

# HASIL CEK\_JURNAL 7

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## The Skill of ECE' Teachers in Planning Child-Friendly Programs: An Analysis in Yogyakarta

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### ABSTRACT

This article discusses research that aims to identify the abilities of PAUD teachers in planning child-friendly service programs. The child-friendly service program in this case, is a holistic-based integrated service. Integrative holistic services in the PAUD Unit include education, health, nutrition, care, and early childhood protection services without discrimination. This study was conducted on a number of sample subjects taken randomly from Aiyiyah Kindergarten teachers in Umbulharjo District, Yogyakarta City. The research approach used is qualitative associative survey with explorative type. Data collection techniques using questionnaires and document checks. Survey data were analyzed using statistical-descriptive percentage techniques which were then converted into qualitative categorization, then compared to the results of the document inspection. The results showed that the skill of PAUD teachers in planning child-friendly programs is as follows: the high category is 23%, the medium category is 60%, and the low category is 17%. Then, the results of document examination showed the lowest results, with 48% of institutions having HI program plan documents and the highest 86% of institutions fulfilling the existence, completeness, and suit skill of integrative holistic program planning documents prepared by teachers. Therefore, it is recommended that teachers increase their capacity in planning integrative holistic programs so that the implementation, planning, and evaluation of service programs are compatible and carried out consistently.

**Keywords:** Skill of Teachers, Child-friendly, ECE, Integrative Holistic.

### 1. INTRODUCTION

Child-friendly programs have not become the new issues anymore, but this has become a meaningful part of children, including in early childhood education institutions (PAUD) settings. Educators or teachers are expected to be the main element that will carry out the learning process with children. Therefore, a teacher must have a good skill in organizing an early childhood-friendly program that is an integrative holistic program [1]. The integrative holistic program in PAUD is one of the programs that can contribute to reducing the level of stunting in Indonesia [2], in addition to preventing obesity [3].

The teacher is a facilitator who plays an important role in preparing for the learning process to be fun, interactive, inclusive, and develops all aspects, also potentials of children. The main skill of a professional teacher including teachers in PAUD Unit is the skill to plan, implement, and evaluate learning [4], [5], [5]-[7]. Good planning will support good implementation. Thus, before implementing an integrative holistic program the teacher needs to make good planning.

As a facilitator, the teacher is expected to have the skill to plan to learn, especially in accordance with the conditions and needs of children holistically and integratively without

discrimination. The results of previous studies indicate that found institutions have implemented an integrated holistic program proven through the planning and implementation documents owned by the institution [6], while the analysis of integrative holistic programs in other institutions there is only evidence of planning through SOP (Standard Operational Procedure) owned by the institution in all integrative holistic dimension. Given the importance of these services provided to early childhood, this study was conducted to explore the skill of Aisyiyah Kindergarten teachers in planning an integrated holistic program throughout the Umbulharjo District of Yogyakarta City.

### 2. METHOD

The research approach used is qualitative associative survey type with explorative type. Data collection techniques using questionnaires and document checks. The questionnaire was distributed to as many as 23 respondents from 14 PAUD institutions and an examination of documents that represented planning and evidence of an interactive holistic implementation in the institution because in this study was limited to the skill of teachers to plan an integrative holistic program as an indicator of child-friendly teachers [10]. The

documents include: annual programs, learning plans, Standard Operating Procedures (SOPs) for child protection and safety, SOPs related to health and nutrition services, an atmosphere of a safe-comfortable-clean-beautiful-inclusive institution.

Next, survey data obtained through questionnaires and document checks are analyzed using statistic-descriptive percentage techniques, which are then converted to a qualitative categorization, and then compared with the results of document examinations. The following table provides a formula for the interval for obtaining scores and their conversions into 3 categories.

**Tabel 1. Rumus Perhitungan Interval dan Konversi Skor**

Category	Rumus
Low	$X < M - 1SD$
Middle	$M - 1SD < X < M + 1SD$
High	$M + 1SD \leq X$

### 3. RESULTS AND DISCUSSION

Based on the results of a survey of 23 respondents, the mean value and standard deviation were calculated. Through these calculations, a Mean (M) value of 72.04 and a Standard Deviation (SD) value of 5.24 were obtained. This value is used to determine the score categorization. Then, a calculation is made to determine the category score using a predetermined formula, the results obtained that for the category score  $X < 6.8$  included in the low category, score  $66.8 \leq X < 77.28$  included in the medium category, and score  $X \geq 77.28$  included in the high category. The explanation is presented in the following table.

**Table 1. Frequency distribution and categorization of the skill of child-friendly teachers in ECE units**

Score Interval	Frequency		Category
	Ordinal	Prosentase	
$X < 6.8$	4	17%	Low
$66.8 \leq X < 77.28$	14	60%	Middle
$X \geq 77.28$	5	23%	High

Based on the above categorization range, it can be seen that from the 23 respondents obtained 17% of teachers are in the low category, 60% of teachers are in the medium category, and 23% of teachers are in the high category. Ordinally, the frequency of child-friendly teachers in the low category was 4 people, the moderate category was 14 people, and the high category was 5 people. Thus it can be seen that the skill of teachers in PAUD Unit in terms of planning a child-friendly program that is an integrative holistic program has almost the

same frequency between low and high, while those who have medium abilities have the highest frequency.

Document checking has been carried out with the help of a document inspection checklist. The inspection of documents is done by sampling at the institution where the respondent works as an educator. Respondents who had filled out the questionnaire previously were 23 people and they came from 10 different PAUD units and 1 PAUD unit whose educators did not fill out the questionnaire but obtained the document data so that 11 PAUD units were found to examine the documents. Therefore, document checks were carried out on these 11 PAUD units to complement the previous survey data.

Documents examined include the institution's operational curriculum, annual programs, educational calendar, documents related to the child's health inspection program, documents related to parental programs, documents related to protection programs, documentary photos of the atmosphere of the institution that reflect safe-comfortable-clean-attractive conditions. The forms of these documents may differ from one institution to another but have the same substance. Therefore, the examination of documents emphasizes the existence, completeness, and suit skill of documents with the substance needed in this study.

Through the examination of documents, it was found that from 11 institutions, there were seven institutions did not have curriculum documents that contained integrative holistic principles in their services. Among the 7 institutions, 4 institutions have operational documents but do not include integrative holistic principles as the basis for developing service curricula in their institutions and 3 institutions do not have operational curriculum documents that have been approved. Then for the other 5 institutions, they have an institution operational curriculum document which has also been ratified and contains an integrative holistic principle in the development of service curriculum in the institution.

The other documents were checked, such as the Daily Lesson Plan (RPPH), which contains the development of 6 aspects of development, annual programs, educational calendars, child health inspection programs, nutrition programs, parental programs, and protection programs almost all have. There are only two institutions that do not have a health inspection planning program but have evidence of implementation.

Parent program is an activity that facilitates educators and parents to communicate and work together for the development of children, because collaboration is proven to increase children's intelligence [11]. Other forms of collaboration as an embodiment of an integrative holistic program can also be in the form of synergy between educators, parents, and counselors [12]. Child health checks and nutrition can also be carried out with partner collaboration, so it can be said that the implementation of the integrative holistic program requires a variety of cooperative or partnership relationships[13].

The provision of good nutrition interventions from an early age has a good impact on children's development in the future [14],[15]. Besides routine checks on nutritional status not only to identify children who are malnourished but also to identify children who are at risk of obesity that can interfere with children's health, so that preventive measures can be taken [3].

In the survey data, it is mentioned that in 11 institutions, there were 4 teachers received the low category and 4 people received a low category in the skill to plan child-friendly programs in the PAUD Unit, while 14 people obtained the results included in the medium category. If related to the results of examining documents, the skill of educators who are in the low category is in institutions that do not find the use of integrative holistic principles in developing operational curricula in their institutions. There are 7 out of 11 institutions that do not have an operational curriculum of the institution by making integrative holistic as a principle of curriculum development, while there are 3 of the 7 institutions that do not yet have curriculum documents. Some already have operational curricula but have not made integrative holistic a principle of their development. Various factors can also cause this. The factor is the lack of knowledge and skills of educators as well as the head of the kindergarten or the factor of support from local supervisors in conducting mentoring in the region [4], [16].

Respondents in the moderate category were 14 people. The amount is the highest compared to other categories. These results are in line with the results of examining documents from several components of documents examined, although most do not yet have a curriculum developed by containing integrative holistic principles, but found in other documents more than 50% meet the elements there, complete, and in accordance with integrative holistic services. Other documents in question are found to be contained in the contents of education, health, nutrition, care programs in the annual program, education calendar, RPPH documents, health inspection programs, although not all have a planned program for the protection program.

Educational calendar documents and annual programs owned by more than 50% of target institutions already contain several service programs such as thematic learning activities with a peak theme of activities, health checks, parenting classes, eating activities (providing healthy food). In the case of child protection service program documents, it can be found in documents in several institutions in the form of Standard Operating Operational Procedures (SOP) when the child returns, when the child plays, and so on. It was also seen from the documentation of the atmosphere that almost 90% of the playing atmosphere in the room and yard had reflected a clean, safe, and healthy condition. Although there are still a small number of conditions that have not yet revealed attractiveness to children.

Several other conditions were found from the results of examining documents, not found service planning program documents in a small number of institutions that did not make it in the school year when the study was conducted, but found evidence of program implementation documents such as the discovery of child health records and records of child health examination results. Efforts to provide care and care for children can affect children's development [17], so teachers in PAUD Unit must be able to plan and implement integrated care and care programs.

#### 4. CONCLUSION

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Based on the discussion of the results of the research that has been done, the conclusion of this study is the skill of child-friendly teachers in the majority PAUD Unit is in the medium category and more than 50% PAUD institutions have not made holistic integrative as a principle of curriculum development services because the skill of teachers in planning is not optimal, although some documentation was found [3] its implementation. Because planning a program is one of the important competencies that must be possessed by professional teachers.

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