



IbM Teacher of Early Childhood Education in Mempawah Hilir Sub District for Learning Tools Designing Based on 2013 Curriculum

Rody Putra Sartika, Lukmanul Hakim, Lukman Hadi

Universitas Tanjungpura, Pontianak, Indonesia

Email: rodyputrasartika@gmail.com

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ABSTRACT

The main goal of this IbM was to improve (1) knowledge and skills of the teacher from Malikian to design APE (2) knowledge and skills of the teacher from Tanjung and MALikian to design K-13 based RKH, (3) knowledge and skills of the teacher from MALikian and Tanjung on designing K-13 based evaluation instrument. The output of this IbM was (1) 8 APE, (2) 16 RKH, (3) 16 evaluation instrument. Methods of this activity were (1) giving a course to teachers how to design APE, RKH, and K-13 based evaluation instrument, (2) training teachers how to design APE, RKH, and instrument evaluation. (3) giving guidance of implementation of APE, RKH and K-13 based instrument evaluation. Evaluation of this activity was done two times which was done after the course and training activities. As a result, this IbM was successfully done without mistakes and obstacles.

INTRODUCTION

District of Mempawah Hilir is a sub-district in the center of the city of Mempawah district. The number of PAUD found in Mempawah Hilir sub-district is 29 PAUD spread into six villages and sub-districts. The number of PAUD teachers in the sub-district is 92 people with 577 students. Among several villages and sub-districts in the downstream Mempawah sub-district, there are two villages and sub-districts which are directly adjacent to other sub-districts in the Mempawah district, namely Malikian and Tanjung. The number of PAUD found in Malikian is four schools with 14 teachers and 90 students. In Tanjung village, the number of PAUD available is two schools with five teachers and 46 students.

PAUD Tunas Harapan is a PAUD located in the village of Malikian. Based on observations, the PAUD has minimal and external Educational Teaching Aids (APE). According to Sain, Ismanto, & Babaka (2013), Educational Game Instrument is a type of game that contains educational value that serves to stimulate the child's imagination in the process of developing dynamics, the process of giving stimulation so that it can improve aspects of development in the child's growth and development process as assessed from gross motor development, fine motor skills, speech and language skills as well as socialization and independence. Most APEs in PAUD have to buy, even though the PAUD teacher can make them by using the tools and materials available in the surrounding PAUD environment. The principle of PAUD learning is playing while learning in accordance with the level of

age, psychological development, and specific needs of children, as well as bringing children closer to their environment (Hendayani, 2012).

In addition, based on observations of the design of daily activities (RKH) also obtained the use of APE that is not in accordance with the sub-themes taught. Examples found in the theme of plants with ornamental plant sub-themes, APE used is a picture of vegetable and fruit plants. The interview with the PAUD Tunas Harapan teacher obtained information that they were still confused in applying APE and assumed that ornamental plants were the same as vegetables and fruit. According to Zaman (2011), PAUD Educators as the spearhead and facilitator in learning in PAUD institutions should have an adequate and comprehensive understanding of the game tools and their development that are used for early childhood because these instruments are in addition to meeting the needs of play instincts as well as an absolute source needed to develop all aspects of early childhood development.

Observation on Mutiara Ibu PAUD, which is one of the PAUDs in Tanjung, was obtained by adequate and external APEs that were available. Based on interviews with Mutiara Ibu PAUD teachers, information was obtained that they had no difficulty in making APE, but they still had difficulty in preparing the RKH in accordance with the 2013 curriculum. According to Mutiara Ibu PAUD teachers, the difficulty in developing the RKH in the 2013 curriculum was to compile their core activities and assessments, which included six basic aspects of early childhood development (AUD). According to the Ministry of National Education's Curriculum-Balitbang Center Drafting Team (2007), the scope for early childhood development standards consists of developing the following aspects: (1) Moral and religious values; (2) social, emotional, and independence; (3) languages; (4) cognitive; (5) physical/motor; and (6) art.

The observations on RKH made by the teacher show that core activities only cover three fundamental aspects of AUD development, namely cognitive, motor and language, while the assessment instruments only include two fundamental AUD developments, namely cognitive and motor. According to Christianti (2015) aspects of early childhood development that are often of concern to educators are around aspects of basic abilities consisting of cognitive, language, motor, and art aspects beyond those aspects. Beyond, there are some aspects of development that are forgotten. All early childhood development cannot be separated and become a part of children's lives and is very important for children's development. This aspect teaches children to evaluate life and their unique potential positively, live side by side with others, and ultimately be able to be accepted in the environment, as well as many more.

Priority issues to be resolved include a) the lack of knowledge and skills of PAUD teachers in the village of Malikian making and implementing APE; b) lack of knowledge and skills of PAUD teachers in Malikian and Tanjung villages in making and implementing the RKH in accordance with the 2013 curriculum; c) lack of knowledge and skills of PAUD teachers in Malikian and Tanjung villages in making and implementing assessments by the 2013 curriculum.

METHOD

The method used to overcome the priority problems of partners can be described as follows:

- a. Provide training to PAUD teachers in Malikian and Tanjung villages on RKH, assessment instruments, and APE with a scientific approach.
- b. Provide workshops for making RKH, assessment instruments, and APE with a scientific approach.
- c. Assist in the application of RKH, assessment instruments, and APE with a scientific approach.

RESULTS AND DISCUSSIONS

- a. RKH training and workshop.

Participants in the training and workshop on making RKH were 20 teachers from PAUD partners (2 PAUD with six people) and not partners (11 PAUD with 14 teachers). On the first day, (May 30, 2017), teachers were given material related to the 2013 Curriculum and the 2013 curriculum structure

of PAUD. The teachers seemed enthusiastic about participating in the training activities, which can be seen in Figure 1.



Fig. 1 Enthusiastic participants in RKH training.

The second day (May 31, 2017) continued with the RKH preparation workshop, wherein the workshop, all teachers were actively involved (Figure 2). In the training and workshop on making RKH, 16 RKH were produced.



Fig. 2 Workshop on Making RKH.

b. Training and workshop on making assessment instruments.

Training and workshops for making assessment instruments are conducted on Fridays and Saturdays (June 1 and 2, 2017). The number of participants in the training and workshop was 20 people (the same participants during the training and workshop making RKH). On the first day, (June 1, 2017), teachers were given material related to PAUD assessment and continued on the second day (June 2, 2017) workshop for making assessment instruments (Figure 3), making assessment instruments based on RKH that has been produced in previous training and workshops. During the training and workshop on making assessment instruments, 16 assessment instruments were produced according to the indicators.



Fig. 3 Workshop on making assessment instruments

c. APE training and workshop.

The training and workshop on making APE were held on Thursday and Friday (6 and 7 July 2017). The number of participants in the training and workshop was 19 people (the same participants at the time of the training and workshop making RKH and assessment instruments). On the first day (July 6, 2017), the teachers were given material related to APE, then on the second day (July 7, 2017), the workshop was made (Figure 4). They were making APE based on RKH that has been produced in previous training and workshops. During the training and workshop on making APE, 17 APEs were produced (Figure 5).



Fig.4 Workshop on making APE.



Fig. 5 Some APEs produced by trainees and workshops.

d. Assistance with the implementation of RKH, assessment instruments, and APE.

Assistance with the implementation of RKH, assessment instruments, and APE has been produced in training and workshops. Assistance was carried out at Mutiara Ibu PAUD in Tanjung village and Matahari PAUD in Terusan sub-district. The assistance time for the two partners PAUDs was conducted on Wednesday, 11 October 2017, at Mutiara Ibu PAUD and Thursday 12 October 2017 at Matahari PAUD. Teachers and students who saw the results of the assistance in Mutiara Ibu PAUD were enthusiastic in learning (Figure 6). The theme taken by the teacher is My Family, where the chosen sub-theme is the nuclear family. In the implementation, the teacher uses dolls and dollhouses that have been produced during the APE making workshop.

The teacher demonstrates playing the doll inside the dollhouse, and the child is very happy with the demonstration by the teacher. Next, the teacher asks the children to demonstrate their puppets alternately, as children fight over each other to show the first one. Based on interviews with Mutiara Ibu PAUD teachers, it was found that constraints in applying the learning tools that had been produced were the limitations of the available APE. At the APE making workshop, each teacher was only asked to make two of the APE from each theme or sub-theme, so that it was felt by the teacher still lacking because not all children could be facilitated.

At PAUD Matahari, the teacher took the theme of Animals with the Poultry sub-theme. In the lesson, the teacher demonstrates the movement of the duck walk and is followed by the children. Next, the teacher asks the child to color the drawing of the duck according to the color he likes (Figure 7). Based on the results of interviews with Matahari PAUD teachers, it was found that the constraints in implementing the learning tools that had been produced were the assessment for each child because the number of children to be assessed was large so that the teacher felt overwhelmed.



Fig. 6 Learning in Mutiara Ibu PAUD in Tanjung village.



Fig. 7 Monitoring and evaluation of Matahari PAUD Terusan village.

CONCLUSION AND SUGGESTION

In general, the IbM activities that have been carried out are going very well and achieving the expected output targets. IbM activities that have been carried out include:

- a. RKH training and workshop.
- b. Training and assessment instrument workshop.
- c. APE training and workshops.
- d. Assistance with the implementation of RKH, assessment instruments, and APE.

The suggestion from this IbM activity is that training and workshops should not only be limited to partner PAUD in Mempawah Hilir sub-district but can also be carried out on partner PAUD in other sub-districts in Mempawah district.

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