

CHAPTER I

INTRODUCTION

A. Research Background

Law of the Republic of Indonesia No. 20 of 2003, on National Education System Article 1, verse (14) explains that early childhood education is an effort of coaching aimed at children from birth until the age of six years conducted through the provision of educational stimulus to promote the growth and physical and spiritual children, in order to have a readiness in entering further education. Furthermore, in article 28 it is stated that early childhood education can be organized through formal, non formal, and informal education. Kindergarten is an early childhood education in formal education. This is as described in the Competency-Based Curriculum of 2004 that kindergarten is one form of early childhood education units at formal education for children aged four to six years. So, in Indonesia kindergarten children are children aged 4-6 years who are part of early childhood that are in the age range birth to 6 years.

The existence of kindergarten education is very important, because the child is a determinant of life in the future. John Dewey (Depdiknas, 2008: 1), one of the leaders of education, states that education is important for several reasons as follows: (1) education is a necessity of life, (2) education as growth, (3) education as a social function. Formation of national character and quality of human resources are determined by how the provision of appropriate

treatment to children is given as early as possible. In addition, the age from birth to six years is a critical age for children's development. Stimulation provided at this age will affect the rate of growth and development of children as well as attitudes and behaviors throughout the life span.

According to psychologists, early childhood (0-8) is critical for children to develop their potential. The age is often called "golden age" that only comes once and cannot be repeated again, which is crucial for further development of human qualities. Based on the results of research, Children's intellectual development occurs very rapidly in the early years of children's life. Approximately 50% of adult intelligence capabilities already occur when the child is 4 years old. Therefore, treatment of children with educational stimulation in those days of age must be optimal. Then, the next 30% increase occurs at the age of 8 years, and 20% are in the middle or end of the second decade. After passing through these developments, then regardless of intelligence capacity achieved by each individual, will not increase anymore. This is the same as the opinion of Benjamin S. Bloom, professor of education at the University of Chicago that found quite surprising fact: "It turned out that 50% of all potential human life is formed when we are in the womb until age 4 years, then 30% of the next potential is formed at the age of 4-8 years." (Asmani, 2009: 45).

4-6 years of age or kindergarten children age, is a sensitive period for children, because this period is a period of maturation of the functions of physical and psychic that are ready to respond to environmental stimulation

and internalize into their personal. This period is the period of early development of physical, cognitive, language, social emotional, the concept of self-discipline, independence, artistic, moral and religious value abilities. Therefore, it requires conditions and stimulation that is appropriate to the needs of children so that growth and development can be achieved optimally. All aspects of the development of children's intelligence, good and bad motorist, non-physical, physical and spiritual capabilities can evolve rapidly if they obtain optimal environment stimulation. Because kindergarten children have a distinctive character either physical, psychological, social, moral or so on. Childhood is also an important time for all ages of life. Developments that occur during this period will extremely influence on subsequent developments. (Rahman, 2005: 31).

Kindergarten is the beginning of school education, therefore kindergarten education needs to create a situation that can give you a sense of security, comfort and fun. Besides, every child needs to get the attention that is individualized according to the needs of preschool children. Kindergarten Children are not miniature adults, resulting in the preschool education that the development of students is the result of process maturity in the learning process. Every age of human development has certain characteristics. According to Suyanto cited by Yulianti (2010: 13-14) Preschool children are preschool age children that natural behaviors can be identified based on the following characteristics: (1) happy to explore the environment (2) observe and hold everything, exploration expansively and excessively (3) great curiosity,

like to ask questions incessantly (4) are spontaneous in expressing thoughts and feelings (5) like to adventurous, always want to gain new experiences (6) like to do experiments, unpack and try everything (7) rarely get bored, they want to do everything (8) has a high power of imagination.

People realize that every child is unique. Every child has many forms of intelligence (multiple intelligences). According to Howard Gardner cited by Iskandar (2004: 9), at least there are seven domains of intelligence or intelligence which is owned by all people including children. The seven domains are musical intelligence, kinesthetic, mathematical logic (numerical), linguistic (verbal), spatial, interpersonal and intrapersonal. Then said by Tientje that multiple intelligences need to be explored and developed by providing opportunities for children to develop optimally potential possessed of his own effort (2000: 12).

Characteristics of kindergarten children, the uniqueness of the children and the presence of multiple intelligences become into consideration of a teacher in implementing the learning model. Learning area is one of the learning models that can fulfill it. As noted by Haryono (2010: 6) that though the setting area of learning is more possible for the child to build his own knowledge, as well as facilitate the development of each domain, because by setting the learning area, children are given discretion to make choices according to the needs of interests and talents. And more likely also to obtain individualization of learning experiences that are expected through this, the child has independence in thinking and action. Setting learning areas do not

rather than eliminate the role of the teacher, because this model further puts teachers on the portions, namely as (1) planner, (2) observer, (3) diagnose person, and (4) evaluators. So with that position, teachers appear more as educators who serve the needs of learners, organize the class into lab fun for kids to test, for example in the science center and last but not least here teacher in the central learning area in order to respect the various opinions of children and arrange to form a methodology.

TK Pembina Magelang is one of kindergarten that uses the learning area. *TK Pembina Magelang* using learning area with 10 that area i.e. religious area, block area, language, drama, mathematics, science, art/motorist sand and water, read something and write .

Based on the phenomena above, the writer is interested in conducting a research entitled *Learning Area Management (A Site Study at TK Pembina Magelang)*.

B. Research Focus

The focus of this study is "What are characteristics of Learning Area Management at *TK Pembina Magelang*? The focus of this study is elaborated into two sub focuses as follows.

- a. What are characteristics of teacher activities in learning Area at *TK Pembina Magelang*?
- b. What are characteristics of student activities in learning Area at *TK Pembina Magelang*?

C. Research Objective

The purpose of this study is elaborated into two points.

- a. Describes the characteristics of teacher activities in Learning Area at TK *Pembina Magelang*.
- b. Describes the characteristics of student activities in Learning Area at *TK Pembina Magelang*.

D. Research Benefit

This study has two advantages, namely the benefits of theoretical and practical benefits.

1. Theoretical benefit

The results of this research become theoretical discourse to add insight and knowledge regarding the Learning Area Management at *TK Pembina Magelang*.

2. Practical benefit

Research outcome is expected to benefit:

a. For Principle of Kindergarten

As inputs to the manufacturer's policy of organizing learning in kindergarten in order to improve quality and provide the needs of children.

b. For UPTD

As a materials of evaluation of the implementation of learning in

kindergarten.

c. For the Department of Education

Provide information to the team curriculum developers about the impact of the implementation of Learning Area, for purposes of future strategy in the next kindergarten education.

d. For the Government

Advise the government in setting standards of learning in kindergarten

E. Glossary

1. Management

Management in this study is the Management of Learning Area which includes planning, implementation and evaluation in learning areas undertaken by teachers, as well as managing the learning activities of students in the learning area.

2. Learning Area

Learning Area is one of the learning models implemented in kindergarten in accordance with applicable kindergarten curriculum, which in learning area children learn according to their interests. There are 10 areas used in the study area namely the area of religion, the area of reading and writing, cooking area, the area of music, drama area, block area, the area of mathematics, science areas, areas of sand and water, as well as the area of religion.