

Implementation of Learning to Read for Early Childhood at the Center of Preparation by Stimulating the Cultivation of Discipline Through an Integrated Thematic Approach in Kindergarten

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ABSTRACT

This study aims to describe how the implementation of learning to read early childhood at the center of preparation through an integrated thematic approach by stimulating the cultivation of discipline in kindergarten Adzkie III Padang. The study was conducted from April to July 2019. The method used in the study was descriptive qualitative. The informants of this study were grade B teachers and Adzkie III Kindergarten students, school principals and parents of students. Data collection techniques are observation, interviews and documentation and then the data are analyzed using the Miles and Huberman analysis techniques by means of data reduction, data presentation and drawing conclusions from the data obtained during the study. Based on the results of the study it can be concluded that: (1) Planning for early childhood reading learning at the center of preparation has used an integrated thematic and disciplined cultivation goes well .; (2) In the implementation of reading learning at the preparation center through an integrated thematic approach by stimulating the cultivation of discipline there are findings that the implementation is good, (3) Student evaluation based on authentic assessment. It is recommended that teachers need to be given further training on how to implement reading learning at the preparation center through an integrated thematic approach by stimulating the cultivation of discipline.

Keywords: *early childhood reading, center of preparation, integrated thematic, discipline*

1. INTRODUCTION

Early childhood is a group of children who are in a process of growth and development that is unique, meaning that they have patterns of physical growth and development (gross and fine motor coordination), intelligence (power of thought, creativity), socio emotional, language and communication [1]. As for early childhood have certain characteristics that are unique and not the same as adults, they are always active, dynamic, enthusiastic and curious about what is seen, heard, felt, as if they never stop exploring and learning. Children have a natural curiosity, are social creatures, are unique, rich in fantasy, and are the most potential periods for learning [2]. Early childhood curiosity can arise in aspects of language, namely reading. The ability to read early childhood is the ability of children to convert letter symbols into pronunciation or oral, the ability to associate what a child has said with the symbols in the form of letters [3].

Reading the beginning in kindergarten children must be adapted to the abilities of children. Here the teacher still uses simple words and those that are related to activities or

objects that are often encountered by children, so that children will more quickly understand and comprehend [4]. Learning to read in early childhood is taught at preparatory centers where learning is based on an integrated thematic approach that is a theme that is close to the child's environment [5]. Various forms of activities such as composing puzzles, getting to know shapes, colors, guessing words, or telling stories through pictures. The forms of these activities underlie children to learn to recognize letters, phonemes (relationships between letters), and arrangement of letters to form meaningful words.

While reading is associated with the inculcation of discipline discipline will increase the values of discipline in children's reading activities. Simply put, early childhood discipline is basically a submissive and obedient attitude to the rules that apply, both at home, school, and society carried out by children aged 0-6 years. Thus, it is said that discipline is a guidance process that aims to instill certain patterns of behavior, certain habits will shape humans with certain characteristics, which improve mental and moral quality [6].

Based on the above problems, this research is designed to find out how the implementation of early childhood reading in the preparation center by stimulating the

cultivation of discipline through integrated thematic in kindergarten Adzkie III Padang. Specifically there will be questions that will be answered in this study; (1) How to plan learning to read early childhood in the preparation center by stimulating the cultivation of discipline through integrated thematic in kindergarten Adzkie III Padang; (2) How to implement learning to read early childhood in the preparation center by stimulating the planting of discipline through integrated thematic in TK Adzkie III Padang; (3) How to evaluate learning to read early childhood at the center of preparation by stimulating the cultivation of discipline through integrated thematic in kindergarten Adzkie III Padang.

2. RESEARCH METHOD

This research is a qualitative descriptive study. According to Creswell[7] Qualitative research is the process of investigating understanding based on the tradition of different inquiry methodologies that support social or human problems. The researcher builds a complex and holistic picture, analyzes the words, reports the detailed views of the informants, and conducts the research in a natural setting.

Data collection techniques are the most strategic step in research, because the main purpose of research is to get data [8]. In this research the writer will collect data with three kinds of techniques, namely: observation, interview and documentation study

To check the validity of the data of this study, triangulation was used. Triangulation is a data checking technique that uses something for checking or comparing data [9]. The triangulation technique used for this research is by utilizing other observers to double check the degree of data confidence. The examination through this discussion is used to obtain accurate research results.

The data obtained in this study were analyzed with the Miles and Huberman models. Miles & Huberman[10] explained that in qualitative research there are three stages of analysis in the form of water flow, namely: data reduction, data presentation, and drawing conclusions or data verification. The three stages of this analysis the researcher conducted during the research process as a parallel group. This means that every time there is a data analysis, these three elements are carried out at once.

3. RESULTS AND DISCUSSION

In learning the teacher must make a learning plan before carrying out learning. Adzkie III Kindergarten teachers have implemented program planning such as the Weekly Learning Implementation Plan (RPPM) and continued with the Daily Learning Implementation Plan (RPPH). The teacher starts the selection of themes that are close to the child according to the integrated thematic that contains K1, K2, K3 and K4 as well as KD containing indicators, materials

While in the implementation of learning to read early childhood at the center of preparation is carried out in accordance with the programmed planning. Reading at the preparation center begins with the stage before stepping (Praying, explaining the theme of the day and the activities to be carried out) followed by playing ground (Playing with the rules set) then footing after playing (Tidying up game materials).

Then the evaluation or assessment stage, the teacher must conduct an authentic learning outcome assessment [11]. Adzkie III Kindergarten III teacher makes an assessment for each child including daily assessments such as performance, work, anecdotes and then summarized with weekly, monthly and semester assessments. Based on observations made by researchers at TK Adzkie III in kindergarten class B1 as many as 15 children using instruments that have been validated by experts Prof. Dr. Rakimahwati, M.Pd with the percentage that children who read very well developed (BSB) 20% discipline 17.5% while children who read developed according to expectations (BSH) 15.7% discipline 48.8% then children who read began to develop (MB) 7.3% discipline 6.6%. It was concluded from the observation that children who read high percentages were not necessarily high disciplinary percentages such as reading 20% discipline 17.5% (BSB) or percentage reading 7.3% discipline 6.6% (MB) while the percentage of discipline was 48.8% while reading percentage 15.7% (BSH)

4. CONCLUSION

Based on the results of research and discussion that: (1) Planning learning to read at the preparation center by stimulating the planting of discipline through integrated thematic approaches is good; (2) The implementation of learning to read at the preparation center by stimulating discipline through integrated thematic has gone well; (3) Authentic assessment / evaluation

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