

# PROCEEDINGS

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## INTERNATIONAL CONFERENCE ON EARLY CHILDHOOD DEVELOPMENT (ICECD 2019)

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6<sup>TH</sup> JULY 2019

PALACE OF THE GOLDEN HORSES, MALAYSIA





# **Proceedings**

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# The Effects of the Initial Reading Experience of Infancy on the Reading and Academic Achievement of Elementary First Graders

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## ABSTRACT

The purpose of this study was to analyze the structural relationship among the age of initial reading, child's reading motivation, reading ability, and academic achievement in the first grade of elementary school. A total of 267 pairs (127 male and 140 female) of first grade students attending four elementary schools and their mothers and teachers were randomly sampled in Gyeonggi province, South Korea. Frequency analysis and Pearson's correlation analysis were performed using AMOS 21.0 programs. The structural equation model (SEM) was used to verify the direct and indirect effects of path coefficients between the variables. First, the model showed a significant direct effect of first reading time on reading motivation, reading ability, and grades, reading motivation and that of reading ability on grades. Second, full mediation effects of reading motivation and reading ability between the age of initial reading and the child's grades were also found. The results of this study suggest that early reading experience with parents from infancy plays an important role in academic achievement after school entrance.

**Key Words:** initial reading, reading ability, reading motivation, academic achievement, structural equation model (SEM)

## 1. INTRODUCTION

Academic achievement is a key factor in promoting children's school adjustment, self-esteem, and subjective well-being. As the factors related to academic achievement are associated with children's linguistic, cognitive, and social development, the experience of early reading can improve reading attitude and reading ability after early childhood. Previous research has argued that experiences of reading at an early age before school can contribute to development of reading attitude. It was shown that reading frequency and reading activities in early ages were related to reading ability in later years (Kim, 2016; Debrayshe, 1993, Wells, 1985). Debrayshe (1993) reported that picture book reading in seven months predicted language development at two years old and the frequency of picture book reading from one to three years old was related to literal and oral language development at five years old and reading ability at seven years old.

The family environment plays a critical role in young children's language development (Kim & Kwon, 2002; Kim, 2016; Makin & Whitehead, 2004; Silvern, 1985; Snow & Ninio, 1986). Makin and Whitehead (2004) showed that literacy environment which parents provide is essential for language development as infants need a plenty of experience in family contexts from the earliest years to develop the literal and oral language. Heath (1983) also argued that the development of literal and oral language begins from the early ages. By 21-24 months, infants can reach the level of reading at which linguistic skills such as speaking while remembering and describing pictures while looking at them become possible. Twenty-four to thirty-six-month-old infants in the preparatory period to be a careful listener in picture book reading are able to express their own idea (Kim, 2000).

The initial age at which adults read aloud books to children has an effect on language development of young children (Lee, 1999; Bruner, 1978; Debaryshe, 1993). Debaryshe (1993) showed that the best predictor of language development in two years was the initial age at which adults began reading to infants, at seven months in average, which was more effective than the variables such as the frequency of reading per week or the number of books read to them. Moreover, Bruner (1978) claimed that the more opportunities provided for infants to handle and interact with books, the earlier reading behaviour including

naming pictures was shown. Therefore, the earlier the first reading is started, the more positive the language development of children is.

Infancy is a critical period of language development. Furthermore, language development accounts for a significant part in early childhood education due to its extensive effects on general development as professionals of early childhood and language education such as Froebel addressed. From this perspective, it is worth investigating the relationship between the reading experiences with a mother as a main caregiver and affective and cognitive variables related to reading. This study can provide implications on early childhood education in terms of the value of family literacy based on the evidences to underscore the importance of parental role in reading with children from early years.

## **2. METHODS**

### **2.1. Participants**

Participants were 248 first graders in elementary schools and their mothers, 117 boys and 131 girls, in four elementary schools randomly selected in Gyeonggi province, South Korea.

### **2.2. Measures and Materials**

#### **2.2.1. Reading fluency**

A test of reading fluency' in the battery of Kim (2008)'s 'Basic Academy Skills Assessment: Reading Participants' was used to measure reading fluency of first graders. It is an individual test consisting of two reading materials, 1-(1) and 1-(2), to measure how many letters children can read aloud correctly. The medium score among three scores of reading in the sequence of 1-1(1), 1-(2), and 1-(1) was included in the final score.

#### **2.2.2. Reading comprehension**

A test of sentence comprehension' in the battery of Kim (2008)'s 'Basic Academy Skills Assessment: Reading Participants' was used to measure children's reading comprehension. Children were asked to read sentences and choose a correct word among three words suitable for a context. The test was conducted to a group of children at the same time and took about three minutes to complete total 23 items. The number of correct items children chose was analysed as scores for reading comprehension.

#### **2.2.3. Reading motivation**

The Jung & Choi (2012)'s revised version of Wigfield & Guthrie (1997)'s 'The Motivation for Reading Questionnaire (MRQ)' scale was used to measure reading motivation. MRQ consists of total 53 items and can be divided into two subscales, internal factor and external factor; internal factor is composed of six variables including efficacy, challenge, curiosity, involvement, importance, and avoidance and external factor has five variables including competition, academic achievement, recognition, interaction, and conformity. After conducting item quality analysis and exploratory factor analysis, reading motivation was analysed as a single factor, composed of 20 items of four-point Likert's scale. Higher scores meant that children had higher reading motivation. Cronbach's coefficient was .85.

#### **2.2.4. Academic achievement**

The children's achievements in Korean Language and Math were evaluated by teachers of children; the achievement in Korean was estimated in the fields of writing, grammar, speaking, literature, reading, and listening and that of Math was assessed in the fields of figures, sequence and function, number and arithmetic, probability and statistics, and estimation. Three-point Likert's scale was used and higher scores meant children's higher achievement in subjects.

### **2.3. Statistical analyses**

IBM AMOS 21.0 software was used to conduct analysis on structural equation model (SEM). Based on two-step approach, exploratory factor analysis was conducted to verify fitness of a measurement model,



convergent validity, and discriminant validity in the first step. The goodness of fit indices was produced and the direct and indirect effects of path coefficients were analysed to verify the research hypothesis in the second step. As the goodness of fit indices, CFI (comparative fit index), TLI (Tucker-Lewis index), NFI (normed fit index), RMSEA (root mean square error of approximation), and SRMR (standardized root mean square residual) were used. CFI, TLI, and NFI higher than .9, RMSEA below .05, and SRMR below .08 were considered acceptable. Bootstrapping was conducted to test the significance of indirect effects and Sobel test was used to test the significance of the indirect effects.

### **3. RESULTS**

#### **3.1. Fitness of a measurement model**

The measurement model showed an acceptable fit to the data; CFI = .99, TLI = .99, NFI = .96, RMSEA = .02, SRMR = .03.

#### **3.2. Construct validity**

The convergent validity was used to test whether the measures of constructs expected to be related in theory, were related actually. Factor loadings, AVE (average variance extracted), and C.R. (composite reliability) were produced for verification. The factor loadings were from .49 to .86, AVE values were from .28 to .71 and C.R. values from .53 to .83. Except for AVE (.28) and C.R. (.53) of reading motivation, three methods of evaluation showed that the measures of constructs satisfied the criteria of convergent validity; the factor loadings of paths were over .50, AVE values were over .50, and C.R. values were over .70.

The discriminant validity was used to verify whether the measures of constructs supposed not to be related were not related in fact. When AVE is larger than the squared coefficients of correlation among latent variables, it is considered as having good discriminant validity. As the AVE values ranged from .28 to .71 larger than the squared coefficients of correlation from .09 to .56, discriminant validity was verified.

#### **3.3. Verification of structural equation model**

##### **3.3.1. Fitness of structural model**

The goodness of fit indices in structural model between the age of initial reading, reading motivation, reading ability, and academic achievement in the first grade showed a good fit showing CFI = .99, TLI = .98, and NFI = .95, RMSEA = .03 and SRMR = .04.

##### **3.3.2. Paths of structural model**

First, to estimate the explanatory power of initial reading on reading motivation, reading ability, and academic achievement,  $R^2$  (Squared Multiple Correlations) was computed. As a result, initial reading explained 25% of reading motivation, 14% of reading ability, and 42% of academic achievement (Table 1). The direct effects were found in paths of initial reading → reading motivation ( $\beta = .50, p < .001$ ), initial reading → reading ability ( $\beta = .37, p < .001$ ), reading motivation → academic achievement ( $\beta = .35, p < .01$ ), reading ability → academic achievement ( $\beta = .49, p < .001$ ). Reading motivation and reading ability showed a full mediation effect between initial reading and academic achievement ( $\beta = .36, p < .001$ ) (Table 5).

Second, Sobel test was conducted to test the significance of indirect effects of each path (Table 2). The indirect effects of reading motivation ( $Z = 2.06, p < .05$ ) and reading ability ( $Z = 2.16, p < .01$ ) were significant between initial reading and academic achievement

In summary, the results showed that initial reading was directly related to reading motivation and reading ability of children in elementary schools. In addition, reading motivation and reading ability respectively had mediation effects between initial reading and academic achievement of the first grade.

Table 1 Results of Paths between Variables (total effect, direct effect, indirect effect)

Parameter		Direct Effects	Indirect Effects	Total Effects
Initial reading	→ Reading motivation	.50***	-	.50***
	→ Reading ability	.37***	-	.37***
	→ Academic achievement	-	.36**	.36***
Reading motivation	→ Academic achievement	.35**	-	.35**
	→ Academic achievement	.49***	-	.49***
SMC : Reading motivation = .25, Reading ability = .14, Academic achievement = .42				

\*\* $p < .01$ , \*\*\* $p < .001$ .

Table 2 Verification of Indirect Effect of Paths

Parameter	Z
Initial reading → Reading motivation → Academic achievement	2.06*
Initial reading → Reading ability → Academic achievement	2.16**

\* $p < .05$ , \*\* $p < .01$ .

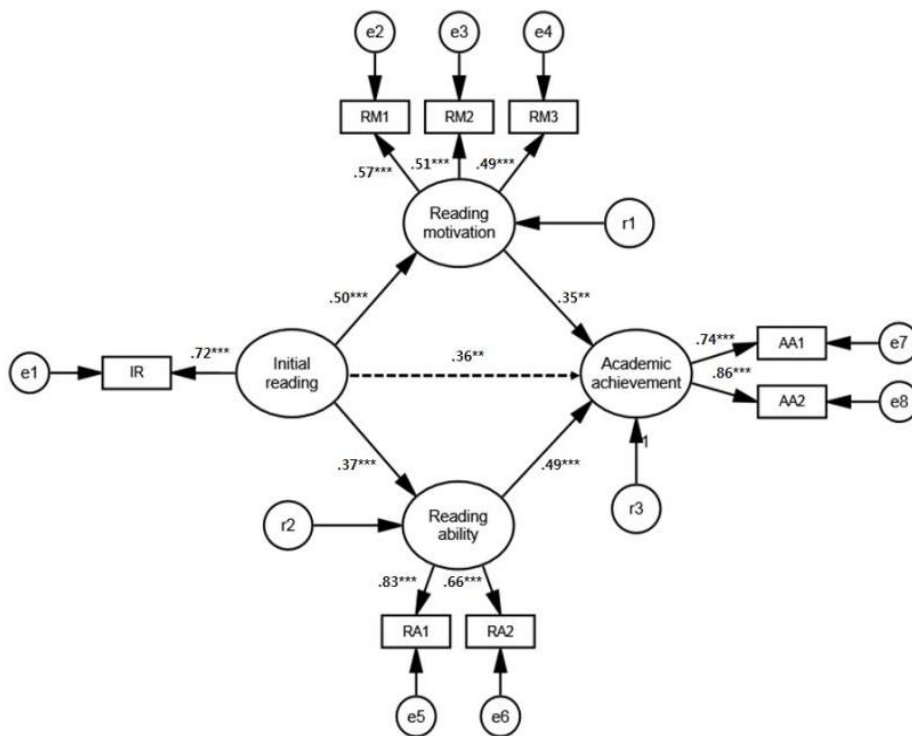


Figure 1 Standardized estimate of confirmatory factor analysis

#### 4. DISCUSSION

This study aimed to verify the effect of initial age at which a mother read books to their children on reading motivation, reading ability, and academic achievement. The structural model of the study showed that initial reading affected academic achievement through reading motivation and reading ability. There was the direct effect of initial reading on reading motivation and reading ability which, in turn, had the direct effects on academic achievement. It was also shown that reading motivation and reading ability had a full mediation effect between how early reading began and academic achievement. This indicates that the reading experience is an important predictor of reading development, which supports the results of

previous research on the relationship between reading experience and reading ability (Cipielewski & Stanovich, 1992; Guthrie, Wigfield, Metsals, & Cox, 1999; Jeong & Choi, 2012; Jordan, snow, & Porche, 2000; Kim & Hong, 2009; Martinez, 2005; Stanovich & Cunningham, 1992) and on the relationship between reading experience and reading motivation (Baker & Wigfield, 1999; Guthrie, Wigfield, Metsala, & Cox, 1999; Jeong & Choi, 2012; Wigfield, 1996; Wigfield & Guthrie, 1997). As reading motivation and reading ability contribute to academic performance (Jeong & Choi, 2013), early reading experience from infancy can be influential not only in reading development but also in academic achievement.

Given that the previous studies children's reading attitudes were positive when parents read books to children regularly and become a desirable reading model with a positive literacy attitude (DeBaryshe, 1993; Kim & Kwon, 2002; Whithy, 1994), the results of this study can give an educational implication in terms of the importance of family literacy from the earliest age. Reading development begins from the earliest stage of life, which can be facilitated by positive parent-child interaction in daily lives. Based on the account of emergent literacy that an appropriate and ample environment for young children is crucial to literacy development, the experience of reading books in real life should be valued in the literacy instruction for young children. Parents can provide the context conducive to development of emergent literacy by reading books to infants, leading to promote linguistic and cognitive development later in school.

This paper shed light on the importance of reading with parents from early infancy to improve academic achievement in elementary school closely related to well-being of Korean children. The results of the study can be used as resources for parent education program to promote family literacy for young children.

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# English Learning Motivation and Demotivation of Korean EFL Students: Relationship with English Learning Time

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## ABSTRACT

The purpose of this study was to (a) examine the motivational changes in English learning among Korean EFL students from grades 3 to 11 and (b) analyse the relationships among intrinsic English learning motivation, external English learning motivation, English learning demotivation, public English learning time, private English learning time, and English self-learning time. This study was designed to target South Korean EFL learners from grades 3 through 11. A total of 1,299 students from 16 different schools in seven major cities participated via questionnaires. For statistical analysis, IBM SPSS Statistics 22 was used to perform one-way ANOVA and correlation analysis. The main results were as follows: First, there were significant differences in English learning motivation and demotivation according to the students' grade. In comparison to the other grades, grades 8 and 9 showed a higher level of external motivation and demotivation and lower level of intrinsic motivation. Second, for elementary school and middle school students, private English learning time positively correlated with intrinsic and external learning motivation, but it is negatively correlated with demotivation. Whereas, for high school students public English learning time and English self-learning time is positively correlated with intrinsic and external motivation, but it is negatively correlated with demotivation. It means that depending on the type of school, the time for English learning that is related to the English learning motivation may vary. The implications for intervention and future research were also discussed.

**Key Words:** English learning, Intrinsic motivation, External motivation, Demotivation, English learning time

## 1. INTRODUCTION

Since the globalization and integration of almost all fields, such as social, economic, and culture, people got to acquire foreign languages due to necessity. As English was used as an international common language among countries or individuals (Crystal, 2003, Mufwene, 2010), English speaking ability was becoming an important factor not only for the achievements of individuals, but also for the development of the nation. Accordingly, people are investing a lot of money and time to learn English not only through the public education, but also via private instruction from childhood (Kim & Lee, 2014).

It is the motivation that had received an attention as an affective factor in foreign language learning studies. When a foreign language learner has a high motivation, successful acquisition is possible (Bae, 2002). Particularly in the context of Korean society where English is not an everyday language, but is important in academic assessment (Choi et al., 2019), who have a strong motivation to learn English could improve their English ability. On the other hand, the learner may lose their learning motivation due to some kind of factors. Because the lack of motivation for learning English directly affect to their English learning, it could be very important to identify demotivational factors of foreign language learners.

The students of Korea showed high interest and passion for English learning, invested a lot of time in English learning, but they didn't seem to be entirely enjoying learning English. It is necessary to consider (de)motivational changes in English learning among Korean EFL students which had been overlooked in comparison with the necessity of English. Also, considering the current prevalence of private English instruction in Korea, we would like to investigate the relationship between English learning (de)motivation and English learning time. Two research questions are addressed:

1. What are the motivational and demotivational changes in English learning among Korean EFL students from grades 3 to 11?
2. What is the relationship between English learning (de)motivation and English learning time?

## **2. METHOD**

### **2.1. Participants**

The participants were 1,299 students (576 boys and 723 girls) aged between 9 and 17 participated this study. A total of 558 elementary school students in grades 3-6 from 5 elementary schools, a total of 414 middle school students in grades 7-9 from 4 middle schools, and a total of 327 high school students in grades 10-11 from 5 high schools in seven major provinces (Seoul, Gyeonggi, Chungcheong, Daegu, Busan, Jeonju, and Wonju).

### **2.2. Measures**

#### **2.2.1. English Learning Motivation**

Intrinsic and external English learning motivation was measured using a modified version of English learning motivation (Noels, Clément, & Pelletier, 2001; Yoon & Kim, 2012). Intrinsic English learning motivation consists of four questions, such as "I learn English because I'm curious about English." External English learning motivation consists of five questions, such as "I learn English in order to have a better salary later on." Each item was measured using a five-point Likert scale ranging from 'Not at all (1)' to 'Very much (5)', with a higher score showing a higher level of motivation. Internal consistency (Cronbach's alpha) was good (Internal motivation: 0.89, External motivation: 0.85).

#### **2.2.2. English Learning Demotivation**

For constructing English learning demotivation, Yoon and Kim's (2012) demotivators were considered. This scale consists of the six questions, such as, "I dislike learning English because of teachers' teaching styles." Each item was measured using a five-point Likert scale ranging from 'Not at all (1)' to 'Very much (5)', with a higher score showing a higher level of demotivation. Internal consistency (Cronbach's alpha) was favourable (0.84).

#### **2.2.3. English Learning Time**

English learning time was measured by public English learning, private English learning, and English self-learning time per week. Public English learning includes reviewing English class and participating in after-school English class. Private English learning includes attending private institutes (hakwons) and getting a private English tutoring. English self-learning includes studying English through EBS broadcasting or Internet lectures, watching English videos or reading English books. Each item was measured using a six-point scale ranging from 'Not at all (1)' to 'More than 4 hours (6)', with a higher score showing a longer English learning time. The analysis was performed by changing the coding (0: not at all, 1: less than 1 hour, 2: less than 2 hours, 3: less than 3 hours, 4: less than 4 hours, 5: longer than 4 hours).

### **2.3. Procedure**

This study has been approved by IRB (Institutional Review Board) for research. Recruiting participants and surveying was conducted following the procedure of IRB. Data was collected for elementary, middle and high school students in South Korea's major cities and provinces from July to September 2018. It took approximately 15 to 25 minutes to respond to the questionnaires.

### **2.4. Statistical Analysis**

Statistical Package for Social Science (SPSS) 22.0 was used for data analysis. To identify the English learning motivational and demotivational changes across school grades, a descriptive analysis, one-way ANOVA and post hoc analysis were conducted. Correlation analysis was performed to identify the relationship among English learning motivation, demotivation, and English learning time.

### 3. RESULTS

#### 3.1. Differences in English Learning Motivation and Demotivation according to Grade

Results of the ANOVA test revealed a significant effect of grade on English learning motivations. Figure 1 provides mean scores for grade and three measures of English learning motivation. Firstly, Korean EFL students' overall intrinsic English learning motivation showed a decreasing pattern as the students advance to a higher grade. The difference in intrinsic English learning motivation among the grades was significant ( $F=7.676, p<0.001$ ). Duncan's post hoc test was performed to identify statistical differences. The mean of fourth grade's intrinsic motivation ( $M=3.29, SD=1.05$ ) was significantly higher than the means of fifth ( $M=2.96, SD=1.12$ ) and sixth ( $M=2.90, SD=1.10$ ) grades. Also, the means of fifth and sixth grades' intrinsic motivation were significantly higher than eighth ( $M=2.61, SD=1.10$ ) and ninth ( $M=2.56, SD=1.07$ ) grades. That means students' intrinsic learning motivation is relatively high in elementary school, and then decreased to a minimum in middle school, but then increased slight again in high school.

Secondly, Korean EFL students' overall external English learning motivation showed an increasing pattern as the students advance to a higher grade. The difference in external English learning motivation among the grades was significant ( $F=6.687, p<0.001$ ). According to Duncan's post hoc test, the mean of seventh ( $M=3.83, SD=0.91$ ) and tenth ( $M=3.74, SD=0.82$ ) grade's external motivation was significantly higher than the means of sixth ( $M=3.43, SD=1.09$ ) and eighth ( $M=3.43, SD=0.97$ ) grades. Also, the means of sixth and eighth grades' external motivation were significantly higher than third grade ( $M=3.18, S=1.06$ ).

Thirdly, Korean EFL students' overall English learning demotivation showed an increasing pattern as the students advance to a higher grade. The difference in English learning demotivation among the grades was significant ( $F=14.659, p<0.001$ ). According to Duncan's post hoc test, the mean of eighth ( $M=2.27, S=0.84$ ), ninth ( $M=2.17, S=0.82$ ), tenth ( $M=2.26, S=0.82$ ), and eleventh ( $M=2.17, S=0.81$ ) grade's demotivation was significantly higher than the means of fifth ( $M=1.89, SD=0.85$ ) and seventh ( $M=1.95, SD=0.82$ ) grades. Also, the means of fifth and seventh grades' demotivation were significantly higher than third ( $M=1.64, SD=0.72$ ) and fourth ( $M=1.56, SD=0.71$ ) grade.

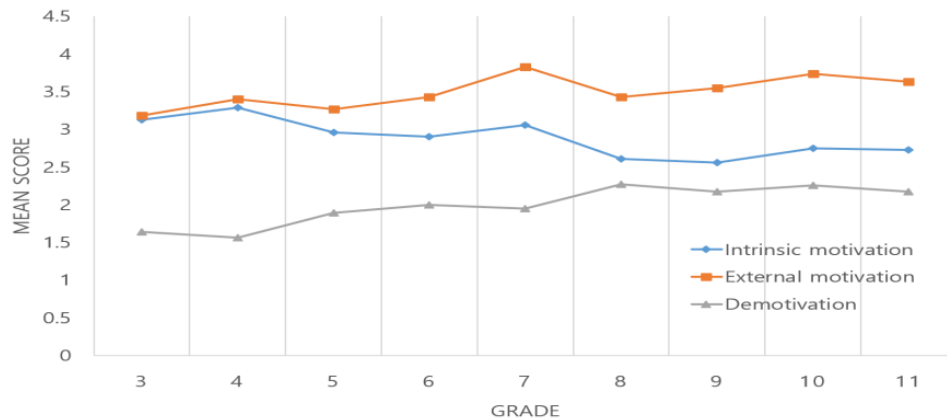


Figure 1: Changes in English Learning Motivations Based on School Grade

#### 3.2. Relationship between English Learning Motivations, Demotivation, and English Learning Time

##### 3.2.1. Relationship between English Learning Motivations and Public English Learning Time

Figure 2 shows the results of correlation analysis between English learning motivations and public English learning time. For elementary school students, the mean of public English learning time was positively correlated with the mean of intrinsic motivation ( $r=0.15, p<0.01$ ), but had no significant relationship with external motivation and demotivation. For middle school students, the mean of public English learning time was positively correlated with the mean of intrinsic motivation ( $r=0.21, p<0.001$ ) and negatively correlated with the mean of demotivation ( $r=-0.14, p<0.01$ ), but had no significant relationship with external motivation. For high school students, the mean of public English learning time was positively correlated

with the both types of English learning motivation- Intrinsic motivation ( $r=0.20, p<0.001$ ), and external motivation ( $r=0.27, p<0.001$ ), and negatively correlated with demotivation ( $r=-0.13, p<0.05$ ).

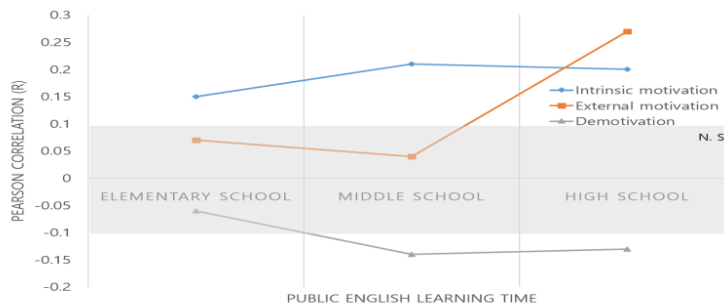


Figure 2: Correlation between English Learning Motivations and Public English Learning Time

### 3.2.2. Relationship between English Learning Motivations and Private English Learning Time

Figure 3 shows the results of correlation analysis between English learning motivations and private English learning time. For elementary school and middle school students, the mean of private English learning time was positively correlated with the mean of intrinsic motivation (elementary schooler:  $r=0.27$ , middle schooler:  $r=0.24, p<0.001$ ), external motivation (elementary schooler:  $r=0.22$ , middle schooler:  $r=0.34, p<0.001$ ) and negatively correlated with the mean of demotivation (elementary schooler:  $r=-0.15, p<0.01$ , middle schooler:  $r=-0.20, p<0.001$ ). For high school students, the mean of public English learning time was positively correlated with external motivation ( $r=0.21, p<0.001$ ), but had no significant relationship with internal motivation and demotivation.

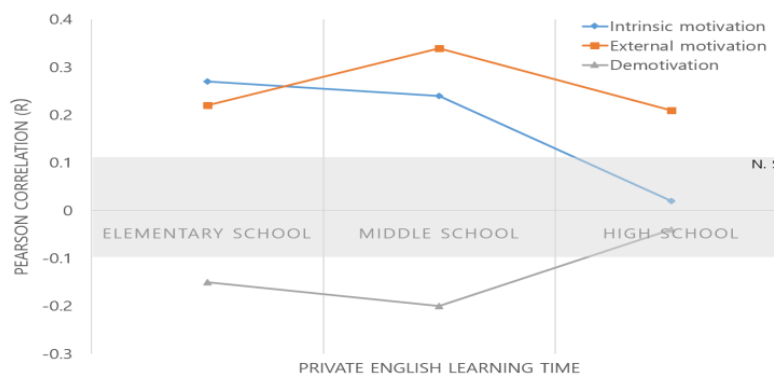


Figure 3: Correlation between English Learning Motivations and Private English Learning Time

### 3.2.3. Relationship between English Learning Motivations and English Self-Learning Time

Figure 4 shows the results of correlation analysis between English learning motivations and English self-learning time. For elementary school students, the mean of English self-learning time was positively correlated with the mean of external motivation ( $r=0.11, p<0.05$ ), but had no significant relationship with internal motivation and demotivation. For middle school students, the mean of English self-learning time was positively correlated with the mean of internal motivation ( $r=0.14, p<0.01$ ), but had no significant relationship with external motivation and demotivation. For high school students, the mean of English self-learning time was positively correlated with the both types of English learning motivation- Intrinsic motivation ( $r=0.21, p<0.001$ ), and external motivation ( $r=0.22, p<0.001$ ), and negatively correlated with demotivation ( $r=-0.18, p<0.01$ ).



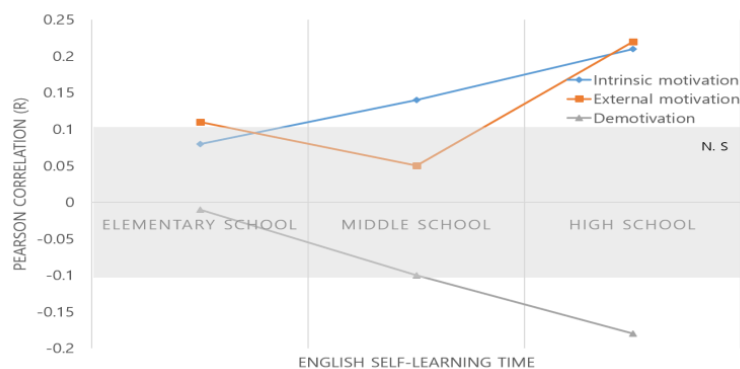


Figure 4: Correlation between English Learning Motivations and English Self-Learning Time

#### 4. DISCUSSION

This study elucidated the overall (de)motivational change pattern of Korean EFL students and the relationship between English learning (de)motivation and English learning time. The key findings of the study are as follows.

First, intrinsic English learning motivation pattern among Korean EFL students was decreasing, external motivation and demotivation pattern was increasing. Unfortunately, as the years of learning English increased, intrinsic motivation decreased and demotivation increased, and the pattern was symmetrical. The findings were partially consistent with previous studies that reported the overall motivational change pattern among Korean EFL learners as U-shaped (T-Y Kim, 2012) and external learning motivation of elementary school students was increasing as their grade went up (T-Y Kim, 2011). Considering the English learning motivational change pattern in general, middle school students (grades 8 and 9) showed relatively the lower intrinsic motivation and the higher demotivation than elementary or high school students. This result demonstrated that middle school students are the most vulnerable in English learning, and specific effort to enhance English learning motivation and to reduce demotivation are required.

Second, the results of the correlation analysis indicated that elementary and middle school student's private English learning time was significantly correlated with intrinsic motivation, external motivation, and demotivation. This result is in line with a previous study, which showed that private English learning time positively affected learning motivation for middle school students (Chung et al., 2010). But high school student's intrinsic and external learning motivation and demotivation was significantly correlated with public English learning and English self-learning time. The results mean that in case of high school students, students with a strong motivation learn English by public learning or by themselves, and an increased amount of English learning time improves English learning motivation and lowers English learning demotivation. These results suggest that students above the age of high schooler should develop a habit of studying English autonomously rather than through private instruction which enable them to continue learning English based on motivation.

This study examined the pattern of English learning motivation and demotivation of Korean EFL students by cross-grade survey from elementary school to high school students. This study significantly contributes to the research focusing on English education because it revealed that the relationship between English learning motivation and English learning time was different according to student's grade. It is suggested that a follow-up study is conducted to explore the relationship between English learning motivation and English learning time.

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# Individual and Parental Factors Associated with Preschool Children's Foreign Language Anxiety in an EFL Setting

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## ABSTRACT

The present study aims to examine individual and parental factors that affect young children's foreign language anxiety (FLA) in an EFL setting. Subjects include 453 mothers of young children aged 3 to 5 years old and of these participants, 217 children attended regular kindergarten and 236 children attended English immersion institution. Both individual (child's age, gender, temperament) and parental (parent's educational attainment, household income, mother's beliefs about early English education) factors were collected with mother's self-report questionnaire. Children's foreign language anxiety, however, was assessed with both mother's and teacher's self-report questionnaires. Results reveal that children's age and temperament had significant effects on their level of foreign language anxiety. Older children were more prone to having a higher level of foreign language anxiety and children with a higher tendency for impulsiveness and harm avoidance were also more likely to show a higher level of foreign language anxiety. As for the parental factors, children of mothers with more concerns for early English education and stronger beliefs incognitive benefits of early English education were more likely to show a higher level of foreign language anxiety. Future directions and implications will be discussed.

**Key Words:** preschool children, foreign language anxiety (FLA), English as a foreign language (EFL)

## 1. INTRODUCTION

There has been a global expansion of early English education toward young children (Butler, 2014). In case of South Korea, provision of English classes among early childhood institutions like kindergartens and daycare centers increased from 30% in 1980s, 50% in 1990s, 60-70% in 2000s, 90% in 2008 (Kim, 2008; Ma, 2008), and continues to remain high with 90% in 2017 (Park, 2017). Although many preschool children are exposed to early English education, research on English learning as a foreign language (EFL) have been prevalently focused on school-aged children. There is a paucity of research on younger children's English learning environment. Hence, the purpose of this study is to examine how individual and parental factors affect preschool children's foreign language anxiety (FLA) in an EFL setting.

Prior research so far placed emphasis on investigating variables that contribute to successful outcomes in learning English (Butler, 2014; Hwang, 2007; Sun, Bot, & Steinkrauss, 2015). However, less is known about young children's attitude toward English learning. As the early childhood period is a vital stage to begin foreign language learning, the type of attitude formed towards English need to be addressed with importance. Maintaining a positive attitude towards a language not only can be the motivating force behind prolonged learning (Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004), but it also is an essential variable in determining language learning outcome (Baker & Wright, 2017). This study seeks to explore collective factors that heighten preschool children's foreign language learning anxiety in order to provide adequate support in the education field.

Based on previous literature (Butler, 2014; Hwang & Choi, 2017; Sun et al., 2015), personal factors of gender, age, and temperament have been identified as individual variables that are associated with young children's FLA. In fact, there has been extensive research conducted on the association between personality traits and second language learning. Of the various temperaments, impulsiveness, risk avoidance, and persistence will be observed as those dimensions are closely related to language acquisition (Purdie Hattie, & Carroll, 2002; Saville-Troike & Barto, 2016; Sun et al., 2015). In addition, parental factors that will be observed include parent's educational attainment, household income, and

maternal beliefs on early English education. The subscales under maternal beliefs are concerns for early English education, beliefs in the need for early English education, and beliefs in cognitive benefits of early English education.

## 2. METHOD

### 2.1. Subjects

Subjects of the study included 453 mothers of young children aged 3 to 5 years old and 47 English teachers. Among 453 children, 217 children attended regular kindergarten and 236 children attended English immersion institution.

Table 1 Descriptive statistics of children

		Kindergarten n (%)	English immersion institution n (%)
Gender	Male	103 (47.5)	105 (44.5)
	Female	114 (52.5)	128 (54.2)
	No response	0 (0.0)	3 (1.3)
Age in months	3-year-old	74 (34.1)	60 (25.4)
	4-year-old	67 (30.9)	77 (32.3)
	5-year-old	76 (35.0)	99 (41.9)
	No response	0 (0.0)	1 (0.4)
Total		217 (100.0)	236 (0.0)

### 2.2. Measures

#### 2.2.1 Individual Factors

##### *Age and gender*

Children's age and gender were recorded through mother's self-report questionnaire. Age was calculated in months. Furthermore, gender was a dummy variable coded as 1 for male and 2 for female.

##### *Temperament*

Children's temperament was measured through mother's self-report questionnaire using Park's (2007) temperament scale devised based on revised versions of the *Junior Temperament and Character Inventory 3-6* (Goth, Cloninger, & Schmerck, 2003; Oh & Min, 2007). The temperament variables used in the study include harm avoidance, persistence, and impulsiveness. Harm avoidance was assessed using 14 items such as "frightens easily", "tends to be pessimistic", "tends to be shy", and "agitated easily in unfamiliar circumstances". Persistence was evaluated with 9 items such as "finishes what he/she started", "plays with one toy for a long time", "has a strong desire to learn something and continue practicing", and "continues to work on a job until he/she has mastered it". Impulsiveness was measured with 5 items such as "has difficulty waiting for something to end or start", "lacks patience", "easily loses interest in games or toys", and "distracts easily". All items were measured using a 4-point Likert scale.

#### 2.2.2 Parental Factors

##### *Parent's educational attainment and household income*

Parent's education attainment and household income were both reported by mothers. Parents with a four-year college degree or higher were coded as 0 and parents with a two or three-year college degree or lower number was coded as 1. In addition, mothers were asked to select whether their household income

per month applied to less than \$2000, around \$2000, around \$3000, around \$4000, around \$5000, around \$6000, around \$7000, or more than \$8000

### *Mother's beliefs about early English education*

Mother's beliefs about early English education had 3 subcategories: concerns for early English education, beliefs in need for early English education, and beliefs in cognitive benefits of early English education. A scale was devised based on diverse past literature with scales that measure mother's beliefs about overall English education (Ban & Seo, 2009; Hwang, 2015; Lee, 2015; Son, 2013). First, concerns for early English education was measured with 4 items such as "early English education creates too much academic pressure" and "early English education hinders learning Korean". Second, beliefs in need for early English education was assessed with 6 items such as "earlier exposure to English education is better" and "English education is necessary for early childhood institutions". Third, beliefs in cognitive benefits of early English education had 4 items like "learning English improves my child's intelligence" and "learning English improves my child's problem-solving skills".

### 2.3. Statistical Analysis

Frequency analysis was conducted using SPSS 19.0 to observe the mean value, standard deviation, skewness, and kurtosis of the variables. In addition, multiple regression analysis was performed to examine individual and parental variables that affect preschool children's foreign language anxiety.

### 3. RESULT

Multiple regression analysis was conducted to examine whether children's individual factors – gender, age, and temperaments significantly affect their foreign language anxiety. The Durbin-Watson was 1.731, assuming that there is no correlation between the error terms. In addition, the tolerance value was between .773 and .972 and the Variance Inflation Factor (VIF) value was between 1.029 and 1.293, hence no problem was found with multicollinearity issues. Table 2 shows that while preschool children's gender and age did not significantly predict their foreign language anxiety, the temperament of harm avoidance ( $\beta = .16, p < .05$ ) and impulsiveness ( $\beta = .18, p < .05$ ) did in fact significantly predict children's foreign language anxiety. Preschool children with a higher tendency for harm avoidance and impulsiveness are more likely to experience foreign language anxiety in an EFL setting.

Second, multiple regression analysis was conducted to examine whether parental factors including parent's educational attainment, household income, and mother's beliefs about early English education significantly affect preschool children's foreign language anxiety. The Durbin-Watson was 1.696 assuming that there is no correlation between the error terms. In addition, the tolerance value was between .547 and .747 and the Variance Inflation Factor (VIF) value was between 1.338 and 1.827, hence no multicollinearity issues were found. Results in Table 3 reveal that household income, parent's educational attainment, and mother's belief in the need for early English education did not significantly predict preschool children's foreign language anxiety. Mother's concerns for early English education and mother's belief in cognitive benefits of early English education did significantly predict preschool children's foreign language anxiety in an EFL setting.

Table 2 Individual variables that affect children's foreign language anxiety

Variables	B	S.E.	$\beta$
Intercept	.82	.24	
Institution type	.03	.04	.03
Gender	.02	.04	.02
Age in months	.01	.00	.13
Harm avoidance	.19	.06	.16*
Persistence	-.73	.05	-.09
Impulsiveness	.13	.04	.18*
R <sup>2</sup> = .100, F = 6.461***			

Table 3 Parental variables that affect children's foreign language anxiety

Variables	B	S.E.	$\beta$
Intercept	1.12	.18	
Institution type	.07	.05	.08
Household income	.02	.01	.08
Mother's educational attainment	-.05	.06	-.06
Father's educational attainment	.01	.06	.01
Concerns for early English education	.20	.04	.29***
Beliefs in need of early English education	-.04	.05	-.05
Beliefs in cognitive benefits of early English education	.06	.03	.12*
R <sup>2</sup> = .083, F = 4.915***			

#### 4. DISCUSSION

The findings of the current study demonstrate individual and parental factors associated with young children's foreign language anxiety in an EFL setting. Institution type was controlled throughout for the purpose of our study.

In consideration of individual factors, children's gender did not significantly affect their foreign language anxiety. In addition, older preschool children showed higher levels of foreign language anxiety. Such finding is parallel to a study that shows that the younger children are less likely to feel anxious towards learning a new language (Sun et al., 2015), and more likely to fear making mistakes (Cohen, 1976). Despite the preschool period being the very early stages of language development, the same notion applies as preschool children age, it is more likely to increase foreign language anxiety. Two possible explanations can be inferred. As preschool children begin to develop an objective sense of self with age, they become capable of self-evaluation in comparison with others. Evidently, in Kim and Yu's study (2003), younger preschoolers were more likely to show pride in their achievements whereas older pre-schoolers were more likely to compare themselves with others. For such developmental features, preschool children may fear making mistakes during English classes which in turn can lead to an increase in anxiety. Another possible explanation is that preschool children may have accumulated negative experience learning English at a young age and hence the negative emotions attached. Although the current study did not identify the exact cause, educators and caregivers need to be aware of the fact that children may experience language anxiety as children age. Implications to foster positive attitude toward early English learning in preschool children must be considered.

In terms of temperament variables, children with a higher tendency for impulsiveness and harm avoidance were more likely to experience foreign language anxiety. Impulsivity is a temperament characterized by having a lack of self-control. A similar finding in support of current study's finding shows that young children's capacity to delay gratification was significantly associated with their ability to cope with negative emotions in adolescence (Shoda, Mischel, & Peake, 1990). In fact, children who have difficulties with impulse control are at an increased risk to experience learning problems (Spira & Fischel, 2005). Such phenomena can also apply to young children in language learning settings. Furthermore, preschool children on high dimensions of harm avoidance were more likely to experience foreign language anxiety. Similarly, in a study with older children and adult participants, harm avoidance was identified as a disadvantageous trait in second language learning (Saville-Troike & Karen, 2016).

In terms of parental factors, parent's educational attainment and household income were not significantly associated with preschool children's foreign language anxiety. Such finding is an important point to note as prior researches on language learning outcomes have identified parent's socioeconomic status as the pivotal predictor of success (Hwang, 2007; Butler, 2014). While parent's socioeconomic status is vital for English learning outcome, the SES factor does not uphold the same effect on young children's attitudes toward English. Furthermore, children of mothers who showed more concerns for early English education and stronger beliefs in cognitive benefits of early English education were more likely to show higher levels of foreign language anxiety. As early childhood environment is vastly influenced by parental values (Choi et al., 2019; Hwang & Choi, 2007), how parents perceive early English education seems to have a great impact on children's language anxiety. On the contrary, however, it may be that children's initial experience of foreign language anxiety can build up parent's negative perceptions of early English education. Hence, the ambiguity in the causal relationship between these two variables must be considered. On a similar note, children's anxiety level is affected when mothers strongly believe in cognitive

benefits of early English education. Young children are sensitive to whether the input of information is intentional or unintentional (Xu & Tenenbaum, 2007), or in a pedagogical versus a neutral environment (Tomasello & Barton, 1994). Depending on how mothers value certain aspects of English, teaching methods or relevant interactions may vary. Mothers who believe in cognitive benefits of learning a foreign language may inadvertently encourage learning with a rigid academic focus. Given the young nature of preschool children and their sensitivity to learning environment, teaching methods must be geared carefully.

In the midst of an intensified quest for teaching English to young children, the current study makes an important contribution to broaden our understanding of factors that affect preschool children's foreign language anxiety. As children's anxiety level can rise with age, parents and caregivers need to create an atmosphere to maintain a positive attitude toward learning English. In addition, adequate support for preschool children on higher dimensions of impulsiveness and harm avoidance needs to be provided. Lastly, rather than the parent's socioeconomic status, parental values on early English education

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# Teachers' Perception towards Literacy in Early Childhood Education: A Qualitative Study of Teaching Approach and Learning Outcomes

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## ABSTRACT

Literacy has been one of the major challenge in Indonesia especially on early and basic education level. However research evidence about teacher's perspective on their approach and learning outcome towards development of literacy are remain limited. This study aimed to provide a better understanding relevant to teacher's perception about literacy practices in early childhood and what aspects need to be considered as an effort to improve children's literacy development. Qualitative data were collected through open-ended questionnaire using online platform. The respondent consisted of 75 early childhood teachers from eleven public and private school in Yogyakarta area. To gain additional insights into teachers' perceptions 8 respondents were purposively selected from this group to be interviewed. Research data were analyzed according to principles of grounded theory approach using NVivo 12 software. Findings indicate that teacher's knowledge about early childhood literacy emphasize more on mastering aspects of language through reading and writing skills. We also found their learning approach are still limited to strategies involving text, both in digitised and print-based version. How teacher define early literacy as a set of skill to prepare childrens mastering constrained skills, apparently leads them to choose strategies within a range of activity that practical to achieve in relatively brief period. Issues and constraints such as insufficiency knowledge of literacy instructional standards, limited book availability and lack attention on developing unconstrained skill. We conclude with reccomendations that early literacy standards should be established that aligned with current national curriculum and reflect consistency with overall objectives of the school program

**Key Words:** Literacy, Early Childhood, Education, Teacher perception.

## 1. INTRODUCTION

The pre-school years are now recognised as an crucial time during which children can develop their understandings about the purposes and functions of literacy in a modern society. Rohde (2015) states the importance of children achieving skills and self-awareness on literacy to ensure they will become successful readers and writers in the future. During these early years, children gain and develop fundamental literacy skills through meaningful experience.

Early literacy is what children know about reading and writing before they formally acquire this ability at school age (Terlitsky and Wilkins, 2015). Giles and Tunks (2014) suggests that children aged 2-5 years are able to demonstrate rapid development of literacy. According to developmental milestone, children at ages 0 - 3 years should be able to recognize books through covers, point to objects in a book, listen to stories, and pretend to read. Furthermore, at ages 3-4 years they already able to recognize simple writing, recognize the sounds of different languages, connect stories in books to reality, interested in reading books activity. By the age of 5 years children should be able to predict the storyline in the book and tells a simple story using full sentences.

According to Whitehurst and Lonigan (1998) for children at age range 3-8 years, the concept of emergent literacy is particularly significant. They define emergent literacy as 'the skills, knowledge and attitudes that are presumed to be developmental precursors to conventional forms of reading and writing'. In addition, Aistear (NCCA, 2009) views emergent literacy as developing th7rough 'play and hands-on experience, where children see and interact with print as they build an awareness of it's functions and



conventions. Given this perspective, we conclude that literacy for early childhood age is not merely about writing and reading in advance level as we usually seen in older children.

According to Snow and Matthews (2016), fundamental literacy skills can be grouped into two category: constrained and unconstrained skills. Constrained skills—skills such as early print concepts, letter name knowledge, phonemic awareness and oral reading fluency are small sets of knowledge that are readily teachable to younger children. They develop from nonexistent to high or ceiling levels during childhood. Unconstrained skills—skills such as knowledge of vocabulary and syntax are unconstrained by the knowledge to be acquired or by the duration of learning, are the other kind that actually influence a broad range of areas related to linguistic development.

Current understanding of early language and literacy development has provided new ways of helping children learn to talk, read, and write. However it does not advocate 'the teaching of reading and writing' to younger and younger children. Formal instruction which pushes infants and toddlers to achieve adult model of literacy is not developmentally appropriate. Early literacy theory emphasizes the more natural unfolding of skills through the enjoyment of books, the importance of positive interaction between young children and adults, and the critical role of literacy-rich experiences.

In early childhood education level, teacher plays essential role in providing initial literacy experience to pupils. However, current research has reported that school are facing various problem including the linkages between literacy and mental hectic learning, the application of literacy methods that not suitable for children's development, and conflicting expectations between parents and learning outcome (Safifa, Hamid, Suryaningsih, 2015; Asiah, 2018; Masturoh, 2018). In Indonesia, children's ability to read, write, and count at preschool age is highly associated with the success of children entering the level of basic education. One of the most common mistakes often occurs in the primary school entrance test where children are selected based on their ability to read sentence, write some letter, and perform simple count. As an result, teachers are precipitate to create rushed efforts in order to help children mastered the adult literacy model. Despite the fact that teachers are important individuals who actively organize and use strategies to serve students with learning models, little research has been conducted on the perception of teachers regarding their teaching practices (Zee & Koomen, 2015)

Early childhood education system in Indonesia at present time lacks systematic content and methods, so that teachers have a high degree of flexibility. Consequently, teachers make important decisions about children's learning based on their beliefs, which are influenced by their training and teaching experiences (Lee, 2017). Considering previous research emphasizing teachers' beliefs towards literacy as a determinant factors of the success of literacy development (Lawrence, 2013; Susanto & Rifai, 2018), it is necessary to investigate the current perception of early childhood teachers towards teaching approach and learning outcome of literacy model at their school. Additionally, we also analyzes constraints experienced by the teacher in relation to developing childrens literacy skills. This study was guided by the following main research question:

1. To what extent do teachers know about literacy in early childhood stage?
2. What kind of best practice do the teachers implemented at school to promote early literacy?
3. What type of learning outcome do the teachers expected to emerge from childrens

## **2. METHODS**

### **2.1 Participants**

The study participants were 75 early childhood education teacher from eleven public and private school in Yogyakarta area. Teachers were eligible to participate if they had minimum 3 years of teaching experiences. The majority of participants are in the age range from 31-40 years (40.5%). All participants were female teachers, with average teaching experience were 7.9 years (SD: 2.97). Regarding highest educational attainment, 45.5% had a bachelor's degree, 48.5% were high-school graduate, 3% master degree and other 3% unspecified educational background.

### **2.2 Procedure**

The study was conducted in March and April 2019. We undertook a survey using online platform with 10 open-ended type of question. Online surveys are flexible and useful to recruit respondent in a prompt, inexpensive way. However this method has its drawbacks that we are not able to ask follow-up questions, clarify responses, and conduct member-checking due to its anonymity. To overcome this deficiency, we

purposely selected 8 participants to undergo further interview in order to gain additional information about their perception towards literacy.

We first invited early childhood teachers we know from several school to participate by sending a questionnaire link, and ask them to spread the word through their network. When teachers expressed an interest in participating, they were asked are they willing to be interviewed furthermore if needed. First page of survey contains brief description of the study and provided information necessary for informed consent. Once students agreed to participate and finished filling the identity form, they were directed to the next page where they could start with the online survey. They could complete it anywhere and anytime according to their abilities. All confirm participant were received an e-book that we send through email. All the responses were organized on a spreadsheet by research question and by respondent for analysis.

From data analysis, then we consciously choose 8 participants to engage in interview phase. Our consideration were based on how comprehensive their responses so there are wide-range possibility to explore further. We conducted a semi-structured interview directly to these teachers at their school.

### **2.3 Measures**

At the beginning participants were asked to complete demographic information (name / initial, age, educational background, gender, duration of service as teacher). The questionnaire consist open-ended question regarding teachers perception about literacy learning which is derived from research main question. Some example question included "*what do you think literacy is exactly about? As a teacher, what strategic that you generate to improve literacy skills among childrens? What kind of school programme that you think most beneficial for development of literacy skills? What results do you expect emerge from childrens? Please give us specific example and situation (if any) obstacles that prevent literacy learning at school?*"

As an addition to open-ended question, we provide several multiple-choice question where participant are able to choose the closest answer as a responses. We construct the question based on grounded theory according to Snow and Matthew (2016) which grouping literacy skills into two categories: constrained skills and unconstrained skills. Constrained skills consist ability such as: reciting the alphabet, rhyming, letter recognition, writing one's own name, book handling ; meanwhile unconstrained skills consist ability to: vocabulary, grammar, telling narratives, engaging in pretend play. The question were aimed to investigate what kind of literacy skills are expected as an learning results among childrens.

### **2.4 Data Analysis**

The goal of qualitative analysis is to reduce large amounts of textual data into meaningful concept to identify themes (Miles and Huberman, 1994). Initially, we organized the data from questionnaire using Microsoft Excel. We labelled each participant as numerical tags assigned according to input order. Then we imported the data into NVivo 12 software, alongside with the data from interview session which had been digitally recorded and transcribed. The use of NVivo support in managing data, grouping categories, creating memos for theme evolution, and analysis within and across interviews (Welsh, 2002). For each question, parent-node to child-node were generated based on grounded theory and participants answer. For example, we compile node referred to definition of early literacy as: book reading, alphabet recognition, information searching, symbol comprehension. Frequency counts were used to determine the most commonly referenced responses.

## **3. FINDINGS AND DISCUSSION**

Based on the data we found in this study, there are three discussion in terms of teachers perception towards literacy conducted in preschool. First part of the discussion presenting definition of literacy in early childhood according to teachers viewpoint. Second part, types of best practise that teachers implemented at school as teaching approach to promote early literacy, including their strategic plan and school program that aligned with overall reading and writing objective. And the third part will be focusing on learning outcome that teachers perceived as principal goal to attained for early child aged.

### ***How do the teachers define early literacy?***

First question on the survey used an open-ended format and prompted respondents to provide a definition of early literacy. Most teachers (62%) define early literacy in traditional ways: reading, writing, and alphabet

/ word recognition. From 'reading' theme we also noted that 'interest in reading activity' is the most common conception understood by the teacher. Only 8% of the participants defined early literacy in accordance with the literature, which cited by Rohde (2015) as knowledge and abilities associated with alphabet, phonological awareness, symbol representative and communication. For example, one participant definition that aligns with twenty-first early literacy skills is "an initial introduction to numbers, letters and symbols, also increasing vocabulary and sentences as a form of communication through various games".

We noticed that respondents who able to see literacy according to developmental appropriate perspective were come from an sufficient educational background (bachelor degree of early childhood education), and predominantly in the age group of 20-30 years. Interview analysis from these criteria had shown that teachers from latest generation have more diverse access to information so that they are able to understand early literacy more contextually. Historical evolution of reading instruction was at the heights of it's popularity during the late of 1980's and 1990's. As a result, this would have been the most likely time for emergent literacy tenets being advocated as best practice in teacher preparation program.

On the contrary, 16% responses were vague because teachers gave no clear explanation of their perception. To give an example, we found one response stated "reading with an attractive picture is fun for children...", without further description. There was also an overlap among vagues responses as they tend to mixing the concept of early literacy with adult model literacy. The use of 'critical thinking' and 'language fluency' were somehow illustrate how teachers remain unclear about the difference between literacy and cognitive development of young children.

Understanding the meaning of early literacy for teachers is crucial because their pedagogical growth will be based on knowledge of the basic concept. Literacy, though, is a complex domain with many components, so it's important for the teacher to clarify what those foundational skills are (Lawrence, 2013). From overall responses by the teachers, we conclude that there's still limited understanding of what early literacy is all about. They perceived literacy as a set of skills to be mastered, none of them indicated a view of literacy as knowledge of social practice. These findings were consistent with previous study reporting that the context of early childhood literacy learning is more academic oriented (reading and writing acquisition) rather than meaningful experience (Asiah, 2018; Giles and Tunks, 2014)

### ***What kind of best practice do the teachers implemented at school to promote early literacy?***

Following questions asked respondents to describe strategies used in their classroom for literacy instruction, as well as school program that meaning to promote early literacy. Forty-four respondents mentioning 'book reading' as an integral part to raise awareness and habituation. Based on the data found, learning strategies that require the used of books are: storytelling, developing storyline based on childrens' imagination, and reading as an daily basis activity For example, one teacher stated:

*"We want everything start from loving books as it's part of their toys, so we try to get them used to reading activity. because this reading culture is very difficult to form if it doesn't start at very early age....."*

The key point of this extract is that the teacher attempted to design reading culture as a fun activity and childrens' must reinforced to be interested in the content of the story. In order to achieve this goals, teachers claim that they tried to provide wide-range of reading material, but at the same time this is also a challenge because the availability of books in school are generally limited. Most teachers (73%) agreed on this as they confirmed that the availability of books is a major issue in literacy practice at schools. This limitation arises for several reason but the main problem was allocation of funds for book renewal does not occur every year and the school does not have a clear plan for the procurement of books.

These findings aligned with data we found from schools which do not experience same limitations mentioned above, that the existence of libraries is one of the most effective approach to develop a culture of early literacy. NCCA (2009) in their report enunciate that creating a culture of reading and writing for pleasure and information is important in cultivating a positive disposition to literacy. It can be illustrated from the following extract:

*"every 2 weeks we open a reading corner or we called it mini library on weekdays before entering class or before returning home, children are welcome to visit that space and enjoy their own time with books. We do really see the difference compared to previous time when the library doesn't exist yet..."*

What had been told from this line is explicitly stated that easily accessible books help teachers create positive habituation towards certain behaviour. However we noticed that regardless difference facilities provided at school, the teaching approach to promote reading interest is one critical aspect. When we asked teacher how do they overcome their problem due to books limitation, teachers respond to this by elevating their skills as a story teller. One teacher quoted, *"it's not always about the story but how we deliver it..."*. They believed storytelling is an important method to build active atmosphere in the class. Fajriyah (2018) mentioned this as an opportunity learn intonation and expressions shown in diverse ways of emotion. Those who perceived themselves as a 'good' storyteller believed they can work with limited books as long as their keep the activity attractive to watch and listen

Identical respond are also found when we asked teacher how do they utilize wide-range variety books to achieve reading interest among childrens. Their presence and engagement to the activity has significant impact so that students become more enthusiastic to read, even when their teachers are not asking them to. Ure and Raban (2011) suggest that adults who engage with children in print-related activities, that provide a purpose for the function and use of print, help them become increasingly aware of the role of print in the daily lives of those around them.

Although majority of respondents mentioning books and reading as their key element toward literacy development, the findings also showed that there is a variation of teaching approach used by the teachers especially those who teach children aged 5-7 years. This might be related to developmental standard used in Indonesia curriculum that contains: writing and reading their own name, rhyming initial letter from objects around them, understanding words from the story, recognizing vowels and consonant. Consequently, teacher needs to expand their teaching method to extent not only reading acquisition but also writing and narrative skills. These include: play guessing word, memorizing words through picture card, thicken letters, story-making, and use of digital platform (video, application, etc) as learning media.

In relation to prior findings about the meaning of early literacy from teachers perspective, we noticed that their approach are still limited to strategies involving text, both in digitised and print-based version. How teacher define early literacy as a set of skill to prepare childrens mastering constrained skills, apparently leads them to choose strategies within a range of activity that practical to achieve in relatively brief period. Teachers are less aware that literacy learning can also involve opportunities for drawing on the creative processes involved in art, music or drama. For example, Cremin et al. (2006) demonstrated how drama can provide children with an opportunity to respond to text using multiple modalities, and give them a springboard for creative writing. Children can improvise, taking on the roles of characters in stories they have read, identifying both their cognitive and affective dimensions. This, in turn, can lead to creative writing as children adopt the roles of their favourite characters.

Although there is no single strategies more effective than the other, this results indicate the needs for clearer coherence between teacher knowledge around early childhood literacy development, learning support and classroom strategies for literacy. Teachers and schools should be supported in critiquing their school plan, in evaluating how well it aligns with the research on balanced literacy instruction

### **What type of learning outcome do the teachers expected to emerge from childrens?**

In order to explore what learning outcome draw as a result from literacy practice, we asked teacher to choose and explain their target behaviour from childrens in classes. Each respondent can choose more than one option or adding their own priorities. Then we devide their response into two categories: constrained and unconstrained skills. The results presented as follow:

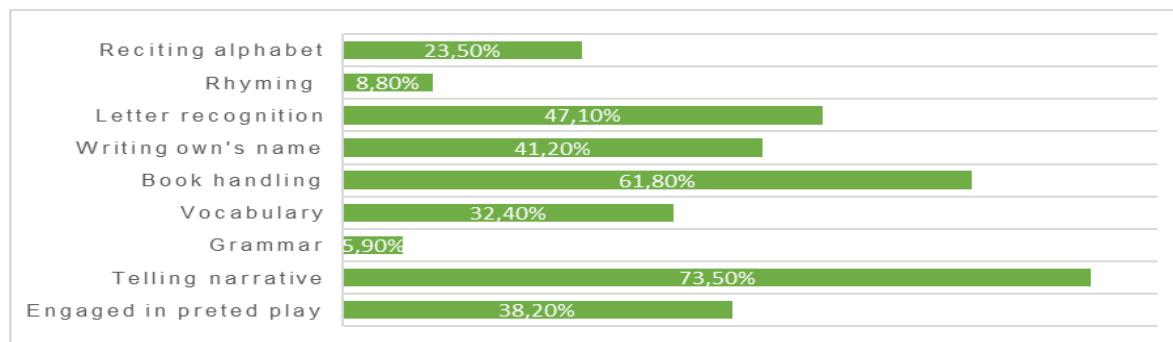


Figure 1. Teachers Perception of Learning Outcome

Data showed that telling narratives is the priority responses chosen by respondent. However from inquiry phase, we noticed that teachers are actually choosing this because language problem they have to overcome in class setting. Many childrens seems difficult to involved in narrative activity, as an results story telling became one-way communication dominate by teachers. We also found that book introduction, letter recognition, and write own's name is the majority responses on literacy outcome. It is describe how teachers are focusing more on development constrained instead of unconstrained skill, aligned with how they perceived and compile teaching strategies. Snow and Matthew (2016) stated that constrained skills are easier to improve and assess therefore many prekindergarten through third-grade classrooms, particularly those serving low-income children, still focus in this area.

The main reason why those outcome are choosen is because teachers expectation merely based on national curriculum. However teachers also reported that obscurity of learning instructional and how it had been developing are somehow confuses them. Consideng the complexity of literacy domain, we suggest teachers need much more curricular support to do a good job when it comes to fostering unconstrained skills.

#### 4. CONCLUSION

As a final consideration, it is important to bear in mind that how children learn and practice literacy affects how successful they will be as readers and writers. From these study we conclude that teachers perception and learning approach towards literacy affect one another. Therefore teachers need a clear articulation of the interrelationships between knowledge, the play curriculum and the plans for children's literacy development. Early literacy standards that reflect clear consistency between developmentally appropriate practice and current curriculum is important in all context. For further research, we suggest incorporating classroom observation and parents perspective to gain better insight and possibility of literacy learning among childrens in early aged.

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# What are the Problems of Indonesian ECE Teachers in the Implementation of Learning Evaluation?

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## ABSTRACT

This article discusses the research carried out with the aim of describing the results of the findings analysis of the ECE (Early Childhood Education) teachers perception about problems that they faced in Indonesia. The focus problem of this research is to obtain information about the profile of difficulty and perception of the difficulties types faced by ECE teachers in implementing learning evaluations based on the 2013 ECE curriculum. Learning evaluation is the process of ensuring decisions that are the focus of attention, selecting appropriate information, and analyzing information to report a summary of decisions in choosing between alternatives. Assessment of learning outcomes is a general term defined as the process of obtaining information used in making decisions about students, curriculum and programs, and educational policies. Thus, it is necessary to evaluate learning outcomes before evaluating learning. Assessment of learning outcomes in early childhood is done by gathering information about the achievements of child development. An assessment based on the 2013 ECE curriculum as a state curriculum in Indonesia emphasizes the use of authentic assessments, namely assessments that describe the real conditions of students and prioritize processes rather than children's work. This study involved 75 respondents who were scattered and representing the entire territory of Indonesia, consisting of 68 PAUD teachers and 7 students of ECE undergraduate candidates who were taking courses in evaluating early childhood learning. The primary data collection techniques used in this study were questionnaire then supported with secondary data by unstructured interview and document analysis in some ECE institutions randomly. The data obtained were analyzed using descriptive analysis. The results of this study indicate that with regard to the profile of difficulty faced by ECE teachers and ECE undergraduate candidates, for example, 9.3% stated that it was very difficult, 69.3% stated it was difficult, and 21.3% stated it was not difficult. Then related to the perception of the difficulties types faced by ECE teachers, only 74 respondents have been answered. Every respondent could be able to choose more than one type of difficulty which are they faced in. About 43.2% stated that the process requires more time and concentration, 40.5% faced difficulties in processing the assessment data, 37.8% facing deep difficulties in developing assessment instruments especially indicators, 37.8% claimed difficulty in recording the results of learning assessment, 35.1% stated difficulties in analyzing and evaluating learning, and 1.4% admitted having difficulty making proper evaluation narrative. Through the results of the study, it can be seen that the majority of ECE teachers and prospective ECE graduates in Indonesia think that learning evaluation is difficult and very difficult, while those who think it is not difficult are only a few. This certainly can be influenced by the results of education and training that have been taken and other influences that have not been investigated further. The types of difficulties faced by respondents were also varied. Even each respondent experienced more than one type of difficulty. Thus it can be concluded that ECE teachers and ECE graduates in Indonesia face a variety of problems so that they need concrete solutions for them because learning evaluation is part of the competencies that must be possessed by a professional teacher.

**Key Words:** learning evaluation, ECE teachers, assessment, problems

## 1. INTRODUCTION

In order to find out the success of a learning process, evaluation shall be done. Learning evaluation cannot be separated from the assessment process. Learning process evaluation and assessment are important activities in any level of education, including Early Childhood Education (ECE). Assessment is done toward the learners; generally, it is aimed at obtaining information related to students' learning achievement as one of the feedbacks of the learning process.

Action research was done in New Zealand. It emphasized more on the flexible focus of ECE program evaluation. Such an evaluation requires collaboration between teachers and parents in order to reach a decision related to the children 'transformation on development, education, physical and psychological health (Bagnato, 2007) as an embodiment of integrative holistic services in ECE. (Kementerian Pendidikan dan Kebudayaan, 2015; Rohmadheny & Saputra, 2018). In performing an assessment in ECE, every child's activity is observed and noted by the teachers in order to provide an authentic assessment. Authentic assessment refers to an alternative assessment that is used as an approach in National Curriculum for ECE in Indonesia (Direktorat Pembinaan PAUD, 2015; Gullo, 2005; Republik Indonesia, 2014b; Wahyudi, 2015).

In ECE, students 'learning achievement refers to children 'developmental achievement. Accordingly, learning assessment refers to the assessment of early childhood 'developmental achievement. Information on children 'achievement is feedback that can be used as a reference performing learning evaluation in all ECE programs. The learning evaluation can be done in the form of reflective evaluation, formative evaluation, and summative evaluation (Waseso, Amini, & Tatminingsih, 2014). The most often-used form of evaluation in ECE in Indonesia is the reflective ones. Self-evaluation and reflection can be used to critically analyze what has been done with children and their family (McFarland, Saunders, & Allen, 2009). Critical analysis in a reflective evaluation process aims to measure the success of a learning process.

There are some indicators in measuring the success of a learning process. Those indicators are the achievement on learning goal, the effectiveness of learning media, learning sources, the suitability of the program, the conformity between the learning plan and its implementation, and the teachers 'skill and creativity as a facilitator of the early aged-children learning process (Waseso dkk., 2014). Employing those indicators to evaluate a learning process may result in a basis for improvement in the next learning process.

The types of learning evaluation are in line with those indicators such as evaluation on plan and development, monitoring evaluation, effect evaluation, economy-efficiency evaluation, and comprehensive evaluation (Arifin, 2009). Thus, an Evaluation process is an important aspect an ECE teacher should perform. Accordingly, every ECE teacher shall possess learning evaluation skill. One of the pedagogical competence of professional teacher in Indonesia is competence in evaluating the learning process.

The result of the preliminary study conducted by the researchers showed that the majority of teachers in Indonesia are aware that learning evaluation in ECE is an important thing. It was found that 69.3% of 75 teachers throughout Indonesian territory state that learning evaluation in ECE is very important, 29.3% state that it is important, and only 1% states that it is less important to carry out. This finding is in line with the finding of the study conducted in New Zealand that exhibits the importance of assessment and evaluation for early childhood and their family (Carr dkk., 2002). However, the importance of assessment and evaluation in ECE has not been supported by the Indonesian ECE teacher's competence. The previous study showed that the ECE teacher's assessing skill was categorized as low (Novianti, Puspitasari, & Chairilisyah, 2013).

That finding is supported by an unstructured interview with some teachers in training programs, and in classrooms as well as by document analysis on assessment and observation on the learning process in ECE institutions, it concluded that the teacher had not carried out assessment and evaluation process that meets the standard. It is important to investigate the problems that make teachers failed to carry out assessment and evaluation in ECE. Therefore, the present study was aimed at identifying the ECE teacher's and prospective ECE teacher's perception of problems regarding ECE learning evaluation process.

## **2. RESEARCH METHODS**

The present study was a descriptive study employing a questionnaire to collect the primary data. Unstructured interview and document analysis were conducted randomly on several ECE Institutions. The questionnaire was distributed online by using Google form to the ECE teachers and students who had passed the ECE learning evaluation subject. There were seventy-five respondents from various places in Indonesia responded to the list of questions in the questionnaire. The data that had been collected were analyzed qualitatively, started from data reduction. Data that are not in line with the theme were dropped, the data that suits the theme were managed to obtain the findings that in line with the focus of the study. After that, the data were analyzed and were presented narratively.



### 3. RESULTS AND DISCUSSION

This section presents the finding of the study and the discussion on the finding of the study. Once the data collection and data reduction were finished, the data on the problems faced by Indonesian ECE teachers in performing learning evaluation were found. The data were in line with the focus of the study. It was the profile of difficulties and perception on types of difficulties faced by ECE teachers in performing learning evaluation. The data were presented as follow:

#### 3.1. The Profile of Difficulties faced by ECE Teachers in Conducting Learning Evaluation

There were various profiles of difficulties that were faced by both ECE teachers and prospective ECE teachers. The variation can be classified into very difficult, difficult, and not difficult. According to the finding of the study, 9.3% of the respondents state that learning evaluation is very difficult, 69.4% state that it is difficult, and 21.3% state that it is not difficult. The data can be seen in the following table.

Table 1 Total respondents based on the Profile of Difficulties in Learning Evaluation

Difficulty	Respondents data		
	Total	Percentage	Cumulative Percentage
Very difficult	7	9.3%	9.3%
Difficult	52	69.4%	78.7%
Not Difficult	16	21.3%	100%

Based on the data shown on the table above, it can be seen that fifty-two respondents state that learning evaluation in ECE is difficult to be carried out. There were seven respondents stating that it is very difficult, and there were sixteen respondents stating that it is not difficult. The variety of difficulties faced by ECE teachers can be caused by some factors; one of them is their formal and non-formal education background. In general, training and educational background affect the teacher's competence (Anwas, 2013; Fitriana, 2013; Gazali, 2012). That finding is relevant with the finding of document analysis; it was found that some ECE teachers who were randomly selected as the sample did not carry out assessment, evaluation, and documentation in accordance with the learning outcome assessment guideline made by Ministry of Education and Culture of the Republic of Indonesia. There were 2% of the teachers who have done it in accordance with the guideline.

The finding is in line with the data obtained from the respondents' identity in the questionnaire. Based on the information obtained from the respondents' identity, it was found that the Indonesian ECE teacher's educational background is not only from the ECE program. 26.7% of the respondents were graduated from Senior High School, and 38.7% of them were graduated from the non-ECE program. There were other educational backgrounds, such as psychology, non-ECE program, and others. However, 94.6% of respondents state that they had understood the learning evaluation in ECE. In order to perform children's learning assessment and evaluation, the teacher, at least, should possess knowledge of various types of assessment technique (Zahro, 2015). However, the present study did not perform an in-depth investigation on teacher's knowledge regarding learning assessment and evaluation.

#### 3.2. The Perception of Difficulties Faced by ECE Teachers in Conducting Learning Evaluation

According to the finding of the study, data on perception of difficulties faced by ECE teachers in conducting learning evaluation were obtained. The difficulties were identified as follow: (a) difficulties in developing assessment instrument or indicators, (b) difficulties in recording the result of learning assessment, (c) difficulties in processing the learning result data from daily until semester basis, (d) difficulties in analyzing and evaluating learning process, (e) time-consuming process of evaluation and (f) difficulties in creating proper learning evaluation narration. The detail of the result can be seen in the following table.



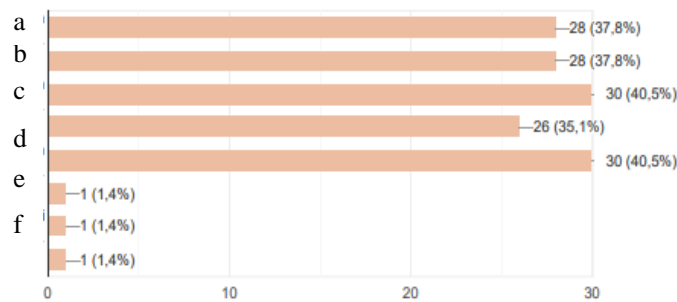


Figure 1 The Perception of Difficulties faced by ECE teachers in Conducting Learning Evaluation

All seventy-five respondents stated that they faced more than one type of difficulties. Thirty-two responses (42.6%) were related to the respondents' perception of difficulties in the process of the assessment until evaluation since it is a time-consuming activity. Out of those responses, thirty responses were related to the difficulties in assessment and evaluation process because it requires much time and concentration, one response was about the difficulties in processing the result of daily, weekly, monthly, and semester basis- assessment, one response was related to difficulty in time management. Regarding the responses, Indeed, ECE Institutions in Indonesia hold various professional organization. The organizations are IGKTI (Indonesian Association of Preschool Teacher), HIMPAUDI (Early Childhood Education Teacher and Administrator Association) IGABA (ABA Teacher Association), IGRA (Raudhatul Athfal Teacher Association) Gugus PAUD, PKG (Teacher Activity Center), and so forth. Although those organizations contribute and play roles in developing ECE and its teachers (Hernawan, 2013; Sontani & Kartika, 2018; Tedjawati, 2011), they often hold a routine meeting agenda and events which, according to ECE teachers, quite time-seizing for them. Meanwhile, the teacher's presence in the learning evaluation process is pivotal to obtain an objective decision (Nugraha, 2017; Plake, Impara, & Fager, 2005).

Besides, other administrative tasks that are required by the institution and the government also needs time to complete. Such a condition support their claim on difficulties in managing time and concentration for their primary duty as a teacher. That primary duty is to perform learning assessment and evaluation, which is a part of the teacher's professional competence (Indonesia, 2005; Republik Indonesia, 2014a).

Difficulty in developing assessment instrument or indicators is stated by 28 ECE teachers (37.8%). The difficulty is in the form of recording the assessment result. Considering the educational background and workshop they have attended, it is understandable that they still find difficulties in developing an indicator of a child's developmental achievement in an assessment instrument. That difficulty is aggravated by difficulty in recording the assessment during the learning process, and this problem indicates that the teacher's assessing skill was still low (Novianti dkk., 2013). Another study on ECE teacher's competence in carrying out learning assessment and development in Cimahi city showed that 89.3% of twenty-five teachers state that they have already known and participated training on learning assessment, however, the result of the study showed that their skill was still categorized as low (Nurhayati & Rakhman, 2017).

Thirty responses (40.5%) were related to the difficulty in processing the data of assessment result. The processing of assessment result data requires skill and patience. According to the learning result assessment guide that refers to Curriculum 2013, the assessment is done in tier, starting from daily assessment, weekly assessment which is the compilation of various techniques of daily assessment, monthly assessment which is the recapitulation of weekly assessment, and semester assessment which is the recapitulation of monthly assessment (Direktorat Pembinaan PAUD, 2015). In daily assessment, ECE teacher may employ various assessing techniques such as observation, assessing assignment, anecdotal notes, presentation assessment, and so forth. Basically, The documentation formats of assessment result aim to ease the students perform the authentic assessment; instead, for them, the formats make assessment more difficult.

Twenty-six responses were about the difficulty in analyzing the learning assessment and evaluation result, and the last response (1 response) was about the difficulty in creating proper evaluation narration (1.4%). These findings are in contrast with the finding of the study on 900 teachers in Virginia. That study showed that teachers in Virginian possess good competence in performing the assessment, especially in documenting or administrating the assessment result, determining the score, interpreting or analyzing the assessment result. However, their competence was categorized as low in reporting or communicating the assessment result. Teachers who have received training on learning outcome assessment possess better competence than those who have not (Plake dkk., 2005). In the present study, none of the respondents

states that they find it difficult in communicating the assessment and evaluation result to the related parties such as parents, In other words, it is easier for Indonesian teacher to communicate their students' learning outcome development than to make the documentation of assessment and evaluation.

#### 4. CONCLUSION

Based on the result of the discussion above, it could be concluded that ECE teacher in Indonesia had not carried out a proper learning assessment and evaluation due to various difficulties, even, one person perceive more than one type of difficulties. ECE teachers need a concrete solution that is capable of assisting them in performing more effective and authentic assessment since it is a crucial aspect.

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# Emotional Regulation Module Design: The Prevention Against Child Abuse in Yogyakarta

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## ABSTRACT

This article explains the conceptual framework of an emotional regulation training module designed for parents who commit in act of child abuse in Yogyakarta. In the previous study, 330 parents of early childhood were surveyed in 4 sub-districts in Yogyakarta (Gondomanan, Umbulharjo, Gedongtengen, and Ngampilan) using the closes-ended questionnaire. Data shows 63% of respondents agree that child abuse should not be done and 35% of respondents agree that child abuse can be done only with clear and legal reasons. Surprisingly 98% of respondents reported that they have committed violence to their children physically or non-physically. This phenomena is critical because the parents' perception about child abuse does not prevent them from committing such behavior. According to the literature review, this condition can be caused by lackness of the emotion regulation of parents. Emotional regulation allows individuals to experience emotional control that initiated from cognitive domain processors that have impact on the affective domain then affects their behavior. A total of 122 parents in the previous study had negative perceptions about their children, namely assuming that they were stubborn children. This condition may negative affections and triggers parents to hurt children. Therefore parents must be able to regulate their emotions to prevent child abuse triggered by anger. Through the results of the research and literature review, we designed an emotional regulation training module for parents who commit in act of child abuse. This emotional regulation training module was developed using Gross (1998) emotional regulation strategies which in five stages that are situation selection, situation modification, attentional deployment, cognitive change, and response modulation. The researcher developed the five stages of the strategy into relevant training activities to increase emotional regulation in parents. The model has been validated by experts and will be trained to parents who commit in child abuse in Yogyakarta.

**Key Words:** emotional regulation, child abuse, parent, early childhood, module

## 1. INTRODUCTION

Emotional regulation is a fundamental aspect of healthy psychological functioning (Gresham & Gullone, 2012) and an adaptive skill in adulthood (McRae et al., 2012). This includes intrinsic and extrinsic process responsible for managing individual's emotions toward goal accomplishment (Gresham & Gullone, 2012). The process involves both reducing frequency and sustaining the emotional responses. In other words, emotional regulation is internal and external process involed in imitating, mantaning, and modulating the occurance, intensity, and expressions of emotions (Morris, Silk, Aucoin, & Keyes, 2011). Lack of emotional regulation ability leads to disability in expressing appropriate emotion due to arousing situations (Brumariu, 2015). An individual might show unexpected behavior caused by an unimportant matter regarding to other person.

Emotional regulation is an important aspect of personality that should be ownded by parent as it has crucial implication for future development especially for their children. Many studies have shown the impact of emotional regulation skill in children but less articles show the impact of emotional regulation lackness in parents. Meanwhile, emotional regulation is highly associated with attachment between parents and children which promotes more secure relationship between them (S. Kim & Kochanska, 2012). In other hand, low emotional regulation skill in parent would give negative impact both for the parents itself and the children. A study discovered that one of child abuse reason is lack of parents' emotional regulation. They agreed that child abuse should not be done but they do commit the action, yet they regret afterwards to the child (Wati & Puspitasari, 2018).

Difficulties in emotion regulation are thought to be central to a number of clinical disorders including generalized anxiety disorder and depression (Rutherford, Wallace, Laurent, & Mayes, 2015). The clearest example in parental case is they experience difficulties in managing anger that cause both verbal and physical child abuse (Wati & Puspitasari, 2018). This condition may hurt and affect children in long term run. Further, this may lead to the transmission of maladaptive regulation skills to children who tend to use the same emotional regulation strategy that found in their parents (Bariola, Hughes, & Gullone, 2012). Failure in regulating emotion in children predict some behavior problems such as aggression and antisocial behavior (H. Y. Kim & Page, 2013).

Despite the difficulty of mastering emotional regulation, a study found that individual's capacity to regulate their emotions appears to change across the lifespan. This statement emphasizes on understanding that emotional regulation capability will increase along the way an individual grows. There are significant changes to cognitive and affective system through adolescence to adulthood (Rutherford et al., 2015). This information has opened an optimistic hope that any parents have opportunity to modify their emotional regulation functioning and this process continue to change well into adulthood.

Previous study showed 98% of 330 early-childhood parents admitted that they have committed in violence act toward their children. Some of them committed in verbal abuse (ex. swearing, scolding, comparing with other children), while some committed in non verbal abuse (ex. bulging out of eyes, kicking, pinching, slapping, picking ear) eventhough they agreed that child abuse should not be done no matter the reasons are. Another important fact that we found is there are various reasons that those parents committed in child abuse. Most of parents gave reason that they want to discipline their children or to make their children do what they told to do so. More than half of those parents also reported that they perceive negatively about the children's behavior from the fact that they barely difficult to obey parents' admonition. In order to achieve those purpose, parents do shortcuts –which tend to be harsh- to change their children's behavior immediately.

According to contradicting facts above, we urged to investigate further our finding through literature. Later we learned that emotion regulation is responsible for managing one's emotion into appropriate expression and behavior due to arousing situations. In this case, parents are expected to be able to manage their emotion to avoid violence towards children and in the same time sustain this ability during the parenthood (Brumariu, 2015). Nevertheless, we understand that regulating emotion is something that is not derived for granted. This is a skill that someone can learn as it is generally accepted that regulatory process can be both automatic and controlled (Bariola, Gullone, & Hughes, 2011). One might inherit fine emotional regulation from his offspring, others might obtain through intense training to enhance his regulation skill.

The capacity of a parent to regulate emotions is likely related to multiple cognitive functions (Rutherford et al., 2015). Through these cognitive functions a parent might recognize and maintain their own or their children's emotion which later related to a specific behavior to encounter the emotional arousal. Gross (1998) is a functionalist who developed a process-oriented model of emotional regulation. According to the model, an individual initially evaluates cues from emotion-eliciting stimuli which determine the tendencies of behavioral or psychological response towards the stimuli. Thus, the responses could be adaptive or maladaptive (Bariola et al., 2011). Furthermore, Gross has provided a strategy to regulate emotion which we considered as an important source of our current project. Generally Gross divided the strategy into two sequences which each sequence consists of several points. Namely "*antecedent focused*" and "*response focused*" which distinguish between regulation process before and after emotional responses elicited (J.J. Gross, 1998).

In brief, *antecedent focused* consists of situation selection, situation modification, attentional deployment, and cognitive change. Meanwhile, *response focused* consists of response modulation. We adapted those points as the cores of emotional regulation training module for parents. In this article we will explain how we designed the emotional regulation training modul especially about the activities will be given in each strategy points. As it mentioned that Gross' emotional regulation strategy has 5 points, thus we divided the emotional regulation training into 5 sessions. We did literature research to decide what kind of activities will be suitable and appropriate to meet Gross' emotional regulation strategy. This training module itself aims to be a general guidance for trainers who intend to help selves in increasing emotional regulation. Since the preliminary study was conducted in Yogyakarta city, at the moment the usage of this training modul design is limited only in the same area.

We expect that this design could give contribution in current child abuse issues. Related to previous explanation that emotional regulation skill is important for appropriately expressing, maintaining and sustaining emotion: parents are expected to enhance their emotional regulation skill so that the number of child abuse decreased.

## 2. METHOD

The method used in this study is research and development approach. Model development refers to Borg and Gall (1983) which is suitable for our project that aimed to produce a specific product. In our case, the product is emotional regulation training module. Research and design model has 10 steps in procedures that are conducting 1) Identification or preliminary study to collect necessary data about society needs, 2) Defining the variable, product purpose, and activity service sequences, 3) Developing initial design of the product (training module) including preparing activity materials and evaluation inventories, 4) Judgment expert validation (by 2 psychologist and 1 trainer) to evaluate if the initial design of modul has met psychological concepts and appropriate to use, 5) Revising module according to experts comments and suggestion, 6) Initial field test I towards subjects in small scale (about 10 person), 7) Revising module according to subjects comments and evaluations, 8) Operational field test II towards subjects in larger scale (about 25-30 person), 9) Final revision of the product, and 10) Product dissemination and implementation (Ayriza, 2009).

In the first year we have conducted step 1 to 5 meanwhile step 6 to 10 will be conducted in second year. The variabel in this study is emotional regulation training module which we defined from the preliminary study result. As told that approximately 98% of 330 parents have committed in act of violence to their children, eventhough they understood that such violence should not be done. Using this fact we searched for literature and found that regulation emotion is common issue for such situation. Emotional regulation training is one method to encounter child abuse by parents, thus we prepared the module to be operated by trainers.

ER module was designed based on ER strategy which consists of 5 steps that are situation selection, situation modification, attentional deployment, cognitive change and response modulation (Borg & Gall, 1983). Thus, we elaborated those steps into 5 activity sessions which each activity session would represent each ER strategy step to help parents regulating their emotions. The activity sessions will be explained in result and discussion.

Three experts were requested to examine our ER training module by giving comment and suggestion on evaluation inventory given. They are psychologist both in educational and clinical area, and one of them is experienced trainer. Continuous correspondence was conducted to revise module's concept and content.

## 3. RESULT AND DISCUSSION

In this part, we will explain about research and development steps that have been conducted to produce a training module design. The description below aimed to help readers understand about developing process of this ER training module.

### 3.1. Identifying Problems and Defining Variable

Preliminary study shows 98% of respondents believe that parents should not commit in violence towards children and only 2% believe that violence towards children is allowed. This data reveals that actually participants are aware and understand about ideal parents' behavior. In contrary 98% of respondents reported that they also have been committed in violence towards their children both in physical (45%) and non physical (54%). Two major responses as the reason of these violence are either parents want to discipline their children or they perceive children as naughty and stubborn. Respondent also answered that the violence is a form of punishment when children disobey parents' advices.

Some related studies mentioned that parent's level of knowledge, attitudes, experiences and environmental influences are some responsible factors of child abuse (Fitriana, Pratiwi, & Sutanto, 2015). Parents' emotional adjustment and attitude towards parenting concept are best seen as internal factors (Lundahl, Nimer, & Parsons, 2006). Thus we interprete that the way parents see their children will affect the way they act towards children. In current study, more than half parents committed violence on children perceive their children as stubborn kids which may affect their maladaptive behavior, and they regret afterwards. This shows that there is inconsistency between parents' cognitive (believe or knowledge), behavior (violence), and affective (regretness).

In fact, some findings discovered that both physical and non-physical child abuse will give further impact for the child's development. A child with emotional and behavioral problem could be one impact of violence in parenting that they find difficulties in self adaptation, self forgiveness, and self regulation (Moore & Pepler, 2014). Negative statement and opinion will be internalized and confirmed by the children so that

they will believe that their selves are negative. Further, this may degrade the children’s self esteem (Mackowics, 2013).

Another key finding in relation to the factors that cause abusive behavior in this study is driven by parents expectation to disciplining their children. Instead of using soft approach to reach their expectation, they use slightly ruthless approach which thought to be more effective. They believe that soft approach will not work upon their ‘stubborn’ kids, while ruthless will do. Some references mention that violence towards children in parenting caused by parents’ frustration of their children behavior (The National Child Traumatic Stress, Network, Physical Abuse Collaborative Group, 2009). It emphasizes that the ruthless approach used by parents does not always have meaning that parents do not love their children. There is a universal understanding that every parents love their children and expect the best for them, thus actually parents do not have intention to hurt their children. Apparently, parents do violence in parenting aim to discipline children so that they behave good (Fitriana et al., 2015).

We concluded that there are three important findings from the preliminary study about child abuse in parenting. Those are cause, form and impact of violence committed by parents toward children. As mentioned above, the violence in parenting caused by parents’ perspective about their children and they expect children become discipline thus violence seen as the effective way to do so. They also use violence as punishment for children’s misbehavior. The form of violence is varied from physical (pinching, hitting, slapping, kicking), verbal (swearing, scolding, comparing with other children) and non verbal (giving sign, bulging out of eyes).

### 3.2. Developing Initial Module Design

We develop ER training module based on ER process by Gross (1998). As mentioned above that ER process includes 5 strategy steps devided into two focuses that are *antecedent-focused* and *response-focused* emotional regulation strategies. Antecedent-focused strategies refer to things we do before the emotion response tendencies have become fully activated and have changed our behavior and peripheral physiological responding. Response-focused strategies refer to things we do once an emotion is already underway, after the response tendencies have already been generated (James J. Gross & John, 2003). In relation to our ER training module, we suggested several activities to represent each strategies. A trainer will guide the activities in the program sequently and later participants are asked to re-demonstrate what they learned. As ER process devided in two focuses, participants are allowed to choose their own approach suitable for presence condition. They might choose to apply ER activity before emotional response elicits (consequently some condition that may elicit negative emotions should be understood), or they also probably more powerfull to apply ER activity after recognizing their emotional and behavioral changes. Activities in ER training module should be seen in Table 1.

Table 1. Activities in Emotional Regulation Training

Focus	Strategies	Activity Purpose (Inviting participants to .....	Approach
<i>Antecedent-Focused</i>	Situation selection	recognize situation and condition that elicit negative emotions	Self-reflection, discussion, psycho-education
	Situation modification	modify uncomfortable situation that may leads to negative emotions, into more comfortable positive situation	Self-reflection, discussion
	Attentional deployment	distract prior focus that potentially rise the negative emotions in order to not be too involved in eliciting situation	Self-reflection, discussion
	Cognitive change	find positive alternative thoughts about current negative emotion triggering situation	Self-reflection, discussion, assignments
<i>Response-focused</i>	Response modulation	influence physiological, experiential, or behavioral responses directly	Relaxation training (emotional awareness and letting go)

The first ER activity is using *situation selection strategy*. Situation selection involves taking actions to make it more likely that someone will be in situation she/he expects will give rise to the emotions she/he would like to have (J.J. Gross, 1998). In transforming this strategy into practical activity, firstly we invite participants to mention what kind of emotions they recognize. This will be a good starter to get to know the depth of participants’ knowlege related to the topic. We do not flooding the participants with information

that probably new to them because this may execute their self defense and stop them from telling their real perspective. Common perspective in Indonesia society has the term of 'emotion' when people actually intend to mention 'angry', 'anger', 'upset', or 'mad', thus the emotion term associated with only negative emotions. This first question will lead to respons variety, some participants probably have known about positive and negative emotions and some others are not. After discussing about the term of emotion based on participants' perspective, we begin to explain the term based on theoretical study. This approach also helps us to deliver knowledge mannerly in order to respect the participants' value.

Following the terminology of emotion discussion, participants will be given work sheets and told to be more focus to recognize negative emotions. In some allocated time, participants need to reflect and to recall their prior memory related to all situations and conditions that are effective in triggering negative emotions towards their children such as anger or disappointment. Through recognizing those situations, parents will increase their awareness of what might come so that anticipation acts should be conducted immediately. In relation with the definition of situation selection strategy, by practicing this activity participants will be more conscious to choose the situations they likely would experience. To achieve the purpose in this activity, the trainer should not drive participants to any specific presumptions according to her/his own perspective. Participants are free in uttering their opinion.

The next activity is based on *situation modification* strategy that according to Gross it is included in external modification. In this activity participants are trained to modify potentially upsetting physical environment. For example, a mother might take the children out of home for sight seeing when tantrum symptoms are shown or a father is very good at making funny jokes upon his kid's maladaptive behavior to avoid contagious negative emotion. Those acts helps parents to dig more positive emotions by changing the environment atmosphere that likely both parents and children will feel the difference. In this activity all participants are invited to share ideas and thoughts to overcome some variance of upsetting situations and how to modify it.

*Attentional deployment* strategy is the next step of ER activity. Unlikely situation modification that focuses on how to change external environment, attentional deployment concerns more to internal process. As Gross emphasized that it is possible to regulate emotion without actually changing the environment but by redirecting attention within a given situation (J.J. Gross, 1998) or simply distract the attention from an uncomfortable situation. The first step in this activity is participants are asked to tell the group about something they like and how far they can take advantage of it to overcome an uncomfortable situation. One might mention that they like to cook, to sing, to dance, to draw etc. related to hobby then we expand the discussion how those can be used to regulate emotion. For example, a mother redirects her son who intensely weeping for a new toy by telling an interesting story. And the easiest way to practice this strategy is simply by ignoring current situation that can be done with covering ears or turning eyes to other direction. In this activity participants are also invited to share experiences and ideas about how to distract attention from eliciting situation.

*Cognitive change* refers to changing appraisals in a way that alters the situation's emotional significance (J.J. Gross, 1998). In this part participants are given a worksheet to reflect their emotional experiences that reached to abusive behaviors. Afterwards, positive alternative thoughts of such experiences should be trained and redemonstrated towards own children. One example of this activity is a woman found that her son is too active that sometimes he hurts other kids. At the first place she might perceive that her son is naughty so that she always uses ruthless approach to make her son discipline. The alternative way to perceive about her son more positively is to make an understanding that an active child shows that he is a smart and healthy kid, and it is a common behavior because he is just a kid. This appraisal changing is thought to lead to different emotions (Scherer, Schorr, & Johnstone, 2001). Consequently will affect to different behavior towards children.

The last strategy is *response modulation* that categorized in response-focused strategy. The activity in this part will teach the participants how to regulate their emotions once a negative emotion has been appeared. One example of this strategy is by doing relaxation which helps participants to restrain stressness, in this case all participants practice the 'emotional awareness' and 'letting go' relaxation together. Assignment sheets will be given as a control instruments to assure that participants redemonstrate the strategies at home.

### 3.3. Validating and Revising Module

Three validators have given evaluation to enhance the quality of current ER training module design. Some important evaluations noted are 1) The session sequences need to be divided according to two categories (*antecedent-focused* and *response-focused*), thus the strategy activities will be handy understood and

followed by the participants, 2) Validators noticed that the activities we planned still lingers to cognitive level. Since the purpose of this ER module training is to decrease abusive behavior, we need to add a role play activity in order to place participants in manipulated situation that similar to real situation, 3) The technical guidance needs to be more rigid and detail as the module will be used by other trainers, 4) Activities' meaning should be deeper in order to achieve the purpose of the ER module.

Based on evaluations above we have been revising the ER training module. We also search for other references to consider more appropriate activity in transmitting the ER process strategy. Also we are still in process in developing this module by completing the work sheets, schedules, and technical guidance.

#### 4. CONCLUSION

This module has been developed until 5th step according to research and development method by Borg and Gall (1983). The validation process reached a decision that this module is appropriate to use by several revision in the content as mentioned in poin 3.3 above. The purpose of this module usage is to enhance emotional regulation skill in parents with abusive behavior towards children. We expect that parents will be able to manage their In further research, we will conduct a try out for 15 participants to evaluate the effectiveness of guidance and language of this modul. Further 30 participants involved in next try out to see the effectiveness of the training itself.

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# Recognizing Parents Emotions through Heart Beat Sensors as Prevention Efforts Parents Violence toward Children

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## ABSTRACT

This research is a collaboration between psychology and electronics engineering. This study aimed to detect emotions through the heart rate by using a heart beat sensor. The study was conducted using five subjects aged between 20-23 years. The procedure of the study was carried out through two steps. In the first step, the five subjects did not carry out any strenuous activities for five minutes and then measured their heart rate. The second step, the subject was asked to watch a horror movie and then measured his heart rate again. The experimental process is at the fingertips of the subject put a heart beat to get the heart rate sensor. The LED light that penetrates the fingertip is received by the Receiver Circuit and then processed into a digital data by the Arduino Uno microcontroller. Data that has been received by Arduino was forwarded through software processing to display the output on a computer screen. The output on the computer screen shows the condition of a person's heartbeat. Emotions and heart rate are interrelated. Emotions involve a variety of accompanying physiological experiences, for example the speed of the heart. The faster the heart rate, the person is in an emotional state. Emotions are formed by a part of the brain called the limbic system. Parental violence against children that occurs when emotional conditions are driven by the autonomic nervous system and limbic system. Violence is a form of physiological reaction from emotions. The results showed that there are differences in heart rate between relaxed conditions and emotional conditions. Emotional condition heart rate is ranging from 100 to 140 Beat PerMinute (BPM) and relaxed conditions is ranging from 60 to 90 Beat PerMinute (BPM). This is because the heart pumps blood faster.

**Key Words:** *emotions, heart rate, prevention, violence, parents, children.*

## 1. INTRODUCTION

The heart is a vital organ in humans that functions to pump blood and carry it throughout the body. One of the heart's performance is indicated by the rapid slowing of the heart rate. Heart rate according to Acharya, et al (2006) describes the body's psychological reaction to the environment. Psychological reactions are one of the emotional images that arise from the individual. This opinion is in line with the opinion of Appelhans and Luecken (2006) which states that there is a relationship between heart rate and one's emotional state. Conditions of anger, sadness, disappointment, etc. will affect the heart rate. Therefore, knowing the condition of the heartbeat is important to know our emotional condition which in turn affects the behavior that we emerge. This is in line with the emergence of the behavior of parents of violence against children caused by the low regulation of emotions of parents.

The problem of violence still occurs because parents have difficulty managing their emotions. Emotional regulation of parents is said to be an important key for their children when looking for role models (Zimmer-Gembeck et al., 2018). Because how parents manage emotions and how to express their emotions will be an example for children. According to Zimmer-Gembeck et al. (2018) parents who have low regulatory abilities are more prone to violence against children. Based on research conducted by Wati and Puspitasari (2018) in four sub-districts in Yogyakarta City also showed that of 320 respondents (parents) only 8% said they never committed violence against children in physical or non-physical forms. While 92% of respondents stated that they had committed violence against children both physically and non-physically.

Emotions arise because of the stimulation that causes emotions. According to James Lange (Ni'matuzahroh, et al. 2018) situations that give rise to emotions give rise to certain physiological responses such as trembling, sweating, and accelerating heart rate. In conditions of anger there will be some changes in the human body such as increased heart rate, accelerated breathing, increased body temperature, and changes in facial expressions. In normal conditions an adult's heart rate ranges from 60-100 times per minute, whereas in an angry condition the heart rate will increase. This is due to an increase in stress hormones namely adrenaline and cortisol (Pulopulos, Vanderhasselt, & De Raedt, 2018).

Detection of heart rate can be the first step for parents to know the condition of their emotions. Thus parents can try to anticipate the emergence of anger which leads to actions that hurt the child. As expressed by Pulopulos, Vanderhasselt, and De Raedt (2018) that one's awareness of changes in physiological conditions at the time of anticipation is an adaptive response so that the individual can adjust his behavior, cognitive, and physical. With this adaptive response, individuals are better prepared to face real stressors.

The heart is a human organ that functions to pump blood, the heart will contract where one cycle of contraction is usually called a heartbeat. The number of a person's heart rate in one minute or better known as Beat PerMinute (BPM) is one indicator of a person's health. Checking the heart rate is very important, because by examination it can be seen whether the heart is working properly or not (Wijaksono, et al. 2011). This research uses Arduino board and sensor heart rate because the price of this component is relatively cheap so that from the production it will reduce the price of production. The output of the heartbeat signal that will be detected will be displayed on a laptop or computer. The idea of using a computer in detecting heart rate is based on things where these activities require a routine and a very high level of accuracy and a time of rapid anticipation. The device can record heart rate signals when a person is relaxed and emotional.

Based on the description above, this study aims to recognize emotions through heart rate in parents as an effort to prevent violence against children. Through the sensor heart beat tool, parents will recognize the emotional condition that is owned so that they can make anticipatory efforts so as not to commit violence against children.

### 1.1 Heart Beat Sensor

According to Wijaksono, et al (2011) sensor heart rate is a heart rate sensor that works using the principle of photoplethysmography (PPG), which is a non-invasive method for measuring cardiovascular by detecting the volume of blood flow in the pulse that is very close to the skin. The images from the sensor heart rate are presented in Figure 1.

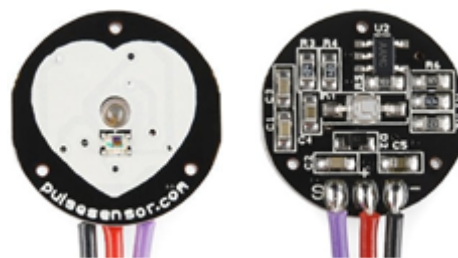


Figure 1. Sensor Heart Rate

This sensor uses IR LED and photodetector, where the pulse in the finger or earlobe will affect the flow of light from the IR LED to the photodetector, this change is then converted, filtered and amplified by the sensor module to be processed by Arduino. Arduino Uno R3 is a microcontroller development board based on the ATmega328P chip. It is called a development board because this board functions as a prototyping microcontroller circuit. Using the development board, it's easier to assemble a microcontroller electronic circuit than if you started assembling ATmega328 from scratch on breadboard.

### 1.2. Emotion

According to Goleman (1995) emotion is a typical feeling or thoughts, a biological and psychological state and a series of tendencies to act. Heart rate and emotions are interrelated. Emotions are psychological factors that influence behavior. Emotions don't just happen for no reason. Emotions arise because of the stimulation that causes emotions. According to James Lange (Ni'matuzahroh, et al. 2018) situations that give rise to emotions give rise to certain physiological responses such as trembling, sweating, and

accelerating heart rate. In conditions of anger there will be some changes in the human body such as increased heart rate, accelerated breathing, increased body temperature, and changes in facial expressions. In normal conditions an adult's heart rate ranges from 60-100 times per minute, whereas in an angry condition the heart rate will increase. This is due to an increase in stress hormones namely adrenaline and cortisol (Pulopulos, Vanderhasselt, & De Raedt, 2018).

## 2. METHODOLOGY

This research was conducted by testing the sensor heart beat device against the psychological condition of the parents. The research subjects were 5 people. Testing is done on the subject of relaxed conditions and emotional conditions. Relaxing condition means that the subject does not do any activity for 5 minutes before the sensor heart beat is installed. The emotional condition of the subject is raised by showing a horror film. After that, the heart beat sensor is placed in one of the fingertips which is then processed by Arduino to become a digital data and displayed through software processing.

## 3. DISCUSSION

Recognizing parental emotions is done by placing a heart beat sensor at one fingertip. The psychological conditions detected are relaxed conditions and emotional conditions. Below is an example of a picture of the heart rate in a relaxed condition, that is, testing is carried out on a subject that is conditioned not to carry out heavy activity for approximately 5 minutes. The number of heartbeats per minute is 85 Beat PerMinute (BPM) and Inter Beat Interval (IBI) or heart rate which is 782mS.

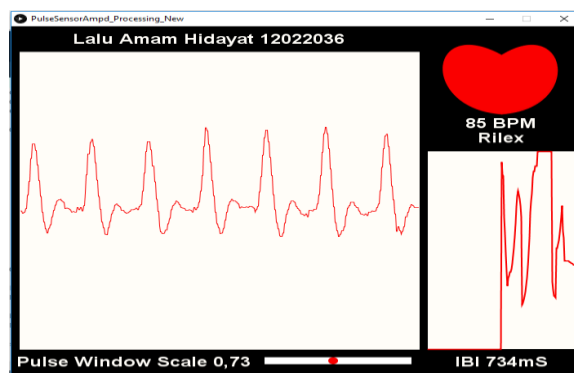


Figure 2. Relaxing heart rate

After testing the tool with 5 people in a relaxed condition, the results are the values of each person's heart rate. Data from the test results are presented in table 1.

Table 1. The results of testing the tool in relaxed conditions

No	Name	Age	Heart beat (BPM)	IBI (mS)
1	A	20	85	734
2	B	21	60	1128
3	C	23	58	1062
4	D	20	75	808
5	E	23	55	1018

Based on table 1, the results of testing the heart rate in relaxed conditions range from 60 to 85 Beat PerMinute (BPM), while Inter Beat Interval (IBI) is the speed of the heartbeat between the first beat and the next heart beat.

In figure 3 is an example of heart rate during emotional conditions. testing in this condition the subject of watching a horror film to get the emotional state of the object. The number of heartbeat results after finishing watching a horror movie is 137 Beat PerMinute (BPM) and Inter Beat Interval (IBI) or heart rate which is 608mS.



Figure 3. Emotional heart rate

Table 2 is the result of heart rate in each subject during emotional conditions. Based on table 2, the results of testing the heart rate on emotional conditions range from 100 to 140 Beat PerMinute (BPM), while Inter Beat Interval (IBI) is the speed of the heartbeat between the first beat and the next heartbeat.

Table 2. Results of testing tools for emotional conditions

No	Name	Age	Heart beat (BPM)	IBI (mS)
1	A	20	137	608
2	B	21	116	802
3	C	23	108	582
4	D	20	148	252
5	E	23	116	784

From the two tables above, it shows that there are differences in heart rate values on subjects in relaxation and emotion. Based on this, the heart beat sensor can be used as a tool to recognize a person's emotions through the heart rate raised by the device. The hope is to recognize the emotional state of parents can prevent behavior caused by emotional conditions such as violence against children both physical and verbal violence.

#### 4. CONCLUSION

Based on the results of testing and research that has been done it can be concluded that the heart beat sensor is able to be used to recognize a person's emotional state which is indicated by the ability to release the sensor from the device which is then interpreted through numbers. The difference in heart rate values is also evidence that the device is effective enough to recognize heart rate. The difference between the output of the heart rate at the time of relaxed and emotional conditions lies in the number of heartbeats, for the number of normal heartbeats when relaxed ranges from 60 to 85 Beat PerMinute (BPM) while the heart rate when emotional conditions range from 100 to 140 Beat PerMinute (BPM). With the existence of these tools, it is expected that parents can recognize their emotional conditions so that they are able to make prevention efforts not to commit acts of violence against children.

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# Developing Teaching Materials in Early Childhood ICT based Learning Course based on E-Learning

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## ABSTRACT

The important role of ICT effectiveness as teaching material, media, and learning resources has made ICT to be one of the competencies that must be mastered by Early Childhood Education (ECE) students as prospective teachers so that there is no misconception in implementing it in the field. Based on the findings on several campuses in Indonesia, especially in East Java, there are still many shortcomings including the lack of books and teaching materials about ICT for Early Childhood (EC) in accordance with the characteristics of child development; lecturers only rely on articles and journals that are not yet integrated and structured as the main reference sources of lectures; syllabus and the course plan only focus on developing ICT-based learning media without having the integration with early childhood characteristics yet; students do not have the appropriate knowledge and skills of how to integrate ICT in the curriculum. These problems can lead to a false conception of the best ICT utilization in accordance with the characteristics of early childhood development. Those problems and potentials encourage us to immediately develop teaching materials for ICT courses for Early Childhood (EC) which are developed in accordance with child's development regarding valid and credible journals as references. Based on the background, we conducted a research under the title "Developing Teaching Materials in Early Childhood ICT Based Learning Course based on E-Learning". The aim of the study is to produce teaching materials in E-Learning-based ICT for Early Childhood based on e-learning subjects that have high levels of validity and effectiveness so that they can be used in learning activities. This study uses the Ghirardini (2011) developing model consisted of analysis, design, development, implementation, and evaluation. Data analysis techniques used in this development research are descriptive and hypothesis testing which includes Product Validity Test (media expert, material expert, and linguist), Practical/Applying Test, and effectiveness test. Based on the evaluations from media experts, material experts, and linguist that e-learning that we had developed can be used as an initial product which is feasible. The results of the study can be elaborated as: 1) The results of media expert validation obtained a validity value of 89%, which was included in the (86 - 100%) Criteria and included in the validity level criteria which considered as very high and feasible to be implemented; 2) The results of material expert validation obtained validity values of 86% and included in the very valid validity level criteria which was very high and feasible to be implemented; 3) The results of the linguist validation obtained validity values reached 88% and included in the validity criteria which was very high and feasible to be used; 4) The practicality test results obtained validity values reached 89% for small groups and 86 for large groups, thus, it was included in the (86% - 100%) Criteria and included in the very good criteria or easy to use and implemented; and 5) The results of the effectiveness test showed that the e-learning was effectively enhancing students' understanding in the Early Childhood ICT Based Learning course.

**Key Words:** E-learning, ICT, Teaching Materials, Early Childhood

## 1. INTRODUCTION

The significance of the study related to Information, Communication and Technology (ICT) in early childhood (EC) can be seen from the function and role of ICT in educational practice (Bolstad, 2004). Various studies on ICT and its relationship with EC are conducted by Kalaš (2010), studying the potential of ICT for child development, Kayode and Olaronke (2014), studying the use of ICT to improve teacher competency, Besio (2004) describing several roles in the position of ICT in Early Childhood Education (ECE) including; 1) ICT as material or subject, 2) ICT as a medium and source of learning, 3) developing children's creativity, 4) The role of ICT in improving educator professionalism, and 5) ICT as supporting

the administration system. This strategic role makes various educational institutions related to ECE begin to integrate ICT into an integral part of educational practice, especially in teaching and learning activities. ICT integration in learning activities has been carried out by European countries, East Asia and North America since 2000 (Kalaš et.al, 2010), even according to Kayode and Olaronke (2014) ICT integration in the ECE learning process is able to increase the effectiveness of learning in African countries and become one of the keys in catching up with developing and developed countries.

Evidence of the important role of ICT effectiveness as teaching materials, media, and learning resources, has made ICT to be one of the competencies that ECE students must master as prospective teachers so that there is no misconception in its implementation in the field. This makes existing universities in Indonesia incorporate ICT-based learning as a compulsory subject. Based on findings on several campuses in Indonesia, especially in East Java, there are still many shortcomings including there are no learning resources such as valid and credible media and reference books. As Parette et al., (2010) has argued that the imposition of ICT integration as teaching material without the support of strong planning and learning resources will lead to less effective and directed learning, it can even lead to wrong conception and deviant theoretical implementation of real theory study. Students who are prospective teachers must be given valid and credible material so as to produce output that is truly in accordance with the needs of the community with the mastery of the correct knowledge.

Based on various results of the theoretical and empirical studies mentioned, there are several problems that can be identified, such as; 1) there are no books and teaching materials about ICT for Early Childhood regarding the characteristics of child's development; 2) lecturers only rely on articles and unintegrated and unstructured journals as the main references of lectures; 3) syllabus and Course Plan are more focused on developing ICT-based learning media without integrating the characteristics of early childhood yet; and 4) the students are still lacking in knowledge and skills to integrate ICT in the curriculum. Furthermore, based on empirical studies originating from previous journals, it is proven that there is enormous potential of ICT to be used as a good and correct teaching book or material related to the development of ICT-based teaching materials that have high credibility and validity so that lecturers, students, and teachers have a guidance for implementing and integrating ICT in the curriculum well.

The existing problems and potentials encourage us to immediately develop teaching material for Early Childhood ICT Based Learning Course based on E-learning that are developed in accordance with child's development with valid and credible references from previous journals. The teaching materials decided as a developed product since it is considered as the main guidance for lecturers in teaching and the ain learning resource for students so that it will become guidance in illustrating their knowledge in their respective schools later on.

Based on the background explained, the study entitled "Developing Teaching Materials Early Childhood ICT Based Learning Course Based on E-Learning" is conducted. The e-learning format was selected for this format has many advantages. Nichols (2003) explains that the selection of e-learning covering teaching materials has several advantages compared to printed teaching materials such as it has interactivity where e-learning allows lecturers and students to interact without having face-to-face meetings, independency which can be studied independently, accessibility which is accessible anywhere and anytime, enrichment is rich in various types of materials and sources that can be linked, and everlasting which are durable and inexpensive. The selection of digital teaching materials through e-books and e-learning is also based on several considerations including 1) the ownership and ability of students in using electronic devices, 2) the ability of lecturers in using electronic devices, and 3) the completeness of campus facilities in implementing e-learning. The aim of the study is to produce teaching materials in the Early Childhood ICT Based Learning Course based on E-learning that has a high level of validity and effectiveness so that it can be utilized in learning activities.

## **2. PRODUCT SPECIFICATIONS**

### **2.1 Technology Specification**

The technology specifications are defined as follows:

- 1) The e-learning application is divided into two main parts, namely informative pages that are CMS (*Content Management System*) and LMS (*Learning Management System*)
- 2) The LMS (learning management system) which is used in developing e-learning LMS Claroline which can be downloaded for free on the internet.
- 3) The E-learning developed has a system in the form of assignments, interactive quizzes, discussion forums, learning resources that can be accessed and downloaded, and online task collection.

- 4) This e-learning section or structure includes a) Administrator Panel, b) Teacher Panel, c) Student Panel

## 2.2 Specification of Material and Utilization

- 1) The subject matter of the content is the Early Childhood ICT based learning course
- 2) CMS (Content Management System) is divided into two parts, namely e-book teaching material which is the source of the main teaching materials that can be downloaded and supporting articles as additional references.
- 3) The use of e-learning-based teaching materials can be used both classically and individually or independently.
- 4) Developed teaching materials containing material consists of 12 chapters

## 3 METHOD

### 3.1 Research Design

This study uses the Ghirardini development model and the Information Management Resource Kit (IMARK) (2011). The Ghirardini Model is selected since in the model is products and systems based and have structural and systematic steps in developing e-learning. It is in accordance with the development objectives of this study, namely developing a seamless project learning application based on Android mobile that has good validity. The ADDIE modification model of Ghirardini (2011) has the same main step procedure as the study conducted. The ADDIE Ghirardini (2011) development model can be seen in figure 1 as follows:



Figure 1 ADDIE Ghirardini development model (2011)

### 3.2 Data Analysis Techniques

Data collection instruments are in the form of interviews, observations, and questionnaires with details: 1) Questionnaire sheet is used to obtain data including: a) Need Analysis, b) Target Audience Analysis, c) Reaction or students' responses, d) Media experts, e) Material expert, f) Linguist, and g) Practical Test for Lecturer Lecturers; and 2) Tests: Students' understanding related to "Early Childhood ICT-Based Learning". The data analysis technique used in this development research is descriptive qualitative. The data is qualitative data obtained from interviews, questionnaires, and observations from lecturers and students as well as suggestions and input from experts.

### Test of Product Validity

The data obtained from the validation questionnaire on the experts were analysed by the percentage using particular formula. The formula to process the validation data to the experts adapted to the modifications from Akbar (2012: 49) are as follows: A product development is said to be valid and feasible to use if it has a validity level above 70% so that it is feasible to be used in learning (Akbar & Sriwiyana, 2011: 147). The criteria can be seen in the following table:



Table 1: Validity Criteria for E-learning Based Learning Materials

Interval	Criteria	Level of validity
1.	86% - 100%	Very valid (can be used without revision)
2.	70% - 85%	Valid enough (can be used with revisions)
3.	60% - 69%	Invalid (cannot be used)
4.	0% - 59%	Very invalid (not feasible)

(source: adapted from Akbar and Sriwiyana, 2011: 147)

### Test of Practicality

Data on the practicality of e-learning instructional materials were obtained from field trials using questionnaires in the form of students' response to the questionnaires. Data on the application of teaching materials will be analysed with descriptive percentages.

### Test of Effectiveness for ELearning Based Materials

The test was conducted based on the experimental design used in this study which is a nonrandomized pretest-posttest control group design. This research design divided the study participants into the experimental group and the control group by using 2 groups that already existed in the natural situation of the participants. t - test

## 4 RESULT

### 4.1 Validation (Expert Validation)

This stage is used to test the validity of the Development of Teaching Materials in Early Childhood ICT-Based Learning Courses based on E-Learning from the experts' judgment before it is used in user trials. The experts' assessment results were analysed by percentage techniques and the results were converted using assessment criteria to determine whether or not it needs revisions for the design of the product developed. If it needs revision, then the results of the validation were revised until the final conclusion so that the product is feasible to be tested on the user.

Table 3: The results of expert validation

No	Expert validation	Criteria	Level of validity
1.	Validation of Media experts	89%	Very good / valid (can be used without revision)
2	Validation of Material expert	86%	Very good (can be used without revision)
3	Validation of Language expert	88%	Very good (can be used without revision)
Overall Validity		87,6%	Very good (can be used without revision)

Based on the validation results, it is known that media expert validation scores 89% and categorized as very good / valid category. Material Validation scores 86% and is categorized as very good / valid. Language Validation scores 88% and categorized as very good / valid. Overall, the expert validation score reached 87.6% and categorized in a very good category. From the results of the validation, there are several revisions from experts. This revision needs to be done in order to improve the quality of the learning media developed. This product revision phase includes revisions from media experts, material experts, and language expert or linguist.

### 4.2 Test of Practicality

The practicality test was conducted 2 times, namely the practicality test of small groups and large groups. The practicality test of small groups was carried out on 6 students, while the practicality test for large groups was conducted on 40 students to find out the practicality and implementation of e-learning developed. The practicality test results can be seen in the following table:

Table 4: The results of expert validation

No	Test of Practicability	Criteria	Level of validity
1.	Practicality of Small Groups	89%	Very good
2	Practicality of Small Groups	86%	Very good

Based on the analysis of the practicality of small groups of media, it can be concluded that the media has a very good or very practical category because it has a score of 91% which is in the range of 86% - 100%. Furthermore, the practicality test of large groups of media, it can be concluded that the media has a very good category or very practical because it has a score of 88% which is in the range of 86% - 100%.

### 4.3 Test of Effectiveness

Test of Effectiveness is conducted by comparing two classes namely control and experimental groups, each of which consists of 35 students. The hypothesis test results show that there are differences in the level of understanding between the control class and the experimental class in which the average value of the experimental class using e-learning is much higher. Based on the analysis data on these statistics it can be seen that the sig. value is 0.000 which is smaller than 0.05 ( $0.000 < 0.05$ ) so that  $H_1$  is accepted. It means that there is a significant difference in the understanding of students using e-learning compared to the control group. Thus, it can be interpreted that e-learning effectively increases students' understanding of the Early Childhood ICT Based Learning course.

## 5 CONCLUSION

Based on the evaluations from media experts, material experts, and language experts, the developed e-learning can be used as an initial product which is considered as feasible. From the results of media experts' evaluation, the developed e-learning is feasible and valid to be used for testing because it only has problems with aesthetics. The conclusions of the research results are listed as follows:

- 1) The results of media expert validation obtained a validity value of 89%, which was included in the Criteria of (86 - 100%) while in the validity level criteria was considered as very valid and deserved to be used for implementation.
- 2) The results of the material expert validation obtained a validity value of 86%, while in the validity level criteria was considered as very valid and very feasible to be used for implementation.
- 3) The results of the language expert validation obtained a validity value of 88%, while in the validity level criteria was considered as very valid and very feasible to be used for implementation.
- 4) The test of practicality results obtained validity values of 89% for small groups and 86% for large groups which was included in the Criteria of (86% - 100%) and considered as very good or easy to use used for implementation.
- 5) The test of effectiveness results shows that the developed e-learning was effectively enhanced the students' understanding in Early Childhood ICT Based Learning course.

The suggestions can be given are including suggestions for utilization, suggestions for dissemination, and suggestions for further development. Advice suggests to the users is it is required to read the instructions/information and commands on the application in prior since there are certain terms and commands used in the application. For managers, this application is expected to be a reference used by health centers. Health services are also able to use the application as a reference in the process of providing knowledge about child development. In utilizing development products to a broader goal, it is advised to study the material contained in this application before using the product.

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# Parent's Perception on Authoritative Parenting at Modern Life in Yogyakarta, Indonesia

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## ABSTRACT

This study aims to know about the parent's perception of authoritative parenting based on knowledge, understanding, and implementation. Most of the parents have the perception that the authoritative parenting is ideal parenting for nurture their children, this parenting style emphasizes to give children freedom and opportunity but still under control, becoming the children to independent and discipline. This study used a qualitative descriptive approach with the subject is 12 parent's who used the authoritative parenting style as a respondent. The collecting data comes from the interview, observation, and documentation. Validation data using triangulation method and to analyse data based on Miles and Huberman which is consideration data, display data, drawing and verifying the conclusion. The result of this study is the perception of parents about authoritative parenting in higher, middle, and level qualification lead to in positive ways. Furthermore, most of the respondents in the middle level in the perception of authoritative parenting. The knowledge of authoritative parents is they can explain clearly to describe the authoritative parenting, in the understanding, the parents can analysis parenting style from the did at home, and in the implementation, the parent's response to their children only when they needed.

**Key Words:** parent, perception, authoritative parenting, modern life

## 1. INTRODUCTION

Modern life is characterized by the use of technology in daily activities with the aim to facilitate the completion of various things. Besides in the field of technology, the change in traditional society into modern life is a change of thinking patterns toward countries that have advanced. As the opinion Moore (1965), modernization of a society is done by changing the entire area of life together including technology, social organisations from traditional or pre modern to economic and political patterns that correspond to More stable Western-country characteristics. These changes are not only structurally but also function in the Community system is no exception in the family.

Families as the smallest unit of society gain influence as a result of modernization especially in the mindset of thinking. The form of change that occurs in the family is open thinking, opting for more independent, mobility and high ambitions, having long-term plans, and more actively involved in the field of politics. This is reinforced by the opinion (Khairuddin, 1997), Modern Family prefer a lot of activities outside the home so that the traditional function of family life is decreasing. One of the family functions experiencing the change in communication pattern.

Changes in the communication patterns in the family will give indirect influence on the child's development. As the results of the study (Sari, Hubeis, Mangkuprawira, & Saleh, 2010), showed that the pattern of communication in the family was positive for the ability of language verbal communicational, proximity to verbal and non-verbal communication and words. It shows that changes in family communication patterns should remain in mind despite modernization. The changing communication patterns in modern life are more visible than communicating. On the traditional family life of family members will use time together by chatting with each other about daily activities, but with the rapid technology it begins to decrease and replaced with smartphones.

The way of communicating in modern life is much assisted by smartphones, as the most effective means of communication. Although the main function of smartphones as a means of communication, its use is increasingly expanding in line with developed applications. Even smartphone users are not only adults or teenagers but have penetrated to early childhood. Based on the data uploaded by UNICEF in

2017 in Children in Digital World is divided into 3 sections based on the yearly income, namely high, medium, and low. High and low-income countries start using digital devices connected to the internet since the age of 3. While in the country with the average income level began to connect with the Internet since the age of 5 years. For the level of its uses in high-income countries such as Japan more than 80% of children at the age of 6 years have been connected to the Internet. In a country with moderate income that is Thailand, at the same age, 6 years of internet usage rate reaches almost 60%, while low-income countries like Egypt the number of children at the same age reaches 30% in accessing the Internet (Division of Communication, UNICEF, 2017).

The high access of children connected to the Internet early on is the impact of changing the mindset of parents modernizing. The pattern of thinking is internalized in a parenting pattern to the child. Child behaviour that often uses gadgets and connected to the Internet is a reflection of the parenting pattern. In modern times the intensity of parents in using gadgets is very high, the behaviour without realizing it makes the child replicate it. As the results of the research (Zuquette, et al., 2019), the non-authoritative parenting style of parents who love to feast on drinks has a significant influence on his child as an adult in consuming liquor. Based on the research, the form of parenting style the characteristics of children even on behaviour that is customary.

Baumrind (in Santrock, 2012), describes the form of parenting that parents do consist of authoritarian, authoritative, neglect, and permissive. This four parenting have different characteristics and objectives with each other. But many parents assume that authoritative parenting is able to schedule more successful children in all areas especially the future work. It is strengthened by the results of Steinberg research, Lamborn, Dornbusch, & Darling (1992), authoritative parenting with high acceptance, supervision, and the granting of freedom from parents can make the performance of children in the with higher schools. Even when the child has grown authoritative parenting giving a positive influence in the achievement of children in the school, although it is also influenced by the existence of parents with authoritative parenting involved in parenting in schools.

The authoritative parenting believes that this parenting emphasizes providing freedom to the child to determine everything in the child's life, not imposing parental desires, but freedom given in supervision. The understanding of the giving of children freedom is in accordance with the characteristics of modern society that open-minded with new things and always connected with technology in everyday life. But although it is open to change, parents always want the child to obey. The granting of freedom in the democratic foster pattern must be in line with the supervision and rules applicable in the family. With this pattern, the community changes from traditional to modern retaining values in the social functioning of a family. As the Baumrind Explanation (1966), the authoritative parenting emphasizes the child to follow the rules by providing rational reasons, giving the child the opportunity to convey his or her opinion, and the parents convey his views when the child rejects something. The purpose of this foster pattern is to cultivate self-reliance control behaviour and discipline within the child.

Implementation of authoritative parenting can look different, it is because of the perception of parents who are not equal. Based on the type there is 2 perception of good perception and bad perception. Perception is well characterized by the approval of all knowledge and feedback on things and there is an attempt to follow up. While the bad perception is the opposite, there is no purpose and there is rejection and in all respects to the effort to be perceived (Walgito, 2004). Any perception that is formed either positively or negatively is influenced by several factors.

According to Toha (2003), the factors that complicit the perception of someone divided into 2 namely, internal and external. On internal factors, perception is influenced by feelings, attitudes and individual personality, prejudice, desire or hope, attention, learning process, physical state, psychiatric disorders, values and needs, and interests. On the other hand, the external factors consist of; Family background, information obtained, knowledge and needs, intensity, size, inequality, new things, and unfamiliar things.

Parents who belong to modern society face the challenge of a child's ease to access all information through various technologies such as smartphones. Applying a democratic foster pattern with all the rules when the child is too pressuring, the parent unknowingly has been using an authoritarian foster pattern. Likewise, the reverse means giving freedom without rules tends to use permissive acid patterns. The perception of parenting related to parenting style is very important to be understood to be a nurturing style that is done according to the purpose and condition of modern society today. Researchers are attracted to the knowledge, affection, and the implementation of the foster pattern that parents perceive as a democratic foster pattern.

## 2. METHOD

This research is a type of research with a qualitative descriptive approach aimed at describing the perception of parents with a authoritative parenting. The subject of this study is 12 parents with a authoritative that has children from 3 – 5 years old in the area of Sleman, Yogyakarta, Indonesia.

Research data sources are obtained from interviews, observations, and documentation. The data instruments in this study are interview guidelines, observation sheets, and a list of documentation related to authoritative parenting. The The validation of data in this study will use the triangulation of data collection techniques through confirming the results of interviews with observations and documentation.

Data instruments with interview guidelines are related to parental perception with authoritative parenting covering the aspect of knowledge, understanding, and implementation. For an observation sheet, the democratic foster pattern is based on a child engagement indicator, a warm interaction, giving freedom, awarding, sensitivity to child needs, and implementing rules. The documentation is a photo related to implementing a democratic foster pattern applied by parents.

Technical analysis of data in this study uses considerations data, display data, drawing and verifying the conclusion. In accordance with the opinions of data analysis in the first phase is the consideration of data by conducting data selection, focusing the data needed according to the formulation, simplifying data, conducting traction, and analyzing data. Furthermore, the result data is performed data presentation through organizing data by summarizing data based on information in accordance with reflection analysis and action. The last stage is describing the results and drawing conclusions (Miles, Huberman, & Saldana, 2020).

## 3. RESULT AND DISCUSSION

Perception of the respondents regarding Democratic goal is obtained by the interview through interviews using the guide. Based on the results of the interviews, observation, and documentation from 12 respondents can be grouped into three tiers, which are parents who have a perception of authoritative parenting with high, middle, and low level. The following table 1 shows a description of the parent's perception of the authoritative parenting. Based on table 1. The categorizes comes from the colleting data such as, interview, observation, and documentation. The researcher never used data from characeteristic responden to analisys and classification their level perception. From the data most of responden on the middle level, which is that they state about authorative parenting about the construe, point out the content, the aims, the merits, the instance, and the terminology of parenting on bahasa. The parents also can comparasion their afection to the children as part authoritative parenting. Besides that, parents gives the clasification and discuss about parenting style, otherwise they can not evaluate their act as a good parenting to nurture the children. From the conasi, parents shows the relationship between the children and them only their child need.

Parents with authoritative pareting in each level both high, moderate, and low lead to a positive authoritative of parenting perception. A very basic difference in each level is seen in the way that parents explain the knowledge and understanding based on what they know is clear and thorough, clear, and simple. But all three demonstrate good interperatation of authoritative parenting. It is in line with the opinion of Walgito (2004), a positive perception preceded by knowledge and good understanding and followed up with action to demonstrate the approval of such knowledge and understanding

Perception of parent's with authoritative parenting at high levels is they can describing and indicating the meaning, the purpose, the advantages, give the examples, and the terminology in English and Bahasa. The explanation given by the parents at a high level is that parents mention indicators authoritative parenting in the form of freeing, listening, prioritizing children's interests, training independence, giving boundaries, and appreciating opinions Children. Respondents are also able to provide examples that refer to these distinctive traits. It is in accordance with the explanation Baumrind (1966), that authoritative parenting attempts to providing freedom to the child to determine everything in the child's life, not imposing parental desires, but freedom given in supervision. While on the aspect of understanding parents can categorize, discussing, compare, and evaluate their parenting. It shows that parents are not only in the level of knowing but have done analysis of the knowledge. Likewise in the implementation of knowledge and understanding of authoritative parenting, the interaction given to parents emphasizes on the formation of self-reliance and discipline attitudes. Both attitudes are the goals or the end result will be authoritative parenting presented (Baumrind, 1966).

Tabel 1. Level of Perception Parent's on Authoritative Parenting

[1] Aspect	[2] Higher	[3] Middle	[4] Lower
[5] Knowledge	[6] The parents can describe and indicate the meaning, the purpose, the advantages, give the examples, and the terminology in English and Bahasa about authoritative parenting <b>clearly and comprehensive.</b>	[7] The parents can describe and indicate the meaning, the purpose, the advantages, give the simple examples, and the terminology in Bahasa about authoritative parenting <b>clearly.</b>	[8] The parents can describe and indicate the meaning, the purpose, the advantages <b>based on the examples, and they do not know</b> the terminology in English and Bahasa about authoritative parenting.
[9] Understanding	[10] The parents can categorize, discussing, compare, and evaluate their parenting <b>clearly and comprehensive.</b>	[11] The parents can categorize, discussing, and compare <b>from they do</b> , but they can not evaluate their parenting clearly.	[12] The parents can categorize, discussing, and compare <b>with simple ways</b> , but the can not evaluate their parenting.
[13] Implementation	[14] The interaction between parents and children: they give freedom, consequences, teach independence and discipline. The parents also response the children <b>appropriately and give eye contact, hugging, listening, and give advice.</b>	[15] The interaction between parents and children: they give freedom, consequences, teach independence and discipline <i>occasionally</i> . The parents give <b>the response when children needed. They listening to their children when they speak.</b>	[16] The interaction between parents and children: they just give freedom with consequences. The parents give <b>the response by listening when the children speak with still doing something at the same time.</b>

Even though the parents with moderate and lower level have different ways to explain the authoritative parenting, they still, point out the main characteristic of parenting. The parents explain such as freedom, independence, and give consequences when the children try to deal with. With this parenting style, the parents can learn how to reduces whines the children when they desire to play gadget. The parents have the same thought that the characteristic of authoritative parenting is becoming the children to independent and discipline in different ways, based on the activity that the daily. According to that, the argument of parents synchronize with Larzelere, Morris, & Harrist (2013), authoritative parenting is related to emotion socialization, adolescent negotiations for increasing autonomy, cognitive development, and treatments to reduce aggression.

The differences of interpretation of authoritative parenting according to each level, it because of every parent has not the same source information, learning process, knowledge, need, values, hope, prejudice, family background, and experiences about authoritative parenting. This is line with opinion from Toha (2003), The factor that make the everyone have the own interpretation is the external and the internal for example feelings and individual personality, family background and information obtained, or something that unfamiliar to them.

Based on Sari, Hubeis, Mangkuprawira, & Saleh (2010) At the modern life, the pattern of communication has changed from traditional to modern ways. Back then the member of the family used to talking to each other directly but nowadays they use smartphone as media to communicate. To facing this condition parents with authoritative parenting can negotiations with the children how to organize their gadget. From this opinion, the authoritative parenting suitable for modern life with a family that usually communicated with modern ways using their gadget without worries to the children get the negative aside.

The authoritative parenting for some parents is the good one parenting style, however it does not seem means that the other parenting can not be used to nurture the children. Parent choose the parenting style based on their perception that constructed from the knowledge, understanding the parents. From this

research, parents can learn that whatever parenting style that they use to nurture the children the parent have to point out that they do not take the children right to feel free and developing the potential that they have. For the parents do not hesitate to gain information about parenting, because when the world-changing and they can not escaping this, the parents have to adapt to nurture the children and it will be the best method to facing any situation. It also can help the children to survive with every condition and struggling in the future.

#### 4. CONCLUSION

The perception of everyone can be different based on how they can absorb the information. In this study, the perception based on the knowledge, the understanding and the implementation. The result of the study is the perception of authoritative parenting shows in positive ways and the most respondent on the middle level. Parents in the high level of perception about authoritative parenting, they can explain the parenting style with clear and comprehensive on the knowledge, understanding, and implementation. However, in the middle level the parents state about the authoritative parenting in clearly, and the lower level the parents can describe authoritative parenting use the example and keywords.

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# Fathering Training in Rural Areas

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## ABSTRACT

Psychosocial problems in children, one of which is thought to arise as a result of the imbalance in parenting of parents. The author found in an district that the mother worked and father was at home. Even though at home, the father is less able to care for his child properly. Knowledge about fathering has been more frequent in urban areas or only in campus areas. This article is a community service project that uses the Participatory Action Research (PAR) method to provide social intervention to fathers in a village in Purbalingga District. The program aims to increase awareness of psychosocial problems that arise as an impact of unbalanced childcare especially on the role of fathers and increase theoretical knowledge about the psychology of husband and wife. Participants in this program were not in accordance with the plan where it was originally intended for fathers, but the participants who attended consisted of 43 mothers and about 3 fathers. The activity was delivered through lecture and discussion methods. Activities in this project include exposure to psychosocial problems that occur in children, counseling about the stages of child development, and counseling about the role of fathers in child development. The results of this activity were increasing participants' awareness of father's role in care, increasing knowledge about care based on child development, and designing a culture-based training model that emphasized fatherhood as a coparenting.

**Key Words:** Fathering, Psychosocial Problems, Rural Areas

## 1. INTRODUCTION

Purbalingga is one of the industrial cities in Indonesia. Based on data from the Badan Pusat Statistik (BPS) or Central Statistics Agency of Purbalingga Regency (2016), in 2015, there were 41 small industries that absorbed 45,684 workers, 39 medium industries which absorbed 1,851 workers, and 80 large industries that absorbed 47,535 workers.

The existence of these industries has had an impact on the sustainability of their communities. Republika (2018) reports that 95% of the workforce in the industrial sector are women. This has an impact on many aspects of the lives of these women, one of them is the family. Radar Banyumas (2017) states that the impact of the existence of these female workers is the emergence of a phenomenon called *Pamong Praja* (*Papah Momong, Mamah Kerja*), which is where mothers work and fathers care for children at home.

On August 3, 2018, the author conducted a child care survey of thirty women in one of the villages in Purbalingga District. Survey was conducted in the "Smart Parenting" event held by KKN Students (*Kuliah Kerja Nyata – Student Community Service*). One of the questions is "What is a father's job?" With options a) working for a living, b) taking care of the child, c) taking care of the household, and d) the other (specify). There are five respondents who fill the job of a father is taking care of the child from 30 respondents. The rest, all respondents are women, assuming that the task of caring for children is the mother.

This opinion is certainly not entirely wrong, because the culture of the Indonesian community in general puts the responsibility for parenting (Andayani & Koentjoro, 2014). This view minimizes the role of father in child care. The author also conducted interviews with Muhammadiyah figures as informant in Purbalingga Regency. Informant justifies that view is in his area. Informant said that the husband was selfish.

Even though at home, fathers can not give good parenting. Some fathers spend their time doing their hobbies, such as playing birds. The lack of a father's role in parenting raises many psychosocial problems in the community. For example, described by Iqbal (2018) that children who lose father figures can have same-sex sexual deviations. Furthermore, Iqbal (2018) explained that attendance here is not

limited to physical presence, but a psychological presence in childcare, for example fathers spend time interacting with children.

Many children who grow up without a father or male figure who participate in educating them become mentally and socially weak. For example in decision making, the dominance of a mother in parenting, which is emotional in facing problems, tends to form individuals who also respond to problems with emotional rather than rational. Aggressiveness, depression, aggression, etc. are all examples of these emotional reactions.

The purpose of this project is 1) Increasing awareness of psychosocial problems that arise as a result of unbalanced childcare. 2) Increase theoretical knowledge about psychological partners and parenting by fathers. 3) Improve skills to reduce the negative impact of using technology.

## 2. METHOD

This program is part of community service which uses Participatory Action Research (PAR) methods. Kemmis & Taggart (2000) refer to as convergence between theory and practice. Furthermore Kemmis & Taggart (2000) convey an ordinary self-reflective cycle spiral in the PAR process itself, which includes planning a change, studying and observing the process and consequences of change, reviewing the process and consequences, then returning to the process of re-planning and so on.

The targets in this program are fathers in rural areas in Kaligondang District, Purbalingga Regency. This activity is in collaboration with the Regular KKN student program in the village. The implementation of this activity took a number of mini seminars using lecture and discussion methods. The lecture is the presentation of knowledge about psychosocial problems, the stage of child development, and the role of the father in parenting. The discussion was conducted to provide feedback to participants regarding the problem of parenting and involvement of fathers in parenting.

## 3. RESULT AND DISCUSSION

The main target audience, at first, was intended for Muhammadiyah residents in one sub-district in Purbalingga Regency. After three activities were carried out, Muhammadiyah activities have not provided a positive response to the activity, because the activities were full. The target audience was turned to the community in one of the villages where the students conducted KKN activities in Kaligondang District, Purbalingga Regency.

The original plan of this activity was intended for fathers in a rural area, but in its implementation, activities were attended by mothers in the village. Only three men were present at the event which they themselves were village officials.

This activity was attended by 42 participants from mothers and three men. This activity began with filling out a survey given to 30 participants from 42 participants who attended. This activity is shown in figure 1 below,

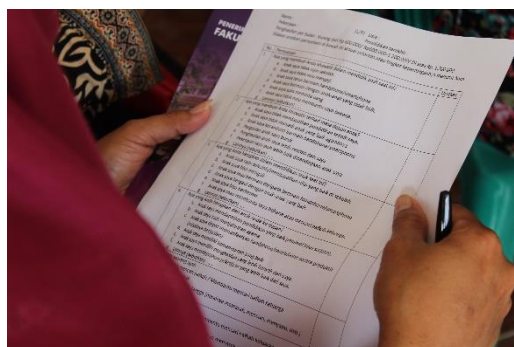


Figure 1 : Fill out the survey

The activity was carried out in the form of a mini seminar in the form of lectures and discussions. The lecture delivered by the speaker contained the theory of the stages of development according to Ericson and some Indigenous research results related to the relationship between father and son. This activity is shown in Figures 2, 3 and 4 below,



Figure 2 : Lecturer



Figure 3 : Material lectures on the stages of individual development

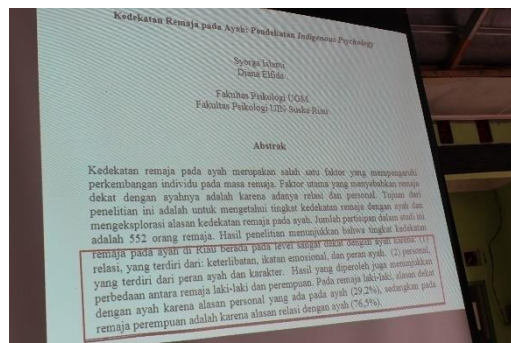


Figure 4 : Material lecture on indigenous psychology research on father and child relations

At the end of the session, the activity held a discussion session. Participants are welcome to ask about the theme presented by the speaker. Some questions that arise from the question and answer session, for example “My husband is very difficult to talk to, if I talk, he doesn't pay attention, that's how to deal with it?”, “How do you deal with children who don't want to be left at school?”, and “How to build a child's dreams? If my child is asked about his dreams, he answers that he wants to be a laborer like his aunt.”

The researcher tries to reflect on the overall activities that have been carried out. The reflection of the researcher poured in a model (Figure 5). The description of the model is a framework of interventions carried out by researchers during their activities. This model is expected to foster awareness in fathers to participate in childcare. Cultural factors are still very attached to the village community that women are more responsible for childcare. Therefore, this activity also provides a model of parenting training as a coparenting for mothers in parenting.

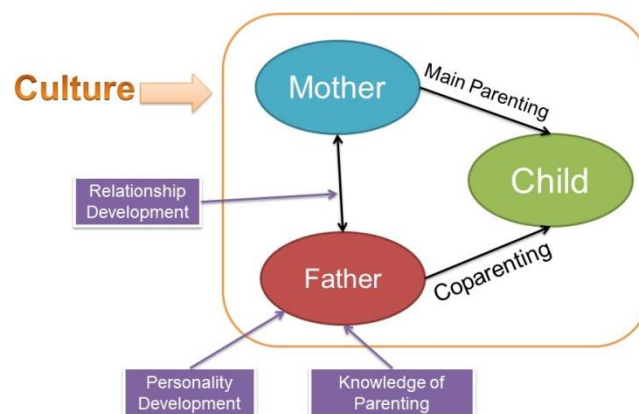


Figure 5 : Co-Parenting Training Model for Fathers

The model provides treatment for fathers through personality development and broadening knowledge about parenting. Father's personality needs to be intervened because it is based on exploration during training, it seems that the tendency of a quiet man in a family environment often arises. This personality development needs to be directed to bring out the figure of a father who is capable of being a personal example for his child.

In addition, knowledge about parenting also needs to be extended to fathers. This is to provide awareness to the fathers about the growth and development of children who need a father's role in it. On the other hand, for the relationship between father and mother. Development of relationships is needed for mothers and fathers to be able to have healthy and constructive communication. This is needed for families to be effective.

The presence of a father is very mean for children. Not just physical presence, but also a psychological presence (Iqbal, 2018). Many father figures are physically present in the family environment, but are rarely involved in parenting.

Indonesian culture has created the view that the mother is responsible for care (Andayani & Koentjoro, 2014). So as to minimize the role of fathers in parenting. This affects the quality of relations between father and son. Islami and Elfida (2017) found that the closeness of male adolescents to their fathers was caused by the personal factors of the father, such as character and role of father, while in young women caused by personal relationships with his father, such as emotional, blood relations, and father involvement in the life of adolescent girls.

Engagement, for example, is not enough just by physical presence. A child also needs a psychological presence from his father. If the child feels he is not getting the attention of his father, then the child will perform behaviors to get his father's attention (Iqbal, 2018). For example in decision making, the dominance of a mother in parenting, which is emotional in facing problems, tends to form individuals who also respond to problems with emotional rather than rational. Aggressiveness, depression, aggression, etc. are all examples of these emotional reactions.

The success factor of this activity is the collaboration between KKN students and village officials. Despite the lack of facilities provided in the activity, participants remained enthusiastic to take part in the activity. It even exceeds the target participants of this activity. While the inhibiting factor is the culture of rural communities who still consider the responsibility of childcare to be in the case of mothers or women, not men. So it is quite difficult to bring husbands to come to this event.

#### 4. CONCLUSION

The conclusion of this activity is that there is an increased awareness of the important role of fathers in parenting. This can be seen from the enthusiasm of the participants who provided feedback from the material presented by the speakers. In addition, this activity also explores the problem of the lack of father's role in parenting which is more due to cultural factors in society. So that parenting done by the father can take the form of coparenting as a mother's companion.

Suggestions that can be recommended from this activity, namely for mothers or wives to provide transfer of knowledge to their husbands to be able to foster awareness for fathers in care. In addition, the village can provide knowledge of the role of the father in care through other socialization activities, such as recitation, community meetings, and so on. The need for follow-up of this activity is more focused on men as participants. The Co-Parenting Training Model for Fathers needs to be further developed into a separate program next time. Future research needs to be done to get more comprehensive results.

## 5. ACKNOWLEDGEMENT

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# Implementation of Character Education in Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten

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## ABSTRACT

The purpose of this study is to describe the character education in Al Azhar Bintaro Playgroup / Kindergarten. The method used is descriptive qualitative research method. The subjects in this study were the Head of Islamic Playgroup / Kindergarten Al Azhar Bintaro, Playgroup teacher, and kindergarten teacher. Data collection techniques were carried out using interview sheets, observation, and documentation. Data analysis uses data reduction. The results of this study illustrate that character education carried out in Al Azhar 17 Bintaro Islamic Playgroup/Kindergarten s carried out in an integrated manner in comprehensive (comprehensive) learning and in accordance with the principles of child development in stages according to DAP (Developmentally Appropriate Practice). Character education in this school is also done specifically, focused and always repeated. Character education is also integrated into intracurricular and extracurricular activities.

**Key Words:** education, character, Playgroup, kindergarten

## 1. INTRODUCTION

Character education according to Thomas Lickona (2013: 6) is an effort that is done intentionally to help someone so that he can understand, pay attention to, and do basic ethical values. Character education aims to enable students to understand and do the right values so that they are able to become characters. In this case character education is often also an effort to build national character (character building). Character education is an important thing that needs to be developed in children from an early age in order to become a person who has behavior according to his nature. For this reason, support from parents and adults around children is needed. Such support can be in the form of guidance, direction, habituation to prepare children to face future lives.

This era of globalization where the development of technology and communication is growing rapidly, one of the results of the study entitled *The Effect of Media Gadgets on Child Character Development* (Chusna, 2017: 315), where the results of research that emerge from playing gadget include: motor development, and significant behavioral changes. Seeing the negative effects that occur on children is certainly a concern for the character of the child. In relation to socialization and behavior of children.

Efforts that have been made by the government since 2010 have begun to reaffirm the need for character education. AgusWibowo (2013: 1) said that the government and society are currently intensively implementing character education in educational institutions, ranging from Early Childhood Education (PAUD) to tertiary education (PT). Mulyasa (2012: 67) said that character education would be very appropriate to be implemented early on, since children learn in PAUD institutions such as Playgroups (PLAYGROUP), Kindergarten) or RaudhatulAthfal (RA). This is because early childhood education is a vehicle for education that is very fundamental in providing a basic framework for the formation and development of the basics of knowledge, attitudes, and skills in children. Even early childhood education holds an important key in the success of the next education process. Character education is the responsibility of all adults around the child. Not only parents, teachers, school residents, but also community members around the child. Therefore, character education is needed for children since early

age. Seeing the importance of character education in early childhood, research needs to be done with the title "Application of Character Education for Al AzharBintaro Islamic Kindergarten Children".

## **Definition of Character Education**

Character education according to Saptono (2011: 22) is an effort made intentionally to develop good character based on core virtues (cover virtues) that are objective for both individuals and society. Whereas according to Khan (2010: 34), character education is a process of activities carried out with all the power of conscious and planned efforts to direct students. Character education is also an activity process that leads to improving the quality of education and the development of harmony of mind which always invites, guides, and fosters every human being to have intellectual competence, character, and interesting skills.

Character education is an effort and step that is designed and directed towards the formation of individual behavior that is based on moral values about right and wrong and good and bad as the basis of positive behavior (Djamas, 2017).

### **a. Character Education Objectives**

According to the Ministry of National Education (2011: 7) character education aims to develop the values that shape the nation's character, namely Pancasila, including:

- 1) Developing potential students to be good-hearted, kind-minded and well-behaved human beings.
- 2) Building a nation characterized by Pancasila.
- 3) Developing the potential of citizens to have an attitude of confidence, pride in their nation and country and love humanity.

While the National Teak Foundation Expert Team (2011: 47) specifically aimed at character education in schools includes:

- 1) Helping students develop their respective potential virtues to the fullest and make it happen in good habits: good in mind, good in attitude, both in the heart, both in words, and good in deeds.
  - 2) Helping students prepare to be good citizens (Indonesian).
- 2) 3) With strong and good character capital, students are expected to develop their own virtues and potential fully and be able to build a good, useful and meaningful life.
- 3) 4) With strong and good character, students are expected to be able to face the challenges that arise from the increasingly rapid flow of globalization and at the same time be able to make it an opportunity to develop and contribute to the wider community and humanity.
- 4) So, it can be concluded that the purpose of character education is to develop the potential of students to become individuals with character, in this case good hearted, good-minded, and well-behaved based on Pancasila. So that with a strong and good character, students are expected to develop their full potential to be able to face challenges in the era of globalization and make it an opportunity to develop and contribute to the wider community.

### **b. Character Education Values**

According to Gordon Allfort in Mulyana (2004: 9), value is a belief that makes a person act on the basis of his choice. Added by Richard Eyre and Linda in Gunawan (2012: 31), true and universally accepted values are values that produce a behavior and behavior that has a positive impact, both for those who run and others. Character Count in America in Gunawan (2012: 32), identifies that the characters that become pillars that must be instilled in students or students include ten main characters, among others; (1) can be trusted (truswhortiness); (2) respect and respect; (3) responsibility (responsibility); (4) fairness; (5) caring; (6) citizenship; (7) sincerity; (8) courage; (9) diligent; and (10) integrity (integrity).

Indonesian Heritage Foundation (IHF) in Mulyasa (2012: 70) formulates nine basic characters that are the goals of character education, namely (1) love for God and the universe and its contents; (2) responsibility; disciplined and independent; (3) honest; (4) respect and courtesy; (5) compassion, care and cooperation; (6) confident, creative, hard work, and never give up; (7) justice and leadership; (8) kind and humble; and (9) tolerance, love of peace, and unity.

The values of character education that must be invested according to the Ministry of National Education (2011) are 18 values, namely:

Table 1. Character Education according to the Indonesian Ministry of National Education

No	Character Value	Description
1	Religious	Obedient attitudes and behaviors in carrying out the teachings of the religion they embrace, are tolerant of the implementation of worship of other religions, and live in harmony with followers of other religions. Religion is the process of binding back or can be said by tradition, the system regulates the system of faith (trust) and worship to God and the rules relating to human and human relations and the environment.
2	Honest	Behavior is based on efforts to make himself a person who can always be trusted in words, actions, and work.
3	Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people that are different from him.
4	Discipline	Actions that show orderly behavior and adhere to various rules and regulations.
5	Hard work	Behavior that shows serious effort in overcoming various learning scattering and assignments, as well as completing tasks as well as possible
6	Creative	Think and do something to produce new ways or results from something you already have
7	independent	Attitudes and behaviors that are not easily dependent on others in completing tasks.
8	Democratic	The way to think, behave, and act that assesses the rights and obligations of himself and others.
9	Curiosity	Attitudes and actions that always strive to find out more deeply and extensively from what they have learned, seen, and heard.
10	Spirit of nationality	The way of thinking, acting, and having insight that places the interests of the nation and the state above the interests of themselves and their groups.
11	Love the country	The way of thinking, behaving, and acting shows loyalty, caring, and high appreciation for language, physical environment, eco-culture, national politics.
12	Appreciate achievements	Attitudes and actions that encourage themselves to produce something that is useful for the community, and recognize, and respect the success of others.
13	Friendly/ communicative	Actions that show pleasure in talking, associating, and collaborating with others
14	Love peace	Attitudes, words, and actions that cause other people to feel happy and safe in the presence of themselves, themselves, society, environment (nature, social, and culture), country.
15	Like to read	The habit of providing time to read various readings that give virtue to him.
16	Environmental care	The habit of providing time to read various readings that give virtue to him.
17	Social care	Attitudes and actions that always want to help others and the people in need.
18	Responsible	The attitude and behavior of a person to carry out his duties and obligations, which he should do with himself and others and the surrounding environment.

### c. Stages of Character Education at the Early Childhood Education Institute

#### 1) Early Childhood Character Education Planning

According to the Director General of PAUDNI (2012: 7), early childhood character education planning can be developed by taking into account the following:

- a) Get to know and understand the whole child in accordance with the stages of development and characteristics, such as a child as a master researcher, active in motion, never giving up, going forward never despairing, open, friendly, and not distinguishing.
- b) The values of applied character education are integrated into the core activities of the teaching and learning process carried out by:
  - 1.) Choose character values that are in accordance with the theme and title of the learning activity.
  - 2.) Determine indicators of the development of character values, according to the stage of child development
  - 3.) Determine the types and stages of activities to be carried out.



## 2) Implementation of Early Childhood Character Education

The implementation of character values for early childhood is carried out through programmed and habituated activities (Dirjen PAUDNI, 2012: 7). According to Wandira (2013: 4) the implementation of social emotional development through programmed activities is an activity that is planned in a planned manner. Simply programmed means the activities that are on the agenda and are designed in the educator's syllabus, both short and long term, namely one day, one week, one month, or even longer as making a series of daily activities (RKH), a series of activities weekly (RKM), and others.

While habituation activities are carried out through routine activities, spontaneous activities, exemplary, conditioning, and culture of PAUD institutions. In addition to the two ways of implementing character education above, there are also other ways that teachers can do by involving parents through parenting activities, such as by conveying to parents about character values that are being instilled in PAUD institutions to students, so that values it can also be applied and familiarized in the family environment.

## 3) Early Childhood Character Education Evaluation

Assessment of planting character values in PAUD institutions according to the Director General of PAUDNI (2012: 13) can be done through activities:

- a) Observation, which is a way to find out developments or changes in attitudes and behavior of children in daily life, especially during their time in PAUD institutions by looking directly at them. To facilitate observation, the educator or caregiver can use the observation instrument in the form of a check list (√).
- b) Assignment, assignment is a method of evaluation in the form of assignments that must be done by the child in a certain time either individually or in groups. For example, doing experiments planting seeds. In giving an assessment of the character values contained in the results of the child's assignment, the educator or caregiver can use an instrument in the form of a check list (√), with the note that the educator or caregiver first develops success indicators according to the character values to be assessed from the results of the students' assignments .
- c) Performance, is an assessment carried out by observing the activities of children doing something in applying character values, for example the practice of praying, sports, role playing, demonstrating art. Assessment of performance needs to consider the observed aspects in order to be assessed. To assess the performance of students, educators or caregivers can use the check list instrument (√) with a note that the educator or caregiver first develops indicators of success according to the character values that will be assessed from the performance of the students.
- d) Anecdotal records (anecdotal record), which describes important or unique events that occur daily. The instrument total record can use in attachment 3.
- e) Conversation or dialogue, namely asking the child directly about the activities carried out while in the PAUD institution. Educators or caregivers can interview children when on the move. To assist in conducting interviews, educators or caregivers can first make interview guidelines or ask questions spontaneously. The conclusions of the interview results are used by educators or caregivers to provide value to students, using instruments with development on indicators of success.
- f) Parent's report, is the result of parents' observation of children's activities while outside the PAUD institution, delivered by parents orally or in writing to educators.
- g) Documentation of children's work (portfolio), is a continuous assessment based on a collection of information and results of experiments / processes in the form of descriptions in the form of simple images or writings made by children. The collection of results for one period is analyzed / reviewed to determine the level of development of a child's ability based on established competencies / indicators.
- h) Description of the child's profile, a summary of the portfolio made by educators describing the character values that the child already has and still needs improvement.

Based on the existing understanding, it can be concluded that character education is an intentional effort to develop a good character of a student to have intellectual competence, character and interesting skills, as well as to improve the quality of an education.

## 2. RESEARCH METHODS

This study uses a qualitative method. According to Sugiyono (2018) qualitative research is often called naturalistic research because its research is carried out in natural settings. Strauss & Corbin (2003) say qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation.

The subjects in this study were the Head of Islamic Playgroup / Kindergarten Al Azhar Bintaro, playgroup teacher, and kindergarten teacher. Sources of data in this study are primary data and secondary data. Primary data is a source of data that directly provides data to researchers. Primary data in this study were the head of the kindergarten and kindergarten teacher. While secondary data is data that is obtained or collected by people who conduct research from existing sources (Hasan, 2002). Secondary data in this study are the result of documentation of children's activities during the learning process in school for one day, RPPH, and assessment. Data collection techniques are carried out by observation, interviews, and documentation.

## 3. RESEARCH RESULTS

### 1. Overview of the Application of Character Education in Al Azhar Bintaro Islamic Kindergarten

Given the importance of character education in early childhood, playgroup-Al-Azhar 17 Bintaro Islamic Kindergarten conducts character education. This was corroborated by the vision of the institution which reads "The realization of students who have the spirit of faith in Allah and His Messenger, are noble, intelligent, skilled, independent, confident, and creative"

The implementation of character education in Al Azhar 17 Bintaro Islamic Playgroup/ Kindergarten refers to the foundation curriculum, namely the Muslim personal development curriculum (KP2M), along with the 2013 curriculum. all the processes starting from planning, implementation, and evaluation are the same as ordinary learning. Planning such as the Annual Program (PROTA), Program Term (PROTERM), Weekly Learning Implementation Plan (RPPM), Daily Learning Implementation Plan (RPPH) added with a load of character values. Likewise with the practice of teaching and learning activities in schools, existing character values are applied in learning. For example, the child must arrive on time (discipline character), put shoes in place (responsible character), enter the class itself (independent character).



Figure 1. Curriculum for Muslim Personal Development for Kindergarten

RIBADI MUSLIM (KP2M) MPOK TODDLER			PRIBADI MUSLIM (KP2M) KELOMPOK A			RIBADI MUSLIM (KP2M) M AL-AZHAR KELOMPOK B		
Karakter	Karakter	Penjelasan Agama	Indikator	Karakter	Penjelasan Agama	Indikator	Karakter	Penjelasan Agama
Iman Allah	Religius		1. Ciptaan Allah (Barada, Rami, Makhluk, dll) 2. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah 3. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah 4. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah 5. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah	Religius		1. Ciptaan Allah (Barada, Rami, Makhluk, dll) 2. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah 3. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah 4. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah 5. Allah-cipta Allah - Maha Pengasih, Maha Pengasih, Maha Pengasih, Maha Murah	Religius	

Figure 2. Character Education at Al Azhar Bintaro Islamic Playgroup / Kindergarten

Character education in Al Azhar 17 Bintaro Islamic Playgroup/ Kindergarten that is integrated in learning is also carried out through various strategies and methods. One of the strategies used is using taped writings, such as writing posted on the classroom door to say hello before entering class. The method used is the method of habituation and exemplary in children, such as always being reminded to shake

hands with the teacher when entering the class and meeting the teacher. And the example is that the teacher gives a good example to the child, such as dressing neatly, coming on time, saying polite, and others. Character education in early childhood at Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten is carried out in an integrated manner in comprehensive (comprehensive) learning and in accordance with the principles of child development in stages according to DAP (Developmentally Appropriate Practice).

Integrated here means that character education does not stand alone or separate from existing learning. But it integrates with learning in school, and in learning the teacher always includes character values. For example discipline, discipline cannot stand alone but in all activities it is integrated starting from the beginning of the activity to completion. Examples of disciplines such as discipline come to school, discipline to return library books, discipline to wear uniforms.

Character education in this school is also done specifically, focused and always repeated. Character education is also integrated in intracullicular and extracurricular activities, such as in the intracullicular activities namely tilawati. Examples of character education that can be taught are adab in the form of adab to the tilawati teacher, reading ta'awud, and sitting posture when reading tilawati.

In its planning, Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten has a character education curriculum that is named Muslim personal development curriculum (KP2M) or akhlakulkarimah, and still uses the 2013 curriculum as a reference for learning.

The existing KP2M curriculum has been arranged in such a way as to be able to cover the values of character education in this case called akhlakulkarimah. The values of character education in the curriculum are implemented into learning and are included in RPPM and RPPH. So that in the implementation the teacher chooses the desired competency standard then chooses the appropriate indicator that he wants to develop in learning. Next the teacher usually develops indicators in the form of appropriate activities.



Figure 3. Example of RPPH Group A

The character values applied in Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten based on Muslim personal development curriculum are religious, communicative / friendly, curiosity, fond of reading, caring for the environment, social care, and responsibility (for toddler). Religious, communicative / friendly, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, peace of mind, love to read, care for the environment, social care, and responsibility (for groups A and B).

Character education is also contained directly in RPPM and RPPH every day, characters are taught repeatedly every week, so the characters contained in RPPM for a week will also be written into RPPH in writing. Characters are taught integrated with learning, for example this week will be taught by characters about being accustomed to saying a sense of help and gratitude, so in each activity, children who want to ask for help will be accustomed to saying please first and thank you afterwards.

## **2. Implementation of Characteristics of Early Childhood Education Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten**

The implementation of character education in Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten is carried out through habituation activities and carried out in all activities, both scheduled and not activities, both in the classroom or outside the classroom. For example, praying before and after activities, infaq (routine), greeting before entering class and going out of class, eating with your right hand, washing hands before eating, shaking hands to teachers and employees, speaking politely, getting used to queuing, putting shoes on, and drinking place in their respective places.

Habitual activities at Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten are conducted through various types of activities such as:

1) Special activities (programmed)

Such as ceremonies on Mondays, midday prayers in congregation for group B, morning prayer in group B, congregational prayer practices on Fridays, cleaning checks and completeness of children on Monday. There is also gymnastics on Wednesday, children say hello, children shake hands with teachers, children pray before and after activities, children murojaah letters, children wash their hands before and after activities, children join extracurricular activities, and children study in the learning room

2) Routine activities

Routine activity is an activity carried out continuously at any time consistently in a certain period of time. This routine activity if carried out continuously will form habits. Basically, routine and programmed activities are almost the same. Routine activities are a form of follow-up of programmed activities. such as arriving on time, wearing the appropriate uniform, carrying infaq money, shaking hands with the teacher, saying hello, throwing garbage in its place, giving children a contact book, washing hands before and after activities, lining up washing hands, queuing up to take food pads, queue up a place to eat, patiently waiting for their turn, shoes and bags come in their place, taking their own food, clearing their own place to eat, eating is spent, children returning items in their place (toys, crayons, and others).

3) Spontaneous activities

Spontaneous activity is an activity carried out at the same time where an event occurred. When an unwanted event occurs, the teacher will immediately remind the child. like the teacher immediately reminds the child when something happens for example there is a child who is helped, given something but has not said thank you, the child is wrong but has not apologized, the child is in class yet greetings

Character education assessment in Al Azhar 17 Bintaro Islamic Playgroup / kindergarten is integrated into the assessment of ordinary learning. The assessment refers to the day's RPPH. Assessment is taken during the learning process both in class or outside the classroom through a series of observations by the teacher. The recording of children's daily assessment is carried out by the teacher after the child comes home from school. The daily assessment is then collected as an evaluation material for one term which the teacher will then report to parents.

The types of assessments used in Al Azhar 17 Bintaro Islamic Playgroup/Kindergarten are through observation of students, assignments (assignments), performance, anecdotes, conversations, portfolios.



Figure 4. Example of a one-day character education assessment

However, the assessment of character education at Al Azhar 17 Bintaro Playgroup / Kindergarten is not good. This is because sometimes there are still teachers who after completion of teaching and learning activities do not immediately make an assessment of the development of children. The teacher's behavior is feared to cause errors in student development evaluations that lead to invalidity when reporting evaluation results.

## B. Analysis and Discussion

Based on the results of the study, it can be explained that character education carried out at Al Azhar Bintaro Islamic Playgroup / Kindergarten includes characters:

Table 2. Character Values in Islamic Al Azhar 17 Bintaro Playgroup / Kindergarten

<b>TODDLER- PLAYGROUP</b>	<b>GROUP A - GROUP B</b>
Religious, communicative / friendly, curiosity, love to read, care for the environment, social care, and responsibility	Religious, communicative / friendly, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, peace of mind, love to read, care for the environment, social care, and responsibility

The application of character education in Playgroup / Kindergarten Al Azhar Bintaro is in line with character education according to the Ministry of National Education, namely:

Table 3. Score of Ministry of National Education Characteristics (2011)

CharacterValue
Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, Nationalism, Love of the country, Respect for achievements, Friendly / communicative, Love peace, Love to read, Care for the environment, Care for the social, Responsibility

Character education carried out at Al Azhar Bintaro Islamic Playgroup / Kindergarten, is planned in a Muslim personal development curriculum (KP2M) and is planned in learning planning. Character education applied in Islamic Al-Azhar Bintaro Playgroup / Kindergarten is assessed to see the child's development in the character values applied. The assessment is documented in the children's assessment book which will later be reported to parents.

#### 4. CONCLUSION

Based on the results of research and discussion at the Al Azhar 17 Bintaro Islamic Playgroup / Kindergarten it can be concluded that:

1. Character education is carried out in an integrated manner in learning by referring to the Muslim personal development curriculum (KP2M) and the 2013 curriculum. Learning is applied using a student centered classroom approach and appreciates multiple intelligence.
2. The stages of implementing character education themselves are the same as ordinary learning which includes planning, implementation, and evaluation. Planning is done through determining the theme of learning, determining appropriate indicators, selecting character values to be taught, and basic competencies which are targets that are then elaborated in RPPM and RPPH which are implemented in various activities. The activities used are habituation activities. Habituation activities consist of special activities, routine activities and spontaneous activities. At the evaluation or assessment stage, character education in Al Azhar 17 Bintaro Islamic Playgroup/ Kindergarten is conducted through daily assessments taken from the results of teacher observation of children, assignments (assignments), performance, anecdotes, conversations, and portfolios.

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# Effectiveness of Sexual Education in Increasing Awareness of Self-Protection in Basic School Children

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## ABSTRACT

This sexual education for elementary school age children aims to prevent the occurrence of immoral cases in children, with this education it is expected that children can protect themselves from criminals. Sexual education is carried out to adjust to the age of the child, psychoeducation is related to the knowledge of the sex organs possessed by each gender, how to maintain and prevent others from touching without permission. The purpose of sex education is to encourage the skills or skills, attitudes, tendencies, behaviors and reflexes of children against immoral crimes that might occur to them. This education is important so that children get sexual education and proper self-protection can protect themselves from sexual violence. This study uses a quantitative approach to quasi-experiments that will compare before and after being given the psychoeducation training. The subjects in this study were 5th graders with ages 10–11 years, the data collection tool in the study was a questionnaire. The results showed that there was a change in awareness of self-protection after being given sexual education at the school.

**Key Words:** *Sexual Education, Self-protection, Prevention.*

## 1. INTRODUCTION

Sexual education in early childhood now has a high urgency due to technological sophistication that causes pornography internet access to be very easy, and this can be a trigger for immoral acts that are no exception to children. Cases of sexual violence in children often occur because of sexual knowledge and self protection. The skills of early protection, especially in the vital parts of a child, are still poorly edited so that children who experience immoral acts are often confused and do not understand what to do. The rise of sexual violence in children has led the Ketua Komisi Perlindungan Anak (KPAI) to urge the local government at the kelurahan level to play an active role in educating and monitoring so that their citizens do not become victims of sexual violence (Hendrian, 2018). Data shows that of the more than 21 million cases of violations against children, 58% are sexual crimes and the remaining cases of physical violence, launching, kidnapping, economic exploitation, trafficking in children for the purpose of commercial sexual exploitation and cases of seizure of children (Prasetyo, 2016). Seeing this fact, the urgency of sexual psychoeducation in early childhood is very important, considering that the number of immoral crimes can attack children from an early age. Although education is often forgotten and is still considered taboo by the people of Indonesia. Even though sexual knowledge should have been given from an early age to prevent the occurrence of criminal cases that occur in children.

This sexual education for elementary school age children aims to prevent the occurrence of immoral cases in children, with this training it is expected that children can protect themselves from criminals. Sexual education is carried out to adjust to the age of the child, psychoeducation is related to the knowledge of the sex organs possessed by each gender, how to maintain and prevent others from touching without permission. The purpose of sex education is to encourage the skills or skills, attitudes, tendencies, behaviors and reflexes of children against immoral crimes that might occur to them. Utami and Susilowati (2018) conducted a research program called "aku mandiri" as an effort to prevent sexual violence in pre-school age children, which resulted in the program being able to increase students' knowledge and skills

in preventing sexual violence in pre-school age children. Kusumastuti (2017) influences the psychoeducation method on premarital sexual behavior in young women, although in this study psychoeducation was found to be unable to change premarital sexual behavior but the results of different tests showed Islamic psychoeducation to be more effective in lowering kissing behavior indicators for female students.

Cases of sexual violence dominated child legal cases in the Banyumas district court in January-May 2018, as evidenced from the report that there were 10 cases of child abuse that were prosecuted, 9 in the litigation process and one in counseling (Radar Banyumas, 2018). The irony is that 30–40% of children experience sexual violence by family members, 60% by people who believe they are trying to build trust with their parents, 40% by older people who have easy access to children (darkness to light, 2007). Whereas according to Urie Bronfenbrenner (Upton, 2012) the microsystem environment becomes the closest system and important factors in influencing the development of children that cover the closest environment children interact with and relate to such as family, school, peers, workplace, and neighborhood. This means that parents of children need to be aware of not only foreigners who are suspicious but also the closest and trusted people who actually access to children is easier.

Childhood according to Erikson (Upton, 2012) starts from the age of 2 to 11 years with child assignments including developing personal control and independence, control of the surrounding environment, and completion of social and academic demands. Piaget (Upton, 2012) adds that children's cognitive development is pre-operational (2–7 years) to concrete operations (7–11 years) which begin to gradually develop language skills and use of symbols, capable of completing logical operations and concrete problems, even though they are still having difficulty understanding other people's perspectives. The description of these developments shows that children can be given sexual psychoeducation early so that they can prevent the occurrence of immoral cases in children. Because sexual violence that occurs in children can have an impact on the child's subsequent growth and development. Sexual violence in children can result in physical symptoms and mental disorders from the victim, such as despair, psychosomatic illness, depression, anxiety, suicide attempts and poor academic achievement (Çeçen-eroğul et al., 2013). Many cases of sexual violence that occur in children and are not reported because it becomes a taboo and family disgrace that must be covered while the impact on the child continues even until he becomes an adult.

Educational prevention of sexual violence can be given as early as possible, starting from preschool age. Preschoolers have adapted large amounts of information in a short period of time. Giving the right information can be useful in the principles and outlook on children's lives at a later stage of development (Perry et al., 2014). The Çeçen-eroğul (2013) study explains that school-based psychoeducation programs for the prevention of sexual violence in children have proven to be effective in enabling children with knowledge, expertise and support for self-protection.

Based on the explanation, the researcher designed a training to educate children about sexuality and self-protection against sexual violence. Educational planning is called the sexual education plan for early childhood, namely the delivery of information, control, and monitoring to protect children from acts of sexual violence. This is done to avoid sexual violence in children which will have an impact on the child's next development. There are seven steps to protect children from sexual violence according to Darkness to Light (2007), namely: 1) Learn facts and understand the risks; 2) Minimize the chance of sexual violence in children; 3) Talk about this to avoid information hidden by children; 4) Stay alert to even the closest environment; 5) Arrange counseling and control plans; 6) Don't be easy to believe; 7) Engaging actively in seeking information in organizations and preventive groups of child violence. This plan for sexual education in children will be based on the seven protective measures by the method of delivering lectures, games, and singing songs for self-protection. Sexual education is important to give, considering that children are still very taboo and do not understand self protection and the importance of maintaining which body parts should not be touched carelessly.

So based on the facts and analysis of the case, then the problems will be resolved through this research. These problems are: 1) low sexual education in children, 2) lack of skills in protecting themselves from child sexual violence, 3) lack of awareness of the urgency of preventing sexual violence in children. The purpose of this study is to improve sexuality knowledge and improve self-protection skills in children so that child sexual violence can be prevented and handled properly and correctly. It is expected that from this research there will be awareness from various elements, especially educators, on the importance of providing sexual education and self-protection to children as early as possible.



## A. Psychoeducation

The theories underlying psychoeducation include ecological system theory, cognitive-behavioral theory, learning theory, group practice models, stress and coping models, social support models, and narrative approaches. This ecological system theory provides a framework for assessing and assisting individuals in understanding disturbances or experiences associated with other systems in their lives, such as spouses, families, schools. Psychoeducation also adapts the basic concepts of existential-humanistic, behaviorist, and cognitive theory. The humanistic approach that underlies psychoeducation is an existential-humanistic theory which states that humans are capable of making personal decisions supported by the potential to develop and control their environment, while acting responsibly. The behaviorist theory emphasizes the influence of environmental manipulation. Cognitive theory focuses on mastering emotional-cognition skills which are components of the psycho-training process.

Psychoeducation, both individuals and groups not only provides important information related to the participant's problems but also teaches skills that are considered important for participants to deal with the problem situation. Group psychoeducation can be applied to various age groups and levels of education. Another assumption, group psychoeducation emphasizes the learning and education process rather than self-awareness and self-understanding where the cognitive component has a greater proportion than the affective component (Brown, 2011). But this does not mean that psycho-education does not touch the aspect of self-awareness and self-understanding. This is returned to the goals of the psychoeducation itself for children, adolescents and adults in various settings. This group's psychoeducation can also consist of 1 session or more.

Brown (2011) explains psychoeducation more broadly. Group psychoeducation can vary from just a discussion group to being a self-help group. Some groups are included in psychoeducation but have different settings and information content, for example task groups that aim to achieve task completion. Training / work group aims to make the participants able to meet the expectations of their work. Training / social skill groups focus on developing social skills that aim to prevent or remedial. Examples of these groups are small parts of psychoeducation that are tailored to the goals and needs of the group.

## B. Factors Affecting Child Sexual Violence

Fauzi'ah (2016) explained several factors that influence the occurrence of violence in children as follows.

1. *The orientation of sexual attraction towards children*

Pedophilia is an adult human who has deviant sexual behavior with children. The term is to explain one of the disorders of psychosexual development where the individual has an abnormal erotic desire for children.

Children who are the target of sexual desire for adults with pedophilia are pre-puberty children. Namely children who have not experienced menstruation or cannot be fertilized for girls and have not been able to produce sperm for boys. The cause of the emergence of a disease of sexual attraction is caused by two things, namely; the first, the result of a childhood experience obtained by a child who does not support the development of his maturity. Secondly, it could also be due to the trauma of having been sexually assaulted by an adult when he was a child.

2. *Effect of Pornomedia Mass*

Pornomedia is a combination of two words, namely porn and media. Porn means obscene, media means tools. If connected pornomedia is a tool or facility used in exposing obscene things. Pornomedia mass is an expression used by the writer to explain the other side of mass media. That is the media that displays pornographic things. In the current era of globalization, it is possible for everyone to easily get a presentation about sexual life clearly. This is the impact of the influence of telecommunication media networks, especially the internet. The internet as part of mass media has held important control and is a part of human civilization today. This is because of its special abilities that can reach information throughout the world.

3. *Child's incomprehension of Sexuality Issues*

Sexuality includes many aspects, namely a person's thoughts, feelings, attitudes, and behavior towards him. So the teaching process should begin at an early age. At least children have been provided with applicable social rules and norms so that they can differentiate between male and female attitudes and behaviors, from the simplest (such as differences in body anatomy, genitalia and clothing) to the most abstract (responsibility and nature).

Understanding of sexuality can be obtained through sex education through a continuous process. Starting from childhood to adulthood. The goal is not to dig up as much information as possible, but to be able to use information more functionally and responsibly so that knowing from the beginning what is permissible and not allowed by religion.

## 2. METHODS

This study uses a quantitative approach to quasi experiments that will compare before and after being given the psychoeducation training. This research conducted at Karang Pucung 01 Elementary Purwokerto, the participants 32 students in grades 5th grade (10-11 years old). The reason for choosing a subject is to be adjusted to the child's thinking and reasoning abilities to get sexual psychoeducation. The main focus of this research is an increase in children's knowledge of immoral acts that might occur to them. Data collection used in this study are observation, attaching images to where body parts may and may not be touched and pre-post questionnaire. Analysis data using SPSS 20.0 to compare before and after with t-test analysis.

## 3. RESULT

The researcher used SPSS 20.0 program to analysis and using t-test to compare children's knowledge before and after training. Here the result of analysis data from SPSS 20.0.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	3,1875	32	1,33047	,23520
	post	3,6563	32	,86544	,15299

Table 2. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre & post	32	,198	,278

Table 3. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	pre - post	-,46875	1,43649	,25394	-,98666	,04916	-1,846	31	,074

Based on the table 1, 2, and 3 this research has succeeded in increasing the understanding of children to be more aware of activities that enable them to be exposed to sexual crimes, although not significantly. However, if seen from the results of the children attaching images to where body parts may and may not be touched, 98% of children in this study can successfully show that part. So that it can be concluded that there is a change in understanding from before and after the study. Significant through this study, student learn how to protect themself by seeing picture how to cover their body properly also they see a film that persuade them to protect themself.

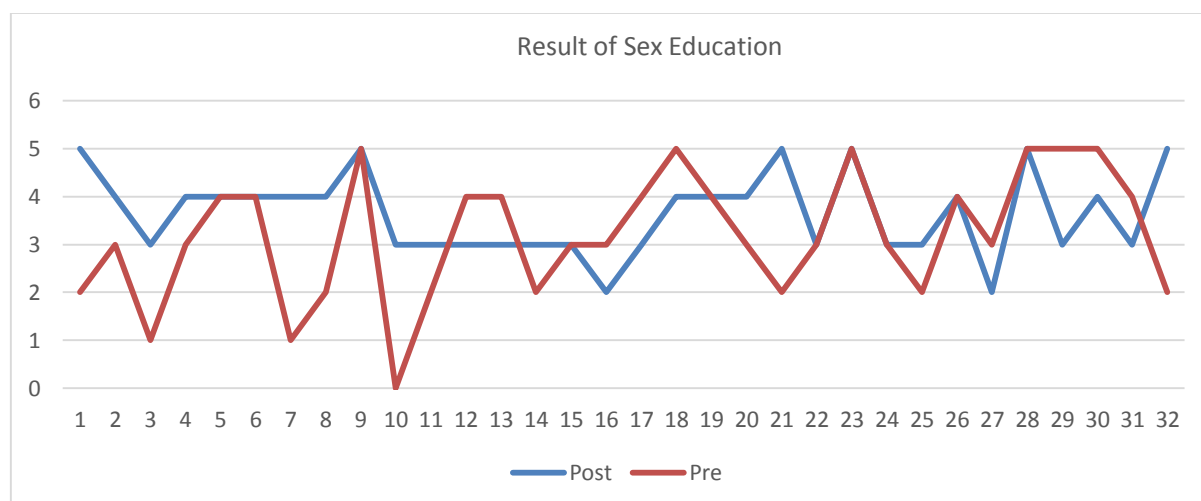


Figure 1. Graph that shows changes in children's understanding

The result showed that sex education for elementary student/ early childhood effective in improving the understanding and self-awareness for protecting themselves from sexual child abuse. In line with the research conducted by Çeçen-eroğlu (2013) explains that school-based psychoeducation programs for the prevention of sexual violence in children have been shown to be effective in enabling children with knowledge, expertise and support for self-protection.

#### 4. CONCLUSION

The results of the study indicate that sex education for primary students is effective in increasing self-understanding and awareness to protect themselves from sexual child abuse. Especially if the learning method provided uses many media images, animations, and videos that are adjusted to attract their attention.

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# Mother and Grandmother Relationship to Parenting in the Rural Areas

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## ABSTRACT

The role of parents, especially mothers, is important in parenting, especially in rural areas. In addition to mothers, grandmothers also play a role in parenting in rural areas. The purpose of this article is to examine the relationship between mother and grandmother to parenting in the rural areas, known as grandparenthood. The research in this article uses qualitative methods with a case study approach. Two participants from a village in Gunung Kidul district were involved in this study, and both consisted of mothers and grandmothers from children. The results of the analysis show five themes, namely the closeness of the child and the division of parenting roles, the personal condition of the mother and grandmother, the personal development of the child, and the expression of emotions in the child. Conclusion of the role of others is needed in childcare in rural areas, the role of grandmothers involved in parenting is certainly very influential on children and mothers.

**Key Words:** Parenting, grandparenthood, rural areas.

## 1. INTRODUCTION

Each parent has an individual way to raise his or her child, including the way of foster pattern. Sometimes there are parents who are unaware of the foster pattern as it is actually applied, when the foster pattern is the most important part of the formation of child behaviour and intelligence. Santrock (1995) explains that the developmental process involves biological, cognitive, and socioemotional processes. This shows that development is a nature and also involves environmental factors (nurture), one of which is parenting.

Parenting, ideally involving the role of parents, but in rural areas, parenting also involves grandmothers. A grandmother enters a large family social relationship (extended family). Something possible for families in the West can be less considerate in the individual development process (Matsumoto, 2000).

Parents are hoping that the child grows well in his or her care. On the other hand, families in rural areas live together with parents of children's parents or grandmothers. This raises other concerns about how parents especially mothers and grandmothers can be related to parenting. The purpose of the study is examine the relationship between mother and grandmother to parenting in the rural areas, known as Grandparenthood.

## 2. RESEARCH METHODS

Research uses qualitative research methods with case study approaches. Data retrieval using interviews of 4 participants, each divided into two mothers and grandmother. The first participant was a mother and grandmother who nurned a child and the second participant was a mother and grandmother who nurlled three twin boys. Data retrieval conducted in a village in the Gunung Kidul region of Yogyakarta Province.

## 3. RESULT

Researchers analyzed data obtained through field records and observations. Recording is not carried out by researchers for the confidential reason of the participants. In addition, research is conducted in rural areas that cause researchers do not carry electronic devices that are too prominent. The Data researchers

acquired were then analyzed so that they found four themes. Each theme, the researcher explained as follows:

### **3.1 Child Proximity and Division of Parenting Roles**

In participant 1, the child is closer to grandma when Grandma is at home together with mother. The child chooses close to grandma, because of pity with grandma. However, everyday, when Kindergarten School for example, the child is more often with the mother than her grandmother.

Mothers in participants 1, does not work so that it can be fully parenting, while grandmothers are more often activities outdoors, such as being a farmer or cook a call if anyone needs his energy.

Different from participant 1, participant 2 because it has three twins, the third child attention is shared between mother and grandmother. The second child is closer to the grandmother than her mother. Nevertheless, Grandma is not every time at home helping the parenting, because it should work as a farmer from morning to afternoon. However, when at home, the second child is closer to the grandmother. Grandma says that instead of being closer, but more often together with the second child.

### **3.2 Psychological Dynamics of Mothers and Grandmothers**

The mothers of participants 1 and 2 are young mothers of a relatively young age when giving birth to their children. In Mother 1, married at the age of 18, and gave birth to a child at 19 years of age. Currently her son is about 5 years old and sitting in Kindergarten. While, the mother of participants 2, married at the age of 20, and gave birth to her twin children at the age of 21.

The age that is still relatively young to marry or give birth to children has become ordinary in the hamlet Wintaos. Even their mothers (grandmother) were married when the relative age was still very early at around 15 years of age and even repeatedly married and divorced. It is already considered ordinary.

Grandmother of participants 1, currently aged 40 years and give birth to their child (mother of the Child) at the age of about 16 years, then divorced from her husband when the age of children reaches 1 month month. Meanwhile, grandmother in participants 2, currently aged 60 years, began to marry when he was 15 years old, then divorced and married again three times.

Each grandmother wanted her children and grandchildren not to be as many times as divorced because it was considered not a good thing even though it was considered ordinary. Husband on mothers of participants 1 and 2, working outside the city, like the mother of participants 1, her husband worked in Jakarta, and participants 2, her husband worked in the Prambanan area. So, Grandma feels the need to help her son in the care of their grandchildren.

On the mother's own side, in participants 1, feeling inspired by her own mother who was so rigid to raise herself to this moment, so she also wished she could like her mother to nurture her child. While in participants 2, the mother realized that her three children were grace, so both herself and husband had to work threefold than usual to raise her children.

This psychological condition is precisely the value in the family, although there are no special rules in the house, but the values belonging to the grandmother and mother are in the care of children.

### **3.3 Child Personality Development**

In participant 1, the child shows the behavior that for his parents is quite naughty, such as throwing his toys. However, according to her mother and grandmother, her son still has a demeanor that she seems to have with her grandmother. Meanwhile, when with his mother, the child shows the behavior of mischief which is a manifestation of the behavior of the child comforting to his parents.

In participant 2, with three twins, so their development is quite dynamic with each other. According to the mother, although twins, all three have different personalities, the three are very difficult to set because they often quarrel, it is common, but the second child is more often an intermediary for his brother and sister and easier to Close to others.

### **3.4 Emotional Expression in Children**

When children demonstrate unwanted behaviour, parents are more often the child's silence. Although there is a feeling of anger, but parents are more likely to refrain from excessively demonstrating their anger. Grandma tends to seldom show an angry expression if her grandson shows a mischievous behavior. The expression of irritation tends to be shown by the mother if her son is naughty. Sometimes it is more often

to be put on hold of anger. However, when the child according to, both participants 1 and 2 seldom praise or confuse how to praise his son. If the child can show compliance, in participants 1, often given verbal praise, while in participants 2, it is usually invited to sing.

Thielen & Whelan (2006) mentions that there are attitudes and hopes shown by grandparents in parenting, where grandfathers and grandmothers have no control over the outcome of parenting, then grandparents have a warm relationship as well Fun as an emotional expression. This seems to cause grandpa and grandma to have a warm relationship with his grandson even compared to his own parents.

#### **4 CONCLUSION**

The villagers are identical with less information access. One such information is information about parenting. The mothers in the village were married at a young age. Of course, with the information to build a limited household, and the psychological maturity that is still lacking. Grandmother's role can be a role model as well as a partner in parenting. The child gets closer to the grandmother than the parents themselves.

This research is a beginner's research that still needs to be developed, therefore it still needs to be developed again with a more structured methodology. The practical advice of this research is the need for parenting practitioners to be able to touch rural areas to review and discuss parenting and child development.

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# Application of Chaining Techniques in Autonomy of Religiosity in Children with Special Needs

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## ABSTRACT

This study aims to prove and know the effectiveness of the chaining technique in improving spirituality in the form of prayer in children with special needs. Chaining technique is one of the techniques of Behavior Modification which is a systematic application of learning principles and techniques in measuring and increasing the visible and invisible behavior of individuals in order to help them function better, especially in the family environment. The application of chaining techniques in spiritual formation in the form of prayer is done by teaching children movements and prayers in each movement in sequence. This study uses an experimental method using one subject and an increase in spiritual ability in the form of prayer seen from a comparison between each session. The results of the research on the application of the chaining technique succeeded in improving spirituality in the form of prayer in children with special needs. Children are able to pray in a sequence and correctly.

**Key Words:** *Chaining Technique, Spiritual Coaching, Prayer, Children with Special Needs*

## 1. INTRODUCTION

Persons with intellectual disabilities are individuals who have limitations in their development. This limitation results in their independence in daily life both within the family and within the community. Intellectual disability according to the American Association on Intellectual and Developmental Disabilities (AAIDD) through Schalock (In Mumpuniarti, 2014) it is almost the same substance as the previous definitions of obstacles experienced by intellectual barriers, only emphasizing the appearance of conceptual, social, and adaptive skills.

According to Gunarsa (In Asnani, 2014) the level of intelligence that is below normal influences independence in adaptive abilities of at least two of the ten defined areas, namely self-care, communication barriers, domestic life, social skills, use of public facilities, self-direction, health and safety, academic functions, leisure and work. Independence is a condition that can stand alone without relying on other people and is related to daily activities about the individual such as bathing, eating, wearing clothes to religious or spiritual activities such as prayer and prayer. Obstacles to self-sufficiency in self relate to the difficulties experienced in doing self-care.

According to Maramis (in Asnani, 2014) someone who achieves self-actualization has special characteristics, one of which is the need for privacy and independence, where people who actualize themselves in meeting their needs do not need other people. In this study is the need for the independence of the subject regarding its spiritual activities, namely in carrying out prayers. Spirituality activities which are usually carried out by having to involve other people means that the subject of doing so must first be instructed and accompanied by using the chaining technique which is expected to be able to change the habit to be independent without involving other people. Independence in mental retarded children is influenced by several factors, namely intelligence, culture, education level of parents, number of children in the family, parenting parents, wherein there is a need for nurturing and sharpening, so that the independence that is owned is complete independence.

Religion is a guideline and belief that is usually held by someone in society, then religion is closely related to religiosity and spirituality. According to Zinnbauer & Pargament (in Amir and Lesmawati, 2018) Religiosity is considered formal and institutional because it reflects a commitment to certain beliefs and practices, while spirituality is associated with personal and functional experiences, reflecting individual efforts to achieve goals and the meaning of life.

According to Zinnbauer (in Amir and Lesmawati, 2018) the reality of religiosity and spirituality in individuals is understood by using policy-capturing approach, which is a method of statistical analysis to capture the characteristics of decision making and assessment of the subjects. The result is four spirituality cues, namely: (1) spiritual processes in the search for personal / existential meanings; (2) the existence of spiritual experiences such as feeling close to God; (3) there is a sense of connection with the universe and all living things in it; and 4) spiritual behaviors such as meditation or yoga. The cues are different from religiosity resulting from the same analysis, namely: (1) involvement in religious organizations or institutions; (2) altruism behavior; (3) personal religious practices such as understanding the scriptures; and (4) the degree to which individuals feel they have received support or comfort from their formal religious beliefs.

The form of religiosity activities if interpreted based on the above definition can be very broad depending on how religiosity is placed, because religiosity is related to religious activities or practices. When religiosity is placed in Islamic religion, the form of religious activities in it varies from fasting, praying to prayer. Research refers to religious activities or religiosity that must be carried out by Muslims namely prayer.

Furthermore, the relationship between prayer and the application of the chaining technique is to regular prayer movements starting from *takbiratul ikhram* which are indicated by standing movements, bowing which is indicated by the position of the body bent down, prostration indicated by the position of the body face down and sticking to the floor, sitting between two prostrations and sit *tasyahud (tahiyat)* which has almost the same movement, namely sitting with the position of the foot bent backwards. Then the movement is carried out repeatedly in accordance with the number of rakaatnya and ends with a greeting movement by looking to the right and left.

While the chaining technique is one of the behavior modification therapies to increase self-care independence. Handojo (Asnani, 2014) suggests that behavioral techniques by teaching complex behavior, then broken down into simple stages and arranged into a series of tasks. Training with chaining techniques aims to improve effective two-way communication, socialization into the environment, eliminate or minimize maladaptive behavior and improve self-help or self-esteem skills and other skills especially in self care independence.

Based on this understanding, the researchers assume that the formation of religiosity, namely prayer can be more effective if taught using chaining techniques. So that this research aims to identify the level of differences in independence in carrying out prayers in children with special needs.

## 2. METHODS

This study uses single subject research (single subject research) or SSR which includes experimental research that focuses more on individual scores or performance than group performance. The SSR design used is the A-B-A design (Applied Behavior Analysis). Within ABA there is a structure for seeing behavior, what causes them to behave like that and how to shape or eliminate that behavior. The behavior that will be the focus of the research is fostering religiosity in the form of prayer by applying chaining techniques. Prayer movements are taught to the subject repeatedly at each prayer time.

Data collection techniques carried out were observations, namely by observing directly the activities related to the prayer performed by the subject, then writing it in the total record in the form of the behaviors shown. Interviews are also used as data collection techniques, namely by interviewing subjects and parents of subjects related to prayers carried out by the subject every day. Document Analysis, namely documents in the form of data on the progress of prayer implementation, to analyze the data obtained at the time of conducting research. Teknik Chaining diterapkan dalam penelitian ini adalah dengan cara kemampuan dipecah menjadi unit terkecil, kemudian unit-unit tersebut dirangkai menjadi satu, sebagai berikut:

1. Introducing what to do before prayer, such as ablution and wearing prayer equipment
2. Introducing names and movements in prayer to the subject in sequence.
3. Order the subject to wear prayer equipment correctly
4. Instruct the subject to practice prayer movements in sequence according to the name that has been introduced.
5. Instruct the subject to repeat the motion.



The instrument used in this intervention is a real object in the form of ablution water, mukena and prayer mat. Equipment during the intervention is conditioned in such a way according to the rules in the chaining technique to facilitate the subject.

### 3. RESULT

Proving the assumptions put forward in the introductory chapter, "that the formation of religiosity ie prayer can be more effective if taught using chaining techniques." The assumption test results obtained are as follows:

- a. Based on the results of the interviews conducted with the subject's parents, it was concluded that the subject would be more willing to pray alone without being asked, even though at some prayer times the subject must be governed first, namely at dawn prayer and isa.
- b. Based on the results of observations made during the intervention, there were changes, although not significant, namely the subjects were able to memorize the prayer movement even though they did not understand the number of rakaat in prayer.
- c. Based on the analysis of documents designed in the form of scheduling to see the development of the religiosity independence of the subject, the results obtained were an increase in independence after receiving intervention.

Document analysis in the form of periodic scheduling can be described as follows:

Table 1. Descriptions Calculation of prayer

Week in a month	Prayer Time				
	Subuh	Dzuhur	Ashar	Maghrib	Isa
1	2x	7x	4x	3x	2x
2	2x	5x	6x	5x	2x
3	1x	6x	5x	7x	4x
4	2x	7x	7x	7x	5x

<sup>a</sup> the calculation of prayer is done for one month

<sup>b</sup> calculation of prayer implementation is calculated during the process and after the intervention

### 4. DISCUSSION

Based on the results of the study, the results of interviews, observation and analysis of documents, it was obtained an illustration that the subject experienced an increase in independence in religiosity activities namely prayer. In the situation before getting intervention the subject is only carrying out dzuhur and ashar prayers with inconsistent intensity. After getting the intervention, the subject carried out prayers at all times even though in a week only a few times were carried out. Based on the results of observations during the intervention process the subject also experienced an increase in the performance of prayers, namely the prayer movements performed by the subjects more regularly than before getting intervention.

Chaining technique has an important role in changing the increase in the independence of subject religiosity, namely in carrying out prayers. The study conducted by Asnani et al., 2014 said that there was a change in the level of independence in mentally retarded children in Surabaya's Kalijudan Tuna Grahita Ponsos before and after giving chaining techniques. In addition, Tiersa R. Undap, 2018 also said that the chaining technique was successful in increasing the ability to brush teeth with autistic children. Autistic children are able to improve the ability to brush their teeth which are done in 5 stages of child training to be able to do 96% stages of brushing the teeth properly.

### 5. CONCLUSION

Based on the results of these studies, it can be concluded that there is a change in the intensity of the religiosity independence of the research subjects even though it is not significant. The chaining method is quite effective in increasing religiosity independence in children with special needs.

## 6. SUGGESTION

Researchers suggest that they can provide religiosity independence (prayer) exercises through the chaining method to support the consistency of the implementation of these religious activities.

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# Implementation and Challenges of 5 Table Services at Integrated Health Services Pos (Posyandu) in the Central Jakarta Area

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## ABSTRACT

Based on the results of preliminary studies which had been conducted in several Integrated Health Services Pos (Posyandu), which located in the Bendungan Hilir Sub-District, Central Jakarta. It was seen that several Posyandu that were randomly seen could not carry out the regular 5-table service at the Posyandu and the implementation was not in accordance with the 5-table implementation guidelines. This led to the implementation of 5 table services not the same between one posyandu and the other posyandu in Bendungan Hilir. This initial study was explored further in a qualitative descriptive study to obtain an overview of the implementation and challenges of the implementation of 5-table services in Posyandu, especially those in two area. Data collection was conducted through interviews and Focus Group Discussion (FGD) in 3 Posyandu, each Posyandu represented by two cadres. The results of the discussions with cadres revealed that there are internal and external challenges in administering Posyandu. The internal challenges are from the cadres themselves, 1) they had lack of knowledge about their role as the main pillar driving development, especially in the health sector specially in health services and utilization of maternal and child health books; 2) the limited number of cadres; and 3) the age of cadres who are above the age of 48 years old on average. The external challenges that faced by cadres are the 1) lack of community participation to be involved in Posyandu activities; 2) limited space to provide adequate services for parents and toddlers who are present; 3) coordination that is still partial per sector. this finding was conveyed to relevant policy makers, in the education, health, and family welfare sectors.

**Key Words:** *Integrated Health Services Pos, Early Childhood, 5-table services*

## 1. INTRODUCTION

The high maternal mortality rate, infant mortality rate and the prevalence of malnutrition in infants is a major problem in an effort to optimize growth and children's development. In 2015, survey data that released by the Central Statistics Agency showed that there were 305 maternal deaths per 100,000 births. This condition meets the targets set out in the Millennium Development Goals (MDGs). This has become an issue that must be followed up by Indonesia to fulfill the third Sustainable Development Goals (SDGs), ensure healthy lives and promote well-being for all ages.

The maternal mortality rate correlates with infant mortality (IMR) and will have an impact on the family economy, therefore as an effort to minimize both risk factors, health workers urge pregnant women to carry out regular checks regularly every four months during pregnancy. Other efforts that has been done by governments are improving the quality of health services and equitable distribution of health services, improving community nutrition status, increasing community participation, and improve health management.

The government has also prepared policies towards health development as outlined in the 2010-2014 Medium Term Development Plan (RPJM) in the Health Sector, where one of them is community development, such as developing Posyandu (Ministry of Health, 2011). Posyandu was proclaimed in 1986, with a total of 25,000 Posyandu registered Posyandu, and in 2009, it increased to 266,827 Posyandu, with a ratio of 3.55 Posyandu per village / kelurahan (Ministry of Health, 2011). Posyandu is a forum managed

by the community assisted by health workers to develop the quality of the Indonesian human resources (Ministry of Health, 2011). The aim of the community to form a Posyandu is to bring basic health services closer, especially maternal and child health, family planning, immunization, nutrition, and prevention of diarrhea to the local community. One Posyandu can serve 80-100 children under the age of 5 years.

The results of preliminary observations at several Posyandu that were randomly selected by district education officer in the Bendungan Hilir, showed that there were several Posyandu that had and could not carry out activities using the 5 (five) table system. This difference made researchers interested in knowing more deeply to get "an overview of the implementation and challenges of implementing a 5-table system at the Posyandu in the Bendungan Hilir area, Central Jakarta".

## 2. THEORITICAL BASIS

### 2.1. Integrated Health Services Pos (POSYANDU)

The implementation of Posyandu is regulated in the general guideline for Posyandu management issued by the Ministry of Health of the Republic of Indonesia. In the book, it was explained that Posyandu activities were organized and mobilized by Posyandu Cadres with technical guidance from Public Health Centre (Puskesmas) and related sectors.

Basic health services at Posyandu cover at least 5 (five) activities, namely Maternal and Child Health (MCH), Family Planning (KB), immunization, nutrition, and prevention of diarrhea. Activities at Posyandu can be increased if agreed upon by the community, such as environmental health, prevention of infectious diseases, Under-fostering Family Development (BKB), and Early Childhood Education. The addition of this new activity should be carried out if the 5 main activities have been implemented well, at least above 50%, and have supporting resources. The Posyandu that does so is referred to as Integrated Posyandu. This community service activity is implemented on the opening day of the Posyandu, using a system of 5 (five) tables.

Posyandu cadres are the main pillar which drives the development of the health sector. Posyandu cadres volunteer their time to be involved in health service activities collaborating with Puskesmas which near to their home. Posyandu cadres should have knowledge about health and nutrition because they will guide the community to improve their quality of life. The implementation of Posyandu is carried out by at least 5 (five) cadres. This number is in accordance with the number of steps implemented by the Posyandu, namely the 5 (five) steps (Indonesian Ministry of Health, 2006).

Posyandu has a function as (Indonesian Ministry of Health, 2006):

- a. means for community empowerment in the transfer of information and skills from officers to the community and among fellow citizens in order to accelerate the reduction of Maternal Mortality Rate (MMR), Infant Mortality Rate (IMR), and Underfive Mortality Rate (IMR).
- b. means to bring basic health services closer, especially in relation to the reduction of Maternal Mortality Rate (MMR), Infant Mortality Rate (IMR), and Under-five Mortality Rate (IMR)

### 2.2. Five Table System

The implementation of Posyandu is carried out by at least 5 (five) cadres. This number is in accordance with the number of steps implemented by the Posyandu, namely the system of 5 (five) tables. According to the Indonesian Indonesian Ministry of Health (2006) the implementation of Posyandu activities is also called the five-table system. Each table / step has different activities, as described in the following table:

Table 1 Steps and Implementation of Five Table Services (Indonesian Ministry of Health, 2006)

<b>Steps</b>	<b>Activity</b>	<b>Responsibility</b>
<b>I</b>	Registration	Cadre
<b>II</b>	Weighing	Cadre
<b>III</b>	Fill in KMS book	Cadre
<b>IV</b>	Guidance	Cadre
<b>V</b>	Health Services	Cadre and/or health workers

At the first table, the officer is registering the children under five and pregnant women. Registration is recorded on the KMS Card. The KMS card is a card that contains the child's normal growth curve based on the anthropometric index of weight according to age. KMS is used as the main instrument for monitoring growth and development of children. In addition, KMS is also used to record of child health services and as an educational tool for parents of toddlers.

At the second table, the officer weighed and recorded then write the into a piece of paper which will then be transferred to the KMS as the next step.

At the fourth table, the officer gave an explanation of the KMS data or child's condition based on the weight gain depicted in the KMS, which has shown in the chart. Next at the fifth table, the cadre will provide immunization, family planning, iron pills, and vitamin A.

### 3. METODHOLOGY

This initial study was explored further in a qualitative descriptive study to obtain an overview of the implementation and challenges of the implementation of 5-table services in Posyandu. Data collection was conducted through interviews and Focus Group Discussion (FGD) in 3 Posyandu, they are Posyandu Nusa I, Posyandu Nusa Indah 2, dan Posyandu Sedap Malam 3. These Posyandu were selected by Dinas Pendidikan Bendungan Hilir and each Posyandu represented by two cadres.

### 4. DISCUSSION AND RECOMMENDATION

#### 4.1. Discussion

In general, the cadres from three Posyandu implemented the activities in collaboration with Puskesmas and the number of cadres implementing Posyandu activities was felt to be still sufficient. All cadres were felt the Posyandu location to be insufficient due to the large number of children to be treated and this made the cadres less aware of a suitable approach for children. The cadres intended to forced the children to open their mouths when giving vitamin A, ask the parent to calm down the children when crying, and let the mother handle the child if he/she whining asking to go home soon.

An overview of the implementation of the Posyandu program can be seen in table 2 below:

Table 2 Summary of Research Results

No	Aspek	Posyandu		
		Nusa Indah 1 (4x3 m)	Nusa Indah 2 (4x1 m)	Sedap Malam 3 (4x2 m)
1	Once a month implementing Posyandu	Yes	Yes	Yes
2	Partnership with the nearest Pusekesmas	Yes	Yes	Yes
3	5 tables services	Question and answer like interrogation	Guidance is provided without coordinating with health workers except counseling	No guidance
4	The timing of Posyandu implementation	Not enough	Not enough	Not enough
5	Support of community leaders	Funds, food, morale, uniform	Funds, food, morale	Funds, food, morale
6	Approach to the child	Forced tendency	Forced tendency	Forced tendency
7	Space utilization	Posyandu only	Alternately with ECE institution	Posyandu only

There are also some challenges that faced by cadres, both internal and external challenges. The internal challenges are 1) they had lack of knowledge about their role as the main pillar driving development, especially in the health sector specially in health services and utilization of maternal and child health books; 2) the limited number of cadres; and 3) the age of cadres who are above the age of 48 years old on average.

Cadres implemented Posyandu activities according to the agreed division of labor, but if the midwife or cadre arrives late, the crowd in Posyandu will be overwhelmed and many children whining asking to go out of the room. It is shown that the cadres need to be enriched in knowledge and skills.

The external challenges are 1) lack of community participation to be involved in Posyandu activities; 2) limited space to provide adequate services for parents and toddlers who are present; 3) coordination that is still partial per sector.

Another challenges encountered by cadres, especially by Posyandu Nusa Indah 2, was the location of the Posyandu, which was felt to be narrow and unable to accommodate all of the people who came during the Posyandu open day. The Posyandu is located under the Extra High Voltage Air Channels and the size of the room around 4x1 m. The cadres sought solution, by finding a bigger place but were unsuccessful because the number of parents who came was actually far less than before. The reason stated by most parents is that the new location is not strategic, far from their home.

In addition, it is also necessary to consider the mechanism of providing guidance services to communities, for example parents are given "homework" to stimulate children based on maternal and child health books. If parents have problems in parenting, they can contact a cadre or health worker and make an appointment for consult the problems.

Community participation was less and time allocation for implementing 5 table services was not enough. The cadres hope for community leaders, PKK, Puskesmas, Posyandu and the business company to can work together to encourage the community to be involved in posyandu activities, by holding regular meetings or doing focus group discussion every 3 months. This way, will improve children's growth and development.

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# Developing an Early Childhood Islamic Education Content based on the Concept of *Tarbiyatul Awlad*

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## ABSTRACT

Drawing on the concept of *tarbiyyatul awlad* developed by Muhammad Al-Ghazali and Abdullah Nasih Ulwan, this article proposes an early childhood Islamic education content, designed for educators. Textual analysis of Al-Ghazali's book *Ayyuh al-Walad* and Nasih Ulwan's *Tarbiyyatul Awlad* offer a clear conceptual framework and broad perspectives of early childhood Islamic education. A combination of such analysis with the data from interviews and focus groups help us develop suitable content for pre-school Islamic educators and easily understood by the preschoolers. The content is built based on seven aspects of life of children age 3-6 years old, which include: 1) faith (*aqidah*), 2) moral (*adaab*), 3) mental, 4) physical, 5) psychology (mental), and emotional health), 6) social skills (communication), and 7) sexual, categorised into three types of learning styles: visual, auditory and kinaesthetic. Since the recent outcry revolved around rallying for the restructuring of Islamic education curriculum and pedagogical changes, henceforth, this article might contribute to a positive development into an early childhood Islamic education in Malaysia.

**Key Words:** preschool, religious education, Islamic pedagogy, Islam and communication.

## 1. INTRODUCTION

Early childhood is a phase of human life, of which values are pivotal. Islam promotes universally shared values such as happiness, love and respect. The same goes for Muslim preschool educators (also known as *asatizah*, in Arabic), who ought to be agents of transmitting such values. Under the Malaysian Education Blueprint (MEB) 2015 - 2025, the Ministry of Education aims to comply with the National Education Philosophy's vision of a balanced education as its foundation for individual student aspirations of Malaysian Education Blueprint 2015-2025 (Malaysia Ministry of Education, 2013, pp. 9-10). The pre-school, primary, secondary, and higher education systems share a vision of what the outcome of a Malaysian education seeks to achieve, and what that means for individual students. The Ministry of Education develops the MEB around six primary human attributes: ethics and spirituality, leadership skills, national identity, language proficiency, thinking skills, and knowledge. The MEB may not have spelt out in Islamic early childhood education; nonetheless, the Ministry seeks to accomplish the balance between both knowledge and skills as well as ethics and morality (*akhlak*). Such an educational goal of attaining students with such balanced is very much deep-seated in Islamic teachings (e.g., Quran, 2:201). The MEB may be an aspiration for many preschool Islamic educators. It may not, however, particularly translated into a systematic pedagogical framework, which may aid these educators in communicating Islam to children at the ages of 4-6 years old.

As an effort to accomplish the vision of MEB and in responding to a recent outcry (e.g., Ibrahim Hashim & Misnan Jemali, 2017; Nooraini Othman & Khairul Azmi Mohamad, 2016) on the need for Islamic educational reform in Malaysia, this article proposes a content designed for Muslim preschoolers educators. It argues that there is a need for professional values and pedagogical reform in early childhood Islamic education in Malaysia. To support such an argument, the discussion in this article is three folds. First, the article engages in the critical discourse of Islamic preschool education. Next, the article recommends the concept of *tarbiyatul awlad* as a framework for early childhood Islamic education in Malaysia of which excavated from the works of Abu Hamid Muhammad Al Ghazali *Ihya' Ulumuddin* (1978)

and *Ayyuh al-Walad* (2008) as well as Abdullah Nasih Ulwan's book entitled *Tarbiyatul Awlad fi al-Islam* (1996). Finally, the article presents the results of interviews and focus group discussion, which identify the extent to which the concept of *tarbiyatul awlad* is a feasible pedagogical practice of Islamic preschool educators.

## 2. A CRITICAL DISCOURSE OF PRESCHOOL ISLAMIC EDUCATION

Research into the development of early childhood Islamic education remains unsystematic, often lack of conceptual depth and clarity. There are three reasons attributed to such shortcomings: first, the inadequacy of conceptual reflections on the meaning of education, which gravely hinders the task of 'thinking about Islam educationally' and 'educating preschoolers Islamically.' Second, the lack of reference to the Islamic corpus in the curriculum development, based on the fundamental Islamic teachings of religious, spiritual and intellectual heritage. Third, the lack of empirical research into the pedagogical practice and evidence from the field of early childhood Islamic education. In reacting to such a critique, we need to engage with the following:

1. To 'think about Islam educationally' and how to 'educate preschoolers Islamically', and
2. examine the curriculum and pedagogical practices adopted by Islamic preschool educators and address their shortcomings.

The term 'education in Islam' is still vague among educators and members of Muslim society. According to Syed Naquib al-Attas (1980), 'education is a process of instilling something into human beings'. A 'process' indicates to the approaches and the system, known as 'education'. 'Something' refers to the content of what is instilled; and 'human beings' refers to the recipient of both the process and the content (Al-Attas, 1980: 1). Thus, education in Islam encompasses various aspects of life and cut across the human life span; from early childhood through old age. Human functions through the faculties of rationale ('*aql*') and the spiritual organ of cognition called 'heart' (*qalb*) (Al-Attas, 1980). The content of education in general and Islam-based education in specific, supposedly developed under these two faculties - rationale ('*aql*') and 'heart' (*qalb*).

As the issue of how to educate preschoolers 'Islamically', a self-proclaimed Islamic preschool declares to educating young children 'Islamically' by stated 'Islam' or Arabic element as modifiers, written in its brochures or its name (Lihanna Borhan, 2004, p. 379). Such rituals as greetings (*salaam*), kissing hands of the educator, reciting *shahada* (Muslim profession of faith), prayers (*dua*) and Quranic verses (e.g., *Al-Fatihah*) are perceived to be educating young Muslim children 'Islamically' (Lihanna Borhan, 2004, pp. 379-385). Other 'fun' learning activities include singing, storytelling and physical exercise are 'labelled' as Islamic as long as they involved elements of Islam, Quranic and practices from the Biography of the Prophet Muhammad (*seerah*).

As with the critique of curriculum and pedagogical approaches, adopted by Islamic preschools, the Islamic preschool education is one of the subjects taught under the spiritual and moral component of National Preschool Curriculum Standards (KSPK) (Sofiah Mohamed, Kamarul Azmi Jasmi & Akmaliza Abdullah, 2015). The Malaysia Ministry of Education issued the Professional Circular no. 9/2010, which indicates that 'all preschools and kindergartens are registered under the Education Act 1996; any preschools with a minimum number of five Muslim pupils must teach Islamic education subject for at least two hours per week (Malaysia Ministry of Education, 2010) (Ibid.). There is a lack of a specific framework that illustrates the kind of 'Islamic' education suitable for preschoolers.

There is a limited number of research that espouses a specific concept like *tarbiyatul awlad* in the Islamic curriculum design or as pedagogical practices. Most studies on early childhood Islamic education either criticise on the dualism of the education system, for being liberal-secular (Mohd Hairudin Amin & Kamarul Azmi Jasmi, 2012) or calling for a significant reform in the Islamic educational system (Ibrahim Hashim & Misnan Jemali, 2017; Nooraini Othman & Khairul Azmi Mohamad, 2016). These studies are not firmly grounded in Islamic literature and pedagogy. Therefore, such limitation of methods, literature and empirical pieces of evidence have warranted our effort in developing content for Islamic preschool education that is in line with the concept of *tarbiyatul awlad*.

## 3. METHODS

This study is qualitative, in that we conduct textual analysis, interviews and focus group discussions. Qualitative research allows us to interpret and occurrence and answer as to why Muslim educators do things that they do and give meaning to it (Denzin and Lincoln, 2005). Also, qualitative research let us understand the meaning people constructed (Merriam and Tisdell, 2016, p. 15). In developing content for



Islamic preschool education, we have conducted textual analysis, interviews and focus group discussion. The textual analysis involved three central corpora relating to early childhood Islamic education. The first and second books are by Abu Hamid Muhammad Al Ghazali, known as *Ihya' Ulumuddin* (1978) and *Ayyuh al-Walad* (2008). The third reference is by Abdullah Nasih Ulwan, entitles *Tarbiyatul Awlad fi al-Islam* (1996). The works of these two prominent scholars in the field of early childhood education allows us to construct themes and map these themes against data gathered from interviews and focus group discussions.

We conducted interviews with ten preschool educators who teach at Islamic preschools between the years 2018 and 2019. Our study also involved discussion with five subject matter experts in the study of early childhood Islamic education, Malaysia, through whom the content that we developed are reviewed and endorsed. The next section presents the analysis of two focus group discussions, which explains the feasibility of the application of *tarbiyatul awlad* in our study. Each group involved three participants from different academic backgrounds; social sciences, engineering and science. The reason for conducting two focus group discussion is to ensure the depth and specificity of the information that we want to gather. We categorise the data from the focus group discussions according to themes that emerged from the textual analysis.

#### 4. FINDINGS AND DISCUSSION

*Tarbiyatul awlad* is a concept that we adopt to develop content for early childhood Islamic education, which may guide Muslim preschool educators in their teaching and learning. *Tarbiyatul awlad* proposes seven aspects of children life of children age 3 to 6 years old, that the educators need to give attention. These aspects include: 1) faith (*aqidah*), 2) moral (*adaab*), 3) physical, 4) psychological, 5) emotional health, 6) social skills (communication), and 7) sexual. These seven components are taught according to the three learning styles: visual, auditory and kinaesthetic. We elaborated on each component in turn and followed by the discussion of the results of textual analysis.

##### 4.1. Building a Dynamic and Balanced Muslim Personality

The teaching of faith or Aqidah, for instance, is categorised under the personality development of personality as a Muslim. The related content is derived from the topics on *Ibadah* and *Seerah* (biography of the prophets). The educator takes a fun approach in explaining to the children about God's existence. During the morning assembly, these children listen to the songs that make them chant the *shahada* (Muslim profession of faith), 99 names of Allah, the Pillar of Islam and Faith. Once the songs ended, the educator will reiterate and ask the children to repeat what they have chanted.

Every time the children perform their prayer (*solah*), the educator will ask the children such questions as 'why do you perform the prayer?', 'who ask you to perform the prayer?' Moreover, 'who are you worshipping?'. One teacher expressed her gratitude of how impactful their approach in teaching the student the importance of prayer. The children learned that they perform the prayer for Allah, not because the educator ask them to pray (Focus Group 1).

In delivering the lesson about faith, the educator uses video clips and textbook that contain such pictures of sceneries, universe, plants, animal and human being - the lesson on how to perform a prayer involved in practical activities. Children also learn how to plant sprouts, observe how they grow and relate such experience with their belief in Allah (Focus Group 2).

The children are taught to observe their moral (*adaab*) and etiquette (*akhlak*) daily. They must queue to use the toilet, for a meal and not to push others to get to the front of the line. (Focus Group 1 and 2). The moral aspect of early childhood education also embedded in the development of Muslim personality, discussed above. The use of audio-visual material is the way to explain how one should react as a good Muslim.

With regards to physical, mental, psychological and emotional health, the student learns how to eat, drink, and sleep properly. The learn about cleanliness, how to protect themselves from infectious diseases, and where to get treatment. They also learn how to respect and love their friends, not to hurt or cause them any harm (Focus Group 1).

To strike a balance in early childhood education, the educator needs to form class activities which require students to perform the exercise in order to maintain their physical health. It is the nature of children to play and having fun. The children learn as they move around doing physical exercises. The preschool allocates an hour every day for physical exercise (Focus Group 2).

## 4.2 Pedagogical Approaches according to *Tarbiyatul Awlad*

The pedagogical approaches that these educators adopt are in line with Quranic teaching (al-Nahl: 125). Based on the verse, Nasih Ulwan (1996) suggests four ways of communicating Islam to the children include first, using wisdom (*bi al-hikmah*) to convey the lesson based on the level of understanding and age groups of the children. Such an approach includes showing love, respect and the meaning of happiness. The educators need to be creative in their approach, capturing the children attention and their imagination.

Second, when giving advice (*nasihah*), the voice of the educator must be soft, the explanation needs to be clear, speak the truth and warn the children of the consequences. Children learn how to communicate, speak to each other with love and respect. The third approach is using the question and answer method, especially the subjects related to faith (Al-Baqarah: 30). Finally, using repetition technique when delivering the content that involves practical skills (e.g., prayer) and activities that require cognitive and affective engagement, e.g., memorisation of *dua*(prayers) and understand the meaning behind it (Nasih Ulwan, 1996).

Al-Ghazali (2008), in *Ayyuh al-Walad*, encourages educators to begin with the practice of memorisation and find ways for children to comprehend the content taught. He also recommends that the children must learn by phases and consistently, combining knowledge with practice. The concept of 'learning by example' is the essence. The role of the educator is to communicate, show the children love and respect. The children also learn to observe and repeat what they learnt until they understand. Such approach disciplined the children, by listening to what their educators taught them (Focus Group 1 and 2).

In sum, Al-Ghazali and Nasih Ulwan suggest five approaches to early childhood education, which involve learning through 1) role model (*qudwahhasanah*); 2) consistency and regular practices (*i'tiyad*); 3) observation and monitoring (*mulahazahwamutaba'ah*); 4) advice (*nasihah*), and 5) reward and punishment (*al-thawabwa al-'iqab*).

## 5. CONCLUSION

Building on the concept of *tarbiyatul awlad* by Al-Ghazali and Nasih Ulwan, our research outlines a set of pedagogical approach, which could benefit preschools and kindergartens in Malaysia. The concept of *tarbiyatul awlad* is relevant as it may solve the dilemma facing the Malaysia education system. While most studies criticise the dualism; either fuelled by liberal-secular influences or is trying to be too Islamic, subsequently result in a non-structured, non-uniformed and unsystematic Islamic pedagogy. The content that we propose may support the Ministry of Education to restore and regulate the current policy of early childhood Islamic education, which seems to be invisible in the national blueprint.

As advocates of the notion of humanisation of education, we believe that the outcome not only focuses on children or students but also the professional development of educators. Our sense of humanised workplace promotes happiness, love and respect from preschool and kindergartens through primary, high schools and higher education institution. Our effort to enhance the Islamic education system is parallel with the Malaysian Education Blueprint (MEB) 2015-2025, which aspires to produce well-balanced. We also believe that it is not too late to reform the Islamic education system in Malaysia. The best phase to start is from early childhood, a phase of human life that operates like a sponge that absorbs water, effortlessly captivating ethical values and spread them to others.

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# Preparing Our Children for Global Citizenship

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## ABSTRACT

The skills needed in the post era of globalisation are definitely different set of skills of yester years, even though not totally new. The basic skill of a leader and being responsible individual and citizen remains core. The very nature of human being, a social entity, needing love and care, appreciating friendship, families and others, thinking, being creative and involved with the society are the basics and core values that are needed even in the digital age. Success in the new era means children are being taught to connect to themselves and their environment. They should be taught not just how to count, but also how to count to win. Life is a journey that the children need to learn from, since early stages. Learning should be a habit; learning new things, new vocabs while enjoying the company of friends and inspiring adults that opens the wide world of learning through good communication and insightful strategies. Solving early acquaintance problem, how to get the blocks that one needs to complete one's construction, how to get teacher's attention without misbehaving. Learning should not be limited to only the four-wall classrooms. In fact, learning spaces could be in the garden: Mathematics garden, or having English program at the mall, while **integrating issues** such as the importance of safety while shopping for raya cookies ingredients. Children learn a great deal from the experience that they went through. This **experiential learning** and **project based** coupled with thoughtful strategies has been practiced at NALURI, a system that has been practiced at home and had achieved success is now available for the masses. This education approach that mirrors children's life and their real world is the way ahead in getting our children to be able to grasp their life and its challenges. Technical knowledge can easily be learned and mastered. The need for the basics of planning, managing, disciplined and hard work remains. Parents, teachers, the community, the government agencies, the policy makers, and all stake holders need to be on board for changes to take place effectively and sustainably. Doing it the right way saves time and money, besides the human values and integrity. They would grow and have strong basis for being the global citizen that the world needs. It's high time that the children are passionately nurtured to find the wisdom in their thoughts and not only excellence in the limiting exam grades.

**Key Words:** communication, creativity, leadership, humanity, connection

## 1. INTRODUCTION: THE CHALLENGES OF BEING A GLOBAL CITIZEN

In this era of globalization, life is increasingly challenging. Nowadays, women haven't really got a choice but to go to work to fulfill the demands of producing more specialists and other professionals. It seems that the rising cost of living and this fast-paced lifestyle reduce the value and the quality of life. The speed of science & technology development has greatly facilitated how people are connected, how to work faster and has increased productivity. But this progress also brings together unbalance in the culture of life. Chronic health threats, mental health, household destruction, limited food, refugee issues, environmental pollution, high levels of unemployed youth, social phenomena in societies that arise demonstrate the need for a balance of science and technology advancement and humanity. With today's science and technology facilities, humans need to benefit and manage science wisely. Professor Michio Kaku, a world-renowned Physics Expert, in his book *The Physics of the Future*,<sup>[1]</sup> says that the current development of science and technology is faster than the development of 'human wisdom'. No wonder Malaysia has a renowned skyscraper, but unfortunately its cultural value falls apart. The question is, what have we done wrong?

The future of our children depends on what we do at present. The education system that tends to generalize, standardize children thinking and achievement has long gone. What would the world face in the next fifteen years? I asked the same question when my kids were young. Now my youngest daughter is 23 years old, the eldest is 38 years old and I have 7 children of my own. I have been working with more than one thousand (1000) children, as my profession as a kindergarten teacher started in 1985 until now.

I opened my first kindergarten in 1995 with a question: Can my parenting concept & style be applied to my community? Therefore, the observations I share are based on the phenomenological study of "what works with children", by applying the 'from children to children' concept, the "Project-Based Learning" approach (PBL), and usage of reflective methods and stimulation of the children's creativity.

I share here the main pillars in preparing our children as the heirs of the world, based on the ideas, practices, challenges, observations and analysis that me and my team (now known as NLI Education Sdn Bhd) have lived since 25 years back. All the experiences have been repeatedly applied in our 11 branches of NALURI Early Excellence Centres in all over Malaysia.

## **2. THE MAIN PILLARS OF PREPARING OUR CHILDREN**

Let's start the discussion by asking the main question. **What is the purpose of educating our children?** NALURI believes that the purpose of educating our children is to **nurture the habits of excellence**. We believe that the success of an individual is the fruit of what he or she does every single day. The second question is **how do we do educate them?** The answers lie in two main points.

### **2.1. HOME AS THE INCUBATOR OF EXCELLENCE**

The habits of excellence can be nurtured by completely involving the children in living the real life, step-by-step and as early as possible. Thus, home is where the process of nurturing should start. The involvement of the children when they are cooperating in completing the house chores or schoolwork will develop the sense of responsibility. Time should not be wasted, as this process must start from the day the child is born into the world. Based on the research of the Centre on the Developing Child, Harvard University, who studied about 'The Brain Architecture'<sup>[2]</sup>, our brain is developed by the skill and knowledge acquired from the experiences. The moment we learn about a new skill, our brain cells and structure will improve.

Nurturing habits of excellence is an education to grow leaders not only of themselves and their families, but leaders who can contribute to the communities and the country. NALURI aims to provide education to develop these leaders with the characteristics as follows; creative, innovative and brave to take actions. In order to have maximum and positive impacts of this broad concept of education, the curriculum should be parallel not only at home, but also at school and in the community. Ken Robinson in his book with a title 'The Creative Schools, The Grassroot: Revolution that's Transforming Education',<sup>[3]</sup> explains that children should learn from life itself. He uses the term 'Life Literacy', which is correspondent to our practice and philosophy at NALURI. For example, children learn to tell their guardian that they are hungry by crying. They also have different type of cries to express their needs. If they get positive response from their mother, father or guardian, they start to trust to their environment. They feel safe and they will repeat the same strategy to fulfill what they want.

But, what will be the opposite situation? The children will start to believe that their environment is not safe and cannot be trusted. They will feel restless because they get the message that their needs are not acknowledged, they feel ignored, not loved and their confidence will shatter. The learning pattern of 'try and error' is an everyday life experience. Children always try a method that they think compatible to solve the problem and they will change to other method when they fail the first one. They will continue to try until they finally found a pattern on how to solve their problem in life. Therefore, if children grow up in a loving, cooperative environment with respected rules and values, their dissatisfaction will be minimal that it will be easier to nurture and guide them. The sincere communication from heart to heart will attract the children to listen and cooperate at any situation.

#### **2.1.1. COMMUNICATION IS KEY OF A PEACEFUL SOUL AND A BRILLIANT MIND**

During all these years, NALURI found that the communication between teachers/parents and the children influences the effectiveness of routine, activities and the children's behavior. An effective communication and dialogue is capable of building a good language skill in children, the ability of influencing their friends and shaping a creative brilliant mind. Studies and findings show that children start learning from within the womb. The positive stimuli received by the baby benefits their thinking and social skills. The findings from the psychologists of University of York shows that children age 0-3 years old who communicate well with their mothers are more intelligent than children who have limited language and communication exposure.

An organized and directed communicative climate will help develop children's intelligence and understanding, as what we practice in NALURI. In this climate, there are 5 levels of thinking, which

demonstrate the usage of language that is easy to understand by children can lead to understanding on the meaning & phrases that initially confuse them. In the following example, we have used the word “egg” in order to use language in understanding meanings & phrases.

**Scenario of a 4-year-old daughter, who saw quail eggs for the first time in the refrigerator.**

Maryam: Wow, these eggs are so small. What kind of egg is this, mom?

Mother: These are quail eggs, Maryam.

Maryam: Oh, they used to be big. Do they shrink, mom?

*The mother was puzzled & she was thinking hard on how to give the best response to her child.*

Mother: The big ones that you always see are chicken eggs, but these are bird eggs.

The bird is small, so their eggs are small as well.

*Maryam who was confused is now smiling.*

Maryam: The birds also have eggs, mom?

Mother: That’s right, Maryam. I’ll show you books about birds. Do you want to see it?

Then, the mother shows Maryam the encyclopedia, sharing photos and images of chicken egg, bird egg, dinosaur egg and others. Some eggs are edible and some are not. The question is why did Maryam say that the eggs used to be big and then they shrunk? What does she want to know? Is her question wrong? The question shows that Maryam is making comparison of her past experiences to solve her current problems, what kind of egg is this?

The past conversation shows that at the beginning, the child knows how to name familiar things just like the chicken egg that is commonly seen & eaten. The new knowledge is built based on the comparison of previous experiences registered in the child’s memory combined with an organized communication from parents or teachers. In the end, the child makes a new conclusion & obtains new knowledge after seeing the characteristics of bird eggs; Birds have eggs. Bird eggs are smaller than chicken egg. Birds are smaller than chicken, so the eggs are smaller too.

What Maryam goes through during this experience can be summarized as the Figure 1 below

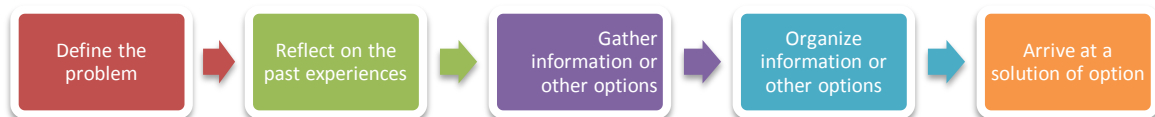


Figure 1: Level of thinking

An effective, strategic and wise communication can develop children’s minds to understand their environment; can enrich vocabularies and speaking skill in solving their problem. Other than that, an effective communication plays a big role in instilling good behaviour and improving children’s psychomotor when doing projects or in daily lives.

## 2.2. NALURI TRIANGLE OF EXCELLENCE

The second answer to the question of ‘How do we educate our children?’ is **The Triangle of Excellence**. This triangle is a framework that illustrate how does a children function based on his/her nature as a servant of Allah who is always hungry for knowledge, high-spirited, curious, creative and full of energy to take action in life. If children are living life in this framework of excellence, they will be able to succeed anywhere they go. At NALURI, educating our children in this framework is a must by following these three main steps.

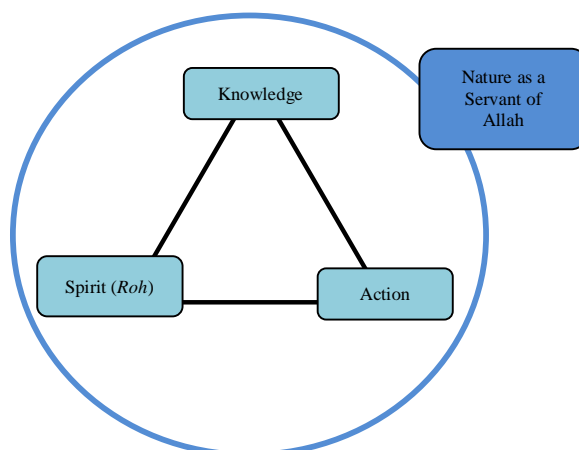


Figure 2: NALURI Triangle of Excellence

### Step One: Using a “Project-Based Learning” Approach with the Children

Children at NALURI obtain knowledge by using their own senses; sight, smell, touch, hearing and taste senses. Applying the approach of ‘Project-Based Learning’ in various themes give children the chance to explore deeply something new. Here are some themes learnt at NALURI:

- My Dream City
- NALURI Restaurant
- NALURI Airways
- NALURI Bank
- Keeping It Tidy
- NALURI Corner Shop
- Visit to Mosque
- Visit to Taman Tasik Cempaka
- Visit ott Klinik Dr Smile
- Firemen’s Stories

This thematic learning approach is capable in building a broad learning experience for the children. No matter where the children is, there will always be questions:

- |                       |  |
|-----------------------|--|
| What’s this?          | How do firefighters help people?   |
| Who made this?        | What are they using to put out fire?   |
| How to use this tool? | What should we do in preparing to be a good doctor, firefighter, businessman, cook and engineer? |

The children’s mind, emotion and physical are all working together during this real & broad learning experience.

### Step Two: Two-ways Feedback between Teachers & Children about Their Experiences

In this step, children are invited to talk about their experiences and NALURI teachers guide the children on how to present their ideas verbally. Teachers are trained to see the impacts of the project on their emotion; Are the children excited? Are they happy? How can we improve the results of the project? What will happen if they are given the chance to do the project on their own later?

### Step Three: Natural Reading

The final step in the framework of The NALURI Excellence Triangle is all the experiences and suggestion will be recorded in a form of ‘Natural Reading’ Book and journal. This journal incorporates aesthetic elements when they are encouraged to decorate their own Natural Reading Book. The children love to read their writing as it reflects their own experiences after a visit or after doing any project. Furthermore, the children’s language & literacy skill is developed at this stage.

Humans are capable of ‘self-taught’, as we can see from the brilliant minds in this world; Buya Hamka, Albert Einstein and Jack Ma from Alibaba.com. They are living examples of people who learn at their own will, capable of solving problems, seek alternatives to improve a situation and trigger ideas on

how to improve everyday life. However, the learning system nowadays is more limiting children's thinking and chances. The current limited timetable & the management of learning based on subjects are in contrary of the nature of the children who see things in context that are related to one another. For example in a gardening project; science, mathematics, patterns, art, humanity & theology are combined together.

NALURI learning system celebrates the desire to impliment self-taught and natural learning. We believe that by giving the children chance to use their senses, they can understand a knowledge so deep that they will finally be driven take actions. Learning about cows will not only made the children understand about their sound, characteristics, habitats, functions and benefits, but also they learn how to milking the cows. They will learn about what Allah said in The Quran about cow too.

### **3. OUR CHALLENGES AS INDUSTRIAL PLAYER IN EARLY CHILDHOOD EDUCATION**

Smooth seas do not make skillful sailors. Our journey to prepare children for global citizenship for these past 25 years has made who we are today. During this journey, we face a lot of challenges. Some problems are solved and some still need attention. Let us share 4 main challenges as industrial player in early childhood education.

Our first challenge is the community readiness. Years ago when we first started NALURI, people doubted that NALURI would go this far. Parents were not ready to change the way they nurture their children. However nowadays, more parents are involved in their children's education; they seek more knowledge on parenting skills and on children's psychology. Our finding on Children Activity Day that has been going on since 2016 shows that children having good relationship with their fathers perform better. They cooperate better and they are more responsive to questions or instructions. The case is different for children who received attention only from their mothers' eventhough the fathers were presence. These children face more difficulties in paying attention and they lose their focus during the activities. This is the pattern that we observe after running programmes with 800 parents and 1200 children.

Secondly, we are having challenge in finding teachers who are compatible with our concept. Our concept is broad and requires skillful teachers for implementation. Although we provide periodic training to the teachers, frequently we encounter teachers who are still lack of passion and eagerness to obtain the same goal as ours. Therefore, It is necessary for the teachers to brush up their skills & knowledge not only in early childhood education, but also in other required skills such as communication, psychological and team working skill.

The third challenge is the legislation. Having 11 branches in different places all over Malaysia means we have to deal with 11 (or less) different city councils, different district education office, different fire departments and different district health office. Some council's requirements are stricter than the other. Some require more time thus more money. Our administration executive has been going up and down the city council's office because there is no standard information received. We hope that in the future, the legislation can be standardized for all over Malaysia.

Finally, our biggest challenge is the financial support. Our expenses are high due to high quality facilities, materials, the pay of the teachers and also teacher training. Therefore, we are having hard times to fulfill our goals, as the financial restraint is quite significant. For example, from January 2019 till July 2019, we paid about RM 30 000 to find replacements for our teachers who are on 2 months maternity leave. We hope to see better solution for this financial challenge in the future.

### **4. CONCLUSION**

In order to give the best for future generation, parents, adults, counselors, community members, leaders and policymakers need to take steps ahead to influence our children with humanity values so that they will be able to guide themselves, the society and the world. They will also manage the advancement of science and technology in coherence with humanity values. But the reality is that gadgets are influencing the ideal culture as described above.

The need to "close the gap between knowledge and practise, between science and humanity, technology and wisdom" is increasing. To be a responsible global citizen, we have to shift the paradigm in educating our children; from judging and make them compete with greed to guiding them to be a wise future leaders. Guiding children is guiding their mind and their emotion, building a strong soul with a habit to explore the world, to always think and reflect and to always find wisdom behind what is visible, heard and known. Malaysia is now at the junction of civilization in line with the spirit of New Malaysia. The realization that death may come at any moment should strengthen the effort and struggle to velop our



children in becoming global citizen. Together, let's take action and bring change in whatever scale that we can afford. May we keep on going and seek guidance from Allah to build the ultimate dream.

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# Insta-iBubbly: A Fun Way to Develop English Speaking Skills

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## ABSTRACT

The competency in English communication skills is becoming one of the valuable assets, especially in Malaysia. However, the English learners are still having difficulties in English Speaking due to factors such as low self-confidence, inadequate practices and less exposure to the language. Therefore, this action research intended to discover the potential use of Integrative Instagram features and project-based learning activities to develop English speaking skills and to identify the level of pupils' motivation. As to garner the data, an observation and semi-structured oral interview were employed. Thus, eight pupils from an urban pre-school in Selangor and low level of English proficiency in a rural primary school in Negeri Sembilan, Malaysia were selected. The findings from the action research revealed that a majority of pupils approved that the integration of Instagram features and Project-Based Learning activities could motivate and lifts their interests to practice English speaking and simultaneously strengthen their English-speaking skills. Despite assisting the pupils to develop their English-speaking skills, it is also in accordance with the needs of 21<sup>st</sup> Century learning and teaching strategies. The activities also could promote student-centred learning concurrently create a close engagement between pupils and teachers, pupils and parents and also with the community.

**Key Words:** Speaking Skills, Project-Based Learning, Social Media, Integration, Motivation

## 1. INTRODUCTION

Due to the advancements of technologies and media, the roadmap of teaching and learning has experienced the major shifting. According to Lie and Yunus, 2018, English is well-known as the global language of interaction and it should be emphasized as to encourage a person competencies development that is well proficient in English as to ensure their preparation to achieve their best in the Fourth Industrial Revolution.

In Malaysia, it is obligatory for the nation to learn and acquire English as a second language starting for the pre-school level to higher learning studies. Fundamentally, there are four language components of the English language that should be learned by the learners which are listening skills, speaking skills, reading skills and writing skills. Despite the fact that, the language has been introduced since pre-school, the proficiency level is still worrying especially regarding English communication skills. As referred to Darmi and Albion (2013), English language is only used in the classroom but being practised outside the classroom. Furthermore, Thornton and Houser (2005) mentioned that the engagement in the English language specially to speak the language seems to be impossible if they do not have the extensive opportunity. Hence, it is essentially for the L2 to have the possible opportunities and medium to practice the language verbally.

On top of that, in the era of the 4<sup>th</sup> industrial revolution, education presently is utilizing the use of technologies and media as to become part of the platform of teaching and learning as following the trends. In concurrent to the fact, social media could be the medium to practice the language as the users are among different ages throughout the world. According to a study by Sprout Social in 2017, one of the most preferred social media among the users is Instagram which is (56.1%). By referring to the findings, it is also discovered that Instagram is broadly used from generation X to generation Alpha. Therefore, it is a good opportunity to utilize the use of Instagram and task-based learning activities as to develop English Speaking skills.

Thus, this study is intended to discover the potential use of Instagram features and project-based learning activities to develop English Speaking skills among the pre-school and low primary school pupils.

## 2. LITERATURE REVIEW

### Speaking Skills

By referring to Tunku et. al (2017), it has been discussed among the policymakers and educators that speaking skill is one of the language skills that encounter a lot of problems. Eventhough the pupils were able to answer the exam paper, but they are having problems in communicating the language. One of the major factors is lack of exposure, and it is important to nurture the capability to speak the language at an early age. According to Chomsky (1986), children are born with a Language Acquisition Device (LAD). Chomsky (1986), added that, children are able to grab and process the language they hear from their surrounding easily. Apart from that, Piaget (1959), in the cognitive and information processing theories, language learning is the outcome of the human brain developing a connection of associations in reliance on the input obtained. This is equivalent to Vygotsky's believed (1962), where he advocated that the children received language from the engagement in an interactive activity with the adults. Furthermore, as referred to the sensitive periods in Early Brain Development by the Council of Early Childhood (Nash 1999; Early Years Study, 1999 & Shankoff, 2000), it has been discovered that, the foremost period to learn a language and also to develop higher-order thinking skills are between 1 year old to 7 years old. Therefore, it is important for the children to have the early exposure of the language.

### Social Media and Instagram

According to Hashim et al (2018), social media including Facebook, Twitter, Instagram and WhatsApp are exceptionally prominent among the young generations and the users are easy to be influenced by these technologies. Hashim et al (2018) also mentioned that the users are learning and able to build a new language from their interaction in social media because of the recurrence use if technologies and smartphones. Whereas according to Yunus et al (2012), social networking enables the users to communicate, information sharing, exchange their own thoughts and also display their activities within their circle in social networking. According to Mansor & Abdul (2017), they found that Instagram is certainly an effective social media tool for the pupils' interaction specifically following their task-related activities. Hence, it is a great opportunity to use social media a platform to

### Project-Based Learning

As quoted from Helle, Tynjala & Olkinuora (2006), the major part of the well-known feature of project-based learning is *problem-orientation*, which is the idea that any problem or inquiry servers to lead the learning activities (Dewey, 1933). Thus, according to Pham (2018), pupils are able to obtain knowledge or skills by facing and solving actual world problems. In addition, Pham (2018), added that project-based learning (PBL) has been glaringly to be effective and productive in the 21<sup>st</sup> -century education.

### The Learning Theoretical Framework

As illustrated in Figure 1, the integration of Instagram features and project-based learning were developed by following the notorious learning theories which are Bloom's Taxonomy (Bloom, 1956), Maslow's Hierarchy of Needs (Maslow, 1943), and Project-Based Learning (Dewey, 1897). Meanwhile, the instructional models employed with the use of technologies are Gagne's Nine Events of Instructions & Keller's ARCS model for motivation, and also Technology Acceptance Model (TAM) (Davis et al, 1989) as to identify the pupils' perception in the use of Instagram features in developing English speaking skill. As to evaluate the progress and outcome, Zone of Proximal Development (Vygotsky and Soviet, 189601934).

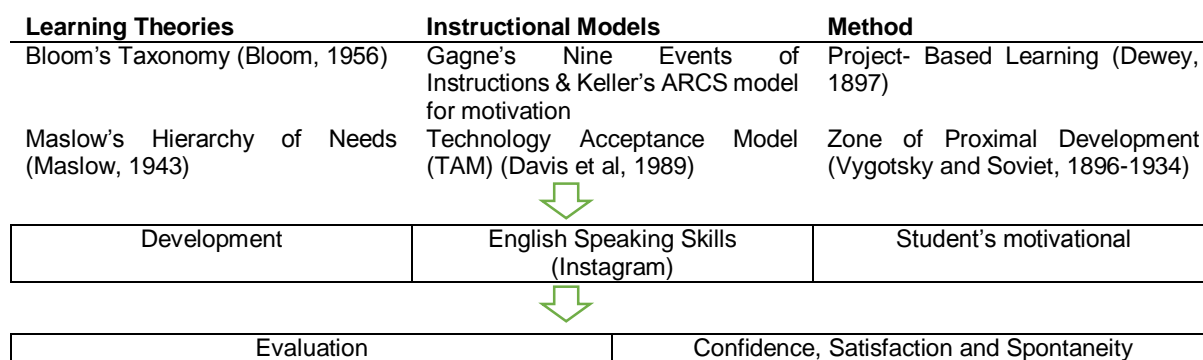


Figure 1. The framework of learning theories with technological integration

### 3. RESEARCH METHODOLOGY

#### 3.1. Research Design

The research design employed for this study is action research that comprises of observation and also semi structured interview. As to comprehend the low achieving English learners, it is relevant to apply the qualitative approach for this study. This action research is following two cycles of model of action research (Kemmis and McTaggart, 1982). It was about 14 weeks, which divided into two equal cycles of 7 weeks to perform the study. The intervention designed, implemented and evaluated during the first cycle as to improvise the teaching method. Whereas, the second cycle the revised design was applied and implemented, and the results were evaluated. The design referred to the theoretical framework as the guideline for the study. The respondents were chosen based on purposive sampling. Creswell (2014) explained that purposive sampling refers to the objective of the researcher. Thus, this study is focussing on the low level of English proficiency and low or no motivation towards learning English. Hence, the 4 respondents and sample were from preschool from West Coast of Peninsular Malaysia and 4 from primary school that is located in Southern of Peninsular Malaysia.

#### 3.2. Research Instrument and Procedure

There were two types of data collection which are observation and interview. The primary data is from the descriptive observation that includes direct observation supported by videos recording and photos. Videos and photos were recorded before, during and after the intervention. As to support the data collected, semi structured oral interview was also recorded as the second research instrument. The semi-structured oral interview consisting six questions and the interview was conducted after the intervention. Four respondents from lower primary school which to be named as respondent A, B, C, and D and other four respondents from preschool were to be named as E, F, G, and H to answer the questions. The implementation of thematic analysis based on the results gathered from videos recording observation and semi-structured oral interview transcription used to develop the emerging themes. Then, the collected data was analysed and presented based on coding units of information and categories related to the study performed.

#### 3.3 Data Collection and Analysis

The two research instruments which are observation and semi structured oral interview were used to collect the data. The project-based learning activities involve role-play, jazz chants, singing, social expression that reflect on everyday conversation. Apart from that, pupils are also to develop their own props for the activities to attract their interest to join the activity. Besides that, they were also required to read and practice the script in pair or individually provided before conducting the research and being recorded overtime. Then, they were required to perform by applying Instagram features which is the face-filter. Then the videos were uploaded into a private account on Instagram and only limited to the parents and also the educators as for security purposes. Afterwards, the selected respondents were interviewed after they watch their own performances on videos, via Instagram and obtained feedback from their parents and selected friends. The videos and interview recorded were transcribed in the Verbatim and thematic analysis was applied in getting the emerging themes.

#### 4. FINDING AND DISCUSSION

The objectives for this study are;

- I. to discover the potential of the integration of Instagram features and project-based learning activities
- II. to determine the level of pupils' motivation in developing English speaking skills.

The findings for each research objectives are discussed following the emerging themes in the below subtopic. The subtopic includes English speaking development and Instagram's integration potential, and motivation.

##### 4.1 English Speaking Development and Instagram's Integration Potential

This subtopic is discussing concerning how the intervention affects the pupils' English language development based on the research objective 1-to discover the potential use of Instagram features and project-based learning activities. The following transcripts were based on before the use of Instagram and also after the use of Instagram through observation via videos recorded. Two respondents were involved in the English-speaking activity and the title of the activity is "knowing each other". The same activity was also conducted for low primary school pupils.

Before in intervention,

*"What (silent) your name? How(silent) you?" (Respondent G, recorded observation)*

*"(silent) name is \_\_\_\_\_. I am 5 years (silent)" (Respondent H, recorded observation)*

After the intervention,

*"Hi, good morning, what is your name?" How old are you", "What do you like to eat?" (Respondent G, recorded observation)*

*"Good morning, my name is \_\_\_\_". "I am 6 years old". "I Like to eat fried rice". (Respondent H, recorded observation.*

The analysis of the observation showed that, it was the process of acquiring and learning English as the second language among the pupils. As specified by Krashen (1982), the subconscious process occurred in language acquisition when pupils are not aware that they are acquiring the language but only aware when they are using the language. Other than the involvement of Instagram to practice the language, the project-based activities could also influence the language development. According to Wilcox et al. (2001), practising the second language could be successful when the learning process happens in a resourceful context and when the educators could provide a suitable label and language to define the learners' continuous activities and experiences.

##### 4.2 Level of Motivation

The analysis has displayed that before the intervention, there were seven out of eight were demotivated and do not have the aspiration to speak in English. They were asked;

*"Do you like to speak English before? Why?"*

*"No... because I do not know... and I am afraid..." (Respondent E, interview)*

*"No, because I never tried at home..."(Respondent F, interview)*

The analysis of the interview disclosed that the pupils have a limited chance to speak English language to any kind of situation and also low self-confidence when they were afraid to try to speak the language. Hosni (2014) described that most of the time pupils are scared of making errors and being denounced by their peers or even the educators and this could lower down their motivation to manifest themselves to speak in the target language.

The analysis showed their response after the intervention where they like the activities and would like to use Instagram and project-based learning activities to practice the language.

*"I feel I want to participate again as I like group, I like group activities since speaking activities consist of interaction with friends, conversations and role-play. I just like it." (Respondent D, Interview)*

*"I like it because it helps me to try to speak English." (Respondent H, Interview)*

The findings above showed that the pupils advocated the integration of Instagram and project-based learning activities could help them to speak English. It is also advocated that; it could increase their motivation and also self-confidence by attracting their own interest. According to Rensburgh and Thanh (2017), the utilization of Social Networking Sites which is Instagram could increase pupils' learning results from their active participation and constructive attitude towards the activities.

## 5. IMPLICATIONS AND CONCLUSIONS

The integration of Instagram features and project-based learning activities has demonstrated its usefulness not only to the pupils but also to the teachers, parents and also the society to practice English speaking skills. Reinsburgh and Thanh (2017), explained that the utilization of social networking sites could expand a persistent learning association and a lively communication between teachers and pupils. From the action research conducted, it could be concluded that the integration of Instagram features and project-based learning activities have an optimistic impact in developing English speaking skills among the pupils. Therefore, it could be a better platform for the learning and teaching process.

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# Kompetensi Pengajaran Guru Bahasa Melayu Prasekolah Pendidikan Khas dari Perspektif Kerangka Standard Bahasa Melayu (KSBM)

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## ABSTRAK

Kajian bertujuan untuk menemukan kompetensi amalan pengajaran guru bahasa Melayu di prasekolah pendidikan khas melalui penilaian pengurusan dan amalan dari perspektif Kerangka Standard Bahasa Melayu (KSBM). Metodologi kajian melibatkan satu set soal selidik yang mengandungi 25 item. Lima konstruk kompetensi dikaji iaitu kompetensi pengajaran kemahiran mendengar, kemahiran bertutur, kemahiran membaca, kemahiran menulis, dan kompetensi pengajaran seni bahasa. Kajian tinjauan kuantitatif ini melibatkan perspektif KSBM daripada 50 orang guru prasekolah pendidikan khas. Data yang diperoleh dianalisis dalam bentuk statistik deskriptif, dan dapatan kajian menemukan penilaian kompetensi amalan pengajaran guru bahasa Melayu di prasekolah pendidikan khas dari perspektif KSBM, pada kebanyakan item adalah di tahap sederhana dan memuaskan. Keseluruhan kelima-lima konstruk yang dinilai menunjukkan pencapaian 'sederhana'. Pandangan guru prasekolah pendidikan khas mengenai kekuatan kompetensi amalan pengajaran guru bahasa Melayu di prasekolah pendidikan khas dalam PdPC, adalah dari aspek KSBM kompetensi pengajaran kemahiran bertutur - 80.2%. Manakala aspek KSBM kompetensi pengajaran seni bahasa, mencapai tahap yang terendah. Keperluan guru bahasa Melayu prasekolah pendidikan khas untuk terus diberi pendedahan dan latihan PdPC yang mendasari KSBM di era pendidikan abad ke-21, adalah menjadi suatu keperluan, bagi memenuhi aspirasi pendidikan negara dan merealisasikan dasar pendidikan nasional, serta untuk suatu kelangsungan bagi mendepani cabaran pendidikan global di peringkat prasekolah pendidikan khas.

**Kata Kunci:** *kompetensi, pengajaran, bahasa Melayu, prasekolah pendidikan khas, KSBM*

## 1. PENGENALAN

Peluang pendidikan bahasa Melayu di prasekolah pendidikan khas diberi kepada semua murid tanpa mengira latar belakang sosial, agama, lokasi tempat tinggal, keadaan kesihatan mental dan fizikal murid, serta perkembangan intelek mereka. Bagi murid berkeperluan khas, mereka diberi peluang untuk belajar dalam kelas integrasi, kelas inklusif atau di kelas khas, sesuai dengan keadaan dan keperluan mereka.

Pendidikan bahasa Melayu di prasekolah pendidikan khas diakui memberi kesan yang positif kepada murid. Malah Rasulullah s.a.w. bersabda bahawa, "... *murid mula bercahaya akal mereka pada umur lima tahun...*". Jelas pada peringkat ini, murid telah mempunyai keupayaan untuk menerima sebarang pengetahuan yang diajarkan (Hassan Langgulung, 1997 dalam Mohamed Ayob, 2013).

Sehubungan itu, program pendidikan bahasa Melayu di prasekolah pendidikan khas yang mendasari Kerangka Standard Bahasa Melayu (KSBM), adalah bertujuan melahirkan murid yang berjaya mengembangkan bahasa dan komunikasi melalui daya intelek ke tahap yang maksima berlandaskan nilai dan tradisi bangsa yang murni (Kementerian Pendidikan Malaysia, 1996).

Perubahan dasar menunjukkan Kementerian Pendidikan Malaysia sentiasa menumpukan usaha untuk **memartabatkan dan mempertingkatkan** mutubahasa Melayu melalui pendidikan prasekolah pendidikan khas (Bahagian Pembangunan Kurikulum - KPM, 2016).

Sehubungan dengan perkembangan bahasa Melayu, wajar pendidikan bahasa Melayu di prasekolah pendidikan khas di perkasakan kerana tujuan pendidikan prasekolah pendidikan khas adalah untuk "memupuk potensi murid secara menyeluruh dan bersepadu dari segi pembangunan minda dan kreativiti, pemupukan dan amalan nilai yang berteraskan agama dan moral, pengukuhan dan kesetabilan

emosi dan penyuburan fizikal, sebagai persediaan untuk kehidupan bermasyarakat" (Bahagian Pembangunan Kurikulum - KPM, 2016).

## 2. PERNYATAAN MASALAH

Pendidikan prasekolah pendidikan khas bukan sekadar memenuhi keperluan pendidikan dari sudut kemampuan akademik, kemahiran urus diri dan sosial semata-mata, tetapi yang lebih utama ialah untuk membangunkan murid yang berumur antara 4 hingga 6 tahun dengan sempurna dalam penguasaan semua aspek kemahiran bahasa Melayu.

Menurut Rohani Abdullah (2001), perkembangan bahasa yang sempurna memberikan pengertian perlaksanaan nilai murni secara menyeluruh dalam setiap aspek tindakan, peranan dan operasi kehidupan. Lantaran itu, kemahiran bahasa Melayu dalam KSBM para pendidik yang terlibat dengan pendidikan prasekolah pendidikan khas, tidak boleh terus kekal dalam keadaan sekarang. Ini kerana, sebahagian besar dari gagasan kemahiran pengajaran bahas serta idea yang mereka kuasai adalah bersifat keterbelakang, kerana gagasan pengajaran dan idea tersebut dilahirkan pada masa lalu, sementara keperluan dan tuntutan pendidikan kini adalah gagasan KSBM dalam pendidikan abad ke-21.

Maria Montessori-1965, di dalam *Approaches To Early Childhood Education*, Roopnarine, & Johnson (1993 (dalam Beaty, 2012) membawa teori bahawa, " ... murid perlu diberi pendidikan seawal mungkin kerana sebelum berumur enam tahun, murid menempuh waktu perkembangan yang paling sensitif. Justeru, seseorang pendidik bahasa Melayu di prasekolah pendidikan khas yang berkesan, mestilah memahami dan menghayati kualiti pengajaran dalam kemahiran bahasa Melayu, agar matlamat pendidikan bahasa Melayu yang mendasari KSBM tercapai.

Oleh itu, PdPc bahasa Melayu adalah merupakan satu aspek yang terpenting dalam perkembangan bahasa di peringkat prasekolah pendidikan khas. PdPc bahasa Melayu antara lainnya bertujuan untuk mendapatkan makluma balas bahasa, melihat keberkesanan kemahiran bahasa, mengesan kelemahan bahasa, mengukur prestasi atau kompetensi bahasa dan juga membuat perbandingan. Malah, mengukur prestasi atau kompetensi kemajuan bahasa Melayu murid merupakan langkah yang penting dalam usaha mencapai kecemerlangan sesuatu perkembangan bahasa itu sendiri.

Malah dalam Kurikulum Standard Prasekolah pendidikan khas Kebangsaan (KSPK), kemahiran bahasa Melayu diorganisasikan dalam kemahiran mendengar, kemahiran bertutur, kemahiran membaca, dan kemahiran menulis. Keempat-empat kemahiran ini adalah penting bagi memperkembangkan komunikasi lisan dan asas literasi murid untuk pembelajaran mereka seterusnya.

Di samping itu, aspek seni bahasa juga diterapkan dalam Tunjang ini. Aspek seni bahasa merujuk kepada keupayaan murid memahami, mengungkap dan menghargai bahasa yang indah melalui pembelajaran yang menyeronokkan secara didik hibur melalui pelbagai aktiviti dan permainan bahasa seperti nyanyian, bercerita, berlakon dan berpuisi.

Justeru, selepas murid-murid di peringkat prasekolah pendidikan khas mengikuti aktiviti pembelajaran yang berteraskan Bahasa Melayu, murid sewajarnya boleh memberi respons secara bertatasusila terhadap pelbagai bahan rangsangan yang didengar, berkomunikasi dan menyampaikan idea, membaca dan memahami ayat mudah, serta menulis perkataan, frasa dan ayat mudah.

Sementalahan itu juga, keperluan kepada peningkatan kualiti PdPc guru bahasa Melayu di prasekolah pendidikan khas adalah bagi memenuhi tuntutan pengajaran dan pembelajaran di abad ini.

## 3. KAJIAN LITERAKTUR

Kemahiran bahasa dan komunikasi merupakan nadi kepada pembelajaran murid. Seseorang murid sudah menguasai kemahiran asas bahasa apabila mereka mempunyai kemahiran mendengar, bertutur, membaca dan menulis serta boleh berinteraksi dengan orang lain. Kebolehan berbahasa dan berkomunikasi dengan baik meningkatkan keyakinan murid untuk melibatkan diri secara aktif dalam pembelajaran. Ini akan menjadi asas kepada pembelajaran sepanjang hayat.

Kualiti pengajaran dan pembelajaran kemahiran bahasa Melayu di prasekolah pendidikan khas banyak bergantung kepada kemampuan dan kualiti gurunya. Kelayakan dan keprofesionalan guru bahasa Melayu turut menentukan kualiti perkembangan dan kemajuan bahasa Melayu murid-murid di prasekolah pendidikan khas.

Mack, 1975 (dalam Reno, Stutzman, & Zimmerman, 2008) mengatakan, ciri-ciri personalis guru dan setakat mana latihan profesional yang dimiliki adalah menyumbang kepada kebolehannya. Dalam konteks pendidikan Islam, guru-guru yang berkesan mempunyai sifat ikhlas, taqwa, berilmu pengetahuan (mengenai syariat Islam, halal dan haram, prinsip-prinsip akhlak), suka memaafkan dan



bertanggungjawab. Oleh itu guru-guru prasekolah pendidikan khas perlu meningkatkan kefahaman Islam melalui usrah dan budaya ilmu yang berterusan (Beaty, 2012). Dalam pengajaran dan pembelajaran bahasa Melayu di prasekolah pendidikan khas, prinsip utama pengajaran bahasa ialah menyepadukan empat kemahiran bahasa iaitu mendengar, bertutur, membaca dan menulis dalam bahasa yang mereka pelajari.

Kemahiran mendengar - murid boleh membezakan bunyi dan boleh memahami apa yang didengar. Kemahiran mendengar adalah satu cara penting dalam mempelajari sesuatu bahasa. Kemahiran melibatkan kemahiran menerima maklumat secara lisan. Tanpa mempunyai kemahiran mendengar yang baik akan menyebabkan seseorang murid itu tidak akan dapat untuk menguasai kemahiran berbahasa yang lain dengan lebih baik lagi.

Kemahiran bertutur - murid dapat menyebut bunyi dan perkataan dengan betul serta dapat menyatakan pemikiran dan perasaan mereka secara berkesan dan bertatasusila. Bertutur merupakan satu cara berkomunikasi yang kompleks, yang melibatkan proses mental yang mengerakkan alat pertuturan untuk mengeluarkan bunyi bahasa yang bermakna.

Kemahiran membaca - murid boleh mengucapkan apa yang tertulis dan bercetak dan memahami makna perkataan atau ayat yang dibaca. Membaca memerlukan satu tingkat berfikir yang tinggi dan komunikasi mesej atau makna serta sedutan makna. Membaca merupakan proses kognitif, iaitu berfikir melalui bahan bercetak. Proses menguasai bacaan melibatkan tahap penguasaan yang berbeza-beza. Pada setiap tahap penguasaan bacaan ini terdapat beberapa kaedah yang boleh diaplikasikan oleh murid di peringkat prasekolah pendidikan khas.

Kemahiran menulis - murid dilatih untuk menguasai motor halus sehingga boleh menuliskan huruf dan perkataan dan seterusnya menulis ayat mudah. Konsep menulis di peringkat prasekolah pendidikan khas secara khususnya dikaitkan dengan proses penyaluran ilmu, idea ataupun maklumat secara bersistem. Menulis melibatkan proses penghasilan simbol-simbol grafik yang tersusun berdasarkan pertuturan yang membentuk perkataan dan seterusnya disusun menjadi ayat-ayat.

Kemahiran-kemahiran bahasa ini disepadukan dalam pengajaran dan pembelajaran di prasekolah pendidikan khas. Kesemua ini menjelaskan betapa pentingnya guru bahasa Melayu meningkatkan ilmu bahasa dan profesionalisma, yang seiring dengan KSBM dalam memajukan pengajaran dan pembelajaran bahasa Melayu di prasekolah pendidikan khas (Rohaty, 2016).

Kajian di dalam negara - kajian pendidikan murid prasekolah pendidikan khas merupakan bidang yang belum banyak diterokai oleh penyelidik di negara ini. Rohaty (2016) menegaskan bahawa, masih amat berkurangan sekali penyelidikan yang telah dijalankan dalam bidang pendidikan prasekolah pendidikan khas, mungkin kerana secara relatifnya umur pendidikan prasekolah pendidikan khas masih muda berbanding dengan peringkat pendidikan yang lain.

Mohamed Ayob (2013) Kementerian dengan kerjasama EPRD telah mengkaji Status Pendidikan Prasekolah pendidikan khas. Sampel kajian melibatkan 176 pusat prasekolah pendidikan khas iaitu 30.4% daripada 851 buah prasekolah pendidikan khas yang ada. Dapatan kajian mendapati hanya sebilangan kecil tadika yang melaksanakan kurikulum yang menyeluruh dan seimbang iaitu yang dijalankan oleh tadika swasta anjuran guru-guru yang berpengetahuan dalam bidang pendidikan prasekolah pendidikan khas. Pendekatan dan kaedah pengajaran guru didapati tidak menimbangkan peringkat kematangan dan kebolehan murid. Dapatan kajian menunjukkan kurangnya aspek bahasa diberi penekanan.

Kajian di luar negara - kajian tentang pendidikan prasekolah pendidikan khas telah banyak dilakukan di luar negara. Penilaian terhadap program prasekolah pendidikan khas banyak dilakukan di negara barat dengan berbagai tujuan. Di antaranya, ialah untuk melihat keberkesanan program, kepentingan pendidikan awal murid, kesan penglibatan ibu bapa dan sebagainya.

Salah satu kajian telah dilakukan ke atas prasekolah pendidikan khas di San Antonio (*Office of Evaluation*, 1985 dalam Mohamed Ayob, 2013) yang bertujuan melihat keberkesanan program. Dapatan kajian tentang ciri prasekolah pendidikan khas yang berkesan adalah, Pendidikan awal, yakni lebih awal lebih baik; Nisbah guru murid, lebih rendah lebih baik; Lawatan ke rumah dan khidmat untuk keluarga; Penglibatan ibu bapa dalam program, lebih banyak lebih baik; Program berstruktur, lebih baik daripada berorientasikan permainan semata-mata; Objektif khusus adalah perlu; dan Pengalaman pendidikan awal yang berstruktur akan membantu murid.

Jelas, kajian-kajian mengenai pendidikan prasekolah pendidikan khas sangat pesat dilakukan di negara barat, oleh berbagai pihak sama ada kerajaan ataupun mereka yang terlibat dalam pendidikan prasekolah pendidikan khas. Hasrat untuk meningkatkan kualiti prasekolah pendidikan khas menyebabkan kajian-kajian dibuat untuk menilai pencapaian dan keberkesanan program masing-masing.

Sementara itu, kajian-kajian dalam negara mengenai penilaian prasekolah pendidikan khas telah membuktikan pendidikan prasekolah pendidikan khas sangat penting dan sangat berkesan untuk

menyediakan murid yang akan memasuki persekolahan formal. Oleh itu, perlulah dijalankan lebih banyak kajian tentang pembelajaran di prasekolah pendidikan khas kerana negara kita masih jauh ke belakang dalam usaha menghimpunkan data tentang iklim dan pembelajaran murid (Rohaty Mohd Majzub, 2016).

### OBJEKTIF KAJIAN

1. Mengenal pasti tahap kompetensi PdPC bahasa Melayu dalam kalangan guru prasekolah pendidikan khas.
2. Menemukan pola kompetensi PdPC guru prasekolah pendidikan khas dalam semua aspek bahasa Melayu.

### PERSOALAN KAJIAN

1. Apakah tahap kompetensi PdPC bahasa Melayu dalam kalangan guru prasekolah pendidikan khas?
2. Apakah pola kompetensi PdPC guru prasekolah pendidikan khas dalam semua aspek bahasa Melayu?

### 3. METODOLOGI KAJIAN

Kajian ini adalah kajian deskriptif atau kaji selidik yang bertujuan untuk meninjau dan mendapat maklumat mengenai kompetensi PdPC bahasa Melayu dalam kalangan guru prasekolah pendidikan khas. Kajian untuk menentukan pengiktirafan terhadap tahap dan pola kompetensi PdPC bahasa Melayu dalam kalangan guru prasekolah pendidikan khas. Pemerhatian juga dilakukan ke atas beberapa buah prasekolah pendidikan khas terlibat, yang dilaksanakan oleh pengkaji untuk mengukuhkan dapatannya.

Kajian pengiktirafan kompetensi PdPC bahasa Melayu dalam kalangan guru prasekolah pendidikan khas ditinjau berasaskan panduan daripada pakar-pakar pendidikan prasekolah pendidikan khas yang dirumuskan kepada lima konstruk kemahiran bahasa.

Maklumat mengenai PdPC guru bahasa Melayu di prasekolah pendidikan khas diperoleh melalui soal selidik kepada guru prasekolah pendidikan khas. Guru adalah individu terpenting kepada proses PdPC bahasa Melayu yang dijalankan. Malah, Rohaty Mohd Majzub (2016) menyatakan bahawa, peranan guru adalah merupakan konstruk integral terpenting bagi sesebuah pusat prasekolah pendidikan khas.

Pemilihan sampel kajian dilakukan secara rawak, melibatkan 50 orang guruprasekolah pendidikan khas yang berkursus. Menurut Tuckman (1994) saiz sampel perlu dimaksimumkan supaya saiz dapat meminimalkan ralat persepelatan. Chua Yan Piaw (2011) pula, penggunaan saiz sampel perlu digalakkan melebihi 30 unit, kerana andaian bahawa taburan normal biasanya dipenuhi apabila saiz sampel melebihi 30 unit. Othman Lebar (2007) jika pengkaji mengambil saiz sampel yang lebih besar, maka akan didapati nilai purata lebih menepati purata populasi jika dibandingkan dengan menggunakan saiz sampel yang kecil.

Instrumen kajian yang digunakan dalam kajian ini adalah satu set soal selidik. Dengan soal selidik pengkaji mendapat maklumat yang banyak dalam masa yang singkat dan ini sudah pasti menjimatkan perbelanjaan (Chua, 2011). Othman Lebar (2007) tujuan mengadakan soal selidik yang bercampur antara soalan terbuka dengan soalan tertutup ialah untuk mendapatkan jawapan yang lebih jelas. Soal selidik ini terbahagi kepada 3 bahagian. Bahagian A (latar belakang), Bahagian B mengandungi item berhubung lima konstruk kemahiran KSBM kajian, dan Bahagian C- soalan-soalan terbuka untuk mendapat pandangan dan cadangan guru bahasa Melayu prasekolah pendidikan khas mengenai amalan PdPC mereka. Mereka diminta menjelaskan perkara paling disukai dan paling tidak disukai dalam proses PdPC di prasekolah pendidikan khas. Chua Yan Piaw (2011) menyatakan, soal selidik merupakan alat ukur yang biasa digunakan dalam penyelidikan pendidikan. Ia digunakan untuk mendapatkan maklumat berkenaan faktor-faktor, kepercayaan, perasaan, kehendak dan lain-lain.

Dari segi pengukuran amalan PdPC guru bahasa Melayu di prasekolah pendidikan khas dan pengiraan pula, kajian ini menggunakan pengiraan dalam bentuk kekerapan atau frekuensi, perkiraan Min atau purata skor dan peratusan, berpandukan sistem pengukuran Skala *Likert* lima kategori bagi 25 pernyataan yang diberikan.

Dalam menentukan aras pencapaian PdPC guru bahasa Melayu di prasekolah pendidikan khas, kajian ini mengkategorikan peringkat-peringkat aras amalan PdPC kepada lima kategori iaitu paling baik, baik, sederhana, minima dan rendah, seperti yang ditunjukkan dalam Jadual 1,

**Jadual 1: Peringkat kategori aras kompetensi PdPc bahasa Melayu – KSBM**

Kategori aras kompetensi PdPc	% Pencapaian
Paling baik	90.0 % - 100 %
Baik	80.0 % - 89.9 %
Sederhana / memuaskan	70.0 % - 79.9 %
Minima	60.0 % - 69.9 %
Lemah / rendah	00.0 % - 59.9 %

Data-data yang diperoleh daripada soal selidik dianalisis menggunakan "Pakej Statistik Untuk Sains Sosial" (SPSS). Menurut Chua Yan Piaw (2011), penganalisaan data berstatistik menggunakan perisian pengaturcara SPSS dapat menghasilkan pengiraan yang tepat.

#### 4. DAPATAN KAJIAN

##### Analisis Keseluruhan Kompetensi PdPC Bahasa Melayu Guru Prasekolah Pendidikan Khas

Bagi persoalan kajian, apakah tahap kompetensi PdPC bahasa Melayu dalam kalangan guru prasekolah pendidikan khas? Kajian ini memfokuskan aspek kemahiran mendengar, kemahiran bertutur, kemahiran membaca, kemahiran menulis, dan kemahiran seni bahasa.

Sebagaimana yang telah dinyatakan di atas, analisis PdPC bahasa Melayu dalam kalangan guru prasekolah pendidikan khas secara keseluruhannya merujuk kepada dapatan yang merangkumi semua konstruk kompetensi PdPC bahasa Melayu. Min bagi keseluruhan konstruk dibandingkan dengan skor maksima. Peratus yang diperoleh akan menentukan aras kualiti kompetensinya.

**Jadual 2: Tahap kompetensi PdPc bahasa Melayu guru prasekolah pendidikan khas**

Konstruk (Item)	Aras Min	%	Kompetensi PdPc
1. Kemahiran Mendengar	3.90	78.0	Sederhana
2. Kemahiran Bertutur	4.10	82.0	Baik
3. Kemahiran Membaca	3.80	76.0	Sederhana
4. Kemahiran Menulis	3.70	74.0	Sederhana
5. Kemahiran Seni Bahasa	3.60	72.0	Sederhana
<b>Keseluruhan :</b>	<b>38.25</b>	<b>76.5</b>	<b>Sederhana</b>

##### Analisis Kompetensi PdPC Bahasa Melayu Guru Prasekolah Mengikut Konstruk

Manakala bagi persoalan kajian, apakah pola kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas dalam setiap kemahiran bahasa Melayu? Analisis dapatan kajian berhubung pola kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas bagi setiap aspek kemahiran bahasa Melayu, selanjutnya akan disampaikan mengikut lima konstruk, iaitu item-item dari aspek kemahiran mendengar, item-item dari aspek kemahiran bertutur, item-item dari aspek kemahiran membaca, item-item dari aspek kemahiran menulis, dan item-item dari aspek kemahiran seni bahasa.

**Jadual 3: Konstruk kemahiran mendengar**

PdPc Mendengar	Aras Min	%	Kompetensi PdPc
1. Dengar & beri respons pelbagai bunyi	3.80	76.0	Sederhana
2. Beri respons secara gerak laku & lisan	3.80	76.0	Sederhana
3. Dengar & mengecam bunyi bahasa	4.10	82.0	Baik
4. Dengar & sebut perkataan sama dlm bahan	4.00	80.0	Baik
5. Dengar & melafazkan puisi	3.80	76.0	Sederhana
<b>Keseluruhan :</b>	<b>3.90</b>	<b>78.0</b>	<b>Sederhana</b>

Berdasarkan 5 item di dalam Jadual 3, yang berhubungkait dengan aspek kompetensi PdPC bahasa Melayu dalam kemahiran mendengar, skor maksima konstruk ini ialah 82%. Skor **keseluruhan** tindak balas dari 50 responden terhadap konstruk ini adalah pada aras kualiti 'sederhana', iaitu pada min 3.90 (78.0%). Tindak balas responden menunjukkan bahawa – PdPC kemahiran dengar & mengecam bunyi bahasa, yakni item no.3, telah mencapai peratusan paling tinggi (82.0%) berbanding peratusan item-item lainnya.

**Jadual 4: Konstruk kemahiran bertutur**

PdPc Bertutur	Aras Min	%	Kompetensi PdPc
1. Sebut ayat mudah dgn bertatasusila	3.40	68.0	Minima
2. Bertutur gunakan ayat mudah	4.40	88.0	Baik
3. Bertutur gunakan perasaan	4.40	88.0	Baik
4. Berinteraksi guna ayat mudah	4.40	88.0	Baik
5. Bertutur untuk menyampaikan idea	3.90	79.0	Sederhana
<b>Keseluruhan :</b>	<b>4.10</b>	<b>82.0</b>	<b>Baik</b>

Berdasarkan 5 item di dalam Jadual 4, yang berhubungkait dengan aspek kompetensi PdPC bahasa Melayu bagi kemahiran bertutur, skor maksima konstruk ini ialah 88%. Skor **keseluruhan** tindak balas dari 50 responden terhadap konstruk ini adalah pada aras 'baik', iaitu pada min 4.10 (82.0%). Tindak balas responden menunjukkan bahawa, item 6 dalam konstruk kemahiran bertutur, telah mencapai peratusan minima (68.0%), berbanding peratusan item-item lainnya.

**Jadual 5: Konstruk kemahiran membaca**

PdPc Membaca	Aras Min	%	Kompetensi PdPc
1. Menguasai Kem. prabaca	3.90	78.0	Sederhana
2. Membaca suku kata & perkataan	3.90	78.0	Sederhana
3. Membaca dan memahami ayat	3.95	79.0	Sederhana
4. Membaca & Fahami bahan bacaan	3.70	74.0	Sederhana
5. Memupuk bacaan luas	3.55	71.0	Sederhana
<b>Keseluruhan :</b>	<b>3.80</b>	<b>76.0</b>	<b>Sederhana</b>

Berdasarkan 5 item di dalam Jadual 5, yang berhubungkait dengan aspek kompetensi PdPC bahasa Melayu aspek kemahiran membaca, skor maksima konstruk ini ialah 89%. Skor **keseluruhan** tindak balas dari 50 responden terhadap konstruk ini adalah pada aras kemahiran 'sederhana', iaitu pada min 3.80 (76.0%). Tindak balas responden menunjukkan bahawa, satu daripada item konstruk kemahiran membaca, mencapai peratusan sederhana (79.0%), berbanding peratusan item-item lainnya.

**Jadual 6: Konstruk kemahiran menulis**

PdPc Bertutur	Aras Min	%	Kompetensi PdPc
1. Kemahiran pratulis	3.85	77.0	Sederhana
2. Menulis huruf kecil	3.75	75.0	Sederhana
3. Menulis huruf besar	3.70	74.0	Sederhana
4. Menyalin ayat mudah	3.70	74.0	Sederhana
5. Menulis ayat	3.50	70.0	Sederhana
<b>Keseluruhan :</b>	<b>3.70</b>	<b>74.0</b>	<b>Sederhana</b>

Berdasarkan 5 item di dalam Jadual 6, yang berhubungkait dengan aspek kompetensi PdPC bahasa Melayu dalam kemahiran menulis, skor maksima konstruk ini ialah 77% (item 16). Skor **keseluruhan** tindak balas dari 50 responden terhadap konstruk ini adalah pada aras kualiti 'sederhana', iaitu pada min 3.70 (74.0%). Tindak balas responden menunjukkan bahawa, kesemua item konstruk kemahiran menulis, mencapai peratusan sederhana.

**Jadual 7: Konstruk kemahiran seni bahasa**

PdPc Seni Bahasa	Aras Min	%	Kompetensi PdPc
1. Guna didik hiburan	3.50	70.0	Sederhana
2. Memahami dan menghargai bahasa	3.60	72.0	Sederhana
3. Permainan bahasa	3.85	77.0	Sederhana
4. Nyanyian dan berpuisi	3.55	71.0	Sederhana
5. Bercerita dan berlakon	3.50	70.0	Sederhana
<b>Keseluruhan :</b>	<b>3.60</b>	<b>72.0</b>	<b>Sederhana</b>

Berdasarkan 5 item di dalam Jadual 7, yang berhubungkait dengan aspek kompetensi PdPC bahasa Melayu untuk kemahiran seni bahasa, skor maksima konstruk ini ialah 77%. Skor **keseluruhan** tindak balas dari 50 responden terhadap konstruk ini adalah pada aras kemahiran 'sederhana', iaitu pada

min 3.60 (72.0%). Tindak balas responden menunjukkan bahawa, satu daripada item konstruk seni bahasa, telah mencapai peratusan tertinggi (77.0%) bagi item 23 - aspek permainan bahasa.

Persoalan kajian yang utama dalam kajian ini adalah berkaitan dengan tahap kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas secara keseluruhan. Secara umumnya, kajian ini mendapati bahawa kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas yang dikelolakan oleh pihak Kementerian Pendidikan Malaysia berada pada aras 'sederhana'. Ini dapat dirujuk kepada Jadual 2, di mana didapati bahawa tindak balas responden bagi semua item dalam soal selidik menunjukkan pandangan atau prespektif responden terhadap penilaian kompetensi PdPC bahasa Melayu guru prasekolah keseluruhannya adalah pada aras berkemahiran 'sederhana'.

Persoalan kedua kajian ini ialah berkaitan pola kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas yang mengikut konstruk iaitu dari aspek kemahiran mendengar, kemahiran bertutur, kemahiran membaca, kemahiran menulis, dan kemahiran seni bahasa.

Secara umumnya, kajian ini mendapati bahawa kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas adalah 'sederhana' dan ada yang berada pada aras 'baik'. Ini dapat dirujuk kepada Jadual 3 hingga Jadual 7, di mana didapati bahawa kemahiran mendengar, kemahiran seni bahasa, kemahiran membaca, dan kemahiran menulis, adalah pada aras 'sederhana', manakala kemahiran bertutur sahaja, berada pada aras 'baik'.

Beberapa aspek yang telah mencapai kualiti 'baik', antaranya item 3, item 4 (konstruk kemahiran mendengar), item 7, item 8, dan item 9 dari konstruk kemahiran bertutur. Manakala kelemahan yang ketara pula ialah pada item 20 (konstruk kemahiran menulis), iaitu item menulis ayat, item 20, dan item 25 daripada konstruk seni bahasa (aspek didik hibur dan aspek bercerita dan berlakon). Carrey, 1994 (dalam Beaty, 2012), berpendapat bahawa penilaian PdPC ialah satu prosedur yang digunakan untuk memperolehi kualiti sesuatu perkara. Dengan kata lain, penilaian PdPC ialah proses memerhati, menentukan dan mendapatkan maklumat yang berguna untuk membuat pertimbangan mengenai tindakan selanjutnya.

Justeru, dapat dirumuskan bahawa kekuatan kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas daripada kelima-lima konstruk ialah pada kemahiran bertutur sahaja.

## 5. IMPLIKASI KAJIAN DAN CADANGAN

Hasil dari kajian ini menimbulkan beberapa implikasi terhadap status keseluruhan secara umum berhubungkait dengan tahap kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas secara keseluruhan.

Kementerian Pendidikan Malaysia selaku penganjur program pendidikan asekolah hendaklah, memantau dan menyelaras pelaksanaan prasekolah berhubung kompetensi PdPC bahasa Melayu guru prasekolah pendidikan khas di seluruh negara, supaya setiap prasekolah kelolaannya mematuhi piawai tertentu dari segi keseluruhan kemahiran PdPC bahasa Melayu di prasekolah, yang memenuhi ciri *Developmentally Appropriate Programme*.

Perlaksanaan kemahiran PdPC bahasa Melayu di prasekolah pendidikan khas benar-benar dilaksanakan dengan seimbang dan menyeluruh setelah mengambil kira sifat dan ciri perkembangan murid.

Menyediakan struktur krusus dan latihan susulan / berkala yang tersusun yang merangkumi pengetahuan dan kemahiran untuk menyediakan guru-guru prasekolah pendidikan khas yang luas pengetahuan prasekolah dan berkualiti.

Memastikan guru-guru mendapat latihan lanjutan, latihan peningkatan ikhtisas sehingga ke peringkat ijazah lanjutan, dalam bidang pendidikan awal murid.

Mengambil berat terhadap pelaksanaan kemahiran PdPC bahasa Melayu di prasekolah pendidikan khas dan kurikulum baharu KSPK (semakan 2017) yang berkualiti dengan memastikan penyediaan kemudahan fizikal dan peralatan yang pelbagai, demi kemajuan dan kebaikan perkembangan murid melalui aktiviti tidak formal yang menyeronokkan dan berkesan kepada pengalaman pembelajaran murid.

## 6. KESIMPULAN

Adalah menjadi hasrat Kementerian Pendidikan Malaysia agar murid yang terhasil dari semua prasekolah pendidikan khas mempunyai acuan dan cita rasa yang sama ke arah mendokong cita-cita negara, iaitu Malaysia sebagai pusat kecemerlangan pendidikan dan pendidikan yang bertaraf dunia. Adalah diharapkan agar murid prasekolah pendidikan khas ini bersedia untuk menghadapi cabaran kehidupan di alaf baru, juga dalam dunia teknologi komunikasi maklumat yang serba maju di abad ke-21 ini.

Dengan ini, adalah diharapkan program prasekolah pendidikan khas yang berkualiti dapat menjadi asas untuk melahirkan murid yang berilmu pengetahuan, berakhlak mulia, mempunyai keyakinan diri, cita-cita tinggi, daya tahan, semangat juang, dan gigih berusaha, sihat dan cergas, serta kreatif dan ekspresif. Asas yang dibina dalam diri murid ini akan memberi impak yang besar di masa hadapan ke arah menyumbang kepada kesejahteraan diri mereka sendiri, kemajuan agama, keluarga, masyarakat, bangsa, dan negara - insya'Allah.

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