
THE DEVELOPMENT OF CHILDREN LEARNING ACCORDING TO ITS CHARACTERISTIC (CHILATIC) LEARNING STRATEGY FOR EARLY CHILDHOOD EDUCATION

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Abstract

The purpose of this research is to develop Children Learning According To Its Characteristic (Chilatic) learning strategy for early childhood education. This research use R&D research method that is supported by qualitative method. The result of this research is the development of Chilatic learning strategy. Chilatic learning strategy is the learning strategy that gives chance to children for getting the learning accompaniment individually by teacher. Syntax of Chilatic learning strategy starts from beginning activity, main activity, and ending activity, in this activity this strategy appear with pattern : 1) Giving explanation about activity, 2) learning contract with student, 3) giving permission to the student for free playing and calling one child for being accompanied individually in doing the task, 4) if the child who is being accompanied finish, child is being permitted for playing and call the other children until the end. The benefits of this strategy are easy to be used by teacher, fulfill the service needs of individual child because the rhythm of children learning understanding is no more than 10 minutes, know the development of each student in detail, Give free playing to the children without reduce the attention through learning.

Keywords: learning strategy, chilatic, early childhood education

INTRODUCTION

The early childhood education (ECE) is Indonesia government's education program under Education Public Early Childhood Education General Director Ministry of Education and Culture. ECE is held as the effort for servicing the early childhood's development. The national data of ECE states there are 223.862 institutions consist of Kindergarten, Preschool, and TPA. The amounts include ECE government, public and include village. (The Ministry of Education and Culture, 2016)

The growth amount of ECE, unfortunately is not balanced by optimal service in optimal service on the implementation at institution sector that belongs to the village. The ECE institution that belongs to village is managed by Pembinaan Kesejahteraan Keluarga (PKK) staff that integrates with Pos Pelayanan Terpadu (POSYANDU) service. Like stated by Tedjawati (2010: 30) there are four inhibitors of ECE implementation that integrates with POSYANDU, They are:

1. The staff or cadres are still limit and their educations are still low.
2. The limitation of Education comprehension's cadre;
3. The budget for purchasing educative of toy tool or (APE) is still low, and
4. ECE evaluation programs are still limit.

According to researcher observation's result at Selogiri District, Wonogiri Regency in 5 Play Groups that integrate with POSYANDU in November 2016 are gotten the results below :

1. The amounts of teacher are sufficient data in the field.
2. The education of teacher's level is limit.
3. The averages of students are 10-15 children so that the random classes start from 2-5 years old happen.
4. The amount of cadre teacher approximately 3-5 teachers however active teachers teach 2-3 teachers per day.
5. Conventional Learning
6. Learning strategy that used are speech and do the task together by dividing job. One teacher explains and the other teacher help if there is child who needs help.
7. The difficulty levels of work sheet are same because teachers don't want to be busy with various levels.

The observation result shows that the learning that is held doesn't appropriate yet as Developmentally Appropriate Practice (DAP). According to Miller (1996: 1-2) DAP has 2 concepts of learning dimension for children, they are age appropriate and individual appropriate. Age appropriate is learning

that is held based on the student's age, and individual appropriate means the learning based on student's individual ability. The learning should be not same for the level in 2- 5 years old. Although in random class should be pay attention to the age appropriates and individual appropriates so that the children still cover of their needs.

From the problem, the researcher develops a strategy namely Children Learning According To Its Characteristic (Chilatic) to optimal the learning based on DAP and based on early childhood's characteristic. This strategy is expected can help the teacher in POSYANDU ECE can increase their quality service.

METHOD OF RESEARCH

This research uses kind of research and the development that is collaborated with qualitative research. According to Borg and Gall (2007: 598) states that R&D is development model for finding something that can be used for designing new product based on the procedure and it is done a field trial .

The qualitative data analysis method that used is Miles and Huberman analysis method (1994). The method states that there are three activities in analysing data, they are (data reduction), (data display) and penarikan kesimpulan atau verifikasi (conclusion drawing/verification) (Miles dan Huberman, 1994; Emzir, 2010).

RESULT AND DISSCUSSION

The first predecessor

Data Collection

Data Collection is done by observation and questioner. The field observation is held in four institutions of ECE and questioner to other eleven institutions of ECE at Selogiri district. The questioner is related by the classroom's setting, the comparison of teacher and the amount of student, teacher's learning strategy and the way to give individually student service in learning and scoring assessment.

Data Reduction

1. Room's setting

The observation result to the two institutions and questioner to the eleven institutions are gotten the result that the classroom setting of ECE at Selogiri district is gotten that 10 schools are arranged conventionally with table and chair, The three institutions use tables, however the chairs use floor mats or mat , and there are 2 rooms that arranged with floor mats using free pattern. This thing shows conventional learning strategy still tightly in ECE because they assume that ECE is school. From the data below more than 60% are applied in ECE. This

setting's pattern is not support the learning based on early childhood's characteristic.

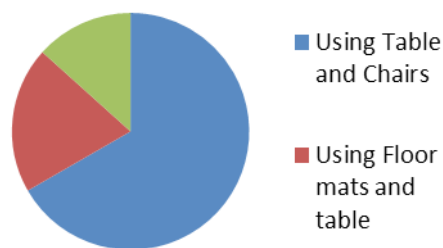


Figure 1. Classroom setting diagram of ECE Institution

2. The Comparison between teacher and the amount of student.

The ECE in Selogiri district has the comparison between teacher and the amount of student that have already fulfill the minimal standard of Regulation of the Minister of National Education Number 137 year 2014 about the education standard of early childhood education. From graphic below so the amount of student in field is already very fulfill the criteria because 100% institutions have already fulfilled the minimal standard. School with the much students in Kuncup Mekar ECE Jendi village with the amount of the students are 26 are taught by 2 teachers in 1 learning group. Certainly, this thing is not inhibit the individual service of student. Student should get a chance for learning based on their characteristic, is get the individual service because children has different understanding rhythm and maximal children's concentration is only 10 minutes.

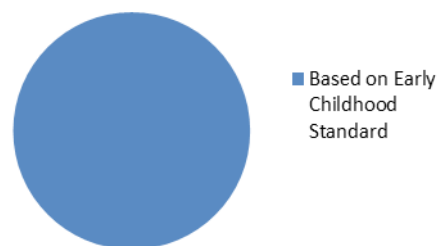


Figure 2. Conformity Diagram between the Standard of ECE and The comparison of teacher and the amount of students

3. Teacher's Learning Strategy

Conventional Strategy learning dominates the learning in Early Childhood Institute. From 15 school institutes are gained 60 %. The ECE uses conventional strategy. They are only 13% that do active learning activity purely. The others are alternately based on situation. Conventional Strategy Learning with one teacher in front of the class and the other one is behind don't fulfill the learning yet based on the characteristic of children. This thing is caused when the lesson do it in the same time the children

does not serve individually. Whereas, there are many learning group whose age are random from 2 – 6 years. From there, The ECE need learning strategy where the children can be served in early childhood's characteristic especially the different understanding rhythm and maximal children's concentration is only 10 minutes.

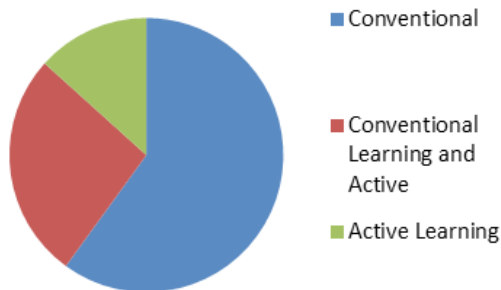


Figure 3. Diagram of Learning strategy that applied by the teacher in ECE

4. The way for giving individual service

The individual service here means accompaniment service that is addressed to student during learning process. This thing has purpose so that the children have a chance individually because their understandings are different. In One learning group that usually consist of 10 - 20 children. Most of them are class with students in different range of age from 2 – 5 years so that their understandings are different. So, it is needed learning strategy for giving the service.

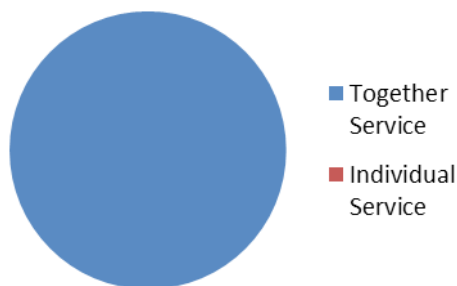


Figure 4. Diagram of Conformity Between ECE and the teacher's comparison and the amount of the student.

5. Scoring Assessment

The scoring of early childhood is the most important thing for giving the description about the development of early childhood. However, in the field happens the scoring is only given for the learning's result of children through children's activity sheet. The process to get the learning is not concerned. Whereas, in the early childhood age, the learning process is very important for seeing the development and the learning progress of kid. As the result, only prediction that is done when write a report. The

prediction also will be difficult to be described when never see the children's development individually. The learning service with personal approach strategy will make the teacher easy to understand the characteristic of student's learning in detail.

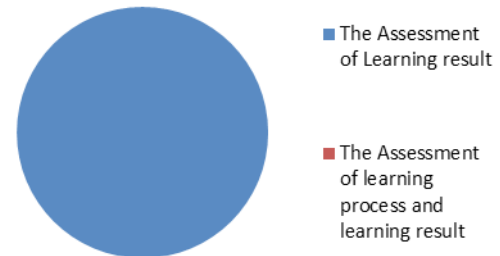


Figure 5. Diagram of Conformity between ECE and the teacher's comparison and the amount of the student

The conclusion of predecessor study

The result of data reduction can be concluded that:

1. The room's setting influences the learning strategy that is done by teacher. Most of learning with table and chairs in school version are added by conventional learning strategy is inhibitor. It is not so good for children individual learning. Whereas, the children need personal service because every children have various rhythm of understanding learning and only have the learning focus maximal 10 minutes.
2. The comparison of amount of teacher and student in field have already fulfilled the standard so that it should be individual service for maximal zing the different children's understanding and give the chance to focus for 10 minutes more focus
3. Conventional learning strategy by the teaching method of teacher to teach student with the teacher is in front of the class and the student sit on school chair is less effective for maximal zing the different rhythm of children's learning understanding. Their focus is no more than 10 minutes. It is often make the kid are not patient for waiting teacher approach them.
4. Individual service is often be ignored by teacher in conventional learning strategy. This thing makes an impact in different learning student's level that is not served well.
5. Assessment of children in conventional learning strategy is only focus in learning result. Whereas, the learning process is one of scoring's component in early childhood education.

The Development of Product

Hypothetic Model of Chilatic Learning Strategy

1. Definition

Chilatic learning strategy is learning strategy that gives a chance to children for getting the learning’s accompaniment individually by teacher. This learning strategy has a purpose for giving service to the children’s characteristic that have various rhythm in learning and the focus of children’s learning is no more than 10 minutes.

2. The requirement of Chilatic learning strategy

The requirement that must be fulfill before use Chilatic learning strategy are: *first*, There are two types of teachers, 1) The main accompaniment teacher is teacher that accompany the service of learning with Chilatic learning strategy and 2) Free accompaniment teacher is teacher who accompany children for free playing that is not in the accompaniment of the main teacher.

Second, The room’s setting is settled based on needs, so not all the learning in table and chair.

Third, one teacher maximum handle children based on maximum ratio in Regulation of the Minister of National Education.

3. Syntax of Chilatic learning strategy

First, the beginning activity is done by giving apperception to know the beginning of experience level that is possessed by children, and or connect today’s material with yesterday’s material. The next activity is telling the today learning’s acknowledgement for growing children’s response so that interested with the lesson that will be held. The acknowledgement’s event can be like story, picture, dialogue, singing, and etc. The interesting introduction activity is the start point of learning being successful.

Second, the main activity is done individually. The patterns are 1) giving the explanation about activity, 2) learning contract with student , 3) Giving permission to the student for free playing and call one child for being accompanied individually in doing task, 4) if the child who is accompanied finish, the child is permitted to play and call the other children until the end.

Third, the final activity is done by discussing with all children for making conclusion from what have been done during the learning process. Besides, teachers can do the activity as follows: Adding information to children, b) Interested to relevant nature environment.

4. The Strengthens and weakness of Chilatic learning strategy

The strengthens from Chilatic learning strategy are 1) easy to be used by teacher, 2) fulfill the needs of individual service because the rhythm of

children’s understanding learning are different and their focus are not more than 10 minutes, 3) Know the development of each student in detailed, 4) Give the time for children to free playing without reduce their attention through learning.

Meanwhile, the weakness of this strategy are 1) need teacher minimal 2 for standby at school, and 2) need longer duration because give service one by one.

The discussion of material expert validation expert

1. Data Reduction

Booklet Validation Chilatic strategy learning for a whole are good. The reductions of validation result are as follows:

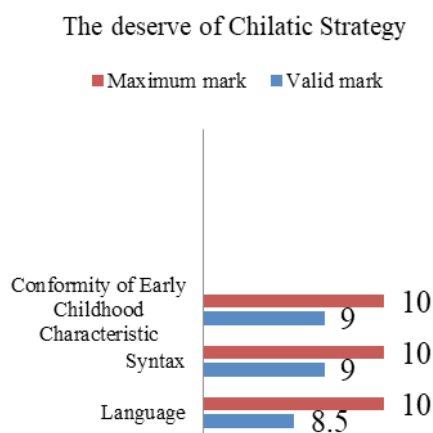
First, the language that is used by of Booklet’s Chilatic can be understood by reader. The language that is chosen doesn’t contain of double value. It needs the correction in typing because many miss type.

Second, syntax or the pattern of learning strategy is easy to be held by teacher. In a whole is the same with the syntax of early childhood education learning or “ PAUD “ but it is added the individual accompaniment in the main activity so that the pattern is easy to be applied by teacher.

Third, it is the conformity with Early Childhood Characteristic. This strategy is conform with the needs of children’s characteristic, they are every children have different rhythm in learning and their focus are no more than 10 minutes.

2. Data Presentation

The result of data reduction material expert can be presented in diagram at picture 6. In the picture, it is gotten the explanation that the learning strategy is deserved to be used for early childhood learning with the value 8,83 from the maximum is 10.



Picture 6. Table of Conformity between antara Standard of ECE and teacher’s competence and the amount of student

3. The conclusion of the development Chilatic learning strategy

This validation result shows that “Booklet” learning strategy of “Chilatic” can be used as one of learning strategy for increasing the learning quality of early childhood.

CONCLUSION AND SUGGESTION

Conclusion

This result is Chilatic learning strategy that have been validated by expert.

Suggestion

The research is immediately to be continued for trial field so that know how the impact for learning quality of early childhood “s learning.

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