

Teacher Strategies in Developing 5 Aspects of Early Childhood Development in Darma Wanita Jenggala State Kindergarten

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Abstract

This study aims to describe teacher strategies in developing 5 aspects of development in TK Negeri Darma Wanita Jenggala. The methods used in this study are qualitative-descriptive methods and approaches. The techniques used in this study are interview, observation and documentation techniques. The results showed that teacher strategies in developing 5 aspects of development, that teacher strategies are a very important component to be carried out by teachers at the PAUD or Kindergarten level institutions, because whether or not a learning goal is achieved depends on the strategy used. Through PAUD and TK educational institutions, teachers are expected to stimulate 5 aspects of development both from the *Development of Religious and Moral Values, Physical-Motor Development, Cognitive Development, Language Development, and Social-Emotional Development*, in TK Negeri Darma Wanita Jenggala always prioritizes strategies in supporting learning and methods and media that are good and appropriate in supporting the learning process that is implemented and adapted to The themes that will be delivered each learning meeting.

Keywords: *teacher strategy, 5 aspects of development.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam mengembangkan 5 aspek perkembangan di TK Negeri Darma Wanita Jenggala. Metode yang digunakan dalam penelitian ini adalah metode dan pendekatan kualitatif-deskriptif. Teknik yang digunakan dalam penelitian ini adalah Teknik wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan strategi guru dalam mengembangkan 5 aspek perkembangan, bahwa strategi guru merupakan suatu komponen yang sangat penting untuk dilakukan oleh guru di Lembaga Tingkat PAUD atau TK, karena tercapai atau tidaknya suatu tujuan pembelajaran tergantung dari strategi yang digunakan. Melalui lembaga pendidikan PAUD dan TK, para guru diharapkan dapat menstimulus 5 aspek perkembangan baik dari *Perkembangan Nilai Agama dan Moral, Perkembangan Fisik-Motorik, Perkembangan Kognitif, Perkembangan Bahasa, dan Perkembangan Sosial-Emosional*, di TK Negeri Darma Wanita Jenggala selalu mengedepankan Strategi dalam menunjang pembelajaran dan metode-metode serta media-media yang baik dan pantas dalam mendukung proses pembelajaran yang dilaksanakan dan disesuaikan dengan tema-tema yang akan disampaikan setiap pertemuan pembelajaran.

Kata Kunci: Strategi Guru, 5 Aspek Perkembangan.

INTRODUCTION

Teachers play an important role in developing 5 aspects of early childhood development in the world of Education, in this case many strategies must be used in developing these 5 aspects, Teachers are models for their students in the classroom, where teachers play an important role in the learning process, therefore teacher strategies are very important to guide children during learning, Whether or not it succeeds depends on how the strategies used and applied by teachers to children at school.

According to Mursid (2015: 98) in Nurleni (2017: 9) teacher strategy as all teacher efforts in applying various learning strategies to achieve the expected goals. The task of the teacher is as a

substitute for parents in school where a teacher can train his students to become intelligent children who become the pride of parents and others later, therefore a teacher must have many strategies to deal with children's problems during the learning process. Nurleni (2017:10)

According to Dick and Carrey in Nurleni (2017: 9) that learning strategies are all components of learning materials and procedures used to assist children in achieving certain learning goals. While Hilda Taba, learning strategy is the pattern and sequence of teacher behavior to accommodate all learning variables consciously and systematically. The learning strategy used is where the strategy supports the learning process so that learning can take place

and run according to the expectations that have been designed before learning is carried out.

According to Samsu Yusuf (2014: 139), teachers as the main actors in the implementation or implementation of educational programs in schools have a very strategic role in achieving the expected educational goals. In general, strategy has the understanding of an outline of the direction to act in an effort to achieve predetermined goals. Associated with teaching and learning, strategies can be interpreted as general patterns of teacher student activities in the realization of teaching and learning activities to achieve the goals that have been outlined. Syaiful Bahri Djamarah, Aswan Zain (2010: 5).

In education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal. Then strategy can be interpreted as planning that contains a series of activities designed to achieve certain educational goals. (Sutarjo Adisusilo, 2013: 85-86).

The purpose of the Learning strategy is the realization of the efficiency and effectiveness of learning activities carried out by students. The parties involved in learning are educators and students who interact educatively with each other. The content of activities is learning materials / materials sourced from the curriculum of an Education program. (Abdul Majid, 2013:6)

A learning strategy is a teacher's plan in managing all components of learning and learning to achieve the desired learning objectives. Learning strategies are ways that will be chosen and used by a teacher to deliver learning material that aims to make it easier for students to receive and understand learning material, which in the end the learning objectives can be mastered at the end of learning activities. The learning strategy should contain an explanation of the methods or procedures and techniques used during the learning process. That is, learning methods or procedures and techniques are part of the learning strategy. Suyono and Hariyanto, (2011:24)

With the strategy teachers can develop aspects of development in early childhood, because in the world of children there are 5 aspects that need and must be developed by teachers and parents at home, among these 5 aspects are the development of religious and moral values, physical-motor development, cognitive development, language development, and social-emotional development.

TK Negeri Darma Wanita Jenggala is a school that prioritizes teacher strategies in developing 5 aspects of development, because with the strategy teachers can carry out an effective and efficient learning process and directed in accordance with activities designed in advance according to school conditions..

METHOD

The research conducted took place at TK Negeri Darma Wanita Jenggala Tanjung District, North Lombok Regency, which is one of the state kindergartens in North Lombok, with data sources from class teachers, principals and students at TK Negeri Darma Wanita Jenggala.

According to Sugiyono, the definition of research method is a scientific way to obtain data with the aim of being able to describe, prove, develop and find knowledge, theory, to understand, solve, and anticipate problems in human life (Sugiyono: 2012).

Understanding Descriptive research methods are research procedures or problem solving that are investigated with a description of the subject or object used in the form of people, institutions, society and others.

The method used in this study is qualitative-descriptive, the use of this method is considered very suitable for use because of the background of this research problem about Teacher Strategies in Developing 5 aspects of Early Childhood Development. The approach used in this study is a qualitative approach with data sources that can be obtained from interviews, observations and documentation. using descriptive methods.

Qualitative methods are research procedures that produce descriptive data in the form of written or spoken words of people and observed behavior, as a necessity. The words and actions

of the people observed or interviewed are the main source of data. The main data source is recorded through written records or through video/audio recording, photo or film shooting, so that this research will form descriptions, images or paintings of situations or events that are compiled systematically, actually and accurately regarding the facts being investigated or observed related to teacher strategies in developing 5 aspects of development in TK Negeri Darma Wanita Jenggala kec. Tanjung. North Lombok District.

RESULTS AND DISCUSSION

Five aspects of development in children are important things that need to get the attention of all parties, especially teachers in schools. The development of children at preschool age is important, do not let the danger signs that can affect the achievement of child development be ignored or even do not get attention and response from both family and from teachers at school.

The role of preschool education such as early childhood or kindergarten accompanies and responds optimally to children in developing these 5 aspects of development, 5 aspects of child development must get serious attention from special schools teachers (teachers). To achieve 5 aspects of optimal child development, Darma Wanita State Kindergarten teachers need to use good and correct strategies, including the following: Development of Religious and Moral Values, Physical-Motor Development, Cognitive Development, Language Development, and Social-Emotional Development.

1. Development of Religious and Moral Values

Religious and Moral Values are the first aspect that must be developed, through teacher strategies This aspect can be developed in accordance with indicators, There are three indicators that can be used as a benchmark for achieving child development on religious and moral values, namely: a) being able to recognize the existence of conflicting behaviors, such as right-wrong, good-bad, and so on; b) being able to know the meaning of an affection for God's creatures; and c) able to imitate the

chants of Do'a in accordance with the religion they profess (Patiung et al., 2019).

The role of the environment, especially the family environment, is very dominant for the development of this aspect. But teachers are no less important in developing moral and religious aspects, because teachers can be models for their students at school, At first children do moral or religious acts because of imitation, then become actions or do activities that are imitated or what the child sees in the school environment.

Based on the results of an interview with the school principal, Mrs. Hasmiatun who stated that "the teacher's strategy in developing religious and moral values uses habituation methods that start from activities such as before starting learning children are required to read prayers, memorize short verses, memorize daily prayers, memorize hadith, read iqro, write hijaiyah letters, practice ablution, practice prayer and manasik hajj, practice almsgiving, and visit places of worship that use the method of tourist works".

The results of an interview with class B1 teacher Mrs. Rahun who stated that "the teacher's strategy in developing religious and moral values stimulates it through habituation methods, children are accustomed to carrying out religious activities in accordance with the religion they follow, and moral values that should be taught to children such as good habits in behavior, good and polite speaking with friends and teachers at school, and do not forget to always be reminded to always obey parents at home".

Based on the observation that it is true that the teacher's strategy in developing religious and moral values refers to the habituation method applied to children and teachers as a model that children will follow what the teacher does, such as behaving well, instilling praiseworthy qualities in their daily lives, teaching prayers, memorizing hadiths, short verses and introducing places of

worship that they should know from an early age.

Referring to the Minister of Education and Culture regarding SN-PAUD, it is stated that the level of achievement of child development at the age of 4-5 years is as follows: a. knowing their religion b. doing worship properly; c. Able to say prayers; d. Know good and wrong behavior; e. habituate yourself to doing good; and f. Say and answer greetings.

While at the age of 5-6 years manifested in behavior: (1) knowing the religion adhered to; (2) worship; (3) behave honestly, courteously, helpfully and respectfully; (4) maintain cleanliness; (5) know the holidays (holidays) of his religion; and (6) have an attitude of religious tolerance (Minister of Education and Culture, 2014).

2. Physical-Motor Development

Physical-motor development is divided into three developments, namely gross motor and fine motor. In early understanding, children's motor development can be achieved through various stimulations to children such as providing opportunities for play and freedom to be creative (Sulaiman et al., 2019)

Based on the results of an interview with class B2 teacher Mrs. Hayatunnupus who stated that "the strategies used in developing children's physical motor here are not spared from the activities carried out daily that are tailored to the theme to be conveyed and never miss the media and tools used to support children's physical motor related activities both from fine motor to grade A and B1, also cashier motor for class B2".

Fine motor development here can be characterized by children are able to coordinate between the nerves of the brain and hands, such as children can squeeze, doodle, grind fingers, and can hold pencils, while children's gross motor development is usually characterized by the ability of children to make coordinated body movements such as jumping, running,

kicking balls, throwing balls and other movements that require extra energy

3. Cognitive Development

Cognitive is a broad sense of thinking and observing, so it is a behavior that results in people acquiring knowledge or that is needed to use knowledge. Reni Ardiana (2022:03).

In learning for preschool / kindergarten children, cognitive development includes several things, namely learning and problem solving, thinking, from the results of an interview with class B2 teacher Mrs. Titin Kertarahayu who stated "Developing children's cognitive or intelligence in this school uses a singing method where children are taught to count through singing, recognizing letters as well as through singing so that children quickly understand, remember and recognize letters, numbers, plants, animals, colors and much more in quick time".

4. Language Development

Language is something used to communicate both orally and in writing. This is associated with human interest to express the contents of thoughts, desires or feelings (Rina Devianty, 2017).

In the context of child development, language is a very important aspect, because language is the key to carrying out communication. Language development in children includes language comprehension, language expression, and literacy. In understanding language, there are several aspects that become indicators, such as listening to other people's words, understanding two commands simultaneously, understanding the story being read, knowing more vocabulary, understanding a rule in the game and being happy and appreciative of reading (Minister of Education and Culture, 2014).

TK Negeri Darma Wanita Jenggala is very concerned about its students in language based on the results of an interview with Ibu Nurmalasari as a class B2 teacher who stated

that "In developing language at school, teachers use storytelling and storytelling methods so that children can easily practice their language through storytelling activities in front of their friends. And children are able to role-play according to the profession told by the children.

5. Social- Emotional Development

Aspects that need to be considered in the social-emotional development of children are related to self-awareness, a sense of responsibility for themselves and others, and good behavior in association between children at school.

Early childhood social development is basically that children begin to interact with peers, have friends, are independent, and like to share. Meanwhile, in terms of early childhood emotional development, they can express reactions to others and can control their feelings. Fatimah, (2021:02)

Regarding the Social-Emotional aspects of Darma Wanita Jenggala State Kindergarten Teachers, from the observations, researchers saw that the children there behaved well, interacted with each other politely, sometimes they quarreled but were taught to forgive each other, not to retaliate badly, the teacher always reminded things that deserved to be imitated, and the children were given opportunities to carry out social activities such as helping clean up at school introducing mutual assistance In each environment, teachers also use assignment methods in order to train children whether children can be responsible for the tasks given.

CONCLUSION

The success of the learning process in Kindergarten (PAUD) can be seen from the achievement of child development. The achievement of child development in question includes 5 aspects of development including religious and moral values, physical-motor, cognitive, language, and social-emotional development.

The results of research conducted at TK Negeri Darma Wanita Jenggala show that every strategy used by each teacher is not far from the tan media method used in developing 5 aspects of development, such as exemplary methods, habituation, storytelling, singing, field trips, and assignment methods. From this method, the media also greatly supports the success of the learning process every day which is adjusted to the theme delivered by the class teacher. So every strategy used behind it there are methods and media to support the success of the learning process, especially developing 5 Aspects of Early Childhood Development..

SUGGESTION

Alhamdulillah, this research can be completed thanks to the help of fellow teachers of TK Negeri Darma Wanita Jenggala, but the results of this research may not be perfect, therefore there needs to be more research to improve related to Teacher Strategies in Developing 5 Aspects of Early Childhood Development. Because by researching strategies, teachers can find out more about the strategies used in other school institutions, especially in early childhood and kindergarten institutions.

Hopefully this research can be used as a reference for future researchers, and further expanded related to better and more interesting Teacher Strategies in Educational Institutions.

Researchers have tried their best in researching and compiling this scientific work, but researchers still lack a lot so that criticism and suggestions are needed to build enthusiasm to work better in scientific papers.

ACKNOWLEDGMENTS

A big thank you to colleagues who have tried to make this research better, so it deserves to be read and become a reference for further scientific papers.

Thanks to the principal and teachers of TK Negeri Darma Wanita Jenggala, because for their help and enthusiasm in helping to perfect the results of this research, without the help of the teachers all this research is not good, and thank you for providing the opportunity to conduct research at TK Negeri Darma Wanita Jenggala.

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