

DEVELOPMENT OF EARLY CHILDREN'S TEACHING MATERIALS IN CHILDREN'S INTEREST IN JAMBI PROVINCE

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Abstract

This study aims to develop teaching materials, tribal children in (SAD), Kubu Tribe in Jambi. This instructional material intended for Early Childhood Education (PAUD) Teachers and Tribe children inside. Meanwhile, research and development products produce teaching materials in the form of certified media. Teaching materials or learning print media, containing learning material intended for early childhood tribes in children. The research methodology used in developing teaching materials uses the development model of Dick and Carey system design learning which contains 10 steps of development. Teaching materials for children in the tribe, containing learning material applied through the approach of playing in the natural environment around the tribe with the peculiarities of the inner child tribe. A formative evaluation carried out on the research and development of the product of this teaching material before it tried out to the users, firstly reviewed by experts on the subject matter of Early Childhood Education, Learning Design Experts and Learning Media Experts. Then after this teaching material reviewed, it then implemented or tested for users, especially PAUD Teachers in applying learning materials to children in Jambi Bungku Village. This research and development carried out until the Formative evaluation stage. The results of research and development of teaching materials stated that the material for the early childhood children in Jambi included in the excellent category.

PRELIMINARY

The strength of adat and the occurrence of cultural acculturation unusual for academics, practitioners, observers and researchers themselves to research in depth about PAUD education especially regarding teaching materials and learning resources in Bungku village, Jambi. The object that the target of research and development in the majority of tribal groups (SAD), the Kubu Jambi tribe, currently there has cultural assimilation with the nearest population and a lack of facilitation of teaching materials intended for PAUD for the inner child tribe. The lack of learning material and the learning always approach a matter of consideration and attention for educators, for tribes of children in particular in the village of Bungku Jambi. It an acknowledgment, appreciation, and justice of ethnic minorities both concerning universal rights inherent in individual and community rights that collective in expressing the need for early childhood education. On the other hand, multi instructional materials related to the social reality in various societies, unusually deep tribal children, in Bungku Village, Jambi area.

Researchers focus on groups of deep tribal settlements that have fused and side by side with surrounding settlements (from outside). The impact that children of the same

age and early childhood education have imitated how to dress in immigrant people, namely clothes, pants, or sarongs if they hang out or make friends. However, the old habits of not wearing clothes still often found in their settlements. This the reason because to enter and arrive at the inner child tribe (SAD), the more isolated researchers must gradually enter and while exploring the path of needing education for early childhood in the tribal child community (SAD).

During these early years, the child has enormous potential to optimize all aspects of its development. At this time the child has a hundred percent concentration in his memory when receiving information. In early childhood education given related to (a) development of creativity and thinking, (b) development of language, (c) development of behavior and skills, (d) physical development, (e) development of moral, emotional, social, and discipline. Various types of development made in several activity themes based on the Learning Activity Program Outlines (GBPKB).

From the above problems, through researchers' observations of the facts on the ground, existing materials and learning resources indicate that the need for more appropriate teaching materials for children's education indicated to improve teacher understanding in educating and providing remote early childhood care. Researchers will carry out the development of teaching materials, unusually early childhood education, whose approach through playing in the natural surroundings, intended for children who still pure and the majority of SAD children. Therefore, in this research and development researchers formulated and raised the title "Development of Tribal Teaching Materials in Batanghari Regency, Jambi Province."

THEORETICAL STUDY

Teaching materials beneficial to learn, namely in order to broaden students' knowledge in learning maximally by involving students in learning from the planning, coercion and evaluation stages of learning. According to Ihat Fatimah, useful learning models are; participatory, contextual, and independent learning, Fatimah (2009: 31). Learning development procedures generally, contain design procedures. Gagnon and Collay (2001: x), argued, the term design means the existence of the whole, structure, framework or outline, and the precise sequence of activities. While Reigeluth said that the development of Learning or instructional concentrates on understanding, like professional activities, like constructing a building from a blueprint by an architect. Instructional development the process of prescribing and using optimal procedures in order to create new learning activities in a situation created at that time. The results of instructional development as a professional activity ready to use as instructional sources, scientific reports, and/or learning.

The learning development design model proposed by Dick and Carey (2009) has long used to create effective, efficient and exciting learning programs. The book they wrote "The Systematic Design of Instructional" has become a classic book in the field of learning system design, wherein Indonesian education this learning design model discussed in full in a book written by Atwi Suparman (2012: 116), entitled "Modern Instructional Design."

The model or pattern essentially a concrete visualization or construction of a concept, Law, and Kelton, defining the model as a representation of a system, which seen as representing the real system. Visualization or construction formulated through mental activity, in the form of specific ways of thinking to carry out abstract concretization. Model an accurate form of representation, as an actual process that allows a person or group of people to try to act on a representative footing of the model.

According to Koentjaraningrat, (1993) the definition of culture as follows: Complex which includes knowledge, beliefs, arts, morals, laws, customs and abilities and habits obtained by humans as members of society. Culture includes things that obtained or learned by humans as members of society. Culture consists of everything learned from normative behavioral patterns. Koentjaraningrat (1980: 2). Whereas according to E.B. Tylor quoted by Soekanto defines culture as complex which includes knowledge, beliefs, arts, morals, laws, customs and abilities and habits obtained by humans as members of society. Koentjaraningrat (1987: 2).

The function of teaching materials in society actually to help people adapt to the conditions needed when they live in their community. Even the first ways of life that may or may not know at all play an essential role in helping individuals in society deal with the problem of how they behave, act and behave.

Teaching materials, sources of learning and learning delivered from the environment that closest to the individual such as family, friends, the environment, school, religion, government, media, etc. Indeed the closest people will get the first to continue repeatedly convey the things that necessary and proper and of course also convey things that not necessary to do to individuals in the community, so that individuals will remember and do what they get and do.

The culture of every nation or society consists of large elements or small elements which part of a unity which unity. For example, in Indonesian culture, there can found large elements such as government institutions in addition to the presence of small elements such as clothing, shoes, and other items that we use or use every day. Melville J. Herskovits in Soekanto (2005) proposed 4 (four) cultural elements, namely (1) technological tools, (2) economic systems, (3) families, and (4) political power. By studying the elements of culture one way to understand social culture or culture, Soekanto (1987: 79).

The learning system development model for teaching materials proposed by relying on juridical foundation, philosophical and religious foundation, psychological foundation, scientific foundation, empirical foundation, and sociological foundation. PAUD implementation must base on a variety of bases, namely the juridical foundation, philosophical and religious foundation and scientific basis, both theoretical and empirical, Mohammad Fadilah (2014: 69).

Model development in this study uses the Research and Development (R & D) approach of Borg and Gall step cycle 1. This research begins with the first step to do step 1, namely Information and Collecting data which a Preliminary Research to get a needs analysis. There steps in the research and development of this multi-culture-based learning model by using the steps of Dick and Carey as follows:

Identification of Learning Objectives; In learning research aims to: (a) Carry out instructional learning activities in Early Childhood Education in Suku Anak Dalam, (b) Design Conceptual Learning Design for Suku Anak Dalam, (c) Develop learning design

teaching materials in Suku Anak Dalam. 2), Conduct Instructional Analysis, This step a procedure that used to determine the relevant skills and knowledge needed by students to achieve the determined competencies. In this case the determination of the measured ability the cognitive, social-emotional and physical abilities of the child who prepared in detail in the form of learning indicators. This activity carried out by carrying out the elaboration process from general capabilities to special abilities taking into account early childhood learning goals. The analysis made in the form of a chart which included in chapter IV. 3), Identifying Early Behavior and Characteristics of Learners; This step done by identifying the behavior and fundamental characteristics of students, namely the Anak Dalam Tribe children. 4), Writing Special Instructional Performance Goals; At this stage, the learning objectives must formulate in detail. In this study the learning objectives to develop cognitive, social-emotional and physical children. 5) Development of assessment instruments; This research instrument arranged based on the instrument lattice which compiled based on cognitive and social-emotional theoretical studies, physical children and early childhood science learning theories which synthesized into definitions, conceptual, operational and derived into concrete definitions. Instruments compiled in the form of (a). Assessment of early childhood development in the form of assessment of learning outcomes for children through authentic assessments in the form of observation instruments for early childhood abilities (4-5) years guided by guidance/observation; (b). Observation of early childhood learning by playing in the environment; (c). Interview guidelines. (d). Expert Opinions About the Development of Learning Model Design playing in the natural surroundings of the Anak Dalam Tribe, and (e). The teacher's opinion about the application of the development of teaching materials to the Suku Anak Dalam. 6) Developing Instructional Strategies In order to achieve the learning objectives, a learning strategy developed. The developed learning strategies consist of 5 components, namely (a). The learning sequence process consists of 4 stages, namely the preliminary stage, the preliminary stage, the learning stage and the closing stage. (b). Outline of learning contents: (c). Learning Method (d). Media and Learning Resources, and (e). Allocation of learning time. Furthermore, the translation of themes and sub-themes carried out which contained some multi-cultural based learning activities. 7), Choosing and Developing Teaching Materials; The selected teaching materials in the Development of Learning Model Design playing in the natural surroundings of the Anak Dalam Tribe derived based on the theoretical study of the nature of early childhood development, results.), Implement Formative Evaluation; Evaluation designed with 4 stages and carried out with the following stages: (1) Expert Review, (2) Evaluation one by one of students totaling 5 Persons and Teachers totaling 3 people; (3) Evaluation for small groups of 8 children; and (4) Evaluation of a large group of 18 children.

Model Implementation

The implementation of learning for early childhood education must consider the conditions and background of early childhood, among others, that: (1) students in their daily life usually use local languages, namely regional languages, (2) must in accordance with the interests and needs of students, (3) every student has the ability to learn and develop their potential, (4) get closer to everyday life, such as the language used,

livelihoods, tools used in everyday life, community organizations, and means of transportation, (5) students have learning experiences.

Implementation of learning, in early childhood education for students, contains the following principles: (1) students will be motivated to learn if they by their experiences, interests, and needs. Therefore, experience, interests, and needs the starting point in organizing learning activities in the study group, (2) learning orientation closely related to life, therefore the right unit for learning local culture-based education programs the life situation not a subject, (3) experience the most abundant source that must acknowledge for the learning of early childhood education programs, therefore the primary method of learning by analyzing students' experiences, (4) every student has a need to direct themselves, therefore, the role of tutors to improve the process of giving and receiving, instead of transferring knowledge to them, (5) individual differences among students increase with age. On that basis, the learning pattern must fully appreciate the different styles, times, places and forms of delivery of learning material.

CONCLUSION

Based on the formulation of the problem, research objectives, findings and results of the discussion of research and development on teaching materials on the application of learning through the approach to playing in the natural surroundings in the tribe of children (SAD) in Jambi Province, the following conclusions can draw:

The implementation of research and development of early childhood education learning intended for the Anak Dalam Tribe (SAD), through the approach of playing in the surrounding environment, not yet guided or not referring to the steps of developing learning models, mainly from teaching materials. This fact seen in the field that PAUD teachers have not entirely used teaching materials, guides, or learning instructions in PAUD. The essential ingredients in teaching materials have not fully adapted to the needs of PAUD so that the achievement of competence and quality of children relatively low.

To realize and efforts based on needs, it necessary to develop teaching materials through a play approach that can improve children's competence and quality and at the same time improve the quality of PAUD. The solutions that need to develop in the learning process for early childhood as follows:

Fully involve children in intellectual, cognitive and emotional development in learning.

Conditioning children responsible for completing tasks

Condition children with creative imagination, culture, hard work, high will, and joyful spirit.

Condition to find out for yourself the phenomena and problems that being carried out by peer observation and discussion.

The implementation of the development of early childhood teaching materials through a play approach, consisting of learning materials, teacher guides, schedules, and student worksheets:

Teaching materials.

The core material or textbooks are; (1) the implementation of learning materials put together with the teacher's guidebook, (2) preparing learning materials from the textbooks from 5 (five) themes consisting of; five senses, earth and sky, plants, vehicles,

animals, and (3) learning materials arranged in syntax packaging and integrated with the application guidebook.

Guide for PAUD teachers

Teacher guides structured with characteristics; (1) the title the guide to the application of PAUD teaching materials, (2) the guide consists of the contents and attachments of learning materials, (3) and the book also equipped with assessments of children's abilities and observation guidelines on children's abilities in the field.

Student worksheets, namely the title "let's learn, and PAUD activities for children's activities which the central 5 themes.

The results of the development of teaching materials for PAUD deserve to be implicated in PAUD because it has been studied by conducting formative evaluations. A formative evaluation carried out by learning design experts, material experts, and instructional media experts. The next step has also been conducted due diligence through one to one, and small groups. At each step and the stage of the revision, the results of the development of early childhood teaching materials by playing in the surrounding area intended for PAUD.

The effectiveness of teaching materials for early childhood shows an increase in children's creations 94%. This shows that the teaching materials for playing in the natural environment are beneficial for PAUD. The results of the development of teaching materials help teachers, also can improve children's insight more quickly about playing in the natural surroundings. It is concluded that the teaching materials for early childhood play in the natural surroundings are quite effective and feasible to apply in Jambi Province as a learning model in PAUD.

Based on the results of the research, discussion, and conclusions above, the teaching materials have implications and have a good impact on:

The goals and objectives of developing instructional materials to play in the environment directly provide convenience for PAUD teachers to implement the learning by guiding on the action plan, implementing it consistently, and evaluating according to target. Teachers can improve and formulate components of learning design, better master the material, effectively use media or means of education, innovate, creativity.

It is time for the teacher to create a teaching mindset from conventional strategies to a problem based learning strategy

Use of learning a proper process carried out systematically to improve children's cognitive, social and physical abilities

The application of early childhood teaching materials to play in the environment is beneficial to implement in PAUD because early childhood children have benefited from the diversity and cultural characteristics can nurture children's souls of mutual respect and children always prioritize togetherness in life

The Education Office in the regions sure to pay attention to, consider and recommend the results of the development of teaching materials.

Recommendation

Based on the facts and conditions of the problem, the findings of the study, the conclusions of the development of educational teaching materials, early childhood in Bungku village, Jambi Province, the researchers suggested to:

Jambi Province's National Education Office as the institution responsible for advancing education, it suggested that always motivate PAUD teachers as a starting point in educating the nation's children, facilitating educational infrastructure, and applying the results of research playing in the surrounding environment.

PAUD teachers as early educators, in order to always innovate, creative, creative, proactive in developing PAUD so that the goals of education well achieved

Parents of children and Bungku villagers must prioritize children's education in realizing knowledgeable children

For readers, the world of education, and other observers so that the results of this study can use as a consideration in making studies about the development of learning models, especially playing in the natural surroundings. This research can use as a reference or the same research in the future.

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