



Pre School of School Children Development in Bandung District, West Java Province

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ABSTRACT

Community Partnership Program Objectives on workshop activities to improve teacher and parent understanding of children's development in accordance with the stages of development. Specific targets expected from this activity are teachers and parents understanding and knowing the stages of development so that they can provide stimulus and the potential that exists in children to develop optimally. The target of the community in this service is the teachers and parents in RA Daarus Syifa and RA Tazkya totaling 100 people. Activities are carried out from April to August 2018. Methods of implementing activities are observation, implementation of activities, assistance and evaluation. From the results of the reflection obtained from the results of this community service activity is to increase the knowledge of teachers and parents in child development. By providing assistance, the teacher will understand the stages of development in the learning process. This activity should be carried out on a broader target, so that it can help teachers in developing children's development, especially in the learning process.

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1. Introduction

Preschool children are part of early childhood in the birth age range of up to 6 years. At the age of 4-5 years, the term is called pre-school age children. The development of intelligence in this period has increased from 50% to 80%. The development of this child can be called the golden age, where the golden age of children can quickly absorb various kinds of information that can be seen, touched, and observed.

Age education for children 4-6 years is intended as a facilitation process for the physical and psychological development of children outside the family environment before entering primary education. This effort is understood as the basis for developing knowledge, attitudes, skills and cognitions that children need to adapt to their environment, as a basis for further development. Learning patterns while playing that are held in schools according to their age can provide a positive response to children. But sometimes the lack of parental knowledge about education about child development can be an obstacle to children's development, for that the role of parents, teachers, schools and the environment needs to be considered together to optimize children's intelligence potential.

In the whole process of life, children will face a series of tasks that will be found in each phase of its development (Muhamad surya, 2013: 29). Individuals must recognize and complete the tasks of development in order to be able to adapt to the demands of the developing environment, in order to achieve happiness in his life.

The world of children can not be separated from play activities, although playing for children is not just a time-filler, but actually in children's play activities are conducting a learning process that is building knowledge of interactions with their environment. Through play activities children get experiences and knowledge for the process of development. Even through play, children can symbolize activities that often occur in the adult world. Playing is an activity that is chosen by the child, because it is fun, not because it will get a gift or praise.

Playing is the initial stage of a long process of learning in children that is experienced by all humans. Through playing that pleases the child to investigate and gain rich experience for himself, his environment and other people around him, as expressed by Seto Mulyadi (2004: 54). This means that from this the child can organize various kinds of experiences and cognitive abilities to compile his ideas. Certainly it will be different between children who are facilitated in their playing activities with children who do not get game facilities both on aspects of cognitive, affective and psychomotor development. Apart from that playing is the most important part of children's development both physically, emotionally, mentally, intellectually and creativity and socially. Children who have enough playing opportunities will be adults who are easy to be friends, creative and intelligent, when compared to those whose childhoods lack opportunities to play (Soetjningsih, 1995: 105). Many found children experiencing delays in the development process caused by a lack of fulfillment of the needs of the child, including the need to play, which should be a period of play.

The educational process for children aged 4-6 years can be formally taken in kindergarten or *radiathul atfal*. This institution is an educational institution that is intended to carry out a learning process so that children can develop their potential early so that children can develop naturally as a child. Through a learning process from an early age, it is expected that children are not only ready to enter further education, but more importantly so that children get stimuli of Hadith (2003: 5), in general there are four aspects of development that need to be improved in development activities children, namely: physical, cognitive, language, and social-emotional development. But this time the discussion will only be discussed about physical-motoric, cognitive and language development, while social-emotional development will be discussed separately.

The role of educators (parents, teachers, and other adults) is needed in an effort to develop the potential of children 4-6 years. This development effort must be carried out through playing while learning or learning while playing. By playing children have the opportunity to explore, discover, create, learn fun. In addition, playing helps children know themselves, others and the environment. On the basis of the above, the curriculum is developed and compiled based on the stage of child development to develop the full potential of the child. Education as a goal conscious effort with systematic and directed changes in children's behavior serves to guide development that must be done. Characteristics of changes that are manifested are continuous and functional, positive and active, temporary and not because of the growth process of maturity, in other words the development is directed and directed.

The contents of the pre-school age program are focused on encouraging the development of all potential children which includes aspects of the development of moral and religious, social, emotional, language, cognitive, physical motor skills and artistic abilities. In accordance with Permendikbud No.137 of 2014. In connection with the characteristics and development of children the curriculum must be planned in accordance with the needs and development of children.

The purpose above means that pre-school age education focuses on developing all dimensions of children's intelligence. The emphasis is on the development of children now and then. (Solehuddin, 1997, p. 36). Data shows that early childhood education services in Indonesia are still very alarming. Until 2017 (Yuliawati, 2017) the number of children aged 3-6 years in Indonesia who have received new education services is around 57,526 villages. Especially for children aged 3-6 years, there are still around 34.84 percent or 6.5 million who have not received education services. Educational services for early childhood are a very influential basis for the development of the next child to adulthood. This is reinforced (Hurlock, 1991, p. 27) that the early years of a child's life are the basis that tends to persist and influence the attitudes and behavior of children throughout their lives. Seeing the importance of development in children So, the right stimulus is needed for children. Parents and teachers are responsible for future child development.

Child development problems are the main problems faced by teachers and parents RA Daarus Syifa and RA Tazkya and are even a common obstacle for schools. The results of interviews with teachers and heads of RA Daarus Syifa and RA Tazkya together with parents of students from both RA, the problems that can be found are as follows: a. Teachers tend to lack understanding of child development tasks, m b. Parents do not realize that their care can affect children's development, c. Teachers and parents do not understand how to detect child development.

Given the importance of development in children, parents and teachers must have knowledge of what development should be developed in children. Because without the knowledge of the teacher and parents, the teacher and parents will not provide a stimulus for child development. So that children do not develop optimally. This training and mentoring is carried out within the framework of knowledge and skills for teachers, parents

2. Methods

The method of carrying out activities in this PKM service through several stages, The first stage is observation and coordination with the school, to see problems and retrieve RA Daarus Syifa and RA Tazkya data, the implementation of pre-school development training activities, participants in this training are teachers and people old student.

The second stage is the implementation, the implementation of this training is lecture, discussion and question and answer and evaluation. lecture, discussion, discoveri, and question and answer. The lecture method is used to convey initial information to participants in the training, while the discussion method used is to explore information and exchange information about children's growth and development. Furthermore the discoveri method is used to find the use of fun learning that takes into account the growth and development of children. The question and answer method is used to expand and explore other information about learning. As for the participation of partners in the implementation of this activity the nature is not only passively accepting, but also actively doing.

Third Stage of Assistance, implementation was carried out in RA Daarus Syifa and RA Tazkya, PKM assistance and growth and development were carried out for 4 times mentoring. During the learning process the teacher will be observed by the service implementation team and get maximum assistance from the team. The fourth stage of evaluation, at this stage evaluates teachers in the learning process carried out after getting assistance from the service team

3. Results And Discussion

Based on preliminary observations, the team found several problems with teachers and parents, they did not understand the developmental tasks that must be passed on in each child, improper parenting on children, teachers and parents who could not understand how to measure child development. So that children do not grow and develop optimally. This shows that this training is very important to be implemented.

The implementation of the community partnership program through several stages, Observation was conducted to find out about RA Daarus Syifa and RA Tazkya data such as, vision mission, teacher data, student data, facilities and infrastructure, learning media, curriculum and assessment used by the teacher in learning.

The implementation of pre-school growth and development training activities was carried out on 29 - 30 May 2018. In the training there were 4 main material, namely: a) child development. b) the role of parenting for children, c) Learning media, d) Detection of child development. In the development and development of children, participants are introduced to the development aspects of each child and developmental tasks that must be passed on each child, then various kinds of parenting parents that can

be applied to children and parents can choose which role corresponding. Learning media material for children, in this material the teacher knows the forms of media that can be applied so that it can train children's art. Then on the second day of training in the detection of child development, in this material parents and teachers detect child development in 5 aspects of development. in this activity the participants examined 1 aspect of development in each group.



Figure 1. RA Daarus Syifa and RA Tazkya Training Activities

Mentoring carried out on child development is held on Thursday, July 11 2018 at RA Daarus Syifa and on Monday, July 16 2018 at RA Tazkya. The mentoring discussed developments in each of the indicators in each aspect of development. The results obtained after the teacher detected growth and development turned out that there were still many points that were still developing as expected in each of his abilities. The underdevelopment of children's abilities is caused by teachers and parents not giving enough stimulus to children so that child development has not developed optimally. The existence of this detection the teacher becomes motivated to make the learning process with an attractive media and can provide a stimulus for optimal growth and development.

Assistance to two tazkiya and Daarus syifa RA, the team conducted a review of the first mentoring results and made RPPM and RPPH in accordance with the 2013 curriculum which developed 6 developmental aspects, namely cognitive, language, motoric, religious and moral, social emotional, and artistic. All aspects are made into a fun learning activity for children. With this assistance, initially there were still many teachers who did not understand but after several times it was explained and directed by the teacher to begin to understand and be able to make how to make RPPM and RPPH which cover 6 aspects of development.

Assistance to the three teachers is directed at evaluating children in accordance with RPPH, to make it easier for teachers to use indicators that are already in RPPH. Previous detection and assessment was never carried out by the teacher by using the format for evaluating children's development in detail, because they only understood the assessment, they were very enthusiastic when making points that would be used as assessment in children. Assessment is carried out for each child, the teacher uses an assessment by using a variety of assessment techniques such as observation, anecdotal notes, works so that using a variety of techniques makes it easy for the teacher to see the abilities of the child.

Based on the results of the mentoring, it turns out that the teacher was very enthusiastic during the assistance provided, the training material was felt to be very much needed by the teachers because it discussed various issues of children's development both in terms of theory and implementation. Mentoring is carried out not only for the teacher but also for the parents of the students, so that what is done in school parents understands and understands the learning process carried out without demanding learning that is not in accordance with the child's development.



Figure 2 Assistance to RA Tazkya and RA Daarus Syifa

Evaluation is done on Tuesday, September 17, 2018. This evaluation activity discusses the results of teacher mentoring on child development. Based on the evaluation results, two schools were able and competent in the detection of child development. They are also able to analyze results and provide advice related to child development. Besides that, as long as the participant's participation activities turned out to be very high, the training material was felt to be very needed for the participants because it discussed children's development both in terms of theory and implementation. The activity participants also looked very active in the training process. They are enthusiastic about practicing making development detection based on 5 abilities. they dare to ask questions, and cooperate. So it can be concluded that this training is needed by teachers and parents, especially in RA Daarus Syifa and RA Tazkya, Bandung Regency

4. Conclusion

Based on the implementation of this community activity program, it can be concluded that pre-school child development is effectively used to improve public knowledge, especially RA daarus syifa and RA Tazkiya Bandung Regency, West Java Province about the role of parenting, learning media and development detection. RA Daarus syifa and RA Tazkya accompanied by the dedication team have succeeded in forming teachers and parents to understand the development of children, in addition to the commitment to carry out detection of child development periodically. This activity is expected to have an impact on improving the quality of learning in Bandung Regency, West Java Province.

Considering the magnitude of the benefits of community service activities, this community service activity can be carried out activities similar to the pre-school development, but only different goals and a wider place and range of schools.

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