

Achievement of Development on Early Childhood Based on National Education Standard

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Abstract—This study aims to describe the level of achievement on child development by early childhood education institutions, based on national education standards. This kind of research has not been done yet by other researchers. The method used is documentation study / literature study using secondary data from 76 early childhood education (ECE) institutions from nine sub-districts collected through standardized institution accreditation instruments. Data collection is carried out by assessors of the National Accreditation Board, through the steps of desk evaluation, visitation and validation. Data is processed using percentage statistical techniques then analyzed using indicators of the level of achievement on child development, namely; (1) achievement of six aspects of child development includes religious and moral, social and language, cognitive, motoric, and artistic values. (2) Classifying classes based on the age of the child. (3) Documentation of achievement on developments at the daily, weekly, semester and annual levels. The results of the study show that the level of achievement on child development in early childhood education (ECE) institutions that is only fulfilled is (17%) while those that have not been fulfilled (83%).

Keywords—early childhood national standard education; early childhood standard; level of achievement on child development

I. INTRODUCTION

Optimizing the potential of early childhood, in various abilities is an expectation that must be realized both by every parent, teacher, institution, or government. As a form of responsibility in preparing future generations, the government drafted Law Number 20 of 2003 concerning clause 3 of the National Education System which contains: the purpose of education is to develop the potential of students to become believers and devoted to God Supreme, noble, healthy, knowledgeable, capable, creative, independent and a democratic citizen, and responsible.

Then we refer to clause 28 affirming that early childhood education (ECE) is an effort aimed at providing guidance to children from birth to the age of six years by providing educational stimuli to help the growth and development of spiritual and physical so that children have readiness in entering higher education.

Based on the review of the law, it is emphasized that children's development and growth must be optimally

stimulated. But after reviewing several studies, there have not been found studies that focus on the achievement of children's development and growth, but most studies are still general, such as those related to Taleb's kindergarten program [1], Early Childhood Education performance Hermawan [2,3], environment rating scale Hu [4], Quality Kindergarten Jenkins [5], Predicting the outcomes of Burchinal [6,7], Observing classroom quality profile of Kindergarten from Salminen [8], because information about children's development and growth is very necessary to assess the quality of early childhood education in Indonesia especially in achieving progress (1st standard national education). Thus, this study aims to describe the level of achievement of early childhood development based on eight National Education Standards. Research related to educational standards is very important, because in reality the quality of education in each institution is very diverse both in terms of implementation, governance, and learning from the start of institutions that have very low, medium, high quality, or from institutions in the preparation, developing, and pilot project

These conditions illustrate the quality of the various institutions. To overcome these quality problems, we need a standard that must be guided by all Early Childhood Education institutions [9-11]. This is the importance of standards in National Education, as stated by Morrison that Standards have an important role in education today, both for life children, teachers, school administrators, and family members [12]. There are several reasons, the importance of having standards, namely: providing clarity and focus on the curriculum and teaching, integrating concepts, ideas and skills in learning, identifying what abilities children must have in learning presented.

Early childhood education expert organizations incorporated in the National Association of Early Childhood, put forward four basic features in developing effective learning for early childhood must meet: (1) learning standards in early childhood must be in accordance with children's development (2) learning standards in early childhood depend on valid and relevant expert resources (3) learning standards that apply assessments that encourage children's development in an appropriate and ethical way, (4) learning standards that indicate cooperation between professional teachers and parents of children. The opinion emphasized that the Early Childhood

Education Standards provide many benefits, as well as being a guideline in developing learning programs in accordance with developments, appropriate strategies, authentic assessments, and building commitment for all parties involved in doing the best for children [12].

Regarding the quality of education, the Government of Indonesia issued a policy on the accreditation system that refers to Government Regulation Number 13 of 2015, and Government Regulation of the Republic of Indonesia Number 52 of 2015 concerning the Accreditation Board for Early Childhood Education and Non-Formal Education. With the accreditation of institutions, it can be seen the quality of each education standard consisting of eight standards, namely the standard level of achievement of child development, content, process, assessment, educator and education staff, facilities and infrastructure, management, and financing. The eight standards become guidelines both in organizing and assessing the quality of education in an institution.

This study presents the results of the study and analyzes the level of achievement standards of child development, which is the first standard that must be considered to prepare the next generation of the nation and the foundation that determines the personality of the child in the future Semiawan [13,14]. One aspect that determines a child's personality is the aspect of development. Child development achieved is the integration of aspects of understanding religious and moral values, cognitive, language, social emotions, physical motor and art [12]. The development and growth of early childhood is unique and individual, therefore the needs are also individual. To stimulate learning can be grouped by age, such as day care for children aged 0-2 years, groups playing 3-4 years, 5-6 years kindergarten age groups.

Referring to the explanation stated, the focus of the study in this study is "What is the level of achievement on early childhood development, based on national education standards?"

II. RESEARCH METHOD

This study uses method of documentation / study of literature, which aims to examine documents relating to the implementation of education in Early Childhood Education institutions, especially at the level of achievement on child development. This step method has the same line with Kusumah and Munandar [15]. Based on the indicator of accreditation instruments stipulated in the National Education Standards by the National Accreditation Agency. The indicators of the level of achievement of child development are: (1) achievement of six aspects of development including religious and moral, social and language, cognitive, motoric, and artistic values. (2) Classifying classes based on the age of the child. (3) Documentation of developmental achievements at the daily, weekly, semester and annual levels.

The object population in this study was the implementation of education in early childhood education institutions spread across 9 sub-districts, totaling 518 institutions. While the sample was determined based on purposive sampling technique which amounted to 76 early childhood education institutions. The instrument used is an instrument for accreditation of early

childhood education institutions that has been standardized by the National Accreditation Board. Namely an observation sheet that is equipped with an assessment rubric about the standard level of achievement on child development. Data collection was carried out by assessors of early childhood education through the steps of desk assessment, visitation, validation and verification. Data analysis uses basic statistical techniques, namely the percentage, then the meaning is described and concluded based on criteria that have been determined in accordance with the research indicators.

III. RESULTS AND DISCUSSION

The results of research relating to the level of achievement on child development in early childhood education institutions presented in table 1.

TABLE I. ACHIEVEMENT OF CHILD DEVELOPMENT

No	Sub-district	Achievement of Child Development				Information
		Enough		Good		
		<i>f</i>	%	<i>f</i>	%	
1.	SP	9	75	3	25	
2.	SS	2	67	1	33	
3.	TS	2	50	2	50	
4.	GC	10	76	3	24	
5.	KM	1	100	-	-	
6.	MB	16	85	4	15	
7.	SL	9	100	-	-	
8.	RS	6	100	-		
9.	RA	7	100	-	-	
	Sum	63	83	13	17	
	Total	76				

Based on the data presented in table 1, it shows that the level of achievement of child development in early childhood education institutions that have sufficient categories (not meeting optimal development standards is 83%), while those that have good categories (meeting optimal development standards is 17%). This implies that most early childhood education service institutions have not been able to provide optimal stimulation of child development. Furthermore, the findings of this study will be described in detail based on the research indicators below: Abbreviations and Acronyms.

1) *Child development aspects have not been optimally stimulated:* Both aspects of the development of religious and moral values, social and language, cognitive, and physical motor aspects and art. In indoor or outdoor play activities designed by teachers in schools.

2) *Grouping children's learning services in schools has not been grouped by age:* There are still many institutions that organize heterogeneous groupings of children which means that in a class there are several groups consisting of children of different ages. So of course it has different characteristics. While the learning while playing activities presented by the teacher are relatively the same, so that certain children who are not in accordance with the characteristics of their development cause boredom which in the end the child's potential is not properly stimulated.

3) Documentation of achievement of child development:

Most Institutions have not managed to complete and systematically document the achievement of child development. Both on daily play activities documented on daily activity plans and weekly activity plan as well as documentation on semester and annual activities.

4) *Early childhood education teachers generally carry out activities to achieve the level of achievement on children's development well:* But not all are fully and regularly documented. Therefore the documents found are not as they were done. While the achievement of child development is an activity that is very important for decision making in serving the daily development of children and even determining in carrying out follow-up by teachers and parents in optimizing children's development both individually and in groups.

The research findings put forward make it clear that the level of achievement of child development in general is still low. This is caused by various factors, including the factors of teacher competence, the potential of the child itself, the support of educational facilities and infrastructure, school and parent cooperation, community support, and government policies. The discussion of the findings of this study will be viewed from teacher competency factors, in line with the results of the research by Hermawan on the performance of early childhood education based on educational indicators which concluded that service quality indicators are the lowest indicator, meaning service quality determines the success of learning in an institution [2]. In line with the results of the study Ling suggested that the type of learning that is explicit by emphasizing planning, preparation and assessment is an important indicator for good teaching for early childhood, it means that the success of a learning is determined by the clarity of the teacher in preparing planning and assessment [16]. Another case with the results of research by Jordan suggests that a teacher who succeeded significantly if the teacher had knowledge relating to pedagogical content and knowledge and had experience, meaning that the teacher's ability to teach in quality was determined by the quality of the teacher's content and pedagogical content knowledge [17,18]. The teacher has a big role in children's learning outcomes [19-22].

Based on some of the studies put forward, it shows the similarity of views in highlighting the importance of the quality of teachers in carrying out learning for early childhood to develop various aspects of development (religious and moral values, social and language, cognitive, and physical and artistic aspects). The quality of the teacher in question is a teacher who has knowledge of content and logical content knowledge and has a number of adequate teaching experiences.

One aspect of the cause of the low level of achievement of child development is the teacher's ability to teach. Qualified teachers in carrying out learning are teachers who understand that learning as an instructional system, meaning that learning as a unit that is not separated is the existence of (1) factors that are professional and child teachers and their characteristics, (2) learning objectives to be achieved include domains (knowledge, attitude and psychomotor) (3) material / content to be presented in accordance with the objectives, (4) learning

activities related to determining methods, tools, sources and Children Worksheets and assessments including (procedure, instrument, rubric assessment) [23]. The components of learning are made in the form of design / learning design, which must be made by the teacher before implementing learning.

The ability of teachers to make plans requires understanding and skills in combining knowledge related to material content and knowledge related to pedagogics. This capability will appear in the performance of implementing learning in accordance with planning. Professional teachers are able to carry out appropriate learning and document it systematically, so that the learning carried out can develop various aspects of child development optimally.

In addition to aspects of the teacher's ability to design and implement learning correctly and professionally. First the teacher must be able to analyze the characteristics of the child individually, because each child has different characteristics, the characteristics of boys are different from girls [24]. Understanding the characteristics of the child will help the teacher to be able to classify the child appropriately according to their age and potential, if this ability is not possessed, there will be an error in grouping children in the process of play / learning. These errors will have a negative impact on the achievement of children's social development, as well as attitudes such as arising boredom, insecurity, aggression and so on. The results of this study also indicate the weakness of documentation carried out by teachers in early childhood education institutions in general, the documentation in question is a document relating to the achievement of child development, on a daily basis, every week, every semester, and every year. The weakness of the document causes the level of achievement of child development to be incomplete so that it does not rule out the possibility when the decision-making experience obstacles, in line with Hasan's opinion that the assessment is data-based decision making as is. Referring to this opinion if the available data is incomplete, then the decisions taken tend to be incorrect [25]. The incompleteness of documents relating to the achievement of child development, as a result of the ability of teachers who are unprofessional.

IV. CONCLUSION

Based on the findings and discussion of the results of this study, it can be concluded that in general the level of achievement on early childhood development in early childhood education (ECE) institutions is fulfilled which is equal to 17%, while that which has not been fulfilled is 83%. Based on the National Education Standards, the quality of institutions has not described the expected quality, therefore it requires serious follow-up for various parties involved.

The implication of this study is to provide information to all relevant parties in stimulating child development, especially to early childhood education teachers, managers of institutions, foundations, supervisors, and leaders of the education office to design various appropriate activities programs to improve the quality of teachers and institutions in carry out their duties as professional teachers. The activities are in the form of

workshops or training, seminars, socialization of innovative learning, assessment of early childhood education, analysis of child development according to age and how to stimulate it appropriately, which is programmed and professional.

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