

The Best Immediate Approach for Teacher to Interact with Children in Early Childhood Education Center (ECE) in Kota Banda Aceh

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Abstract

This study aims to explore the best approach for teacher in immediate interaction with children in early childhood education (ECE) centers in Kota Banda Aceh. It is also to examine how teachers and children interact as sociological contexts, as well as teacher communication and expectations in the teaching and learning process. Ten teachers from four early childhood education centers were selected as respondents. The qualitative analysis approach used in this study utilizes interviews, observations and documentation in data collection. Data validation uses triangulation and comparison techniques and critical analysis techniques as data analysis techniques. This study tries to find out about the results of ten teachers in taking an approach to children in phase, 0-2 years, 2-4 years, and 4-6 years in the learning program as the best approach for teachers in improving teaching and learning quality in ECE centers from Kota Banda Aceh. Findings show that teachers 'best approaches for children's engagement in the learning process are with the role of teachers as social agents, teacher-child relationships as sociological contexts, and teachers' communication and expectations in learning, so that learning objectives are achieved. The findings of this study show that teachers' best approach is to help develop motor and physical sensors at 0-2 years of age. The teacher approach also helps develop movement skills for children ages 2-4 and 4-6. In conclusion, teachers' best approach for immediate interaction in early childhood education goes beyond the initiation, core and closing activities of the teaching and learning process. Implications for early childhood education in Banda Aceh the appropriate approach for teachers to interact with children in immediate interaction during teaching and learning can foster the development of children of all ages from 0-6 years.

Keywords: Early Childhood Education (ECE), Interaction, Teaching and Learning, Sociological

Background

The approach of how a teacher performs a role or how a teacher plays a role, when viewed in terms of education in early childhood. The role of teacher in this case is the main role, that is, the existence of managerial role and functional role, then the role in the teaching and learning process. Every role performed by teachers is in accordance with the role quality standards set by government regulations, to develop the smooth and gross motor movement of children must be in accordance with government regulations.

Fine motor movement is the movement of small muscles, such as finger skills and proper wrist movement. Fine motor activity is a movement skill involving small muscles consisting of eye coordination and hand coordination coordinated in a balanced way to create skills, Warniti, Ardana, & Kristiantari, (2014). In the way it works fine motor movements do not require much energy but only involve eye coordination and careful hand movements, Tahel et al., (2019). For children with good motor maturity usually tend to show independence activities because their hands can be good at doing various things, Jessica & Adhe, (2020). Jessica & Adle (2020) explain the meaning of fine motor skills, namely: a. Can function small muscles such as finger movements. b. Able to adjust the speed of the hands and eyes. c. Able to control emotions.

In line with previous studies from Darmiatun and Mayar (2020) that in the findings of the study showed there is an increase in fine motor skills of children aged 5-6 years through collage activities using used materials that can be seen from the growth of children starting from the cycle I to round II.

Of the seven main roles, the researcher takes the main role, namely the principal role as a supervisor, in the role of a supervisor there are two roles he needs to perform, namely management supervision and academic supervision, Nuraeni (2017). Management oversight is to carry out governance related to school programs, vision and mission of the school. For academic oversight of teaching and learning classes conducted by teachers. In fact, in the classroom itself also has a form of management (managerial) that must be met by the teacher, in addition to academic programs that must be done by the teacher as a form of compliance in showing the performment of each task performed.

The role played by principals and teachers must be based on government-administered regulations. Government Regulation (PK) Number 19 of 2005, which has been revised as PK Number 13 of 2015, states that the quality of education in Indonesia is measured by eight standards (standards), namely content standards, process standards; graduate competency standards; educators and educational standards; facilities and infrastructure standards; management standards; financing standards; and educational assessment standards. For further roles, such as teachers as social agents, teacher-child relationships as sociological and communication contexts and teacher expectations in teaching and learning must be teachers in playing their role using these eight standards.

The best immediate approach to interact with children is forming play groups in the form of social groups, even when children's behavior changes unexpectedly, thus requiring appropriate approaches and should be appropriate to the behavior, both individually and in groups and children and these situations and situations require a quick response by the teacher.

Literature

A review of the literature in previous studies on teachers' best approaches to children's interactions is abrupt, thus shaping children's social and behavioral groups that change

momentarily. For the best approach or the usual approach, the role of teachers is very important, according to Abdul Rahman, et al (2016) study data obtained through observations using video recordings, document analysis and interviews to identify the implementation of investigation activities and the role of teachers as facilitators in building real-life knowledge based on children's interests and initiatives. The project found that cases of three-year-olds found that teachers played an important role as facilitators in providing resources and materials for children's exploration of topics of interest. conduct effective and best teaching and learning in the classroom. Approach is a key issue that determines the level of teacher teaching achievement and student learning (Hayati & Mamat, 2014). Teachers who fail to use pedagogy and the best teaching approach will make students fail to understand and fail to appreciate the values taught by educators.

The most important issue in the world of education is the approaches used by teachers to teach a subject to achieve teaching objectives more clearly (Hayati, & Mamat, 2014); Joseph, 2014). In order to make the teaching approach more effective and efficient, teachers need to play a very important role. Past studies have shown the need for a variety of teaching and learning approaches to enable teaching and learning to be more meaningful (Mamat, et al. 2020; Luen et al. 2020). There is one approach that teachers can take such as the approach to domain theory, that the domain approach reveals about the differences of social interaction, i.e. personal issues differ from interpersonal issues. The goal of this approach is to stimulate the development of students' moral concepts and social conventions in the context of society (Bartolome, Mamat, & Masnan, 2017).). In other references it is said that childhood is an individual who experiences a very rapid process of growth and development, even said to be a leap in development. The implication is that development is a process experienced by every human being, including children. Mubiar, (2012, 4), states that:

The results of neurological studies show that at birth the baby's brain carries a potential of about 100 million which in the next process the cells in the brain grow so rapidly by producing trillions of connections between neurons. In order to achieve optimal development this connection must be strengthened through various psychosocial stimuli, because the connection that is not strengthened will experience atropine (shrinkage) and destruction. This is what will ultimately affect the child's intelligence. This has been proven by the results of a study at Baylor College of Medicine which found that if a child rarely receives educational stimulation, then his brain development is 20-30% smaller than the normal size of a child his age.

In raising to achieve indicators of various stimuli made in order to create interactions so that cognitive thinking develops according to neuronization in developing children's intelligence (Kemdikbud, 2015). The interaction experience that the child directly has is very important for the child's thinking and development process. The development is supported by social interaction, the learning process evokes a variety of developmental processes that can occur, only when the child interacts with those around him and when the child cooperates with his friends.

Methodology

A qualitative naturalization approach was used in this study by using interviews, observations and documentation studies in data collection. In-depth interviews were conducted with the teachers. This study also employed observation and analysis of the contents of curriculum

documents as data collection methods for both nurseries and preschools. The research employed interviews and observations to serve as data collection instruments as well as means of data triangulation; to estimate the validity and reliability of data and research procedures. A series of workshops were carried out to construct the interview protocols. The qualitative data were recorded and analysed manually according to the teaching and learning strategies suggested in previous research (Mamat, et al.2020). Data validation using triangulation techniques and comparative techniques as well as critical analysis techniques as data analysis techniques (Luen, et al. 2020). This study tries to find out about the results of ten teachers in taking an approach to children in phase, 0-2 years, two teachers at TPA Cahaya Meunara, phase, 2-4 years, two teachers at KB Permata Hati, two teachers at KB Sejahtera and two teachers at KB Taman Firdaus, and phase 4-6 years, two teachers at Tadika Cut Meutia, who interacted suddenly while following the learning program as the best approach for teachers in improving the quality of teaching and learning process at ECE centre in Kota Banda Aceh.

One type of study methodology that uses a qualitative approach, namely case studies, that is, a study that makes in-depth exploration of programs, events, processes, activities for teachers who are teaching, one people or more than two people in one institution. Activities practices approach in attracting teachers to learn and develop cognition of children in nurseries and kindergartens, in order to find the best approach for teachers in teaching and learning in early childhood education (the centers) in Banda Aceh.

Relationships between the axial nodes were scrutinised to narrow them down into major themes. Each transcript underwent pair-comparison, then each group presented their own mapping in the group comparisons sessions and finally, the mapping for each group was drabbed based on factors that contribute to parents' perspective on pre-school ethos.

Result and Discussion

TPA Cahaya Meunara

In the researcher's observation, the best approach of the caregiver (teacher) to the sudden interaction of an eight-month-old baby when looking at the usual place to eat, after bathing, dressing and swinging that:



Figure, 1. Teacher in parenting towards children

Efforts to develop the potential of children's intelligence with the stimulation or stimulation of educational education tools (APE) according to the program of children aged 0-2 years only when the child cries. On the interaction of the babysitter's child is able to cradle the child in a hanging cradle (Lulling with Hanging Cloth) so that the child can sleep quickly. Religious poems and struggles sung in the form of Salawat to the Prophet Muhammad SAW

and the verses of the Qur'an for children to have the nature of a brave fighter, as a way to shape children so that they have noble morals or moral character.

This parenting efforts following the tradition of the people of Aceh, in an interview caregivers admit that whatever we do for the child interactions that we've suddenly realized what must we do to children. The caregivers have tried without following the guidelines, but have inadvertently made a good decision. Misbahul (2017) allows the results of research conducted by B.S. Bloom, namely:

The results of research in the field of neurology conducted by Benjamin S. Bloom, an educational expert from the University of Chicago, USA suggest that cell growth in the brain tissue of children aged 0-4 years reaches 50%, up to age 8 reaches 80%. This means that if at that age the child's brain does not get maximum stimulation, then the child's brain will not develop optimally. By the second decade of 18 years the development of brain tissue has reached 100%.

The caregiver's efforts to carry out the approaches in the parenting system practiced have met as they follow S. Bloom, but these caregivers do not realize it.

KB Permata Hati

As a result of the researcher's observation of the child's interaction, suddenly there is a child separated from the group of cake makers and drawing group, a teacher with his eagle eyes (Visible Learning) immediately approached a child with a changeable behavior that turned out to be unhealthy. In interviews that personal attitude, quick action arises spontaneously that comes from a sincere sincerity.



Figure, 2. A child is suddenly unwell

Hope for professional teachers not only come from the community, but also from the teachers themselves, as stated by Jailani (2014,), that:

The aspirations and desires of professional and competent teachers not only come from students, parents, educational observers, policy makers, and other stakeholders, but the strong desires of professional and competent teachers emerge from the very depths of the teachers themselves. .

In identifying the specifications and feasibility of teachers in teaching, teachers always think about the results they want from children and how every decision they make will lead to the expected results from their hearts.

The possibility of a teacher approaching a child with a sudden interaction is very important, in addition to the child behaving improperly from the sudden interaction, so that such social groups and behaviors never appear.

The willingness of teachers to take the approach of children who react immediately, must really understand the needs of children, especially in order to attract so that the interest in learning again all so.

KB Sejahtera

In the observation that teachers take an approach to children who interact abruptly, the steps taken are appropriate and ensure the child's condition is appropriate, especially in the face of hyperactive children. As in the interview, the teacher acknowledges that what they do need to be careful and different to deal with a hyperactive child, must be personal (individual) and specific to him.



Figure, 3. Personal assistance for beginning teachers for hyperactivity

These teachers during the learning process only accompany hyperactive children, in addition to other teachers continuing the learning process according to standard operating procedures (SOP). Teachers who serve with hyperactive children to ensure that children continue to listen to the learning process from the group, until the learning process is over. It can be seen from what is done to the hyperactive child shows that there is personal competence for the child, as experts express that summed up by Yusria (2016) that:

Skill on the word personal skill according to Muchlas Samani is translated into proficiency (2014). Competence defined as competence according to Smith is the ability a child must have to master certain skills (2003, 214).

This shows that children have creativity which is one of the potential children to develop through systematic and pedagogical play. Because according to Aris (2014) creativity in children is the potential of children to develop:

Creativity is one of the potential of children that must be developed early. Creative talent can be developed through systematic, pedagogical, orderly, planned play activities, and adapted to the age group of growth and development, children's creativity potential will develop optimally. By playing the development of children will be achieved optimally. Play is a great way to develop early childhood creativity.

Systematic, pedagogical, organized, designed, and adapted to a 3-4 year old collection of meaningful growth and childhood in syllabic in the form of semesters, weekly and daily

designs. To manage learning must be with various design programs created in syllabus with their investigation.

KB Taman Firdaus

In the observations of this study, the teacher took an approach to the children who interacted abruptly, the teacher's quick response to address the movement of the child upon arrival at school after being sent by the parents. Sudden interactions that give rise to two social groups, namely the art role group and the color transfer group. Two teachers take a personal approach to construction, until the end of the movement, then after the children's play activity, they are welcome to go to school to class. In interviews the teacher believes that this approach in children's cognitive development is better when children create activity centers, while playing they develop intelligence potential based on their desires. Both color recognition and role art activities performed by teachers on the wishes of children show that the learning process is in the nature or school yard, the function of Visible Learning teachers as movers and Pedagogy Contents Knowledge of child development achievement from four of the six aspects can function at the same time, besides Class Action Research can actually be done, but not try it, meaning the attitude still responds to the child behavior that arises while the class is running.



Rajah, 4. Proses kanak-kanak dalam berinteraksi membentuk dua kumpulan.

With the emergence of two groups of sudden interactions from children over the recognition of the role of art and color, teachers must be children playing role art, can also do cultural-based play, because in line with the study of Meilanie, Fridani, and Fika (2020) confirms that:

Playing a role based on culture has been proven to improve Indonesian language skills in childhood. Teachers make it a habit to use Indonesian as the medium of instruction to help children understand Indonesian. Playing culture-based roles gives children the opportunity to speak boldly, children can practice directly with the teacher's instructions and get explanations about the story, and cultivate a positive attitude and become sensitive to the environmental culture.

In role art and color inspiration teachers can also help children understand the national language, culturally based role gives children the opportunity to dare to speak, children can practice directly with the teacher's instructions and get an explanation of the story of how the role of art and assorted colors, and cultivate a positive attitude and become sensitive to environmental culture.



Figure, 5. Interpretation of the color of each shoe

Teachers' efforts to serve the formation of two communities, as a result of the learning approach, because children do it happily, these interactions arise from the willingness of children. This was quoted by Nurhabibah, Anizar Ahmad and Erni Maidiyah (2016: 61) in their journal by confirming that:

The ability to interact and collaborate with peer groups is called interpersonal intelligence. maintains that "interpersonal intelligence is the ability to think through communication with others, such as in key activities, collaborating, interacting, sharing, playing games, etc.". Children with interpersonal intelligence can be seen when playing with peer groups, interacting in group activities such as collaboration, can share, follow rules. At that time, children will gain new experiences. Children with such intelligence easily interact with peers, easily understand friends and have many friends.

In a recent study conducted by Nurhabibah, at. al. (2016), social interactions can change behavior, confirming that:

Social development of the child's emotional through social interaction with peers in childhood Nurul Hidayah, Village Lampuuk, Aceh Besar district are 1) child can share with peers, 2) comply with the rules in force in the game, 3) child play with peers, 4) shows the manners and manners in accordance with the local socio-cultural values.

Social interactions with these peers that make children change, can be seen while children play and changes or emotional social development can be seen in children's personal selves.

Conclusion

In conclusion the findings show that teachers' best approach to the immediate interaction of children in the learning process is the role of teachers as social agents, the relationship between teachers and children as a sociological context, as well as communication and teacher expectations in teaching and learning, so that learning objectives are achieved. The findings of this study indicate that teachers' best approach helps the development of motor and physical sensory abilities in children aged 0-2 years. The teacher approach also helps the development of fine and gross mobility abilities of children aged 2-4 years and the development of intelligence of children aged 4-6 years. In recommendation, the best approach teachers for interaction in teaching and learning can take place with the approach-parenting traditional Aceh to the role of schools and teachers, personal approach child unwell with the role of communication and expectations of teachers in teaching and learning, personal approach to child hyperactive with the role of teacher-child relationship as a sociological context, personal approach to social and cultural groups in the environment

with the role of teacher as a social agent. Approaches to dealing with children interacting abruptly that give rise to social groups, changes in children's behavior, both in the classroom and in the environment, enable teachers to have the standards in enabling the best approach as desired children.

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