

ANALYSIS OF THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION IN CERIA PAUD AND SEKAR BANGSA PAUD

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Abstract

This study aims to analyze how early childhood education is implemented at Ceria PAUD and Sekar Bangsa PAUD. The research method used is a qualitative method and data collection techniques using observation, interviews and documentation. The data that has been collected is then analyzed using the Miles and Hubberman model which consists of data reduction, data display and data verification. The results of the study showed that Sekar Bangsa PAUD in its learning activities was interspersed with Al-Qur'an reading and writing materials and circumcision dhuha prayers. PAUD Sekar Bangsa integrates reading and writing the Koran and circumcision prayers as additional material, while PAUD Ceria is more flexible in preparing material. These different approaches can affect the effectiveness of learning. From a sociological point of view, the differences between the two can also be seen from the cultural and religious background of the community where both are located. The use of the classical method is used by both of them when teaching students who are in the beginner class, namely children aged 2-4 years. Meanwhile, they use the center method to teach children who are already in small A class and large A class. Consideration of the center method used because of the level of child development. Other methods that are often used are singing, telling stories, interpersonal methods. This research contributes to studying the variety of learning in various PAUD so that it can provide new information to education activists at the PAUD level.

Keywords: PAUD, Singing, Storytelling, Interpersonal

Abstrak

Penelitian ini bertujuan untuk menganalisis bagaimana pelaksanaan pendidikan anak usia dini pada PAUD Ceria dan PAUD Sekar Bangsa. Metode penelitian yang digunakan adalah metode kualitatif dan teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Data yang sudah terkumpul kemudian di analisis dengan menggunakan model Miles and Hubberman yang terdiri atas reduksi data, display data dan verifikasi data. Hasil penelitian menunjukkan bahwa PAUD Sekar Bangsa dalam kegiatan pembelajarannya diselingi dengan materi baca tulis Alquran dan shalat sunat dhuha. PAUD sekar Bangsa mengintegrasikan baca tulis Alquran dan shalat sunat dhuha sebagai materi tambahan sedangkan PAUD Ceria lebih fleksibel dalam menyusun materi. Pendekatan yang berbeda ini dapat mempengaruhi efektivitas pembelajaran. Dari segi sosiologi perbedaan keduanya juga dapat dilihat dari latar belakang budaya dan agama masyarakat di mana keduanya berada. Penggunaan metode klasikal digunakan oleh keduanya ketika mengajarkan anak didik yang berada di kelas pemula yaitu anak-anak dengan usia 2 – 4 tahun. Sedangkan metode sentra mereka gunakan untuk mengajar anak yang sudah berada pada kelas A kecil dan kelas A besar. Pertimbangan metode sentra digunakan karena tingkat perkembangan anak. Metode lain yang sering digunakan anakah metode bernyanyi, bercerita, interpersonal. Penelitian iin berkontribusi terhadap kajian ragam pembelajaran di berbagai PAUD sehingga bisa memberikan informasi baru kepada penggiat pendidikan di tingkat PAUD.

Kata kunci : PAUD, Bernyanyi, Bercerita, Interpersonal

INTRODUCTION

Early childhood education (PAUD) is a very important stage of education for children's development, where this period is a critical period in shaping children's character and intellectual abilities. At this time, children begin to be sensitive to receive various stimulations and various educational efforts from their environment, both intentional and unintentional. It is during this period that the physical and psychological functions mature so that they are ready to respond and realize all the developmental tasks that are expected to appear in their daily behavior patterns.¹ This period is also a time when children easily receive stimuli from their environment so that they are ready to carry out various activities in order to understand and master their environment.² I Ketut Tanu added that this period is a valuable year for a child to get to know various kinds of facts in his environment as a stimulus for his personality, psychomotor, cognitive and social development, so it is important to optimize stimulation/stimulation from the closest environment so that children's abilities can develop properly. maximum according to the stage of development.³

Early childhood education is also the foundation for the success of children in the future, becoming the nation's successor and useful for society.⁴ Being a child who is ready to face all the challenges of changing times that are considered increasingly difficult.⁵ One of the efforts to optimize children's talents, potential and intelligence, as well as children's creativity is to include children in the activities of Early Childhood Education institutions.⁶

PAUD Ceria and Sekar Bangsa are two of the PAUD institutions in Sungai Tabuk District, Banjar district, South Kalimantan. The two institutions were founded with different ownership. PAUD Ceria was founded at the initiation of the village, so it was placed in the village hall, while PAUD Sekar Bangsa was founded at the initiation of the foundation, so it stands as the ownership of the foundation. In the context of the implementation of early childhood education, this difference will have an impact on the implementation of the education carried out. Therefore, it is important to conduct research to understand the impact of pedagogical, psychological and sociological PAUD implementation.

In the study entitled "Early Childhood Education at PAUD Ceria and Sekar Bangsa", researchers compared the implementation of education in the two institutions, by identifying

¹ Tatik Ariyanti, "The Importance of Childhood Education for Child Development," *Dinamika: Jurnal Ilmiah Pendidikan Dasar* 8, no. 1 (2016): 50–58.

² Amin Sutrisno, "Pentingnya pendidikan anak di usia dini," *Jurnal UMJ*, 2021, 1–4.

³ I Ketut Tanu, "Pentingnya Pendidikan Anak Usia Dini Agar Dapat Tumbuh Dan Berkembang Sebagai Generasi Bangsa Harapan Di Masa Depan," *Adi Widya: Jurnal Pendidikan Dasar* 2, no. 2 (2019): 19, <https://doi.org/10.25078/aw.v2i2.960>.

⁴ Adzroil Ula Al Etivali dan Alaika M. Bagus Kurnia, "Pendidikan pada anak usia dini," *Jurnal Penelitian Medan Agama* 10, no. 2 (2019): 212–36.

⁵ Lukmawati, "Ketenangan" : Makna Dawamul Wudhu (Studi Fenomenologi Pada Mahasiswa UIN Raden Fatah Palembang), *Psikis : Jurnal Psikologi Islami* 1, no. 2 (2016): 55–66.

⁶ Rizki Ananda, "Jurnal abdidas," *Jurnal Abdidas* 1, no. 1 (2020): 12–15.

differences and similarities between different PAUD institutions, so as to provide a more comprehensive picture of best practices in early childhood education. early.

RESEARCH METHODS

The research method used is descriptive qualitative method, which is a method used to explore data qualitatively through a series of sentences and not with elements of statistics.⁷ Discussion in qualitative type research is carried out by describing through a series of sentences to get the results of the desired research objectives.⁸ Therefore, data sourced from documents are collected and then analyzed in order to obtain the results of the intended research objectives.

RESULTS AND DISCUSSION

Early Childhood Education (PAUD) is pedagogically derived from the Greek "pais" which means child and "again" which means to guide, so that in this language PAUD is defined as guidance given to children. While in Roman language education is called "educate" which means to bring out something from within. Whereas in English it comes from the word education which is equated with "process of teaching", "training", and "learning" which means the process of teaching, training, and learning. In addition, in Arabic, education comes from the word "tarbiyah" which means "al-ghadzdza" (to feed or care for), "ahsanu al-qiyami 'alaihi wa waliyyihi" (good management and maintenance), "nammaha wa zadaha" (developing and adding), "atamma wa ashlah" (perfecting and clearing up).^{9,10} According to the NAEYC (National Association for Education for Young Children) Early Childhood is a group of individuals who are in the age range 0-8 years.^{11,12}

A. Educational Materials

From the results of field observations on Ceria PAUD and Sekar Bangsa PAUD, in terms of material, there is almost no difference between the two, both refer to the learning menu that has been announced by the National Education Department, which contains six aspects of child development which are classified based on the age of the child. At Sekar Bangsa PAUD, material

⁷ Sugiyono, *Metodologi Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan Riset dan Pengembangan*, 25 ed. (Bandung: Alfabeta, 2017).

⁸ A Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan*, 4 ed. (Jakarta: Kencana, 2017).

⁹ Hani Subakti et al., *Pendidikan Anak Usia Dini*, ed. oleh dkk Janner Simamarta, 1 ed. (Yayasan Kita Menulis, 2022).

¹⁰ Muhiyatul Huliyah, "Hakikat Pendidikan bagi Anak Usia Dini," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan* 15, no. 3 (2018): 386–402, <https://doi.org/10.24090/insania.v15i3.1552>.

¹¹ Aris Priyanto, "Pengembangan Kreativitas Pada Anak Usia Dini Melalui Aktivitas Bermain," *Jurnal Ilmiah Guru "COPE,"* no. 02 (2014): 42.

¹² Huliyah, "Hakikat Pendidikan bagi Anak Usia Dini."

is provided interspersed with Al-Qur'an reading and writing materials and Duha circumcision prayers. Reading and writing the Qur'an for ages 3-4 is introduced by learning to read and write hijaiyah letters individually through songs, while for ages 5-6 years it is taught by assigning children to read and write hijaiyah which are continuous between one letter with the others, besides that the reading has been adjusted based on the tajwid. The material for the dhuha circumcision prayer is still in the form of reciting surah alfatihah, bowing, prostration, tahyiyat, sitting between two prostrations and salutation. The prayer movements are noticed by educators other than those who are priests. At Ceria PAUD, the teacher must prepare the material before teaching it to children a maximum of 1 day before the D-day, but it doesn't have to be done on a predetermined day, because sometimes children's interests and attention can change during learning. For example: on Wednesday, the material being taught is about land, but suddenly while learning is taking place the children's attention is on airplanes, so the material can change to things related to airplanes.

Psychologically, the difference between PAUD Sekar Bangsa and PAUD Ceria is the approach in providing the material. PAUD Sekar Bangsa integrates reading and writing of the Koran and praying dhuha circumcision as additional material, while PAUD Ceria is more flexible in preparing materials. This shows a different approach in teaching children. Sekar Bangsa PAUD emphasizes religious values as part of education, while Ceria PAUD focuses more on children's interests and concerns.

Meanwhile, pedagogically, Sekar Bangsa PAUD and Ceria PAUD both refer to the learning menu that has been announced by the National Education Department which contains six aspects of child development which are classified based on the child's age. However, Sekar Bangsa PAUD is more specific in teaching reading and writing of the Qur'an and circumcision prayers. These different approaches can affect the effectiveness of learning. PAUD Sekar Bangsa may be more effective in teaching religious values, while PAUD Ceria may be more effective in meeting children's interests and concerns.

And from a sociological point of view, the differences between Sekar Bangsa PAUD and Ceria PAUD can also be seen from the cultural and religious backgrounds of the communities where both are located. PAUD Sekar Bangsa is more suitable for people who tend to be religious and respect religious values in children's education, while PAUD Ceria is more suitable for people who prioritize freedom and flexibility in children's education.

So based on the results of the analysis above, it shows that there is no one right or wrong approach in children's education. Each approach has its own strengths and weaknesses, and needs to be adapted to the context and needs of the community where the education is located.

B. Educational Method

The use of educational methods by teachers in Ceria PAUD is the classical and central method. They use the classical method when teaching students who are in the beginner class, namely those aged 2-4 years. Meanwhile, they use the center method to teach children who are already in small A class and large A class. Consideration of the use of both methods in the class is based on the child's developmental level.

The use of the classical method is to provide learning that is carried out only in the classroom. This method is in the form of exemplary, interpersonal, telling stories, demonstrations and singing methods. This method is used by educators according to the material to be taught to children. While the use of the center method is divided into three, namely nature centers, blocks, role playing, and arts. When playing at the nature center, students are given natural materials such as sand, green beans, water, and so on, besides that at certain times children are also allowed to play directly outside the classroom for direct introductions about the universe.

Meanwhile, Sekar Bangsa PAUD teachers only used a classical approach in the form of singing, telling stories, interpersonal methods, demonstrations, conversations, giving assignments, filling certain moments, exemplary, and habituation. The method of singing and storytelling is adjusted to the theme that has been programmed. Singing and storytelling methods are used by educators when children are getting bored while studying/playing and so on. The interpersonal method is used when educators want to give lessons about coloring, drawing, reading, skills and others. The demonstration method is used when teaching prayers, ablution, and others. The conversational method is used when asking and answering questions with students. Assignment assignments are carried out for students who are already at the kindergarten level. Filling certain moments when there are activities related to religious activities, mutual cooperation, and others. Exemplary and habituation are used to teach attitudes and behavior.

Psychologically, teachers at Ceria and Sekar Bangsa PAUD pay attention to the level of development, characteristics, and needs of children in using learning methods. Meanwhile, from a pedagogical perspective, the two PAUDs have paid attention to learning objectives which include cognitive, affective, and psychomotor aspects. The methods used by educators in both PAUD have been adapted to the learning objectives and characteristics of the children. In addition, the use of BCCT (Kindergarten Ways Mix) in Ceria PAUD also shows an effort to improve the quality of learning by paying attention to various aspects of learning. And based on a sociological perspective, the use of learning methods in both PAUD also pays attention to the environment and social context in which children grow and develop.

Overall in the aspect of educational methods, the two PAUD have used learning methods that are appropriate to the needs and characteristics of the children, as well as taking into account

the learning objectives and the existing social context. The use of BCCT in Ceria PAUD also shows an effort to improve the quality of learning. However, Sekar Bangsa PAUD still has difficulty implementing BCCT because of inadequate facilities and infrastructure.

C. Implementation of learning

From the explanation above, it can be seen that the implementation of daily activities at PAUD Ceria is divided into 2 parts, namely permanent and non-permanent activities. Regular activities include opening activities held at 08.30-08.45, breaks from 10.00-10.15, and closing activities at 10.15-10.30. while the activities that are not fixed are the steps before, during and after the game, because these parts are determined by the center and the material that has been prepared the day before teaching with reference to the theme that has been designed for 1 year. In terms of planning daily activities, every educator at Ceria PAUD is required to make a Daily Activity Plan (RKH) 1 day before teaching/at least 30 minutes before teaching, so that when teaching material is well structured and no material is repeated. Based on the number of educators, which amounted to 4 people, the implementation of activities in each group was taught by only 1 educator, while 1 educator who doubled as the head of the organizer could not always be present for 1 full week.

From the explanation above it can be seen that in carrying out daily activities at Sekar Bangsa PAUD it is also divided into 2 parts, namely permanent and non-permanent activities. Regular activities include the arrangement of places to play and welcome children at 08.15, opening which is held at 08.30-08.45, breaks from 10.00-10.15, and closing activities at 10.15-10.30. whereas for activities that are not fixed are the steps before, during, and after the game, because that part is determined by the difference in material each day. In terms of planning daily activities, every educator at Sekar Bangsa PAUD is also required to make a Daily Activity Plan (RKH) but not necessarily 1 day before teaching, so that when teaching there is a bit of unpreparedness for the material to be taught, and there is boredom when teaching. because all teaching activities are carried out as if they have become routine activities, even though as mentioned above, that the implementation of activities is divided into 2 parts, namely permanent and non-permanent activities. Based on the number of educators totaling 6 people, the implementation of activities in each group is taught by 2 educators, so that if there are educators who are unable to attend, the implementation of education can still run well, especially with the help of a manager who is always present and monitors at all times, even when there are no educators present to arrange a place to play and welcome children.

From a psychological perspective, at Ceria PAUD, there are regular and irregular activities that have been well planned. This can provide a sense of security and comfort for

children because they know what will happen during the day. In addition, the use of the Daily Activity Plan (RKH) by each educator can help them to organize and plan activities according to the theme that has been designed. This can help children to understand the material better and not feel bored because of repeated material. In Sekar Bangsa PAUD, although there is a fixed and variable division of activities, there is no strict use of the RKH. This can lead to boredom when teaching and a lack of readiness in delivering material.

Analysis from a pedagogical point of view at Ceria PAUD, the division of groups to be taught by 1 educator and 1 head of the organizer who is not always present for 1 full week can provide a more focused learning experience for children because each educator can focus on one group. In addition, the use of RKH by each educator can help them to plan activities according to the theme and material that has been determined. In Sekar Bangsa PAUD, there is use of RKH, but it doesn't have to be made 1 day before teaching. This can reduce the level of readiness in delivering material and make children feel bored with the activities being carried out.

Whereas in terms of Sociology at Ceria PAUD, the implementation of activities in each group educated by only 1 educator can help in maintaining social interaction between children because they have smaller groups. However, the presence of 1 educator and 1 chief organizer who are not always present for 1 full week can disrupt consistency in teaching. In Sekar Bangsa PAUD, the implementation of activities in each group is taught by 2 educators can help reduce the workload of educators and ensure that the implementation of education continues even though there are educators who are not present. In addition, supervision by a manager who is always present can help ensure that activities run smoothly and provide a sense of security for children.

CONCLUSION

Early childhood education (PAUD) is a very important stage of education for children's development, where this period is a critical period in shaping children's character and intellectual abilities. At this time, children begin to be sensitive to receive various stimulations and various educational efforts from their environment, both intentional and unintentional. PAUD Ceria and Sekar Bangsa are two of the PAUD institutions in Sungai Tabuk District, Banjar district, South Kalimantan.

PAUD Sekar Bangsa integrates reading and writing of the Koran and praying dhuha circumcision as additional material, while PAUD Ceria is more flexible in preparing materials. However, Sekar Bangsa PAUD is more specific in teaching reading and writing of the Qur'an and circumcision prayers. These different approaches can affect the effectiveness of learning. Each approach has its own strengths and weaknesses, and needs to be adapted to the context and needs of the community where the education is located. They use the classical method when teaching

students who are in the beginner class, namely those aged 2-4 years. Meanwhile, they use the center method to teach children who are already in small A class and large A class.

From a pedagogical perspective, the two PAUDs have paid attention to learning objectives which include cognitive, affective, and psychomotor aspects. In addition, the use of BCCT in Ceria PAUD also shows efforts to improve the quality of learning by paying attention to various aspects of learning. And based on a sociological perspective, the use of learning methods in both PAUD also pays attention to the environment and social context in which children grow and develop. The use of BCCT in Ceria PAUD also shows an effort to improve the quality of learning. However, Sekar Bangsa PAUD still has difficulty implementing BCCT because of inadequate facilities and infrastructure.

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