

Teacher Communication in Caring Children Age 3-4 Years in Paud in Mataram City

Siti Zaenab

STAHN Gde Pudja Mataram Lombok NTB, Lombok, Indonesia
chilasita68@gmail.com

Abdul Hakim Maaruf

STKIP Kusuma Negara, Jakarta, Indonesia
abdulhakimmaruf@gmail.com

Otto Fajarianto

Universitas Swadaya Gunung Jati, Cirebon, Indonesia
ofajarianto@gmail.com

Abstract

The purpose of this study was to determine the communication of teachers in parenting 3-4 years old children in early childhood Shanti Kumara in Cakranegara. Then how the most dominant form of communication implemented by teachers in communicating with children aged 3-4 years ?. This research is useful to provide input and insight for all young teachers to be able to communicate well with early childhood. The research type is descriptive qualitative with observation method, interview, and documentation. Data analysis techniques use three ways: data reduction, data presentation and data verification. To check the validity of the researcher's data, use credibility, transferability, dependency and confirmation. The results showed that the role of good communication in the care of children aged 3-4 years by using verbal communication so that the teacher communication patterns to be smooth. While the communication patterns of teachers in communicating with early childhood is the ability of teachers to speak more progressive and better so that teacher communication will be productive and can be applied by children aged 3-4 years.

Keywords : *communicative, teacher, early childhood education*

1. Introduction

In general, parents would want their baby to grow into a healthy child, intelligent, creative, independent, faithful and cautious to God Almighty. Parents must be aware that in such a way our children miss the togetherness and communication with their parents who have been lost in need, the Son is a gift. Any religious view of the world, a child is a heir as well as a savior for parents and ancestors. Once the importance of the role and position of a child, then each family would expect the birth of a child who suputra, a child with character and good character, devoted to parents and ancestors and obedient to the teachings of religion nation and state. Character and character of a child can actually be formed through education. Like a clean white paper, then that is the parable of a newborn child; color, style and character depending on educational scratches given, in this case education by parents and the environment. Therefore, we as parents should use the golden age of children to provide a good character education for children. So that children can achieve success and success in life in the future. As parents sometimes do not realize, mother's attitude to the child will actually drop the child. For example, by hitting and putting pressure that ultimately makes the child behave negatively, inferior, inferior, fearful, and dare not take risks, which eventually the characters will be brought to adult.

Some of the key considerations that should be followed by the government of West Nusa Tenggara, in order to achieve the beautiful dreams of West Nusa Tenggara are: (1) to prepare human resources quality, (2) to accelerate economic turnover and low social cost due to high work productivity and 3) improving equity in the life of the community, (4) helping the elderly and children of early childhood with low standard of living.

2. Methods

This research uses qualitative research with phenomenological approach. The phenomenological approach is chosen because the object of this research is the process or activity of the teacher or the act of communicating to someone else, that is about the teacher communication in the early childhood education 4-5 years, the research object is in natural condition, and the data expressed is not in the form numbers, but in the form of words, sentences, paragraphs and documents. Based on these characteristics, this research is more appropriate using phenomenology approach as proposed by Bogdan and Biklen (1998). In order to obtain complete and detailed data about the subject under study, related to the focus and objectives of the research, exploration, either thoroughly or in a focused manner. Therefore the most suitable approach used in this study is the phenomenology approach, which means, an oriented approach to the natural and basic phenomena.

Interview method is done in an informal situation. The phenomenon that occurs is the original (natural), which acts as the main instrument (key instrument) is the researcher himself. Researchers also use the tools, namely stationery and MP4 (voice recorder), then the data collection techniques used in this study is through (1) indepth interviews (2) participant observation, and (3) study documentation. Three techniques can be said are three basic techniques in qualitative research agreed by most authors are: 1) data reduction, 2) data presentation, and 3) withdrawal of conclusions or verification.

To measure the validity of this scientific paper used 4 validity measurement tools and beliefs about the role of teachers in building communication in children aged 4-5 years used criteria as recommended Lincoln & Guba in Zaenab (2015), namely; (1) credibility, (2) transferability, (3) dependability, and (4) confirmability. However, in this study only used three, of the four criteria are: (1) credibility, (2) dependability, and (3) confirmability.

3. Discussion and Result

3.1. *Teacher's role in parenting style communicates in early childhood*

The results of the discussion and findings in the field provide fresh air that teachers in the city of Mataram not just people who menstransfer science to children, but more than anything. This is the role of teachers and people who play a major contribution and concept in science and even the formation of attitudes and behavior from an early age. Teachers at the Early Childhood Education level directly develop personal behavioral behaviors as well as how to communicate well to children, implement and develop them so that they become qualified and better children.

Things that need to be developed by the teacher in the pattern of communicating with early age children in the city of Mataram is the need to master communication development strategies, good care patterns and growth psychology in early childhood so that the development of children will be good and implemented according to the goals of self-development of children. Early Childhood Education needs to understand the characteristics of children according to age, culture, and environment so that what is delivered by the teacher is not too far away with the daily life of the child. It is also about the behavior that we will plant in the child can be observed and imitated according to the nature of talent and imitator or imitation when it is accompanied by a good and correct communication pattern (Zaenab 2012: 4-7).

In summary, effective communication is the mutual understanding of what is meant by the messenger and who receives the message. Oral communication as a part of speaking focuses on pronunciation. Basically, what is communicated in verbal form must be accurately communicated. Once the teacher's mother is schooled in accordance with several aspects that need to be considered by all members who communicate orally in communication.

Each child has a different ability to communicate and this is one of the most effective communication tools. Since children are babies often using body language can meet their needs. But it is less understood by adults what is meant by children. Therefore, both infants and young children always try to make others understand the meaning. This encourages people to learn to speak and to prove that speaking is the most effective means of communication compared to other forms of communication that children use before they are good at speaking. Broadly speaking there are two things that speak, namely oral language skills and writing skills. And in general language skills are divided into four, namely listening, talking, reading, writing. In real terms, children need to learn language skills especially oral language.

In general, the results of the findings are the stages in children communicating age between 3-4 years, namely: 1) Aquisition (acquisition), is the first language learned by children, commonly called mother tongue (imitate and listen) and is spoken language. Starting from the age of 0-6 years, the language being studied or used is a noun, verb, adjective, and other words. 2) Learning, children begin to learn oral and written languages and start after the child graduates from early childhood. In non-formal education institutions children learn to write or read it just as a habit to train children's motoric.

Some of the supporting theories used in this study are the nature of language development in communicating, among others, namely: a) language toori, put forward by Sufism (1996: 467), considers that language as a covenant among members of society because the language is a symbol system. The flow of Soijin (1989: 231), regards language as a natural ability. b) Interaction theory proposed by Plato and Aristotle (1988: 89), reveals the language as an interaction between the two statements. So, besides being natural, the language is also influenced by the environment in which the child is located. Buhler, argues that language as a means of communication is inseparable from the social context. Chomsky, the language is related to the cognitive person.

According to Badudu, language as a means of interconnection / communication between members of society consisting of individuals who express the mind (cognitive), feelings (emotions), and desire (conation). Meanwhile, according to Broomley, language as a regular symbol system in the form of visual (writing) and verbal (oral) to transfer ideas meupun information. Individuals can manipulate the symbols according to his way of thinking. Language is a means of communicating to move a meaning through sounds / signs, body language / gestures, and symbols.

Experts suggest there are characteristics of language, namely: 1) Systematic, language has rules, is regular and has patterns that are relatively consistent. 2) Arbitrair (disorganized), the language consists of an arbitrary relationship between the various sounds and clear visuals, objects, and ideas. 3) Flexible, language can change according to the times. Diverse, in terms of language pronunciation has many variations, dialects or ways. Complex, thinking and reasoning are influenced by the ability to use language that explains concepts, ideas and relationships that can be manipulated when thinking and reasoning. According to Broomley, there are 5 functions discussed are: 1) Language explains the desires and needs of individuals. 2) Can change and control the behavior. 3) Language helps cognitive development. 4) Language helps to strengthen interaction with others. 5) Language expresses the uniqueness of the individual.

Broadly speaking language development is divided into two periods, namely Prelinguistik period (0-1 years) and Linguistics (1-5 years). It is from this linguistic period that there arises the desire of the child to utter the first words which is the most amazing time for the parents. The linguistic period is divided into three major phases, namely: (1) Phase one word or Holofrase. In this phase the child uses one word to express a complex thought, whether in the form of desire, feeling or findings without a clear distinction. In general the first word spoken by a child is a noun, after some time followed by a verb and then another word. (2) Phases more than one word. The two-word phase appears in children aged around 18 months. In this phase the child can already make simple sentences consisting of two words. After two words, then comes a sentence with three words, then four words and so on. The child can tell the story with its own simple sentences.

According to Vygotsky (2002:46) there are 3 stages of speech development in children who are closely related to the development of thinking children are: 1) External stage. It happens when the child speaks where the source comes from outside the child who provides direction, information and performs a responsibility with the child. 2) egocentric stage. That is where the child speaks according to his or her way of thinking and from adult speech patterns.

Internal Stage. That is where in the process of thinking the child already has a comprehension of the ability to speak fully. General stages of language development of a child, namely: (1) Reflexive Vocalization. At the age of 0-3 weeks the baby will issue a crying sound that is still a reflex. (2) Babbling. At the age of more than 3 weeks, when the baby is hungry or uncomfortable he will issue a crying sound. In contrast to the previous, the crying has been distinguished according to the wishes or feelings of the baby. Lalling. At the age of 3 weeks to 2 months began to hear voices but not yet clear. The baby begins to hear at the age of 2 s / d 6 months so that he can start to pronounce words with repeated syllables. (3) Echolalia. At this stage, when the baby turns 10 months of age, he begins to imitate the sounds he hears from his surroundings, and he will also use facial expressions or hand gestures when he wants to ask for something. (4) True Speech. Babies begin to speak properly. At that time he was about 18 months or so-called toddlers. However, the pronunciation is not as perfect as adults.

Some theories of language development include: (1) Nativism / Nativist Theory (Noam Chomsky), in which the subject is innate and natural, insists on the role of biological evolution in shaping individuals into linguistic beings. (2) Behavioristic Theory (Skinner and Bandura), where the child is born without any ability (tabularasa). Children must learn the language through environmental conditioning, imitation process and reinforcement (reinforcement). (3) Cognitive Theory (Paiget and Vygotsky), where language has little effect on the development of cognition. (4) The Pragmatic Theory (Halliday), where tuuan children learn language is to socialize and direct the behavior of others to fit keingiannya. (5) Interactionist theory, where language is a combination of genetic and environmental factors.

Since childbirth has gained how to speak. The child starts to learn the language begins by mumbling, Dyson believes speech development contributes greatly to the development of child writing. The study of the development

of speech in children is related to the difference in the speed of speaking, both the quality and the quantity of children in producing language. The role of teachers in the pattern of early childhood care in the process of instilling the values communicating children can be described.

3.2. Teachers as role models in Communication

The Early Childhood Teacher is one of the people closest to the child's life, so every attitude seen from the educator will be imitated by the child. The child has not been able to choose which behavior should be imitated and which is not. Any behavior observed by a child, he or she deems to be an imitative behavior. Teachers need to understand how to behave and communicate in front of children so that the pattern of communication exemplified by the child is the pattern of care that is expected to be embedded in the child only. The child is most likely to learn something from observing and imitating, especially in communicating. The easiest way to communicate is through habituating the expected behavior in every child's activity. The success of habituation will determine the success of children who influence the pattern of communicating later.

3.3. Teachers in early childhood as a language development planner

All child language development programs need to be well designed by the teacher to be clear about the goals and to use the right way. The design is integrated with children's daily activities at school and at home. The materials that need to be designed include caring and empathy, cooperation, courage, help, honesty and integrity, self-reliance and self-confidence, patience, pride, resourcefulness, respect, responsibility and tolerance. All activities in this communication can be designed in a child's activity accept the spoken language. Early childhood teachers as consultants and mediators. Early Childhood Education, especially teachers, is the most correct person in the eyes of children so that made a place to complain of all the difficulties that happened. Teachers are the safest place for sharing for children. Therefore teachers need to have the ability to solve child problems when they complain. If there is a conflict between fellow children, teachers need to find out the cause of the conflict before completing it. Here will be embedded honest, courageous, and responsible attitude in the pattern of daily communication.

The discussion and results that will be discussed in this research is how the role of teachers who have double wealth in school in building the character of early childhood. In this case is how the role of teachers City in Mataram in building the communication of early childhood in the city of Mataram. As a step forward in accelerating the development of early human resources better into the year 2045.

In line with this, the notion of early childhood education is a group of children who are in a unique process of growth and development, in the sense that children have a pattern of growth and development (fine motor coordination and rough), intelligence (thinking power, creativity, emotional intelligence and spiritual intelligence), emotional social (attitudes and behaviors and religion), language and communication that are specific to the level of growth and development of children. Given the importance of early childhood education, it is a unique creature that has different characteristics and needs, so the intervention provided by the adult must also differ according to the rate and speed of learning of children along with the period of growth and development.

Early childhood education is the level of education before the level of basic education which is a coaching efforts aimed at children from birth up to the age of six years conducted through the provision of educational stimuli to assist growth and physical and spiritual development so that children have readiness in entering further education , organized on formal, informal, and informal channels.

The extension of early childhood according to Pasal, 28 of the National Education System UU No. 20. 2003 paragraph 1 is 0-6 years. Meanwhile, according to the study of science clusters of early childhood and its implementation in some countries, early childhood since the age of 0-8 years. Scope of Early Childhood Education; a) infant (0-1 years), b) toddler (2-3 years), c) preschool and kindergarten children (3-6 years), d) early primary school (6-8 years)

Many theories suggest that early childhood education is a "golden age period" period. According to UNESCO, 2005: 15 "First Education of Early Childhood is the development of the child as a whole or whole. Child preparation for formal schooling is seen as an integral part of overall development, not as an isolated destination. Both government policies on Early Childhood Education should side with the poor, giving inequality a priority. Third Early Childhood Education as a means of laying the foundation for lifelong learning, and as a transition from early childhood service house where the Early Childhood Education service to school must be smooth ".

3.4. The Importance of Early Childhood Teachers in Building Communication in 3-4 years old children

The world has acknowledged that the role of teachers conducted at an early age plays a very important role. The development and improvement of one's thinking power at an early age will have an impact on adulthood. That is why, early education needs to get serious attention for all parties in order to improve the quality of our nation's children later. In the framework of providing guidance on the form of early childhood education formal and non-formal channels that provide education for children aged four years to enter basic education, organized in an effort to help lay the foundation of development of all aspects of growth and development for children aged before entering primary school, the demand to improve the quality of superior human resources. In these conditions it is certainly difficult for students to be able to compete with other students. Human resource development implemented in other provinces in general and in particular NTB begins with early childhood development that includes care, care and education as a whole and is implemented in an integrated manner. Understanding the importance of early child development as a basic step for the development of healthy human resources, smart, and berkualitas.

In NTB PAUD implementation still seems exclusive and reaching only a small part of society. Although various care and education programs for early childhood (0-6 years) have been implemented in NTB for a long time, but until 2017, children aged 3-4 years who have received low education and care services are still low.

3.5. Parenting Parenting Patterns in communicating with 3-4 year olds

From the results of data analysis and findings get some things about the role of parents is the embodiment of love to children who are ready or not to become parents. Having a child, ready or not, changes many things in life, and ultimately wants or not the child is required to be ready to understand the meaning of modesty that should be able to prepare the children in order to live their future well. Knowing, knowing, understanding the world of children is not something easy. A colorful world, a world of everything beautiful, easy, cheerful, loving, full of wonder and full of surprises. The world that every child should have but in its ownership depends a lot on the role of parents (Montessori, M. 2008).

Why do parents need to improve the intellect of children to prepare them for school? The answer is, the school is currently asking for a high enough requirement of a student's quality. There are still students who enter the elementary school has been introduced with various kinds of lessons and science from an early age. Children have to have high creativity since childhood. Therefore, children who have high intellectuality will be more receptive to all that is taught. They will have high confidence, more adaptability, more readily accept new things, or a child's intellect can be developed long before they enter school. Such conditions place parents as the first and foremost teachers for their children in informal education programs that occur in the family environment. In fact, educating children is more difficult than childbearing. Therefore, as prospective parents or who have become parents, should be equipped with adequate knowledge about children's education. At the present time there have been many books published about children's education. It's just that, maybe the prospective parents and parents have not had time to read it (Nash, M. J., 1997).

The result of this research is teacher communication in early childhood is very important, especially at PAUD level, teacher not only as pentransfer concept of science only, but teacher is more on guidance for the formation of behavior, character to character. The development of moral values as the basis for building the character of a child must take into account the nature of the child. The child communicates most easily at the age of 3-4 years and learns something when seeing and doing on their own. This is because children are still learning to use their sensory organs, rather than the feelings commonly used by adults. From the above findings teachers should get concrete examples of communication in the form of concepts of speech, attitude, and behavior. These three elements can not be separated and taught separately. Each gives the concept of communicating, the teacher also shows attitude and behave according to the concept of communication taught.

Giving the concept of communicating as part of language practice in early childhood is mostly done through the activities of story telling, field trips, singing, and poetry. Through stories, educators can develop cultural values, social, religious, work ethic, and other moral concepts to become attitudes that can be realized in the child's behavior. Field trips are an activity to show the real world in order for a child to acquire a form of moral concepts that he gets. Singing and poetry or poetry are two things that many children live.

4. Conclusion

The results above can be concluded that the pattern of teacher communication in raising children ages 3-4 in the development of education in early childhood in the city of Mataram. Teachers in making the concept of communicating in early childhood that is domiciled as a catalyst or role model, inspirator, motivator, dynamicator, and evaluator. Teachers are said to be the catalysts, because the teacher as the exemplary for the child. Teachers are also an absolute factor in the development of effective communication, because the position of the teacher as a

figure or idol who digugu and imitated by early childhood. Teacher communication as an inspirator means an educator should be able to inspire the learner learners to advance develop their potential. Teachers as motivators, meaning that every teacher should be able to generate spirit, work ethic and the potential of extraordinary in the learners themselves.

The teacher is said to be a dynamicator, meaning every teacher has the ability to encourage early childhood toward the achievement of goals with full of wisdom, patience, nimble, intelligent and uphold spirituality. While the teacher pattern communicates as an evaluator, it means that every teacher is required to be able to and always evaluate the attitude or self-behavior, and the learning method used in building verbal communication in early child, so can know the level of effectiveness, efficiency, and productivity of the program. Building a pattern of communication by teachers in early childhood is the identity of communication, therefore need to be planted as early as possible to take root in one's life as a citizen. Provide identity as a communication pattern in children that can be seen by naked eye.

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Biographies

Siti Zaenab is a lecturer from STAHN Gde Pudja Mataram Lombok NTB, Lombok, Indonesia. She attended the International Conference on Industrial Engineering and Operations Management 2020 in Harare, Zimbabwe.

Abdul Hakim Maaruf is a lecturer from STKIP Kusuma Negara, Jakarta, Indonesia. He attended the International Conference on Industrial Engineering and Operations Management 2020 in Harare, Zimbabwe.

Otto Fajarianto is a lecturer from Universitas Swadaya Gunung Jati, Cirebon, Indonesia. He attended the International Conference on Industrial Engineering and Operations Management 2020 in Harare, Zimbabwe.