place, the teacher first does ice breaking such as clapping and singing so that the child's focus can later be come back again and pay attention to the teacher who explained in front.

According to the results of an interview with Mrs. Maita Rizki Amalia on children's responses in learning to read hijaiyah letters using the iqra method, that is, most children like this learning because it shows the meaning that I can write, know and understand hijaiyah letters. However, according to one of the children, Ananda Azizah, while learning to read the Iqra, which was guided directly by the teacher, there was an obstacle, namely not concentrating when reading the Iqra, because the atmosphere in the class was full of the voices of her friends who were waiting their turn to read or had already read, they even played alone.

D.   Conclusion

Based on the results of the research in the previous chapter, the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Kindergarten Aisyiyah VII Purwokerto obtained the following description:

1. Planning is done by the teacher compiling a Daily Activity Plan (RKH) related to iqra learning materials, then each child is required to bring an iqra book.
2. The implementation is carried out by learning using CBSA, the teacher calls the names of the children one by one according to the order of absences who will read the iqra, then the teacher listens to the children's reading, then the teacher repeats the reading only on the reading when a child makes a mistake in pronouncing it, after that the teacher can skip the volumes to be read when the child comes forward one by one if the child is considered capable of reading it, finally the teacher teaches the iqra method using simple tajwid.
3. The evaluation is carried out by the process of the ability to read hijaiyah letters using the Iqra method one by one which is assessed by: achievement card books, assessment sheets related to the child's ability to develop the ability to read hijaiyah letters. The data shows that out of 15 children, 10 children have shown developing abilities.

References

Nurani Yuliani. 2019. A New Perspective on the Basic Concepts of Early Childhood Education, (Jakarta: Campustaka).

Budiman Arief. 2011. Practical Guide to Test Your Child's IQ, (Bandung: Alfabeta).

Sunarto Ahmad et al. 1993. Translation of Sahih Bukhari, (Semarang: Asy-Syifa').

Sulistiyani and Rosidah 2005, Human Resource Management: Concept Theory and Development in the Context of Public Organizations, (Yogyakarta: Graha Ilmu).

Thoha 2003, Organizational Behavior Basic Concepts and Applications, (Jakarta: PT. Raja Grafindo Persada).

Mulyani Novi. 2019. Developing Early Childhood Creativity, (Bandung: PT Remaja Rosdakarya).

Nirmala Sari Anggun dkk. 2020. "Implementasi Metode Iqro dalam Pengenalan Huruf Hijaiyah Pada Siswa RA Perwanida II Mataram", Jurnal Pendidikan Anak Usia Dini Vol. 2 No.2.

Ardy Wiyani Novan. 2019. "Actualization of Continuous Improvement Principles in Responsive Leadership of the Head of the Integrated Islamic PAUD Al-Ikhlas Bumiayu Brebes", Al-Athfal Journal: Journal of Children's Education, Vol. 5, No. 1.

Zulfa Umi. 2014. Flash Engineering Module for Thesis Proposal Preparation, (Cilacap: Ilhya Media).

Sugiyono. 2013. Quantitative, qualitative and R&D Research Methods, (Bandung: Alfabeta).

Hairani Siregar and Farhan Shidqi Tanjong. 2022. "Guidance of Reading the Qur'an Through the Iqra Method" for Early Childhood at the Bani Adam 'As Medan Foundation Orphanage, Journal of Indonesian Society Service (JAMSI) Vol. 2, No. 1.

Srijatun. 2017. Implementation of Learning to Read and Write the Qur'an with the Iqro Method in Early Childhood at RA Perwanida Slawi, Tegal Regency, (Semarang: Journal of Islamic Education Vol. 11, No. 1).

Social Interaction of Children with Dual Carier Parents in Al-Anshori Purwakakarta Kindergarten Teachers

Rika Purnamasari[1✉], Tiara Putri[1]

[1]*STAI DR KHEZ MUTTAQIEN PURWAKARTA, Purwakarta, Indonesia*
✉ *email: rikapurnamasari057@gmail.com*

Abstract: Today's increasingly high economic demands sometimes make husbands and wives in a family have to work. This condition affects the involvement of parents in child care. This study aims to describe and analyze and provide solutions regarding parental involvement in parenting in dual carrier families. The research method used is to collect library data about parental involvement in parenting the dual carrier family. The library data collection method is carried out by interviews, observation and documentation. then the researcher conducted a critical analysis to conclude the research material. The results of research on parents apply good parenting by carrying out effective interactions with children through intense and planned two-way communication activities. Parents as the child's first source of knowledge both from Religious, Norm and Moral education which must be given to children at the age of the Golden Age (golden age) then set an example and direct good things as well as provide support and build good communication with children such as Quality Time in between busy work, whether it's taking a trip, as well as being a good listener and solution provider for children.
Keywords: Social Interaction, Dual Career, Parenting Style.

A. Introduction

The family is a system that supports the growth and development of children, in which there are bonds between members of the family who have each other. According to Purnamasari (2022) states that the family is a key element in building a support system for children's education. It is in this family environment that the parenting process takes place so that a mature person is formed to be able to live life as expected. One of the figures who play a very important role in making a child have a mature personality, namely parents. In addition, parents play a role and companion in the development of children so that children have responsibility and have good personalities.

The division of family roles in a working husband and wife household is carried out because both of them have to work to meet the needs of the family. Fathers are responsible for the development of their children, both physically and psychologically. The father's task is to meet physical needs such as eating, drinking, clothing and so on, fathers are also guided to be active in fostering educational development in children (Putri 2015). The role of mothers in children's education is very large, even dominating. The role of the mother in children's education is a source of affection, caregiver and caretaker, a place to pour out the contents of the heart, regulator of household life, educator in emotional aspects. In reality on the ground, educating and raising children is more of a burden on mothers, while fathers are only tasked with meeting the economic needs of the family, so they do not take part in caring for, educating and meeting the needs of children's affection. The importance of parents providing special time with children can establish

strong bonds between people parents and children so that children get psychological well-being. This will optimize children's development in various aspects of development. The involvement of parents, both mother and father, is very important because from both of them, the child will receive care from two sides that will influence each other's development.

The involvement of mothers and fathers in child care can be assessed by how much time they spend together and what activities can be done together (Nawafilati: 2020). However, many aspects that make parenting a child in a dual carrier sometimes involve people outside the nuclear family, including grandmothers, grandparents, neighbors or outside caregivers. Children who spend most of their time in their childcare or school will have a lot of free time with their friends. Limited time for interaction between dual career parents and children is an obstacle in the parenting process that disrupts the interaction of children and parents. the involvement of parents in caring for children entrusted to caretakers shows that it turns out that providing time with children is not easy for parents who both work. Meanwhile, communication is an important part of forming relationships between parents and children (Putro: 2020).

In the results of research (Amini, 2015) regarding parental involvement needs to be increased, especially in training children's daily independence at home and willingness to volunteer or initiate children in kindergarten. Therefore it is necessary to think of an appropriate strategy so that parents are more involved in their child's education.

Parents are the most important caregivers in a child's life, so it is very important for both of them to spend enough time together to be able to meet their emotional needs. The involvement of both parents in parenting is important for the fulfillment of aspects of child development. This needs to be sought by both parents. So this research will discuss the Social Interaction of Children with Dual Career Parents in the Teachers' Environment at the Al Anshori Kindergarten school, Purwakarta. This research focuses on parents, especially mothers who have careers as teachers and have husbands who both work.

B. Methods

This research is a descriptive qualitative research. Descriptive because the researcher wants to describe the extent of the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at TK Aisyiyah VII Purwokerto and to find out how the process in developing the ability to read hijaiyah letters in children starts from planning, implementing the development of reading hijaiyah letters, up to the process of evaluating the development of reading hijaiyah letters in the kindergarten and the approach used in this study is data analysis while data collection techniques are through observation, interviews and documentation.

This research method uses a qualitative method with a case study type. As a case study, the data collected comes from various sources and the results of this study only apply to the cases investigated. Furthermore Arikunto (2006) suggests that the case study method as a type of descriptive approach, is research that is carried out intensively, in detail and in depth on an organism (individual), institution or certain symptoms with a narrow area or subject. In this study is a report on the results of interviews and observations conducted on research subjects, namely dual-career parents with predetermined criteria as follows:

1. Husband and wife each working in a field of work or working outside the home for a minimum of 6-8 hours a day, except for holidays.
2. Husband/wife couple whose wife works at TK Al Anshori Purwakarta.

3. A married couple who has several biological children who are already in college and some are still babies.

4. Husband and wife who delegate childcare responsibilities to third parties, whether those third parties are parents (grandmother, grandparent/home for the child), relatives and caregivers.

5. Husband and wife who live in the Purwakarta Regency, West Java.

This study uses data collection techniques through interviews, observation and documentation. Data analysis was carried out by coding the results of interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others.

C. Results and Discussion

Discussing this research, it collects data through interviews, observations, and documentation. Interviews were conducted with 5 informants who were considered representative of the problem object in the study. The following is data from 5 informants in this case experiencing dual carriers as parents.

1. Family 1 with a job as a teacher at Al Anshori Kindergarten and civil servants in Cirebon, has 2 children, the first child is 4 years old, the second child is 8 months old when they work, the 1st & 2nd children are entrusted to day care.

2. Family 2 with a job as a Civil Servant Principal and his wife worked as a teacher at Al Anshori Kindergarten as a school principal as well, and had 2 children, the first child was in grade 6, the second child was 3 years old, while they were working the child was being cared for by a neighbor's caretaker.

3. Family 3 with a job as a trader in a shop and his wife is a teacher, have 2 children. The 1st child is already working and becoming a trader. The 2nd child is a high school student.

4. Family 4 with work as a teacher and husband works as a teacher and has 8 children, 1st and 2nd children are married, 3rd and 4th children are already working, 5th and 6th children are in college, 7th children are in high school and 8th children In elementary school, when they work, they are raised by their grandmother and because their older brother has children, sometimes his younger sibling is cared for by his older sibling.

5. Family of 5 with a job as a teacher and husband works as a trader, has two children, the first child is in grade 3 elementary school, the child is 8 months old. When they work, the children are sometimes brought by their mother to teach and sometimes with their father.

The data obtained from the interviews were in the form of the informants' answers to the questions posed by the research through an interview guide which was conducted face-to-face with the informants, then the answer data was presented in the form of excerpts from the interviews. Excerpts from the interview results describe the various responses of respondents regarding the alternative dual-career family parenting model in meeting the needs of children's affection. In order to answer the problem, excerpts from interviews with research informants are described and explained in more detail the following:

Table 1. Dual career parents profile

Family	Profession Father Mother	Dual Career Motivation	Love fulfillment model	understanding About the Golden Ages	Nanny
1	Civil servant - teacher	Helping to lighten the burden on the family, the teaching profession doesn't take up time until late at night, it can take time	There is quality time in between free time, inviting children to cook.	Know. 1-3 years the position at home gives more attention to children, directs children's emotions, children's needs, nutritional and spiritual fulfillment (hugs and kisses) to meet love needs.	Daycare
2	Civil servant - teacher	To channel knowledge is to set an example that by working, life will be more comfortable and it will also improve the economy.	Using vacation time with quality time, doing activities at home, guiding study and recitation	Child development, from 1-3 Years.	Nanny
3	Shop Trader- Teacher	Hobby, applying the knowledge that has been learned also adds to the family income	Spending time, asking for walks, chatting, Q. Time	every child is different for every child. The first child still has a lot of doctrines from his parents and his upbringing is in accordance with his But increasingly here has its own parenting style or parenting style that directs everything. (parentig knowledge, such as making arrangements, religion is directed from childhood)parents.	Nanny
4	Teacher- teacher	it's fun to be a teacher. and help with the needs of the children.	Be a good listener when children vent and are curious about children's affairs so they know the child's development	From the first 1000 days, he was directed according to the guidance of the Koran hadith, not in the old days, but according to needs, each child had a different parenting pattern.	Grand Mother

Family	Profession Father Mother	Dual Career Motivation	Love fulfillment model	understanding About the Golden Ages	Nanny
5	Pedagang-Guru	The call of conscience wants to teach and the necessities of life	When there is homework to help guide him, free time to play together, go for a walk.	Maybe because I'm often invited while studying, I also have to guide my child so they understand, direct the good while studying, set an example even when I'm busy, during the golden age.	

Based on the results of interviews with parents who experienced dual carriers, they agreed that parents had knowledge about the importance of children's development in the golden age period and they accompanied Full during the golden age period (While taking their children to work) there were also those who accompanied them at home after work. , When they are working they will be cared for by their caregivers, be it caregivers from the family or caregivers from neighbors.

Based on the results of interviews with 4 parents who experienced dual careers at Kindergarten Ansori Purwakarta argued that motivation in undergoing dual careers was based on the need for self-actualization in developing their potential. They say that being a teacher is a calling to always serve as an educator. But apart from that, being a teacher can also help ease the economic burden on the family where being a teacher will get enough income. Another teacher stated differently that being a teacher can provide for the family.

On the other hand, being a teacher is an ideal job, because apart from implementing knowledge at school, they can also apply knowledge to their children. Moreover, being a teacher has a fairly flexible time and does not take up much time for the family. According to the 5 teachers, the job of being a teacher is like continuing to update knowledge in the child's education process, so that parents can apply the knowledge gained to then be implemented in family education.

More than that, parents who experience dual careers at Kindergarten Ansori Purwakarta understand how to meet the needs of love for their children. One way to meet their affection needs is to interact with family. Social interaction with children can be carried out in various daily activities with children. All parents say that social interaction is built with children through guiding activities at home, teaching children the Koran, inviting children to play and telling stories, inviting children to take part in quality activities such as telling stories about daily life during activities in the home environment.

Furthermore, based on the results of observations of 5 parents who experienced dual careers, they argued that being a parent as well as being a teacher is more experience and knowledge for educating their own children. Teachers agree that educating children in the golden generation is a basic stage in the process of developing human life, where the process of social and emotional interaction is well built in this golden age. This stage is an important stage in developing children's social and emotional intelligence. In line with Hurlock (1993) states that the golden age is a good time to stimulate child development with various stimulations to achieve every aspect of developmental tasks. In addition, one parent believes that the golden stage of children is a good

stage in applying values and religion to children. So that the stimulation given by parents must be in accordance with aspects of child development.

Being a dual-career parent has its own decisions and consequences, because each family member plays a very important role in the development of children from various subsystems, both dyadic (involving two people) and polyadic (involving more than two people). It is these subsystems that interact and influence each other, especially in the pattern of parenting in giving special and careful attention to meeting the basic needs of children, or just and doesn't need to be a priority.

From the results of observations made by researchers, there are still families who have not paid special attention to this matter, but there are families who realize that dual-career status must be followed by efforts to meet the basic needs of children through the stages of child development. Differences in the attitudes of each research subject were apparently influenced by experience, knowledge and family socio-economic status.

Thus, the interaction process is the process of caring for parents to children in which there is a parenting plan that is in accordance with the goals of parenting, parenting activities such as guiding the Koran, studying, and dividing time between work and caring for children. In line with the opinion of Listyati (2021), social interaction between parents and children is a reciprocal relationship that influences, changes, or improves the behavior that takes place between parents and children.

The factors that become obstacles in social interaction between parents and children are the relatively long time constraints to communicate intensely because the husband/father has a remote job and makes it possible to communicate remotely. However, 4 parents at Ansori Kindergarten stated that time constraints were not an obstacle, because parents (mothers) had ample and flexible time for their children.

D.   Conclusion

Based on the research data, it is sufficient to illustrate that in general the interaction and communication between parents and children and how parents provide care that suits children's needs by providing affection, guiding children, communicating with children, and providing quality time with children. treating children influences the child's attitude which, if sustained, will develop into a character that is formed in the child so that both positive and negative character is formed, because parents are the child's first source of knowledge both from religious education, norms and morals must be given to children when Golden Age (golden age), setting an example and directing good things, providing support and building good communication with children and providing Quality Time on the sidelines of busy work, be it taking walks, and being a listener and solution provider which is good for children. For dual career parents, they should also be more selective in choosing caregivers for children because it will have an impact on the child's character.

References

Amini, Mukti. (2015). *Profil Keterlibatan Orang Tua dalam Pendidikan Anak Usia Dini Usia TK.Tanggerang Selatan*: Universitas Terbuka

Arikunto, Suharsimi.(2006). *Prosedur Penelitian : Suatu Pendekatan Praktik, Edisi Revisi VI.* Jakarta :PT Rineka Cipta,

Hurlock, E.B, (1993). *Life Span Develovment, Toky* : Mcg raw Hill

Iisetyati, Ester. (2021). Interaksi Sosial Anak Dengan Orang Tua Dalam Pembelajaran Daring di Dusun Kampung Desa Kaloran Kecamatan Kaloran Kabupaten Temanggung. *Jurnal Sosialisasi Jurnal Hasil Pemikiran, Penelitian, dan Pengembangan Keilmuan Sosiologi Pendidikan Vol. 8, Nomor 3, November 2021.*

Nawafilaty, Tawwadudin.(2020).Pola Pengasuhan Alternatif Dual Carieer Family Dalam Pemenuhan Kebutuhan Asih Anak. *JournalOf Early Chilhood Vol 3, No 1 (2019)*

Purnamasari, Rika dkk. (2022). Peran Nuclear family Support System Terhadap Pendidikan Anak. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah 6 (3), 512-519.*

Putri, Dyah & Lestari. Sri. (2015). Pembagian Peran Dalam Rumah Tangga Pada Pasangan Suami Istri Jawa. *Jurnal Penelitian Humaniora, Vol. 16, No. 1, Februari 2015: 72-85*

Putro, Khamin. (2020). Pola Intraksi Anak Degan Oarang tua Selama Kebijakan Pembelajaran Di Rumah. Fitrah: *Journal of Islamic Education (FJIE) P-ISSN : 2723-3847 Vol. 1 No. 1Juli 2020 E-ISSN : 2723-388X.*

Training Early Childhood Science Skills Trought a Scientific Approach assisted by Information and Communication Technology (ICT)

Aziz Kurniawan[1]✉

[1]*State Islamic University Prof K.H Saifuddin Zuhri, Purwokerto, Indonesia*

✉ *email:* *azizkurniawan@uinsaizu.co.id*

Abstract: the times marked by the development of ICT have an impact on all areas of life, one of which is education. in this century the younger generation should be literate in technology. With this technological development, it is hoped that it will bring changes in the quality of education for the better in the hope of being able to compete globally. educational institutions, especially early childhood education, already have a strategy in learning that is holistic integrative. so that it can run as it should, PAUD institutions apply an approach that is in accordance with the 2013 curriculum, namely a scientific approach, seeing the combination of using ICT in teaching in PAUD institutions by applying a scientific approach researchers are interested in seeing the influence of both in the introduction of science to early childhood. The research method used by researchers is the method of literature by collecting several related references. The reference used is a reference with a range of 3 years. the results of this study are that in the application of science learning in early childhood education institutions or PAUD can be done using a scientific approach this is in accordance with the implementation of the 2013 curriculum. Apart from learning that applies a scientific approach in early childhood education institutions so that learning goes according to the objectives education needs to be supported by the use of ICT as a medium/learning resource

Keywords: early childhood science skills; Scientific approach to early childhood; Information and Communication technology

A. Introduction

Generation Alpha is the generation of children born in the 2011-2025 range. In this generation, early childhood born in 2018-2020 is one of the alpha generations who are experiencing rapid development both physically and mentally (Fitriani & Adawiyah, 2018); (Kamelia, 2019), cognitive (Novitasari, 2018); (Khoiruzzadi et al., 2020), social emotion (Khoiruzzadi et al., 2020); (Sukatin et al., 2020) and development of language and literacy (Karimah & Komalasari, 2019). The visible difference between this generation and the previous generation lies in their closeness from an early age to the development of information and communication technology (ICT). It is not surprising that this generation is known as an advanced and intelligent generation from an early age in the use of ICT. . The presence of ICT gives a signal that ICT has a positive impact on development and makes it easier for humans to obtain information that will be used for their welfare later.

At present the educational process that has occurred has undergone changes, especially in the teaching paradigm. Originally education was run by teacher-centered and become learner-centred) (Kurniawan, 2020) (Aziz et al., 2021). This has happened, one of which is due to the development of information and communication technology (ICT) which has developed very rapidly in recent decades which has resulted in global competition that can be felt. Various areas of life experienced significant changes caused by the development of ICT.

The development of ICT for the world of education certainly has demands that must be considered so that the quality of education can be in line with the development of ICT. One of the demands that can be felt at a minimum is the habituation of students from an early age in the use of ICT in learning, in this case ICT can be used as a teaching resource (Junindra et al., 2021) teaching materials and even teaching media (Qomario & Agung, 2018). This is intended so that the next generation of the nation will be able to compete globally in the use of ICT wisely and correctly which will produce competent human resources in various fields. These demands have a very significant influence on the development of the potential of students and the teaching carried out by teachers, one of which is in science skills.

Keterampilan sains merupakan keterampilan dasar yang seharusnya sudah dapat diajarkan mulai dari dini pada lembaga pendidikan anak usia dini (PAUD). The purpose of introducing science skills to early childhood is to help students get to know their surroundings through a scientific approach consisting of 5M (observing, asking, gathering information, reasoning and communicating) which can later stimulate students' cognitive intelligence. In line with the changes in the 2013 curriculum at early childhood education institutions (PAUD) that the potential possessed by children on the basis of their development between one child and another is certainly not the same. Recognizing the development of children at an early age is a vulnerable period where children at that age have great sensitivity and sensitivity to curiosity to learn. Responding to these challenges, the government in making policy and regulatory decisions in early childhood education institutions responded by implementing the 2013 curriculum with a scientific approach (Kemendikbud, 2014).

Early childhood education institutions (PAUD) are educational institutions that have a role in the development and needs of early childhood. Amalia & Simatupang, (2022); Sugian et al., (2021) The education program organized by PAUD is an educational program that is carried out by applying holistic principles. This implies that through the early childhood development early childhood development program focuses on early childhood development and is integrated with the needs needed by early childhood in the golden age. It is through these early childhood education institutions that various skills and child development are formed, this also gives a sign that PAUD has an appropriate role in forming the basis of child development.

Based on this, the golden age or what we often refer to as the Golden Age of children for learning requires special attention so that development in early childhood can be achieved optimally, one of which is through education by practicing science skills from early childhood and strengthened with ICT assistance. It is hoped that the development of children in understanding science can increase significantly. Moreover, training science skills using a scientific approach also trains several other skills such as problem solving, critical thinking, creative thinking and communication skills can be well formed.

Seeing the enormous influence of introducing science skills to early childhood with the assistance of the use of ICT in PAUD is an interesting combination to study, the researchers are interested in reviewing how much influence there is from training early childhood science skills through a scientific approach assisted by the use of ICT in accordance with the demands of the times are able to maximize the potential in early childhood in understanding science itself. In addition to this, the results of this study are expected to be able to provide insight and practical guidance to institutions and PAUD teachers in planning to introduce science to early childhood using a scientific approach.

B.   Methods

The research method used by researchers is the library method or known as Literature Review. Research using the library method is research by collecting sources that are relevant to the topic to be discussed by researchers. The sources used by researchers are articles with the keywords early childhood science skills, scientific approaches for early childhood and ICT learning for early childhood. Apart from relevant topics, researchers limit the age of articles to the last 3 years from 2020-2023 with the aim of providing up-to-date information.

C.   Results and Discussion

Results

Based on several references found by researchers through the search engine on Google Scholar, the researchers found several articles that were relevant to the problem to be resolved by researchers to be studied through the literature review method. The following are articles used by researchers in solving the concerns faced by researchers:

Table 1. Related articles

No	Writer's name	Year	Title	Results
1	Komang Wisnu Budi Wijaya, Putu Ayu Septiari Dewi	2021	Pembelajaran Sains Anak Usia Dini dengan Model Pembelajaran Children Learning in Science	Science learning which is literally learning that has results in the form of products, processes and attitudes that are in accordance with the scientific principles of science. Based on this, educational institutions, especially early childhood education institutions (PAUD), should facilitate the introduction of science material by applying appropriate learning models to the principles of science learning.
2	Febriyanti Utami, Mahyumi Rantina, Rodi Edi	2021	Pengembangan Lembar Kerja Anak Menggunakan QR Code pada Materi Sains Anak Usia Dini	Science concepts can be taught to early childhood by integrating technological developments such as the QR Code where the QR code is used to open a child's worksheet. At this point, in addition to introducing the use of technology to children, worksheets certainly support scientific activities such as sensory exploration in the introduction of the natural surroundings.

3	Jeni Roes Widayati, Rien Safrina, Yetti Suproyati	2021	Alat Permainan Edukatif: Analisis Pengembangan Literasi Sains Anak Usia Dini	The concept of science can achieve the goals of early childhood learning through the use of educational game tools, this happens because early childhood is actively involved in learning which leads to exploratory activities so as to produce meaningful science learning.
4	Riskha Hanifa Nasution, Hapidin, Lara Fridani	2020	Pengaruh Pembelajaran ICT dan Minat Belajar terhadap Kesiapan Membaca Anak Usia Dini	The application of interaction-based ICT as a teaching tool has a positive impact on interest in reading in early childhood.
5	Mohammad Salehudin, Gusti Asiyani	2022	Systematic Literature Review: Holistik Integratif Berbasis ICT Pada PAUD Di Indonesia	The quality of education in accordance with the changing times accompanied by technological developments will certainly make the learning process easier for students to understand. This provides a challenge for all educational institutions ranging from early childhood to tertiary institutions to provide holistic, integrative education so that the goals of education are achieved.
6	Nur Afif, Desy Ayuningrum, Ali Imran, Agus Nur Qowim	2022	Inovasi Pengembangan Kurikulum dengan Pendekatan Saintific untuk RA/PAUD di Provinsi Banten	The application of a scientific approach provides opportunities for students to explore further about deepening the material and meaningful experiences through 5M activities
7	Khusnul Laeli, Subiyanto	2021	Implementasi Scientific Approach dalam mengembangkan Multiple Intelligence Anak Usia DIni	Through the application of a scientific approach, one is able to develop multiple intelligence skills such as linguistic intelligence, musical intelligence, mathematical intelligence, physical motor and kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence, spatial intelligence, naturalist intelligence, spiritual intelligence.
8	I Nyoman Supri	2021	Peningkatan Keterampilan Komunikasi Mellui Pendekatan Saintific PAUD Kumara Widya	Through a scientific approach, it provides opportunities for students to develop their own potential, this is due to the involvement of the senses possessed by students so that through practice between students can interact with each other in depth. This is evidenced by the ability of students to receive and convey messages obtained through interaction with peers
9	Ahmad Izzudin	2022	Implementasi Pendekatan Saintific di Lembaga Pendidikan Anak Usia Dini (Studi	The scientific approach that is carried out in kindergarten educational institutions has an effect on students, especially in stimulating the creativity of

			Kasus di Taman Kanak-kanak Swasta Kecamatan Keruak)	students, this is due to the emergence of an attitude of independence, self-confidence and being able to argue with their own point of view
10	Salsabila Hasiana Tanjung, Kamtini, Suri Handayani Damanik	2022	Pembelajaran Berbasis Kecerdasan Manjemuk dengan Pendekatan Saintific dalam Menstimulasi Kecerdasan Spasial Anak Usia Dini	Spatial intelligence in early childhood requires a stimulation that is appropriate to the age level of students. Based on the results of this research that to develop spatial intelligence requires scaffolding or a learning method by providing learning support for students according to the cognitive level of students
11	Ririn Hunafa Lestari, Sharina Munggaraning Westhisi, Ghina Wulansuci	2023	Media Berbasis TIK Sebagai Media Pengganti Realitas pada Pembelajaran Anak Usia Dini di Masa Pandemi Covid-19	The involvement of ICT in the learning process is used as an auxiliary medium in learning to be able to strengthen abilities according to 21st century skills, including at the kindergarten level.

Discussion

The word science is a word that comes from the Latin "Scientia" which can be interpreted as I know or I understand. The meaning of the word "I know or I understand" broadly here is not only about knowing but also understanding in depth, the details of what one knows. When viewed more narrowly the meaning of science is knowledge which is divided into two parts, namely 1) physical science and 2) biological science. The physical sciences in this science consist of physics, astronomy, chemistry etc. Meanwhile, the science of biology that is meant by this science is the study of living things starting from anatomy, structure to the reproduction of these living things.

Based on science more narrowly we can mean that science is the study of everything that is around us, both inanimate and living things. Wijaya & Dewi, (2021), Izzuddin, (2022) states that science learning has results from its activities which consist of processes, products and scientific attitudes. The process through which science activities are carried out is scientific observation and experimentation. Science products are the result of the application of science which will be useful for the development of knowledge and technology. Meanwhile, a scientific attitude is an attitude that should be possessed as a scientist/scientist who studies science which consists of being honest, disciplined, curious, objective etc (Afif et al., 2022)..

Seeing the description above related to the concept of science, the concept of science should be introduced early on in early childhood. Utami et al., (2021) states that by introducing the concept of science to early childhood it is able to encourage children to carry out sensory exploration activities of the conditions that exist in the child's environment, this is useful in helping children understand knowledge and practice basic skills that must be possessed by scientists (Afif et al., 2022).

In order for science learning for early childhood to run well, it is necessary to design a plan such as preparing an RPPH before learning is carried out with fun activities for early childhood such as the use of educational games (Widayati et al., 2020), utilization of modern technology such as QR Code (Utami et al., 2021) as well as use of ICT (Lestari et al., 2023),

(Nasution et al., 2020). In facilitating this, the government needs to adjust the curriculum to support this through the 2013 curriculum with a scientific approach (Afif et al., 2022) (Izzuddin, 2022). The stages of the scientific approach include observing, asking, trying, reasoning and communicating or what is often referred to as 5M. Afif et al., (2022) From the results of his research, he stated that implementation in PAUD institutions to introduce science concepts can be applied through a scientific approach. This provides benefits to early childhood in stimulating children's curiosity in thinking critically so that concepts from science can be easily understood by children. This is in accordance with the learning principles applied by early childhood education institutions, namely holistic integrative (Salehudin & Asiyani, 2022).

Nasution et al., (2020) in research that has been carried out by presenting ICT in early childhood learning brings significant changes to children's readiness to read. This statement indicates that along with the times, the development of information and communication technology can have a positive influence on the cognitive development of students. learners. Seeing the results of previous research, it can be concluded in this research that learning in PAUD institutions is in accordance with the current curriculum, namely the 2013 curriculum which applies a scientific approach to having a good effect on early childhood cognitive development. While the development of ICT can be used by educators so that the goals of education can be carried out properly, especially in the introduction of ICT to students.

D. Conclusion

Based on the results of research conducted from several literatures that have been collected by researchers. Whereas in the application of science learning in early childhood education institutions or PAUD can be carried out using a scientific approach this is in accordance with the implementation of the 2013 curriculum. Where in the 2013 curriculum has a characteristic of the syntax carried out in the learning process which consists of observing, asking, trying, reasoning and communicating. Through these activities are able to provide a response in the form of a stimulus to students to practice critical skills, curiosity about phenomena that occur around the environment of early childhood. This is consistent with the characteristics of early childhood education, namely holistic integrative meaning that PAUD institutions are run according to early childhood development and are expected to be able to optimize multiple intelligences. Apart from learning that applies a scientific approach in early childhood education institutions, so that learning goes according to the goals of education, it needs to be supported by the use of ICT as a medium/learning resource so that the cognitive development of early childhood can be optimized.

References

Amalia, R., & Simatupang, N. D. (2022). Penyelenggaraan Program Paud Holistik Integratif Layanan Pendidikan Era Pandemi Covid-19 Di Tk Insan Cendekia. *Jurnal PAUD Teratai*, *11*(1), 19–26.

Aziz, A. A., Kurniawan, P. W., & Nadia, A. (2021). Pengaruh Model Pembelajaran Visualization, Auditory, Kinestetic (VAK) Terhadap Hasil Belajar Sejarah Siswa Kelas X MA Al-Khairiyah Lampung Selatan. *PALAPA: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, *3*(1), 1–10. http://eskripsi.stkippgribl.ac.id/index.php/palapa/article/view/121

Fitriani, R., & Adawiyah, R. (2018). Perkembangan Fisik Motorik Anak Usia Dini. *Jurnal Golden Age*, 2(01), 25. https://doi.org/10.29408/goldenage.v2i01.742

Junindra, A., Fitri, H., Putri, A. R., Nasti, B., & Erita, Y. (2021). Mendesain Pembelajaran IPS dan PKn Berbasis Literasi ICT (Information and Communication Technology) pada Tingkat Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6264–6270. https://doi.org/10.31004/basicedu.v5i6.1827

Kamelia, N. (2019). PERKEMBANGAN FISIK MOTORIK ANAK USIA DINI (STANDAR TINGKAT PENCAPAIAN PERKEMBANGAN ANAK) STPPA TERCAPAI di RA HARAPAN BANGSA MAGUWOHARJO CONDONG CATUR YOGYAKARTA. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 2(2), 112. https://doi.org/10.24014/kjiece.v2i2.9064

KARIMAH, I., & KOMALASARI, D. (2019). LITERASI PEMEROLEHAN BAHASA KEDUA DALAM PERKEMBANGAN BAHASA ANAK USIA 5-6 TAHUN (Studi Kasus di TK ABA 45 Lamongan). *Jurnal Ilmiah Pendidikan Anak Usia DIni*, 8(1), 1–5.

Kebudayaan, K. P. dan. (2014). *Peraturan menteri pendidikan dan kebudayaan republik Indonesia nomor 146 tahun 2014 tentang kurikulum 2013 pendidikan anak usia dini*.

Khoiruzzadi, M., Barokah, M., & Kamila, A. (2020). Upaya Guru Dalam Memaksimalkan Perkembangan Kognitif, Sosial dan Motorik Anak Usia Dini. *JECED : Journal of Early Childhood Education and Development*, 2(1), 40–51. https://doi.org/10.15642/jeced.v2i1.561

Kurniawan, A. (2020). Peningkatan Pemahaman Peserta Didik Kelas VII Melalui Metode Inside Outside Circle dengan Bantuan Media Video Animasi. *Jurnal Pendidikan*, 8(2), 178–184. https://doi.org/10.36232/pendidikan.v8i2.394

Novitasari, Y. (2018). Analisis Permasalahan "Perkembangan Kognitif Anak Usia Dini". *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 2(01), 82–90. https://doi.org/10.31849/paudlectura.v2i01.2007

Qomario, & Agung, P. (2018). PENGEMBANGAN LEMBAR KERJA SISWA (LKS) IPA BERBASIS ICT SEBAGAI MEDIA PEMBELAJARAN. *Jurnal Pendidikan Dan Pembelajaran Dasar P-ISSN*, 5(2), 239–246.

Sugian, E., Fahruddin, F., & Witono, A. H. (2021). Implementasi Program Pengembangan PAUD "Holistik Integratif'di PAUD LSM Ampenan Kota Mataram. *Jurnal Ilmiah Mandala Education*, 7(3), 675–685. https://doi.org/10.58258/jime.v7i3.2342

Sukatin, S., Chofifah, N., Turiyana, T., Paradise, M. R., Azkia, M., & Ummah, S. N. (2020). Analisis Perkembangan Emosi Anak Usia Dini. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(2), 77–90. https://doi.org/10.14421/jga.2020.52-05

Communication as the Key in Shaping Children's Character in the Industrial Revolution 4.0 Era

Intan Nur Azizah[1]✉

[1]*State Islamic University Prof K.H Saifuddin Zuhri, Purwokerto, Indonesia*

✉ *email:* *intannur@uinsaizu.ac.id*

Abstract: Good communication between children and parents is the main key in forming children's morals in the era of the industrial revolution 4.0. The Industrial Revolution 4.0 signifies the influence of globalization. It is easier for people to get information from various sources as a result of the rapid development of technology. This has a positive or negative influence, especially in shaping of children's morals. So, this article aims to describe the importance of communication in shaping children's morals in the era of the industrial revolution 4.0. This study uses a qualitative method with a case study approach. Data collection techniques used are interviews, observation, and documentation. The data analysis technique uses the Miles and Hubberman model, namely data reduction, data presentation, and drawing conclusions. The results show that building good communication with children makes children feel the presence of their parents. The types of communication used in shaping morals in children include verbal communication and non-verbal communication.

Keywords: Communication, Shaping of Child Morals, Era of the Industrial Revolution 4.0

A.   Introduction

Communication is a basic human activity, both as individuals and as groups. Humans as social creatures cannot live alone but need each other. Through interactions with each other, humans relate to each other for various purposes. Every human being develops his self-concept through interaction with other people through communication (Mulyana, 2005: 11).

Communication in human life is very important because without communication humans cannot give or convey messages to other people. Communication can make it easier for humans to interact. Communication arises from human nature to convey desires and find out other people's desires automatically through symbols or signs, then followed by giving the meaning of each symbol in the form of language. Verbal communication is defined as spoken or written communication which is a manifestation of language as a medium for exchanging messages. Verbal and non-verbal communication skills are needed to determine a person's success in life (Rustan & Nurhakki, 2017: 28).

One of the functions of communication is as an individual and group activity regarding the exchange of data, facts and ideas, so that communication takes place effectively and the

information conveyed can be received and understood by children well. Good communication patterns will produce good understanding, including within the family. Apart from that, the current globalization has brought humans into the world of technology with its rapid progress. Globalization has both positive and negative influences on children's character development, so the role of the family becomes very important.

Globalization can be termed a new form of colonialism which has integrated into various aspects of human life, economic, political, cultural, social order and even educational (moral) aspects. Industrial society becomes a society dominated by information, technology and science. This process results in transformations in various fields that continue to increase and have never been encountered in human history in previous eras. This dynamic is experiencing a paradigm shift and changes in human behavior that reflect the loss of human values and Islamic religious values.

The Industrial Revolution 4.0 provides opportunities, but also challenges for the Millennial generation. The closest challenges come from family members, especially parents. Many parents do not know and understand how to educate children. This situation is increasingly complex with the fact that this era is entering the Industrial Revolution 4.0. The Industrial Revolution 4.0 indicates the influence of globalization, it is becoming easier for people to get information from various parts of the world as a result of rapid technological developments. This has both positive and negative influences, especially in the realm of family education.

The formation of children's morals depends on the education of both parents. Children will grow into a generation with good morals if they receive a good education, whereas children will grow into a generation with bad morals if they receive a bad education. Therefore, the family environment is closely related to children's behavior, because the parents are fully responsible for educating a child's attitudes and behavior. Apart from the school environment and community environment, parents are one of the keys to a child's successful behavior in all things, both verbally and in terms of formal education. So parents need to create intense communication with their children.

Good communication patterns can influence the formation of morals in a child, so this article will describe the form of communication carried out by parents with children so that it can have a positive influence, especially in the aspect of moral formation.

B.   Methods

This type of research is descriptive qualitative research, namely research where the findings are described and analyzed using words or sentences. This research uses a phenomenological approach which reveals the relationship between social phenomena that can be tested. Meanwhile, the research specifications used are descriptive qualitative which aims to collect information or data to be compiled, explained and analyzed (Muhtadi & Safei, 2003: 128)

According to Moleong, qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from certain people through observable behavior (Moleong, 2004: 4). The research subjects in this study were parents and children aged 5-6 years at BA Aisiyah Talagening, totaling 10 informants. According to

Suharsimi Arikunto, research subjects are the subjects intended to be researched by researchers (Arikunto, 2010: 145).

The data collection techniques used were interviews and observation. The interview method is a method of collecting data by asking questions directly to someone in authority about a problem (Arikunto, 1993: 231). The researcher in this case acts as an interviewer, asking questions, evaluating answers, asking for explanations, taking notes and digging deeper into questions (Hadi, 2004: 218). On the other hand, the information source (interview) answers questions, provides explanations and sometimes also replies to questions. Meanwhile, the observation method is a method carried out by systematically observing and recording the symptoms being investigated (Usman & Akbar, 2003: 54). Observation is an observation carried out deliberately, systematically, regarding social phenomena with psychological symptoms and then recorded (Moleong, 2009: 19).
.

C. Results and Discussion

Results

Communication is important in forming children's character in the era of industrial revolution 4.0. Without good communication, parents have difficulty understanding their children's wants and needs. The development of technology that makes it easy for anyone to use it is something that needs to be paid attention to. Children's ease in accessing information via gadgets requires ongoing assistance, so that children have a good understanding of the information they obtain or even parents will be able to control children in accessing things that are not appropriate for their age.

Based on interviews with respondents, forms of communication, both verbal and non-verbal, can be classified as follows;

Table 1. Types of Communication

Verbal Communication	1. Use good messages 2. Use motivational words 3. Use positive sentences and words 4. Develop open questions 5. Don't give negative nicknames 6. Not sarcastic 7. Don't blame the child in front of many people 8. Don't lie to children

Types of Communication used in Shaping Children's Character in the Era of Revolution 4.0	non-Verbal Communication	1. Understand children's behavior 2. Listen to the child's expression of feelings 3. Active listening 4. Provide examples of good actions 5. Involve children in daily activities

Discussion

Communication comes from Latin, "communicatio" which means various or shared property. Thus, the word communication according to language refers to efforts aimed at achieving togetherness (Riswandi, 2013). Joseph de Vito, K. Sereno, and Erika Vora V in (Cangara, 2016) added that environmental factors are elements that are no less important in supporting the communication process (Asyhary & Cangara, 2020). Communication that exists in a family is the way a family member interacts with other family members to express feelings and provide mutual understanding and openness to each other.

Children aged less than five years are the most critical period in determining the quality of life in the future. Teaching and education at the beginning of life becomes the basic capital for happiness and success in adulthood. Educating children in the technological era requires adequate parenting skills and a positive self-concept so that they are able to communicate and apply discipline well, so that they are able to produce children who are devoted to God Almighty, have knowledge, self-confidence, are healthy, have character and are correct and has a noble character.

The establishment of communication between parents and children can be seen from daily communication. The communication that exists between parents and children is that parents invite children only to give advice, remind them about studying, school and ask for help from children. When giving advice, parents often use language that has a positive connotation or has a low tone. Parents want the best for their children in the future.

A child who is born with loving caress from his father and mother will be able to grow into a person who is confident and always ready to face future challenges. Parents must be able to create closeness with their children, this is a very valuable investment. We as parents will regret it if we don't start earlier. In relation to parenting, parents must provide sufficient time to practice closeness and become emotional coaches for their children.

The role of parents in the family is very important for the physical development, attitudes, behavior and physique of children. The development of children in the family depends on the role of both parents in guiding, loving, loving and caring for their children to grow up. Newborn

children are like white paper without any ink marks, this is the role of parents in directing children to have better abilities.

Communication within the family is an important factor in determining whether a child is good or bad. If parents instill a good attitude towards their children, such as being honest, having a noble character, being humble, being brave, being grateful for the blessings of Allah SWT, carrying out good and evil and so on, then the child will grow up in honesty, formed with noble morals, be brave and carry out the commandments of ma'ruf against evil. Thus, if communication within the family is established harmoniously, the child will feel that he is very valuable, so that he will develop good attitudes and behavior in the child.

The results of this research show that children's character is influenced by the influence of their family environment, including communication that occurs within the family environment. The communication in question is the interaction carried out by parents and children in the family to provide warmth, comfort, attention, affection, guidance, provide examples of good behavior to children by instilling good ethical values, all of which aim to form good behavior in children in the family, school or community environment. Communication between parents and children has a very high influence.

Islam upholds noble morals. In fact, the main purpose of sending the Prophet Muhammad SAW as a Prophet was to perfect noble morals as explained in the hadith, "Indeed, I was not sent except to perfect noble morals" (HR Al-Bukhari). The position of morals in human life occupies an important place, as individuals, as well as in society and as a nation, because the rise and fall of a society depends on its morals. If the morals are good, then the inner and outer body will be prosperous, if the morals are damaged, then the inner and outer body will be damaged.

Moral development can be defined as a serious effort to develop a child's personality, by using educational facilities and coaching services that are well programmed and implemented consistently. This is done based on the assumption that morals are the result of coaching efforts, not something that happens by itself. Therefore, children need to prepare themselves as well as possible in terms of provisions for their life.

Moral development is the process of gradually developing children's behavior carried out by parents as an implementation of Islamic faith and teachings in the lives of individuals, families, communities and countries. The material for forming morals itself is conveyed directly from an early age by giving advice, saying hello, being polite in speaking, getting used to honest behavior, loving each other and providing good role models.

Parents as communicators not only convey moral messages in the form of advice, such as being kind to others and respecting elders, but also provide good role models regarding the formation of morals in children.

Abdurrahman an-Nahlawi said that Islamic education methods are very effective in developing students' morals, not only that, Islamic education methods provide motivation so that Muslims are able to receive God's guidance. According to Abdurrahman an-Nahlawi, Islamic education methods are the dialogue method, the Quranic and Nabawi story method, the Quranic and Nabawi parable method, the exemplary method, the application and practice method, the ibrah and advice method and the targhib and tarhib method. (Abdurrahman an-Nahlawi, 1995:204)

From the statement, it is illustrated that Islam has the right method for forming students with noble morals in accordance with Islamic teachings. This method allows Muslims/Islamic communities to apply it in the world of education. In this way, it is hoped that it will be able to make a major contribution to improving the morals of students. To clarify these methods will be discussed as follows:

1. Dialogue Method

   The dialogue method is a method of using questions and answers, whether the conversation is between two or more people, in which the conversation has a specific purpose and topic of discussion. The dialogue method seeks to connect one person's thoughts with other people, and has benefits for both the perpetrator and the listener. (Abdurrahman an-Nahlawi, 1995:205) This description means that dialogue is carried out by someone with another person, either by listening directly or through reading.

   Abdurrahman an-Nahlawi said that readers of dialogue will benefit based on the characteristics of dialogue, namely the dialogue topic is presented in a dynamic pattern so that the material is not boring, the reader is guided to follow the dialogue until it is finished, through dialogue the reader's feelings and emotions will be aroused, the topic of discussion is presented realistically and humanely. . The Koran provides a lot of information about dialogue, among the forms of dialogue are khitabi, taabbudi, descriptive, narrative, argumentative and Nabawiyah dialogue. (Abdurrahman An Nahlawi, 1995:206-238)

   The dialogue method was often used by the Prophet Muhammad SAW to educate the morals of his friends. Dialogue will give students the opportunity to ask questions about something they do not understand.

2. Story Method

   The method of educating morals through stories will give children the opportunity to think, feel, reflect on the story, so that it seems as if they are taking part in the story. The connection between children's emotions and the story will provide opportunities for children to imitate characters with good morals and try to abandon the behavior of characters with bad morals.

   The story contains two negative elements and positive elements, the presence of these two elements will give color to the child if there is no filter from parents and educators. The method of educating morals through stories plays a role in forming children's morals, morals and intellect. (Abdurrahman An Nahlawi, 1995:289-296) From this quote it can be understood that stories can be a good method for shaping children's morals and personality.

   Stories have their own power and charm in attracting children's sympathy, their feelings are active, this gives an idea that people like stories, stories in the Koran not only provide entertainment, but are something to reflect on, because stories in the Koran provide teaching to humans. It can be understood that stories can soften the hearts and souls of students, stories not only entertain but can also serve as advice, influence children's morals and behavior, and finally stories are a powerful tool in education, especially in forming children's morals.

3. *Mauizah* Method

In the interpretation of al-Manar as quoted by Abdurrahman An-Nahlawi, it is stated that advice has several important forms and concepts, namely, giving advice in the form of an explanation of the truth and importance of something with the aim that the person given the advice will stay away from immorality, the giver of advice should explain advice that can arouse feelings. affection and emotion, such as remembrance through death, remembrance through illness, remembrance through days of reckoning, charity. Then the expected impact of the mauizah method is to arouse feelings of divinity in the souls of students, generate determination to always adhere to divine thoughts, adhere to the congregation of believers, the most important thing is the creation of clean and holy individuals.

4. Habituating Good Morals Method

Humans have the same opportunity to shape their morals, whether with good habits or bad habits. This shows that the method of habituation in forming mujlai morals is very wide open, and is the right method. Habituation carried out from an early age / since childhood will bring these hobbies and habits into a kind of custom so that they become an inseparable part of their personality.

The habituation method for improving and forming morals is through habituation, thus the habituation carried out from childhood has a big impact on the personality/morals of children when they are adults. Because refraction that has been done since childhood will stick firmly in the memory and become a habit that cannot be changed easily. Thus, the habituation method is very good for educating children's morals.

5. Exemplary Method

Muhammad bin Muhammad al-Hamd said that educators are honorable according to their students, what they see from their teachers they will imitate, because students will imitate and emulate what they see from their teachers. By paying attention to the quote above, it can be understood that example has an important meaning in educating children's morals, example is the central point in educating and developing students' morals, if educators have good morals there is a possibility that their students will also have good morals, because students imitate their teachers, conversely if teachers have bad morals There is a possibility that their students also have bad morals.

Thus, example becomes important in moral education, example will be a powerful method in developing children's morals. Regarding the great example that Allah sent the Messenger to be the best example, Muhammad is the highest example as a role model in the context of fostering noble morals.

D. Conclusion

Based on the results of the research and discussion, it can be concluded that good communication between parents and children will produce good relationships between each other. Good relationships can create a sense of security, comfort and mutual trust, so good communication will help children to have good morals too. The type of communication used

can be classified into two, namely verbal and non-verbal communication. These two communication patterns can be realized through several methods of teaching or educating children, including the dialogue method, the story method, the *mauizah* method, the habituation for good morals method, and the exemplary method.

References

Mulyana, Deddy. 2005. *Ilmu Komunikasi Suatu Pengantar.* Bandung: Remaja Rosdakarya.

Rustan, Ahmad Sultra dan Nurhakki. *Pengantar Ilmu Komunikasi.* Yogyakarta: Deepublish, 2017.

Asnawir dan Basyiruddin Usman. 2002. *Media Pembelajaran.* Jakarta: Ciputat Press.

Muhtadi dan Safei. 2003. *Metode Penelitian Dakwah*. Bandung: Pustaka Setia.

Moleong, Lexi J. 2004. *Metodologi Penelitian Kualitatif*. Bandung: Rosda Karya.

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: PT Rineka   Cipta.

Arikunto, Suharsimi. 1993. *Prosedur Penelitian Suatu pendekatan praktek.* Jakarta: Rineka Cipta.

Hadi, Sutrisno. 2004. *Metodologi Research*. Yogyakarta: Andi Offset Edisi 2.

Usman dan Akbar. 2003. *Metodologi Penelitian Sosial.* Jakarta: Bumi Aksara.

Moleong, Lexy J. 2009. *Metodologi Penelitian Kualitatif Edisi Revisi.* Bandung: Remaja Rosdakarya.

Riswandi. 2013. *Psikologi Komunikasi*. Yogyakarta: Graha Ilmu.

Cangara Hafied. 2014. *Pengantar Ilmu Komunikasi*. Jakarta: PT Raja Grafindo Persada.

An-Nahlawi, Abdurrahman. 1995. *Pendidikan Islam Di Rumah, Sekolah dan Masyarakat*. Terj. Shihabuddin. Jakarta: Gema Insani.

Harmonizing Growth:
Dalcroze Method Unleashing Artistic Potential in Early Childhood

Fajry Sub'haan Syah Sinaga[1]✉

[1]*State Islamic University Prof K.H Saifuddin Zuhri, Purwokerto, Indonesia*

✉ *email: fajrysinaga@uinsaizu.ac.id*

Abstract: In early childhood education, the Dalcroze Method emerges as a profoundly impactful approach, recognizing the crucial period of development children undergo. Rooted in the belief that music and movement are the foundations of human expression, this method provides a unique framework for nurturing artistic potential and cognitive growth in young children. By immersing children in a dynamic environment that seamlessly integrates music and movement, the Dalcroze Method aims to facilitate physical coordination, enhance cognitive understanding of rhythm and tempo, and promote emotional expression. Through activities that encourage active engagement, such as jumping, running, and rhythmic movements, children not only refine their motor skills but also develop a deeper connection with their own bodies. Moreover, the method's emphasis on listening to and responding to music enriches their cognitive development, fostering a heightened sense of rhythm and musical comprehension from an early age. In addition to these physical and cognitive benefits, the Dalcroze Method underscores the importance of social and emotional development. Group activities, including playing music together and improvising movements, provide opportunities for children to cultivate vital interpersonal skills such as teamwork, effective communication, and emotional expression. In conclusion, the Dalcroze Method emerges as a holistic approach that not only nurtures the artistic potential of children but also equips them with the social, emotional, and cognitive skills necessary for their overall development, laying a strong foundation for their future growth and success.

Keywords: dalcroze method; music; movement education; social; emotional skills

A. Introduction

Early childhood is a pivotal stage in a child's life, characterized by rapid cognitive, physical, and emotional development (Fajry Sub'haan Syah Sinaga, 2020; Sutela et al., 2020). The Dalcroze Method, founded on the premise that music and movement are fundamental to human expression, offers a distinctive approach to enhancing artistic potential and fostering comprehensive growth in young children. This method integrates music and movement into early childhood education to create an enriching environment that supports the holistic development of young learners (Anggoro & Karyawanto, 2020; Young, 2023).

While early childhood education is recognized as a crucial phase for child development, there exists a gap in the literature concerning the specific impact of the Dalcroze Method in this context (Dalimunthe, 2021). Although previous studies have explored various pedagogical

approaches, there is a limited understanding of how the Dalcroze Method uniquely contributes to the cognitive, emotional, and social development of young children (Wentink & Merwe, 2020).

Previous research in the field of early childhood education has predominantly focused on traditional teaching methods, neglecting alternative approaches like the Dalcroze Method. While these studies have shed light on the importance of early childhood education, they have not adequately explored the potential benefits of integrating music and movement through the Dalcroze Method, leaving an important gap in our understanding of this innovative approach (Adamczyk et al., 2022).

The Dalcroze Method, developed by Emile Jaques-Dalcroze in the early 20th century, is a unique and innovative approach to music and movement education. It was born out of a recognition that traditional music education often focused primarily on theoretical knowledge and rote memorization, neglecting the fundamental connection between music and the body's physical response. Emile Jaques-Dalcroze, a Swiss composer, musician, and educator, sought to bridge this gap by developing a pedagogical approach that emphasized the integration of music and movement. He believed that understanding music should not be an abstract, cerebral activity but rather a holistic experience that engaged the body, mind, and emotions (Juntunen, 2020).

The Dalcroze Method was initially developed for adult musicians and aimed to improve their rhythmic accuracy and expression. However, it was quickly recognized that this approach held tremendous potential in the field of early childhood education (Ismail et al., 2023). Young children are inherently inclined toward movement and play, making them ideal candidates for a pedagogical approach that harnesses the power of music and movement. Incorporating the Dalcroze Method into early childhood education programs can provide young learners with a comprehensive and engaging way to explore the world of music. By allowing children to experience music through their bodies, the method not only enhances their musical understanding but also promotes physical coordination, emotional expression, and social interaction.

The Dalcroze Method's adaptability and emphasis on experiential learning have made it a valuable addition to early childhood education, contributing to the holistic development of children worldwide. Recognizing its historical roots and its evolution as a contemporary educational approach underscores its significance in the field of early childhood education today.

The primary research question that guides this study is: "What is the impact of the Dalcroze Method on the holistic development of children in early childhood education?" To address this question, the study aims to: (1) Investigate the influence of the Dalcroze Method on motor skill development in young children; (2) Examine how the Dalcroze Method enhances cognitive understanding of rhythm and tempo; (3) Explore the role of the Dalcroze Method in promoting emotional expression in early childhood; (4) Assess the impact of the Dalcroze Method on the development of social skills among young learners (Adamczyk et al., 2020; Daly, 2021; Heldisari, 2020).

This study aims to bridge the existing gap in the literature by examining the effectiveness of the Dalcroze Method in early childhood education. It seeks to explore how the integration of music and movement within this method can enhance motor skills, cognitive understanding

of rhythm and tempo, emotional expression, and social skills in young children. By filling this research void, the study contributes valuable insights into the pedagogical tools available to educators in nurturing comprehensive development during early childhood.

Through these objectives, this research seeks to shed light on the unique contributions of the Dalcroze Method in early childhood education and provide practical insights for educators and policymakers.

B. Methods

To investigate the impact of the Dalcroze Method in early childhood education, a mixed-methods research approach will be employed. This approach will incorporate both quantitative and qualitative data collection and analysis to provide a comprehensive understanding of the subject. The study will involve a diverse sample of children aged 3 to 6 years from various early childhood education settings. This sample will be selected from different socio-economic backgrounds to ensure a broad representation (Ahlskog, 2020; Lexy J, 2019; Utari, 2022).

Quantitative data will be collected through standardized assessments measuring motor skills, cognitive understanding of rhythm and tempo, and social skills. Pre-test and post-test assessments will be administered to the children participating in the Dalcroze Method program to measure their development over time. Qualitative data will be gathered through observations, interviews with educators, and focus group discussions with parents and caregivers. These qualitative methods will help capture the emotional and social aspects of the children's development.

Quantitative data will be analyzed using statistical software to determine any significant differences in motor skills, cognitive understanding, and social skills between the pre-test and post-test measurements. Qualitative data will be thematically analyzed to identify recurring patterns and themes related to emotional expression and social development.

This study will adhere to ethical guidelines, ensuring informed consent from parents or guardians and maintaining the privacy and anonymity of participants. This research aims to shed light on the unique contributions of the Dalcroze Method in early childhood education. By examining its impact on motor skills, cognitive development, emotional expression, and social skills, this study will provide valuable insights for educators, policymakers, and practitioners in the field of early childhood education. The findings may inform curriculum development, teaching methodologies, and the promotion of holistic child development. Ultimately, this research seeks to enhance the quality of early childhood education programs, potentially benefiting children and society as a whole.

C. Results and Discussion

Results

Motor Skills Development

The quantitative analysis conducted in this study yielded compelling evidence of a statistically significant improvement in motor skills among children who actively engaged in the Dalcroze Method program. This remarkable enhancement in motor skills was attributed to the method's emphasis on rhythmic movements, jumping, and running, which effectively contributed to the development of their physical coordination. These findings concur with prior

research in the field of early childhood education, providing further validation for the effectiveness of incorporating movement-based activities, such as those featured in the Dalcroze Method, as a means to positively influence the motor skill development of young children.

The significance of this outcome extends beyond mere statistical significance; it underscores the practical and pedagogical relevance of the Dalcroze Method in fostering motor skill development in early childhood. By actively engaging children in rhythmic movements and coordinated physical activities, the method provides a dynamic and stimulating platform for them to refine their gross and fine motor skills. Through the joyful experience of music and movement, children are not only refining their motor skills but also developing a deeper appreciation for rhythm and physical control, setting a strong foundation for their overall physical development.

These findings reinforce the critical role of the Dalcroze Method in early childhood education, where motor skills development is a fundamental aspect of holistic child growth. Moreover, they underscore the method's capacity to provide children with enjoyable, physically engaging experiences that promote their well-being and support their physical development during this critical developmental phase.

Cognitive Understanding of Rhythm and Tempo

The study's findings provide compelling evidence of a significant enhancement in children's cognitive understanding of rhythm and tempo when exposed to the Dalcroze Method. This improvement is particularly noteworthy as it pertains to the domain of music and rhythm appreciation, underscoring the method's effectiveness in fostering cognitive development among young children.

Through a carefully designed curriculum that integrates music and movement, the Dalcroze Method encourages children to actively engage with rhythm and tempo. Activities such as clapping, stomping, and moving in response to music provide concrete and experiential opportunities for children to internalize rhythmic patterns and musical nuances. As a result, children who participated in the Dalcroze Method program developed a heightened sensitivity to rhythm and tempo, enabling them to more effectively discern and appreciate these musical elements.

This improvement in cognitive understanding extends beyond mere musical appreciation; it has broader implications for cognitive development in general. The ability to grasp and internalize rhythmic patterns and tempo variations requires cognitive processes such as attention, memory, and pattern recognition. Therefore, the Dalcroze Method not only contributes to musical aptitude but also enhances cognitive skills that have applications beyond the realm of music.

In conclusion, the study's findings demonstrate that the Dalcroze Method is an effective pedagogical approach for enhancing children's cognitive understanding of rhythm and tempo. This heightened musical comprehension not only enriches their musical experiences but also cultivates cognitive skills with broader implications for their overall development. The method's unique integration of music and movement offers a dynamic and engaging platform for children to explore and internalize musical concepts, underscoring its value in early childhood education.

Emotional Expression

The qualitative data collected through observations, interviews, and focus group discussions provided rich insights into the emotional development of children participating in the Dalcroze Method. These findings unveiled a compelling narrative of increased emotional expressiveness among the children, underscoring the method's role as a facilitator of emotional development.

Children engaged in the Dalcroze Method demonstrated a heightened willingness to express their feelings through music and movement. This newfound emotional expressiveness manifested itself in various ways, such as enthusiastic dance movements that conveyed joy, rhythmic patterns that mirrored feelings of excitement or calm, and dynamic body language that expressed their inner emotional states. These observations suggest that the Dalcroze Method creates a nurturing and non-judgmental environment where children feel safe to explore and articulate their emotions.

The significance of this outcome extends beyond musical and physical expression. Emotional development is a critical aspect of early childhood, as it lays the foundation for healthy emotional regulation and interpersonal relationships later in life. The Dalcroze Method's unique combination of music and movement provides children with a creative outlet for exploring and processing their emotions, offering them a means of self-expression that is both enjoyable and constructive.

Furthermore, by encouraging emotional expressiveness, the Dalcroze Method promotes emotional intelligence—an essential skill that enables children to recognize, understand, and manage their own emotions, as well as empathize with the emotions of others. This emotional intelligence has far-reaching implications for children's social interactions, conflict resolution, and overall well-being.

In conclusion, the findings highlight the Dalcroze Method's effectiveness in fostering emotional expression and development among young children. Through music and movement, the method empowers children to express a wide range of emotions in a supportive and creative environment. This not only enriches their artistic experiences but also equips them with valuable emotional skills that can positively impact their lifelong emotional well-being and interpersonal relationships.

Social Skills Development

The qualitative data gathered in this study provided valuable insights into the positive impact of the Dalcroze Method on the development of social skills among young children. These findings paint a vivid picture of the method's effectiveness in promoting social interactions and enhancing various aspects of interpersonal skills.

Children actively participating in the Dalcroze Method exhibited noteworthy improvements in teamwork, communication, and cooperation during group activities. These improvements were particularly evident during activities that required collaboration, such as playing music together and improvising movements. The children demonstrated a heightened ability to coordinate their actions, communicate their ideas, and work harmoniously with their peers.

This enhancement in social skills holds significant implications for children's development. The ability to cooperate and communicate effectively with others is fundamental in various life contexts, from academic settings to family interactions and beyond. The Dalcroze Method's emphasis on group activities provides children with practical experiences where they can practice and refine these critical social skills.

Moreover, the group dynamics inherent to the Dalcroze Method foster a sense of belonging and shared accomplishment. As children collaborate to create music and movement together, they develop a sense of mutual respect, empathy, and appreciation for each other's contributions. These experiences contribute to a positive social environment that can positively influence their attitudes toward teamwork and cooperation in other aspects of their lives.

Furthermore, the method's integration of music and movement adds an element of emotional expression to social interactions. This emotional dimension enhances children's ability to connect with others on an emotional level, promoting empathy and enhancing their understanding of emotional cues and non-verbal communication—a crucial aspect of social competence.

In summary, the findings underscore the Dalcroze Method's effectiveness in promoting social skills development among young learners. Through group activities that emphasize collaboration and communication, children not only improve their teamwork and cooperation but also cultivate important interpersonal skills that will serve them well throughout their lives. The method's holistic approach to social development, incorporating music and movement, offers a unique and enriching experience that can significantly benefit children's social interactions and relationships.

Discussion

The Importance of the Dalcroze Method in Early Childhood Physical Development

One crucial aspect to highlight in this discussion is the significant role of the Dalcroze Method in early childhood physical development. The research results indicate a substantial improvement in the motor skills of children who participated in the Dalcroze Method program. This underscores the significance of this approach in promoting physical development during the early stages of a child's life (Sutela et al., 2020).

Young children are naturally active and energetic individuals, and the Dalcroze Method recognizes their need for enjoyable physical activities. In this context, it is important to understand that activities such as jumping, running, and rhythmic movements used in this method serve a dual purpose. They not only provide enjoyment but also contribute to the development of both fine and gross motor skills, which are essential for healthy physical development (Fajry Sub'haan Syah Sinaga & Sinaga, 2021; Fajry Subhaan Syah Sinaga et al., 2021).

Furthermore, through rhythmic movements synchronized with music, children learn body coordination, movement control, and balance. These are fundamental foundations for more complex motor skills development in the future, such as playing musical instruments or even sports.

The importance of this approach in early childhood physical development also lies in the joy brought by these activities. Children who enjoy moving and playing are more likely to lead active and healthy lifestyles in the future. Thus, the Dalcroze Method not only aids in current

physical development but also shapes healthy habits that can endure throughout a child's life (Young, 2023).

In this view, early childhood education that incorporates the Dalcroze Method can offer long-term benefits in the form of children with strong motor skills, balanced energy levels, and a more active lifestyle. Therefore, it is essential to recognize the central role of this method in supporting the physical development of young children and making it an integral part of their education.

D. Conclusion

In conclusion, the Dalcroze Method emerges as a highly effective approach to fostering holistic development in early childhood education. This study's findings demonstrate that the integration of music and movement within the Dalcroze Method significantly enhances motor skills, cognitive understanding of rhythm and tempo, emotional expression, and social skills in young children. The method's unique combination of artistic expression and active engagement provides a nurturing environment that facilitates comprehensive growth during this critical developmental phase.

Educators, policymakers, and practitioners in the field of early childhood education should consider incorporating elements of the Dalcroze Method into their programs. By doing so, they can provide young learners with a holistic educational experience that promotes physical, cognitive, emotional, and social development. This research contributes valuable insights that can inform curriculum development and teaching methodologies, ultimately benefitting the quality of early childhood education and the well-being of children in society.

References

Adamczyk, J., Celka, R., Stemplewski, R., Ceynowa, K., Kamińska, P., & Maciaszek, J. (2020). The Impact Of 12-Week Jaques-Dalcroze Eurhythmics Programme On The Dynamic Agility In Single-Dual-Task Conditions In Older Women: A Randomized Controlled Trial. In *Biomed Research International* (Vol. 2020, Pp. 1–6). Hindawi Limited. Https://Doi.Org/10.1155/2020/9080697

Adamczyk, J., Celka, R., Stemplewski, R., Ceynowa, K., & Maciaszek, J. (2022). Effects Of Jaques–Dalcroze Eurhythmics Program On Postural Stability In Elderly Women. In *Scientific Reports* (Vol. 12, Issue 1). Springer Science And Business Media LLC. Https://Doi.Org/10.1038/S41598-022-11095-X

Ahlskog, J. (2020). Testimonial Knowledge And The Method Of History. In *The Primacy Of Method In Historical Research* (Pp. 153–176). Routledge. Https://Doi.Org/10.4324/9781003123811-8

Anggoro, R. R. M. K. M., & Karyawanto, H. Y. (2020). Study Of Dalcroze' Eurhythmics Concept On Hanon Fingering Etude In Developing Piano Core Skill. In *Proceedings Of The International Joint Conference On Arts And Humanities (IJCAH 2020)*. Atlantis Press. Https://Doi.Org/10.2991/Assehr.K.201201.098

Dalimunthe, E. M. (2021). PENANAMAN NILAI-NILAI MELALUI KONSELING ANAK USIA DINI. In *BUHUTS AL-ATHFAL: Jurnal Pendidikan Dan Anak Usia Dini* (Vol. 1, Issue 2, Pp. 239–255). IAIN Padangsidimpuan.

Https://Doi.Org/10.24952/Alathfal.V1i2.3653

Daly, D. K. (2021). Creativity, Autonomy And Dalcroze Eurhythmics: An Arts Practice Exploration. In *International Journal Of Music Education* (Vol. 40, Issue 1, Pp. 105–117). SAGE Publications. Https://Doi.Org/10.1177/02557614211028600

Heldisari, H. P. (2020). Efektivitas Metode Eurhythmic Dalcroze Terhadap Kemampuan Membaca Ritmis Notasi Musik. *Jurnal Imiah Pendidikan Dan Pembelajaran*, *4*(3), 468–478.

Ismail, M. J., Chiat, L. F., & Ying, L. F. (2023). An Active Learning Study: Mastering Music Coordination Skills Through Kompang And Dalcroze Eurhythmics Among Primary Students. In *International Journal Of Instruction* (Vol. 16, Issue 1, Pp. 191–204). Modestum Ltd. Https://Doi.Org/10.29333/Iji.2023.16111a

Juntunen, M.-L. (2020). Ways To Enhance Embodied Learning In Dalcroze-Inspired Music Education. In *International Journal Of Music In Early Childhood* (Vol. 15, Issue 1, Pp. 39–59). Intellect. Https://Doi.Org/10.1386/Ijmec_00011_1

Lexy J, M. (2019). Metodologi Penelitian Kualitatif (Edisi Revisi). In *PT. Remaja Rosda Karya*.

Sinaga, Fajry Sub'haan Syah. (2020). Sustainabilitas Pendidikan Musik Selama Pandemi Covid-19. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, *3*(1), 980–988.

Sinaga, Fajry Sub'haan Syah, & Sinaga, S. S. (2021). Musical Facts And Sustainability Of Trunthung Music In Eco-Cultural Studies. *Harmonia: Journal Of Arts Research And Education*, *21*(2), 278–289.

Sinaga, Fajry Subhaan Syah, Winangsit, E., & Putra, A. D. (2021). Pendidikan, Seni, Dan Budaya: Entitas Lokal Dalam Peradaban Manusia Masa Kini. *Virtuoso: Jurnal Pengkajian Dan Penciptaan Musik*, *4*(2), 104–110.

Sutela, K., Juntunen, M. L., & Ojala, J. (2020). Applying Music-And-Movement To Promote Agency Development In Music Education: A Case Study In A Special School. *British Journal Of Music Education*. Https://Www.Cambridge.Org/Core/Journals/British-Journal-Of-Music-Education/Article/Applying-Musicandmovement-To-Promote-Agency-Development-In-Music-Education-A-Case-Study-In-A-Special-School/9256B3883CE2D148EBDB1BC59A7ABBFB

Utari, D. (2022). Indonesia Mixed Contraception Method Skewness Background 1997-2012: A Mixed Method Study. In *F1000Research* (Vol. 11, P. 1266). F1000 Research Ltd. Https://Doi.Org/10.12688/F1000research.121725.1

Wentink, C., & Merwe, L. Van Der. (2020). Exploring The Lived Experiences Of Instrumental Ensemble Performers With Dalcroze Eurhythmics: An Interpretative Phenomenological Analysis. In *Frontiers In Psychology* (Vol. 11). Frontiers Media SA. Https://Doi.Org/10.3389/Fpsyg.2020.00336

Young, S. (2023). Émile Jaques-Dalcroze: Learning Through Rhythmic Movement. In *Music In Early Childhood* (Pp. 63–71). Routledge. Https://Doi.Org/10.4324/9781003331193-11

The Capacity of Early Childhood Educators in Integrative Holistic Early Childhood Development in 229 Regencies/Cities, Indonesia

Netti Herawati[1]✉, Betti Nuraeni[2], Rusilowati Efendi[3], Yuni Herlina[4], Nila Kusumaningtyas[5], Rohimi Zam Zam[6]

[1]Universitas Riau, [2]Universitas Muhammadiyah Prof. Dr. Hamka, [3]STAI Bandung, [4]UIN Fatmawati Soekarno Bengkulu, [5]Universitas PGRI Semarang, [6]Universitas Muhammadiyah Jakarta
✉*email: bundonetti@gmail.com*

Abstract: Efforts to provide comprehensive services for children are carried out by campaigning for Holistic Integrative Early Childhood Development in Indonesia call Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI). There are 5 basic rights that children must receive, namely: 1) the right to survival; 2) protection rights; 3) the right to growth and development; 4) participation rights; and 5) identity rights. Research on the capacity of educators in PAUD HI was carried out in 229 districts, involving 3.246 Educators of Early Chilhood Education (ECE). The Educators' criteria were have worked for at least 2 years and willing to take part in research. The Educator capacity scores of PAUD HI were measured by assessing the correct answers of the research instrument. The educators fill out the instrument online. The data was analyzed using descriptive statistics. The results of the research show that the score of Educator Capacity in Integral Holistic Early Childhood Development is still below the standard, namely 57.78. The Educator capacity scores of PAUD HI for concept, Positive Care, Nutrition and Health, Protection, Educational Stimulation and Well-being, respectively were 46 19, 51.1, 57.34, 59.2, 60.23 and 61.35. The whole educator capacity score with a teaching experience of more than 5 years was higher than for educators with a teaching experience of 2-5 years.
Keywords: *PAUD HI; Experiences; Hollistic; Integrative*

A. Introduction

Even though Early Childhood Education (ECE) is called education, it does not mean that the services provided are only educational stimulation. As previous studies have stated that early childhood education is a sector that is an intersection of many aspects and services (Amning, 2006, Wong, Sumsion, & Press, 2012). Good ECE's services are those that integrate education and care services (Black et al. , 2017; Britto et al., 2014, Ishimine, Tayler, & Bernett, 2010; Profeta, 2012). According to Law number 23 of 2002, concerning Child Protection, as amended by Law number 35 of 2014, there are 5 basic rights that children must receive, namely: 1) the right to survival; 2) protection rights; 3) the right to growth and development; 4) participation rights, and 5) identity.

In line with this, the government has also issued a regulatory framework that supports its implementation, namely Presidential Regulation no. 60 of 2013 (Government of the Republic of Indonesia, 2013) concerning Integrative Holistic Early Childhood Development in Indonesia call "Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI). According to this regulation, there are 5 (five) services to fulfill the essential needs of children aged early,

which includes educational stimulation, nutrition and health, protection, well-being and positive caring

In this regard, the Ministry of Health, Indonesia is carrying out a program to increase the capacity of ECE educators in implementing Integrative Holistic Early Childhood Development in 229 Districts/Cities throughout Indonesia. In connection with this, the research was conducted on the Capacity of Educators in Integrative Holistic Early Childhood Development at the program location. This data becomes baseline data that will be used in measuring the impact of the program.

B. Methods

1. Research Location

The research was conducted in 229 districts/cities that were targeted by by the Ministry of Health in collaboration with the Association of Indonesian Early Childhood Education and Education Personnel (HIMPAUDI) to improve the ECE's educator capacity.

2. Research Instruments

The instrument for measuring the capacity of educators in PAUD HI uses the instrument used in the study Mapping Educator Competencies in the Implementation of PAUD HI (Directorate of PAUD Teachers and Dikmas, Ministry of Education, Culture, Research and Technology, 2021). This instrument has been carried out in a series so that it can meet the criteria of validity and reliability

3. The Sample of Research

This research is expected to involve 20 ECE teachers in 229 selected Districts and Cities in 34 Provinces. The sample criteria are the teachers of Play Groups, Day Care,Kindergarten, Rhadautul Athfal and other ECE have been teaching for at least 2 years and are willing to take part in research. After cleaning the data, the data processed in the research was 3,246 respondents

4. Data Collection and Analysis

The sampling technique used in the data collection process was purposive sampling. Respondents (The ECE's teachers) who meet the requirements and are willing to take part in the program invited to a zoom meeting which was divided into 6 groups. Respondents received an explanation regarding instructions for filling out the instrument. Respondents filled out the instrument during the zoom meeting after receiving an explanation and being given the opportunity to ask if there was anything they had not understood in filling out the instrument finely. The data of all incoming respondents is cleaned first before data analysis is carried out.

C. Results and Discussion

1. Respondent Demographics

The respondent data itself consists of the respondent's gender, age, length of teaching experience. and experience following classes as shown in Table 1.

Table 1. The Respondent Data

1. The Gender of Respondent	Count	%
Man	88	2.7
Woman	3158	97.3

2. Teaching Experiences		
> 5 years	2422	74.6
2-5 years	824	25.4
3. Training that has been followed		
Basic Training	1108	34.1
Basic Training, Advanced Training	434	13.4
Basic Training, Advanced Training, ECE's Training	378	11.6
ECE's Training	348	10.7
Basic Training, ECE's Training	187	5.8
Advanced Training	96	3.0
Advanced Training, ECE's Training	9	0.3
Not following training	686	21.1

The majority of respondents were male. This is in line with the national data for male PAUD teachers which is much lower than female PAUD teachers. Based on work experience, the majority of respondents (74.6%) had experience teaching more than 5 yearss, while there were 824 respondents with 2-5 years of experience. The majority of respondents have attended basic training (34.1%), but there are still 21.13% of respondents who have never attended training at all.

2. *The Educator Capacity of PAUD HI*

The average educator capacity to know concept score is very low (46.19) and It is the lowest score (Figure 1). The well-being aspect is the PAUD HI service aspect which has the highest score with a score of 61.35 followed by the educational stimulation aspect with score 60.23. The caring aspect is one of the 5 aspects of PAUD HI services with the lowest score compared to other aspects, namely 51.10 followed by the Nutrition & Health aspect (57.34). The total capacity of educators in PAUD HI is 57.78. The capacity of educators regarding all PAUD HI aspects is below the expected standard because The capacity minimum standard is 70.
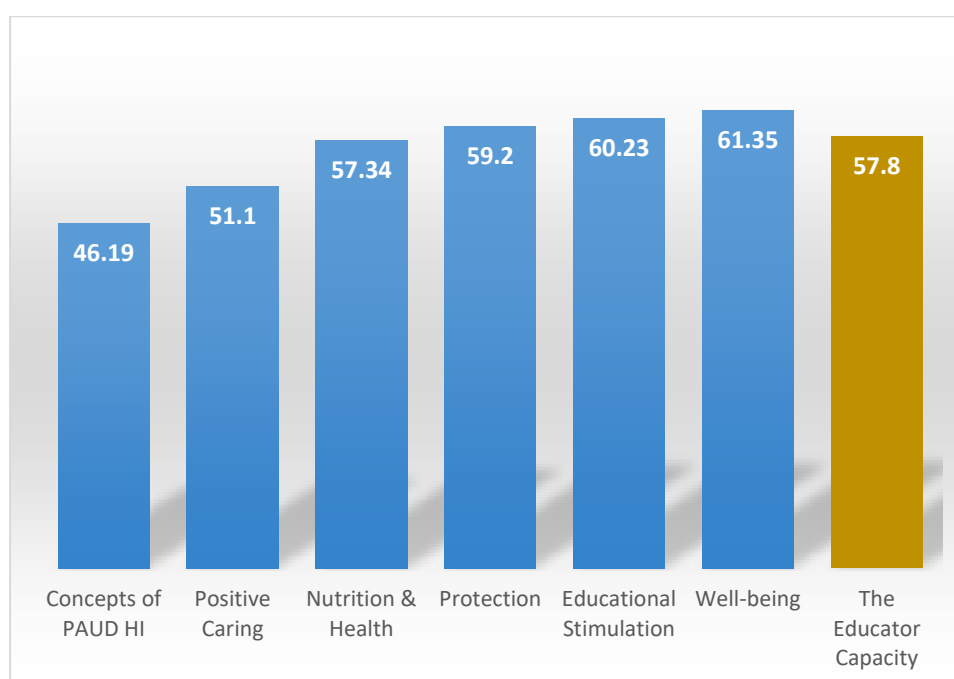

Figure 1. Capacity of PAUD Educators in Integrative Holistic Child Development

The capacity of PAUD HI respondents with more than 5 years of learning experience has a capacity of 58.48, this capacity is higher than respondents with 2-5 years of learning experience, namely a capacity of 55.71.
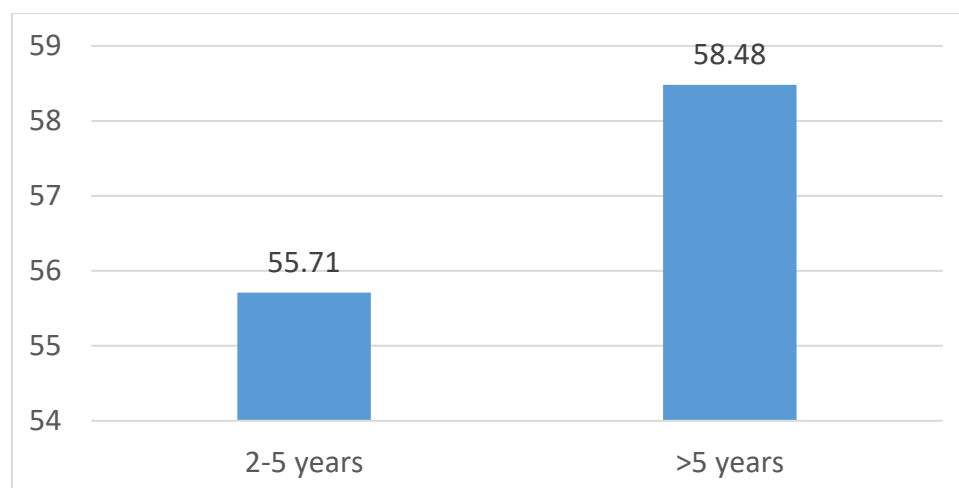

Figure 2. PAUD HI Capacity according to Length of Teaching Experience

3.   *The Capacity of PAUD HI by the Length of Teaching Experience*

Based on understanding of the PAUD concept and 5 aspects of PAUD HI services, the capacity of respondents with more than 5 years of teaching experience is greater than those with 2-5 years of teaching experience (Figure 3). The biggest gap is seen in the Educational Stimulation service aspect
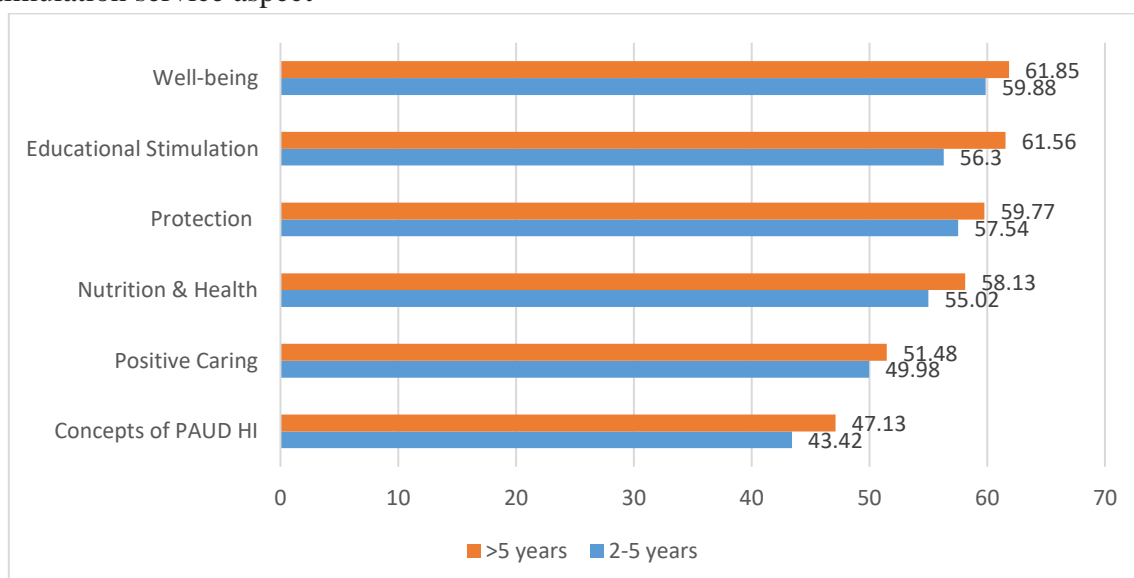

Figure 3. Capacity of PAUD HI Service Aspects according to Length of Teaching Experience

4.   *Analysis of Respondents' Capacity on PAUD HI Concept Items*

The PAUD HI concept consists of 3 indicators. Understanding PAUD HI is reflected in understanding what PAUD HI stands for. The majority of respondents think that PAUD HI stands for Integrative Holistic Children's Education which should be Integrative Holistic Early Childhood Development. Table 2 shows that the tem B1 (which stands for PAUD HI) is the

lowest score (29.36). The highest score on the PAUD HI concept is item B2 or understanding related to the essential needs of early childhood where the initial assessment score is 66.25

Table 2. The items on PAUD HI Concept

Code	Indicator	Score
B1	PAUD HI stands for	29.36
B2	Essential needs of early childhood	66.25
B3	Collaboration has been carried out with various parties	30.09

5. *Educational Stimulation Aspects*

The educational stimulation aspect consists of 10 indicator items (Table 3). The highest item score is item B6 (70.89), namely the component in learning planning capacity. This is related to the majority of respondents taking part in training that focused on educational aspects include the making lesson plans. The lowest duty is item B13 (53.64), namely activities to educate families in assisting children when playing at home.

Table 3. The items on aspects of educational stimulation

Code	Indicator	Score
B4	The Principles of ECE's learning	58.08
B5	ECE's learning principles that have been put into practice	54.17
B6	The Components in lesson plan	70.89
B7	The Elements that I use in lesson plan	66.27
B8	Use of inspirational learning media	60.84
B9	Stimulation for children to express ideas	54.56
B10	The principles of assessing child development are applied	56.40
B11	Have procedures for preparing lesson Plan for children's learning activities at home	60.72
B12	The information for Children's families to prepare a conducive learning environment	68.99
B13	Activities to educate families in accompanying children when playing at home	53.64

6. *Nutrition and Health Aspects*

In terms of nutrition and health aspects, there are 10 indicator items (Table 4). Item B17 is the item with the lowest score, namely children's habituation to self-care. The item with the highest score is item B20, namely knowledge about nutritional disorders. B14 namely Heallth services carried out independently/in partnership and B 17 have fulfill the minimum score (score > 70).

Table 4.The Items on Nutrition and Health Aspects

Code	Indicator	Score
B14	Heallth services carried out independently/in partnership	75.77
B15	Contribution to creating a healthy environment	55.22
B16	Preparation of SOP for child health in ECE	53.34
B17	Children's habituation to self-care	43.47
B18	Synergy with families for child care	64.43
B19	Developing knowledge and skills for children's clean and healthy living behavior	43.76
B20	Knowledge about nutritional disorders	77.99
B21	Practicing balanced nutrition in the work unit	51.55

Code	Indicator	Score
B22	Practicing balanced nutrition in ECE	58.02
B23	Integrating Child care in ECE's Program	51.55

7. *The Caring Items*

The caring aspect consists of 5 items (Table 5). Table 5 shows that the highest item score is item B26 (62.54), the capacity to create synergy with family in care, while the item with the lowest score is item B27 (43.50), namely synergy strategies with family in care. All caring items have not fulfill the minimum score.

Table 5. The Items on Caring Aspects

Code	Indicator	Score
B24	The caring activities in PAUD units	48.63
B25	Communication strategies for children	53.53
B26	Synergy with family in children's caring	62.54
B27	Strategies for synergizing with families in children's caring	43.50
B28	Synergy with families for child care	46.94

8. *The Protection Aspects*

There are 8 capacity components for protection aspects (Table 6). The lowest score for the item is item B34 (48.10), which is related to the provision of family education schedules and materials about protection, while the item with the highest score is item B30 (73.97), namely the preparation of Standard Operational Procedures for fulfilling children's rights and protection in ECE.

Table 6. The Items on Protection Aspects

Code	Indicator	Score
B29	Strategies for integrating protection programs into the curriculum	53.91
B30	Preparation of SOPs for fulfilling children's rights and protection in PAUD	73.97
B31	Child protection in special circumstances (e.g. pandemic)	66.67
B32	Various family educational activities about protection	64.92
B33	Family education regarding child protection	53.67
B34	Schedule and family education materials about protection	48.10
B35	Share experiences about child protection with families	64.16
B36	Efforts to protect the well-being of children	54.34

9. *The Items of Well-Being Aspects*

The well-being aspect capacity consists of 6 items (Table 7). The lowest score for the Well-being aspect is item B42, namely efforts to ensure children's well-being with a score of 45.82, while the highest item is item B41, namely parental assistance to fulfill children's well-being with a score of 70.81.

Tabel 7. The Items of Well-being Aspect

Code	Indicator	Score
B37	The knowledge of the children well-being concept	62.80
B38	The efforts are made to improve the well-being of children in ECE	60.03

Code	Indicator	Score
B39	The preparation of Well-being Standard Operating Procedure	66.90
B40	The Strategies/activities to fulfill well-being	63.78
B41	The parental assistance to fulfill children's well-being	70.81
B42	The efforts to ensure the well-being of children	45.82

D. Conclusion

The average score for Educator capacity in Integrative Holistic Early Childhood Development is still below the standard, namely 57.78. PAUD HI concept scores, Positive Parenting, Nutrition and Health, Protection, Educational Stimulation and Well-being are 46.19, 51.1, 57.34, 59.2, 60.23 and 61.35 respectively. PAUD HI capacity scores and all aspects of PAUD HI services for educators with more than 5 years of teaching are higher than educators with 2-5 years of teaching

In the Educational Stimulation aspect, the item with the highest score (70.89) is a component in learning planning capacity, while the lowest (53.64) is an activity to educate families in assisting children when playing at home. In the parenting aspect, the highest item score was the capacity to create synergy with family in parenting (62.54) while the item with the lowest score was synergy strategies with family in parenting (43.40). In terms of nutrition and health aspects, the item with the lowest score is children's habituation to self-care (43.47). The item with the highest score is knowledge about nutritional disorders (77.99). In the protection aspect, the lowest score item is the provision of family education schedules and materials about protection (43.10) while the item with the highest score is the preparation of Standard Operational Procedures for fulfilling children's rights and protection in ECE (73.97). The lowest score for the well-being aspect items is efforts to ensure children's well-being with a score of 45.82, while the highest item is parental assistance to fulfill children's well-being with a score of 70.81.

Acknowledgments

References

Ailwood, J. (2017). Exploring the care in early childhood education and care. Global Studies of Childhood, 7(4), 305–310.

Albuquerque, J., Aguiar, C., & Magalhães, E. (2020). The collaboration between early childhood intervention and child protection systems: The perspectives of professionals. Children and youth services review, 111, 104873.

Anning, A. (2006). Early years education: Mixed messages and conflicts. In K. Derek, E. Mufti, & J. Robinson (Eds.), Education Studies: Issues and Critical Perspectives (pp. 5-17). New York: Open University Press.

Black, M. M., Walker, S. P., Fernald, L. C., Andersen, C. T., DiGirolamo, A. M., Lu, C., . . . Shiffman, J. (2017). Early childhood development coming of age: science through the life course. The Lancet, 389(10064), 77-90.

Britto, P. R., Yoshikawa, H., & Boller, K. (2011). Quality of early childhood development programs in global contexts: Rationale for investment conceptual framework and implications for equity (1075-7031). Retrieved from Washington, DC: https://files.eric.ed.gov/fulltext/ED519240.pdf

Britto, P. R., Yoshikawa, H., van Ravens, J., Ponguta, L. A., Reyes, M., Oh, S., . . . Seder, R. (2014). Strengthening systems for integrated early childhood development services: a cross-national analysis of governance. Annals of the New York Academy of Sciences, 1308(1), 245-255.

Epstein, A. S. (1999). Pathways to Quality in Head Start, Public School, and Private Nonprofit Early Childhood Programs. Journal of Research in Childhood Education, 13(2), 101-119. doi:10.1080/02568549909594732

Guskey, T. R. (2002). Professional development and teacher change. Teachers and Teaching: theory and practice, 8(3/4), 381-391.

Hajati, K. (2018). Pelaksanaan Pendidikan Holistik-Integratif dalam Pelayanan Kebutuhan Dasar Anak Usia Dini di Kabupaten Mamuju Sulawesi-Barat. Indonesian Journal of Educational Science (IJES), 1(1), 17-24.

Hardman, B. K. (2011). Teachers' perception of their principal's leadership style and the effects on student achievement in improving and non-improving schools: University of South Florida.

Ishimine, K., Tayler, C., & Bennett, J. (2010). Quality and early childhood education and care: A policy initiative for the 21st century. International Journal of Child Care and Education Policy, 4(2), 67-80. doi:https://doi.org/10.1007/2288-6729-4-2-67

Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional. (2018). Rencana aksi nasional pegembangan anak usia dini holistik-integratif. Jakarta: Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional Republik Indonesia

Krogh, S. L., & Slentz, K. L. (2001). The early childhood curriculum. New Jersey, NJ: Lawrence Erlbaum Associates.

Malm, B. (2017). " We Need to Give the Profession Something that No One Else Can": Swedish Student Teachers' Perceptions and Experiences of their Preschool Teacher Training Programme. International Journal of Learning, Teaching and Educational Research, 16(9), 73-87.

McKee, B. E., & Dillenburger, K. (2012). Effectiveness of child protection training for pre-service early childhood educators. International Journal of Educational Research, 53, 348-359.

McLachlan, C., Fleer, M., & Edwards, S. (2018). Early childhood curriculum: Planning, assessment and implementation: Cambridge University Press.

Ministry of National Development Planning/National Development Planning Agency. (2013). Early childhood development strategy study in Indonesia. Jakarta: Ministry of National Development Planning/National Development Planning Agency of the Republic of Indonesia.

Ochieng, O. J. (2019). Determinants of Successful Implementation of Early Childhood Development Education by County Governments in Kenya; Implementing Partners Perspective. International Journal of Scientific Research and Management (IJSRM), 6(12).

Pemerintah Kabupaten Brebes. (2019). Peraturan Bupati Brebes Nomor 74 Tahun 2019 tentang Penyelenggaraan Pengembangan Anak Usia Dini Holistik-Integratif. Brebes: Pemerintah Kabupaten Brebes Retrieved from http://jdih.brebeskab.go.id/uploads/hukum/74.pdf

Pemerintah Provinsi Gorontalo. (2021). Peraturan Gubernur Provinsi Gorontalo Nomor 16 Tahun 2021 tentang Penyelenggaraan Pengembangan Anak Usia Dini Holistik-Integratif. Gorontalo: Pemerintah Provinsi Gorontalo Retrieved from https://peraturan.bpk.go.id/Home/Details/169153/pergub-prov-gorontalo-no-16-tahun-2021

Pemerintah Republik Indonesia. (2013). Peraturan Presiden Republik Indonesia Nomor 60 Tahun 2013 tentang pengembangan anak usia dini holistik-integratif. Jakarta: Badan Pembinaan Hukum Nasional.

Profeta, M. (2012). Promoting holistic learning and development in early years: An analysis of quality in early childhood care and education (ECCE) from the Asia-Pacific region. Singapore, ARNEC. https://www. arnec. net/wp-content/uploads/2014/03/MP-Quality-March-2013. pdf.

Putri, F. E. K., Alhumami, A., Vitasari, D., Sularsono, Warman, N. I., Siagian, N., . . . Syahli, R. (2018). Rencana aksi nasional 2020-2024 pengembangan anak usia dini holistik-integratif. Jakarta: Kementerian Koordinator PMK Republik Indonesia

Siagian, N., & Adriany, V. (2020). The Holistic Integrated Approach of Early Childhood Education and Development in Indonesia: Between Issues and Possibilities. Paper presented at the International Conference on Early Childhood Education and Parenting 2009 (ECEP 2019).

Widodo, H. (2017). Pendidikan Karakter Holistik Integratif di PAUD Terpadu 'Aisyiyah Nur'aini Ngampilan Yogyakarta. Al-Athfal: Jurnal Pendidikan Anak, 3(2), 135-150.

Wijayanti, U. T. (2018). Kendala-Kendala BKB (Bina Keluarga Balita) Holistik Integratif di Provinsi Sulawesi Utara. Jurnal Komunikasi, 10(1), 65-76.

Wong, S., Sumsion, J., & Press, F. (2012). Early childhood professionals and interprofessional work in integrated early childhood services in Australia. Australasian Journal of Early Childhood, 37(1), 81-88.

Wood, E., & Bennett, N. (2000). Changing theories, changing practice: exploring early childhood teachers' professional learning. Teaching and teacher education, 16(5–6), 635-647. doi:http://dx.doi.org/10.1016/S0742-051X(00)00011-1

Yin, H., To, K. H., Keung, C. P. C., & Tam, W. W. Y. (2019). Professional learning communities count: Examining the relationship between faculty trust and teacher professional learning in Hong Kong kindergartens. Teaching and teacher education, 82, 153-163), 104–115. https://doi.org/10.31932/jpk.v6i1.1171