

ASSISTANCE IN IMPROVING EDUCATION AND DEVELOPMENT OF PARAMADINA TK-PAUD

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Abstract

The purpose of this assistance is to ensure that the potential of early childhood in Sidokerto Village develops normally and optimally, supported by educators with strong professional, social, and personal competencies. Principles of Learning: These principles are guidelines that children must follow during learning. Children are active learners. As they move, they seek stimulation to enhance their learning opportunities. Children use their entire bodies as tools for learning and energetically search for ways to achieve their maximum potential. Child Learning and Maturity: Learning is influenced by a child's maturity. Teachers must understand the developmental stages children can achieve and what needs to be done to facilitate such maturity. Children learn through a combination of physical, social, and reflective environments. Through these experiences, children acquire knowledge. It is the teacher's responsibility to provide an environment that enables children to gain physical and social experiences and reflect on them. Children learn in different styles visual, auditory, and kinesthetic, and through play. Through play, children can understand, create, manipulate symbols, and transform objects. Collaboration Among Educational Tri-Centers: Cooperation among parents, schools, and the community is essential to nurture the full potential of children, enabling them to develop optimally and creatively according to their competencies.

Keywords: Education, TK-PAUD, Development

Abstrak

Tujuan dari pendampingan ini agar potensi anak usia dini di Desa Sidokerto berkembang dengan normal dan optimal, pendidik yang memiliki kemampuan profesional, sosial dan pribadi yang baik. Hasil temuan dari pendampingan diatas sebagai berikut: 1). Prinsip-prinsip belajar merupakan suatu ketentuan yang harus dilakukan anak ketika ia belajar. Anak adalah pebelajar aktif. Ketika bergerak anak mencari stimulasi yang dapat meningkatkan kesempatan untuk belajar. Anak menggunakan seluruh tubuhnya sebagai alat untuk belajar. Anak secara energik mencari cara untuk menghasilkan potensi maksimum. 2). Belajar anak dipengaruhi kematangan. Guru harus memahami perkembangan dan kematangan anak dapat dicapai dan apa yang perlu dilakukan untuk memfasilitasi matangan tersebut. Anak belajar melalui kombinasi lingkungan fisik, sosial dan refleksi. Dengan pengalaman tersebut anak memperoleh pengetahuannya. Tugas guru bagaimana menyediakan lingkungan yang memungkinkan anak memperoleh

pengalaman fisik, sosial dan mampu merefleksikannya. Anak belajar dengan gaya yang berbeda. Ada yang tipe visual, tipe auditif dan tipe kinestetik. Anak belajar melalui bermain. Melalui bermain anak dapat memahami menciptakan memanipulasi simbol-simbol dan mentransformasi objek-objek tersebut. 3). Perlu adanya kerjasama antara tri sentra pendidikan, yakni; Orang tua, sekolah, dan lingkungan masyarakat dalam menumbuhkan segenap potensi yang dimiliki anak, sehingga anak mampu berkembang secara optimal dan berkreasi sesuai dengan kompetensinya masing-masing.

Kata Kunci: Pendidikan, TK-PAUD, Pengembangan

INTRODUCTION

The results of a report from UNDP, an institution under the auspices of the United Nations reported the condition of the quality of human resources of 130 countries sampled put Indonesia at 112th place under Vietnam, such a fact gives us an idea that the Indonesian nation is at the backward level in terms of its human resources, even though we all understand that human resources are the driving force of national development in a nation.

After the struggle for independence, the Indonesian nation has ideals outlined in the preamble of the 1945 Constitution (UUD) which includes all the ideals of the Indonesian nation. One of the ideals outlined is the creation of a quality society, physically and mentally healthy, then the ideals are continued with binding provisions in the form of laws so that the government can implement these ideals. So it is not surprising that at this time we still expect government attention to Facilities and Infrastructure TK-PAUD allocation of funds in the state budget for the field of Education has not been maximized, the provision of facilities and infrastructure and so on, so that the existence of supporting facilities is in dire need (Verna Hildebrand. 2011).

Alhamdulillah, the Ministry of Education and Culture (Kemendikbud) took a policy to expand public access to TK-PAUD both through formal and non-formal channels. (Suriansyah, Ahmad, Aslamiah. 2015). This policy is taken using a community empowerment approach that is directed towards the alignment of marginalized communities and the wisdom of local culture and environment. Marginalized communities are communities that have not been reached or are unable to reach TK-PAUD, not yet reached such as rural or remote areas where there is no TK-PAUD, unable to reach such as urban areas where TK-PAUD is already a lot but they cannot afford to enter or send their children there due to limited costs (John Dworetzky P. 2010).

Conditions such as the above are certainly very worrying and a challenge for all of us. Children aged 0 to 6 years if they do not get proper education services will hamper the readiness of students in basic education and reduce the quality of national education in general. In this regard, it is necessary to provide 'assistance in improving the quality of education and development' at kindergartens in the Budug Neighbourhood, Sidokerto Mojowarno Jombang as a manifestation of encouragement and desire to contribute thoughts and concerns for early childhood. The need for TK-PAUD services cannot be delayed anymore so that community leaders and the Sidokerto Village Government make a breakthrough so that the existence of this TK-PAUD can run well and the potential for early childhood in Sidokerto Village develops normally and optimally.

METHOD

A. Strategies Used

The implementation strategy of learning assistance in Paramadina Kindergarten-PAUD is a strategy that prioritizes creating *Joy in* learning or happy learning with the principle of playing and learning the learning methods used are a combination of several methods and strategies, namely:

1. Storytelling
2. Singing
3. Playing
4. Travelling
5. Exploration and,
6. Discussion.

B. Steps in Mentoring

There are several steps obtained from this mentoring, namely in the form of general learning steps that can be used in kindergarten. These learning steps generally emphasize children's activities in learning. However, this does not mean that the teacher's role is passive. Teachers must act as facilitators who can provide convenience and smoothness to children in the learning process.

The types of general learning steps are: (1) increasing sensory involvement, (2) preparing environmental cues, (3) task analysis, (4) scaffolding, (5) guided practice, (6) invitation/advice, (7) reflection of behavior/action, (8) reflection of words, (9) example or modeling, (10) effective reward, (11) telling/explaining/informing, (12) do-it-signal, (13) challenge, (14) question, and (15) silence (Verna Hildebrand. 2011:87).

These learning strategies can be integrated or combined into the overall learning process, thus creating more varied learning activities.

C. Specific Learning Strategies in Kindergarten

Several types of specialized learning strategies can be applied in kindergarten. The application of these special learning strategies is in principle the same as the application of general learning strategies, which must consider the characteristics of the objectives, the characteristics of children and their learning methods, the characteristics of the place to be used, and the pattern of activities. The types of special learning strategies are (1) exploratory activities, (2) guided discovery, (3) problem solving, (4) discussion, (5) cooperative learning, (6) demonstration, and (7) direct teaching.

RESULTS AND DISCUSSION

KINDERGARTEN IDENTITY

NAME	:	Paramadina
ADDRESS	:	Street. Mayor Tumijo Budug Sidokerto Mojowarno
VISION	:	Making people pious, knowledgeable, and charitable

MISSION	:	1. Implement learning with islamic principles per their age. 2. Carry out learning that requires basic, creative learners, innovative and fun
OBJECTIVE	:	To educate and promote early childhood education.

TEACHING AND LEARNING ACTIVITIES

1. Competency Standard

NO	COMPETENCY STANDARD	LEARNING OUTCOMES	
		Competency Achievement (%)	ENRICHMENT (%)
1.	Habituation		
	Moral and religious values	70%	10%
	Social, emotional, and independence	70%	15%
2	Basic Skills		
	Languages	75%	10%
	Cognitive	80%	20%
	PHYSICAL/MOTOR	85%	15%

2. Implementation of Cluster Activity Outcomes in Kindergartens

NO	TYPE OF CLUSTER ACTIVITY	IMPLEMENTATION	
		Whole	PARTIALLY
1	Making Prota	✓	
2	Promissory note creation	✓	
3	Creation of RKM		
4	Calistung	✓	
5	UKS Programme		✓
6	APE	✓	
7	Storytelling without tools		✓
8	Various batik creations	✓	
9	COMPILATION OF FACULTATIVE EFFECTIVE PROGRAM	✓	

3. Whole Child Education Activities

NO	ACTIVITY NAME	IMPLEMENTATION TIME	PARTICIPANTS
1.	Rabbit train ride	14 Februari 2015	GUARDIANS AND CHILDREN
2.	Practice worship in the mosque	18 Maret 2015	GUARDIANS AND CHILDREN
3.	Recreation at Surabaya Zoo	01 April 2015	CHILDREN
4.	HEALTHY WALK AND MEAL TOGETHER	24 APRIL 2015	CHILDREN

In addition to the above learning strategies, kindergarten teachers are required to be able to use other learning strategies so that learning becomes more interesting (Ann Miles Gordon and Kathryn Williams Browne. 2008).

Schedule of Mentoring Activities

Mentoring activities to improve education and development of TK-PAUD Paramadina is for 3 months, the place of activity of the building used is owned by TK-PAUD.

GROUP/CLASS	Study hours	Mentoring Schedule
A (4-5 YEARS OLD)	07.15-09.30	Monday and Tuesday
B (5-6 YEARS OLD)	09.30-11.45	Thursday and Friday

Empowerment Focus

Based on the above background, the problems taken are as follows:

1. How to provide cheap and quality education services for children aged 4-6 years?
2. How to optimize the growth and development of children aged 4-6 years.
3. How to implement cooperation with other parties such as parents, other childcare centres, and other institutions so that the child's world is fully owned by the child?

How to implement co-operation with other parties such as parents, other care institutions so that the child's world can be fully owned by the child.

Activity Objectives:

1. To provide low-cost and high quality education services for children aged 4-6 years old.
1. Optimisation of growth and development of children aged 4-6 years.

2. Establishing co-operation with other parties such as parents, other institutions other care institutions so that the child's world can be fully owned by the child.

Reasons for Choosing Assistance

1. To improve the quality and professionalism of educators and education personnel.
2. Equipping school facilities and infrastructure.
3. Establish relationships with all parties for the progress of TK-PAUD.
4. Socialising the TK-PAUD programmes on an ongoing basis.
5. Develop and stimulate early childhood creativity.

Development and growth is a process in human life that takes place continuously from conception to the end of life. Development is also defined as changes experienced by an individual towards a level of maturity or maturity that takes place systematically, progressively, and continuously both concerning physical and psychological aspects. (Rofiatul Hosna. 2016). Systematic, meaning that changes in development are interdependent or interdependent between parts of the organism. Progressive, means that the changes that occur are progressive, increasing and deep (expanding) both quantitatively (physical) and qualitatively (psychological). Continuous, meaning that changes in parts or functions of the organism take place gradually and sequentially. (John Dworetzky P. 2010).

Development has the following principles. 1) Development is a process that never stops. 2) All aspects of development influence each other. 3) Development follows a certain pattern or direction. 4) Development occurs at different places. 5) Each phase of development has distinctive characteristics. 6) Every normal individual will experience stages/phases of development. Developmental phases can be interpreted as staging or staging the span of an individual's life journey which is coloured by special characteristics or certain patterns of behaviour. Experts express different opinions about the phasing or periodisation of this development. These opinions can be broadly classified into three, namely based on biological, didactic, and psychological analyses.

Definition and Selection Criteria of Learning Strategies

Learning strategy is a general pattern of teacher and student actions in realising teaching and learning activities. Learning strategies are all the teacher's efforts to apply various learning methods in achieving the expected goals. Thus, learning strategies emphasise how teacher activities teach and children's activities learn.

There are several criteria that teachers must consider in choosing a learning strategy, namely (1) the characteristics of the learning objectives whether for the development of cognitive aspects, affective or psychomotor aspects. Or whether the learning aims to develop physical-motor, cognitive, social-emotional, language and aesthetic domains; (2) the characteristics of children as learners both in age and ability; (3) the characteristics of the place to be used for learning activities whether outdoors or indoors; (4) the characteristics of the theme or teaching material to be presented to children; and (5) the characteristics of the activity pattern to be used whether through direct, semi-creative or

creative direction. All of these criteria provide implications for teachers to choose the most appropriate learning strategies to use in kindergarten (David A. Welton & John T Mallon. 2009: 45).

Characteristics of Children's Learning Methods

Children learn in different ways from adults. Some characteristics of how children learn include (1) children learn through play; (2) children learn by constructing their knowledge; (3) children learn naturally, and (4) children learn best if what they learn is comprehensive, meaningful, interesting, and functional. Play as a way of learning has symbolic, meaningful, active, fun, voluntary, rule-determined, and episodic characteristics. Constructivism theorists have a view on how children learn, namely that children learn by constructing their knowledge through exploring objects and events in their environment and through social interaction and learning with adults. A conducive environment will invite children to learn naturally without coercion so that what children learn from their environment are things that are truly meaningful, functional, interesting and comprehensive.

Condition of the Assisted Subjects

The current condition of the assisted community can be seen from the development of Paramadina Kindergarten-PAUD children who span between the ages of four to six years is part of the overall human development. Development at this age includes physical and motor development, cognitive, social emotional, and language. (Verna Hildebrand. 2011). When children reach the kindergarten age stage (3 to 6 years), some characteristics are very different from infant age. The difference lies in appearance, body proportions, weight and length, and the skills they have. According to Piaget, kindergarten children are in the preoperational stage, which is the stage where children have not yet mastered logical mental operations. This period is characterised by the development of the ability to use something to represent something else using symbols. Through this ability, children can imagine or fantasize about various things (Suriansyah, Ahmad, Aslamiah. 2015).

Emotional development is related to all aspects of child development. At this stage the emotions of preschool children are more detailed or differentiated, children tend to express emotions freely and openly. They often show angry attitudes and often fight for the teacher's attention. Social development is the development of children's behavior in adjusting to the rules of the community where the child is. Children's social development is the result of learning, not just the result of maturity. Social development is acquired by children through maturity and learning opportunities from various responses to themselves. For preschool children, play activities make the child's social function more developed. Preschoolers are usually able to develop speech skills through conversations that can engage others. They can use language in various ways such as asking questions, dialogue, and singing. From the age of two, children are very interested in naming things. This interest continues so that it can increase the vocabulary of children in kindergarten-early childhood. (Ann Miles Gordon and Kathryn Williams Browne. 2008).

Expected Assistance Output

The expected condition of this mentoring is that the implementation of kindergarten education requires educators who have good professional, social, and personal abilities. One of the abilities that kindergarten educators or teachers must have is understanding child development. Understanding the characteristics of child development contributes to educators designing activities, organizing the learning environment, implementing learning, and evaluating children's development and learning. The principles of child development according to Ann Miles Gordon and Kathryn Williams Browne (2008), include: (1) children develop holistically, (2) development occurs in an orderly sequence, (3) child development takes place at varying levels within and between children, (4) new development is based on previous development, (5) development has a cumulative effect. These principles of child development provide implications for educators in determining goals, selecting teaching materials, determining strategies, selecting and using media, evaluating development, and supporting optimal child learning.

A. RESULT OF THE IMPACT OF CHANGE

A. Impact of Change

The impact of changes from the results of the mentoring activities are as follows:

1. Child education services.
2. Guiding children to develop self-expression.
3. Familiarising good behavior or *akhlaqul karimah*.
4. Can develop moral subject matter and religious values in particular Islamic religion, language, cognitive, social-emotional, physical, art, and ICT.
5. Improve abilities in terms of: a. Performing worship, knowing and believing in the creation of Allah SWT, and loving others. b. Being able to use language actively and passively to think and learn in concentration. c. Being able to think logically and solve problems and find the relationship between cause and effect. d. Being able to manage body skills and be responsive to the needs of others. Able to manage body skills and be responsive to stimuli. e. Able to self-actualise in the environment. f. Able to be creative in the arts and appreciate the value of art. Able to be creative in the field of art and appreciate the work of others. g. Understand material in the field of Computer Technology, as a basic capital in the advancement in the Era of Globalisation. (Suriansyah, Ahmad, Aslamiyah. 2015).

B. Scientific Discussion

Data discussion from this assistance can be seen from child-centred learning that must be carefully planned and pursued. Efforts are made to plan and provide materials/equipment that can support children's development and learning comprehensively. For this reason, it is necessary to provide areas that allow various activities according to their choice.

These areas include:

1. Sand and Water Area.
2. Block Area.

3. House and Dramatic Play Area.
4. Art Area.
5. Manipulative Area.
6. Reading and writing area.
7. Carpentry or woodwork area.
8. Music and movement area.
9. Computer area.
10. Outdoor play area (David A. Welton & John T Mallon. 2009).

The implementation of child-centred learning includes: the planning stage, working stage and reporting backstage.

From the above discussion, the follow-ups that can be underlined are as follows:

1. Objectives. The characteristics of the objectives need to be considered in selecting and using learning strategies, whether they are related to cognitive, language, social, emotional, physical, religious moral, and motor development.
2. Themes, learning themes in kindergarten, include 20 themes, each theme has its own characteristics. In choosing and using learning strategies, theme characteristics are one of the factors to consider.
3. Activities. Activities also need to be considered because learning in kindergarten is not only carried out in the classroom but also there are learning activities outside the classroom.
4. Children. Children need to be considered, because children have characteristics in their development and learning children are unique and have the potential to learn.
5. Media and learning resources. The media and learning resources chosen must be able to support the implementation of an effective learning process and be relevant to the learning strategy chosen by the teacher.

Teachers are a determining factor in the success of children's learning. Teachers' expertise in choosing and using learning strategies is a very influential factor in the success of children's learning. Suriansyah, Ahmad, Aslamiah. 2015).

CONCLUSION

Based on the results of the discussion above, the following conclusions can be drawn: Learning is the process of changing behavior based on experience and practice. Learning principles are provisions that children must do when they learn. Children are active learners. When moving children look for stimulation that can increase the opportunity to learn. Children use their whole body as a tool for learning. Children energetically seek ways to reach their maximum potential. Children's learning is influenced by maturity. Teachers must understand what development and maturity children can achieve and what needs to be done to facilitate it. Children's learning is influenced by the environment. Not only the physical environment but also the learning environment. Children learn through a combination of physical, social and reflective environments. Through these experiences, children acquire knowledge. The teacher's job is to provide an environment that allows children to have physical and social experiences and be able to reflect on them. Children learn in different styles. There are visual types, auditive types and kinesthetic

types. Children learn through play. Through play children can understand create manipulate symbols and transform objects. There needs to be cooperation between the tri-centres of education, namely; parents, schools, and the community environment in fostering all the potential that children have, so that children are able to develop optimally and create according to their respective competencies.

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