

The Influence of Early Childhood Education on the Learning Achievement of Class I Elementary School Students in Mataram City

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Abstract

This research refers to the phenomenon of early childhood education and the lifestyle behavior of children aged 0-6 years who will receive formal education before entering elementary school. This early childhood education continues the education whose foundations have been laid by parents in the family. Children or elementary school students who attend early childhood education achieve better than students who do not receive early childhood education in the city of Mataram. This research aims to determine the level of difference in learning achievement of grade I elementary school students, students who have attended early childhood education (formal) and students who have not attended formal education (non-formal/informal) in Mataram City. The research method uses qualitative approach. This type of research is descriptive, data collection methods are observation, interviews and documentation. Interviews were conducted with class I teachers and students' parents. The research results show that elementary school students who take part in early childhood education achieve better than students who do not take part. This achievement is not only in the intellectual aspect, but also the psychomotor aspect, values and attitudes of grade 1 students in Mataram City

INTRODUCTION

Early childhood education is a form of education that focuses on laying the foundation for growth and 6 (six) developments: religious and moral, physical motor, cognitive, language, social-emotional and artistic, according to the uniqueness and stages development according to the age group that early childhood children go through as stated in Permendikbud 137 of 2014 concerning National PAUD Standards (replaces Permendiknas 58 of 2009)

Early childhood education institutions, both formal and non-formal, are not only in big cities, but also in remote villages. Currently there are various forms of early childhood education institutions in Indonesia, such as: kindergarten (TK), Islamic kindergarten (TKI), integrated Islamic kindergarten (TKIT), Al-Qur'an education park (TPA) and ta'limul Qur'an lil aulad (TQA), home schooling, etc. Ability of grade I elementary school students who first take part in early childhood education (formal) versus those who do not take part (non-formal/informal). Other differences can be seen in terms of how to socialize both with teachers and with peers, how to receive learning material, how to complete assignments, etc.

Based on the Law on the National Education System, it is stated that early

childhood education (PAUD) is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to shape physical and spiritual growth and development so that children are ready. in entering further education (Law Number 20 of 2003 Chapter I Article 1 paragraph 14). The provision of Early Childhood Education (PAUD) can be carried out in formal, non-formal and informal forms. Each form of implementation has its own characteristics. The provision of early childhood education through formal channels is Kindergarten (TK) or RA and similar institutions. The provision of education for early childhood through non-formal education is carried out by the community based on the needs of the community itself, especially for children whose disabilities are not served by formal education (TK and RA). Informal education is carried out by the family or environment. Informal education aims to provide religious beliefs, instill cultural values, moral values, ethics and personality, aesthetics and increase students' knowledge and skills in order to achieve national education goals (Yuliani Nurani, 2011: 21-22). The aim of early childhood education is to help students develop various potentials both psychological and physical which include moral and religious values, social emotional, cognitive, language, physical/motor, independence and art to be

ready to enter elementary school education.

Elementary school (SD) according to Waini Rasyidi is a unit or social institution that is given a special mandate or task (specific task) by the community to organize basic education systematically. Technically operational, elementary school education can be defined as the process of guiding, teaching and training students aged between 6-13 years to have basic abilities in intellectual, social and personal aspects that are integrated and in accordance with their developmental characteristics (Mikarsa, et al, 2007). Act. No. 20 of 2003, article 17 paragraph (1) states that basic education is the level of education that underlies the level of secondary education (UU. No. 20/2003).

Montessori in Hainstock (1999; 12) states that children in the age range from birth to 6 years old experience the golden years, which is a time when children begin to be sensitive to receiving various stimuli. At that age, a child can absorb all lessons well and easily. For this reason, it is very important to teach children lessons from an early age, whether formal, informal or non-formal.

In this case, the teacher's mastery of task insight Child development is very helpful in creating methods and planning learning activity programs for children. In choosing a method that will be used in an early childhood education program, teachers need to understand the strong reasons and factors that support the choice of the method. (Moeslichatoen R, 2004) teaching that is appropriate to the characteristics of children of that age, as follows:

- 1) Play, its use in early childhood education programs is an absolute requirement. For children, learning is playing and playing while learning;
- 2) Field trips, students have the opportunity to observe, obtain information or examine everything directly. Children can learn from experience, as well as generalize based on their point of view;
- 3) Conversing, the use of conversation methods for early childhood will help the development of social, emotional, cognitive and language dimensions;
- 4) Telling stories, telling stories is a way to pass on a legacy culture from generation to generation, as well as being a medium for conveying the values that apply in society;
- 5) Demonstration. Through this, it is hoped that you will be able to recognize the steps for implementing an activity;
- 6) Project. This method can encourage children to work wholeheartedly in an integrated manner to achieve common goals;
- 7) Assignment of Assignments. They can carry out activities in a real and complete manner, both individually and in groups.

Thus, learning is a process of education and experience that can lead to changes in behavior and new responses while increasing achievement. Through the educational process, in turn, the level of development of their abilities can be known, both students from early childhood (formal) and non-formal education so that they can excel in their class (school).

RESEARCH METHOD

Types of research

This research aims to determine the level of difference in learning achievement of grade I elementary school students, students who have attended early childhood education (formal) and students who have not attended formal education (non-formal/informal) in Mataram City. The research method uses a qualitative approach. The data collection methods used were observation, interviews and documentation. Interviews were conducted with class I teachers and students' parents. This research collected data at three public elementary schools in Mataram City, namely SDN 9 Mataram, MIN Karang Baru Mataram, SDN 2 Karang Baru Mataram.

Research Informant

Research informants are people who have a lot of information about the subjects and objects being studied. Informants are subjects who are interviewed or observed, which according to Moeleong (2014: 224) are samples in order to extract as much

information as possible from various sources. The informants consisted of 3 class I teachers, 3 parents of students, from 3 elementary schools in Mataram City. One of the students who was used as an informant was a student who took part in early childhood education (PAUD). The three parents of students who were used as informants were parents who took part in early childhood education.

RESEARCH RESULTS AND DISCUSSION

Early childhood is an individual who is

the environment.

Characteristics of Early Childhood Education

The experts' statements emphasized that early childhood education does have special characteristics or characteristics that differentiate it from the education that children will experience at the next stage, namely basic education. These special characters or characteristics are:

- a. Developing all aspects of students' humanity, in the context of intelligence, means developing emotional intelligence (EQ), intellectual intelligence (IQ), spiritual intelligence (SQ), multiple intelligences and other forms of intelligence.
- b. Making play a spirit for the learning process because for growing children playing is learning.
- c. Making art and physical education the main menu which is carried out in an atmosphere full of joy, fun and freedom (Ihsana El-Khuluqo, 2015)
- d. Prioritize activities that encourage children's active participation so that students experience various experiences
- 7) is important for children's social, emotional and cognitive development and describes child development.
- 8) Development will accelerate if children

undergoing a rapid and fundamental development process for later life. Early childhood is in the age range from 0 to 6 years old. At this time the process of growth and development in various aspects is experiencing a rapid period in the development span of human life. The learning process as a form of treatment given to children must pay attention to the characteristics of each stage of the child's development (Yuliani Nurani, 2011:6). The aim of Early Childhood Education (PAUD) is to develop various children's potential from an early age as preparation for life and adaptability

that involve all aspects of their humanity, psychological and physical, body and soul and all their senses.

Principles of Early Childhood Development

The principles of early childhood development according to Bredekamp & Coople (2007) are as follows:

- 1) The development of children's physical, emotional, cognitive and social aspects are interrelated and influence each other.
- 2) A child's early experiences have a cumulative and delayed influence on a child's development.
- 3) Children's development and learning methods occur and are influenced by diverse socio-cultural contexts.
- 4) Children are active learners, who try to build their understanding of the surrounding environment from physical, social experiences and the knowledge they gain.
- 5) Development and learning are the interactions of biological maturity and the environment, both the physical environment and the social environment.
- 6) Play is a means

have the opportunity to practice the various skills they have acquired and understand the challenges at a higher level than the things they have mastered.

The Effect of Early Childhood Education on Student Achievement in Grade 1 of Elementary School

The results of an interview with one of the teachers at one of the state elementary schools in Mataram City, students who had attended early childhood education (formal) Differences in the achievements of students who take part in Early Childhood Education (formal) and non-formal;

were able to recall the lessons that had been given some time ago, while students who had never attended formal education had started to be given lessons. . So both groups of students are already familiar with the lessons taught in class I of elementary school.

(Early Childhood Education - Formal)	Student achievement
1. Students come from early childhood education.	1. Students gain experience as entry behavior in their next education.
2. Students have been introduced to lessons even through playing.	2. Students already know the lesson and are used to learning.
3. Parents prepare their children to study in elementary school by enrolling them in early childhood education.	3. Children are ready to study in elementary school.
4. Students are used to socializing with lots of friends.	4. Students are good at socializing, so they make lots of friends.
5. Students have experienced learning outside the home.	5. Students can study independently.
6. Received formal education.	6. Have learning experiences not only from the family (primary group) and the community environment.

(Non-Formal/Informal)	Student achievement
1. Students from early childhood education (non-formal/informal).	1. Students don't know school yet.
2. Students have not experienced learning outside the home.	2. Students are still a bit stiff in following lessons.
3. Did not receive formal education.	3. Students have no experience in formal education.
4. Students are not used to socializing with many friends.	4. Students are a bit difficult to get along with.
5. Students do not know the lesson.	5. Students cannot learn yet.
6. Parents do not prepare their children to study in elementary school for various reasons.	6. Children are not ready to learn in elementary school.

who,

So judging from this difference it is clear that students come from early childhood education. They tend to be more active and intelligent, students who have attended early childhood education (PAUD) can immediately understand the tasks given with just one explanation. "There are even some students

without listening to the teacher's explanation, immediately do their assignments," said a teacher at one of the elementary schools in Mataram City.

Meanwhile, non-formal/informal students tend to be rather passive (because they don't understand and are not used to facing lessons). This group required more supervision

and instruction and took an average of 30 minutes (meaning longer).

From the description above, children who do not enter early childhood education (PAUD) before entering elementary school are children who are not ready and are not prepared by their parents to enter elementary school. Because there is a large difference between educational patterns at school and at home, children who do not enter PAUD experience shock, they go on strike because they are unable to adapt, so they cannot develop optimally. This shows the importance of efforts to develop all children's potential from an early age. This means that early childhood education has very important potential in improving student learning achievement.

CONCLUSION

Early childhood is in the golden age throughout the age range from 0 to 6 years. This period is a sensitive period, during this period children are especially easy to receive stimuli from their environment. At this time children are ready to carry out various activities in order to understand and master their environment. Education in early childhood basically includes all efforts and actions carried out by educators and parents in the process of caring for and educating children. and an environment where children can explore experiences that provide opportunities for them to understand and know the learning experiences they gain from the environment. Based on the research results obtained by students from early childhood education (formal) it is higher than non-formal/informal students in Mataram City. This means that early childhood education has an important influence on the learning achievement of students in class I of elementary schools in Mataram City

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