



THE INFLUENCE OF EARLY CHILDHOOD EDUCATION ON CHILD DEVELOPMENT AT TK PEMBINA PAGU KEDIRI REGENCY

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Article info	ABSTRACT
<p><i>Corresponding Author:</i></p> <p>Sutik grace2008sutik@gmail.com STIKES RS Baptis Kediri</p>	<p>PAUD is an early childhood education that is not attractive to all parents because it is considered a burden and takes up the time of parents. The purpose of this study was to determine the effect of early childhood education on child development at TK Pembina Pagu Kediri Regency. The design of this research is correlational analytic research with cross sectional approach. The population were all children aged 4-5 years of kindergarten class A at TK Pembina Kediri Regency 37 children, using Purposive Sampling technique obtained a sample of 34 respondents. The independent variables studied were PAUD Participation and PAUD Inclusion, while the dependent variable was Child Development. The instrument used was observation. The results were analyzed using the Chi square test ($\alpha = 0.05$). The results showed that the majority of respondents had developments in the normal category, namely as many as 11 respondents (78.6%) and almost half the respondents had developments in the dubious category, namely as many as 11 respondents (32.4%). Based on data analysis using the Chi square test showed p-value = 0.037 < $\alpha = 0.05$ then H₀ was rejected and H₁ was accepted, which means there is an influence of early childhood education on child development at TK Pembina Pagu Kediri Regency. The importance of the role of parents to give decisions to children to attend PAUD programs so that children can develop social intelligence.</p>
	<p>Keywords: <i>Early Childhood, Education, Child Development</i></p>
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INTRODUCTION

Childhood from 0-8 years old is called the golden age which only occurs once in human development where all body growth, especially brain nerves, develops very rapidly so it is very important to stimulate the growth of children's brain intelligence by paying more attention to health aspects, providing adequate nutrition and educational services (Priyanto, 2014). Children who receive maximum stimulation, the potential for child growth and development will be developed optimally (Ngastiyah, 2015). Early Childhood Education or commonly called PAUD is the first and main foundation in the development of a child's personality related to character, physical abilities, cognitive, language, art, social emotional, spiritual self-discipline and independence (Mulyasa, 2012). One of the problems faced with early childhood education is the still low interest of parents in including their children in PAUD programs because it is considered a burden on the family's economy for something

less important and takes up parents' time because they must wait for their children at school. This lack of parental interest can cause the process of providing stimulation, especially cognitive stimulation, to be delayed. This will impact children's growth and development (Nurwianti, 2015).

In 2018, 38.6% of Indonesian children experienced delayed development, 24.6% experienced global delayed development, and experienced growth abnormalities. These abnormalities are also characterized by growth disorders, with 17.5% of children experiencing malnutrition, 12.3% experiencing microcephaly, and 12.3% experiencing no weight gain in recent months (Ministry of Health, 2018). The East Java National Population and Family Planning Agency (BKKBN) (2018) estimates that 21% of children in East Java experience developmental delays. Growth and development examinations in East Java in 2018 were conducted on 2,321,542 toddlers and preschoolers, or 63.48% of the 3,657,353 toddlers. The coverage decreased compared to 2017 at 64.03% and is still below the target of 80% (East Java Health Office, 2018). Data on developmental deviations in early childhood in Kediri Regency is not yet known but based on data on the coverage of DDTK implementation, in 2018 the coverage of DDTK in Kediri Regency was 47.55% of the target of 80%. Data related to PAUD participation, according to data from the Ministry of Education and Culture, the number of PAUD children in 2016 was recorded at 8,027,829 children, while the number of early childhood children in Indonesia reached 48,000,000 children, this indicates that there are still many early childhood children who have not received early childhood education (Kemendikbud, 2018). Meanwhile, in Kediri Regency, as of 2019, there were 1,814 early childhood education (PAUD) units, consisting of 998 kindergartens (TK/RA), 397 family planning (KB) units, 14 kindergartens (TPA), and 405 similar early childhood education (SPS) units. Data on the number of children participating in early childhood education (KB) in 2019 was 10,472 out of a total of 20,912 children in Kediri Regency. A preliminary survey conducted at TK Pembina Pagu Kediri Regency on December 17, 2019, found 37 children enrolled. Interviews with local teachers revealed that of the 10 children, 6 did not attend early childhood education and went directly to kindergarten. Based on interviews with teachers and observations by researchers during learning activities, children who had previously undergone the early childhood education program appeared to be more responsive to instructions and assignments. According to Septiani (2016), many children in Indonesia still do not attend early childhood education (PAUD) due to the perception that children under 5 years old still need to focus their activities at home with their parents, other family members, or caregivers because parents are busy working. Parents believe that preschool-aged children can still care for themselves, without involving others, and educate their children without having to attend PAUD and directly enroll them in kindergarten. This will undoubtedly impact on the child's development, especially cognitive aspects, given that the learning material taught to students is the same and does not differentiate between those who have attended PAUD and those who have not.

Education is a crucial dimension in the child's development process (Santrock, 2014). Therefore, early childhood education services provide a foundation that significantly influences a child's subsequent development into adulthood. Early childhood education, if implemented properly, will produce children with good growth and development indicators, including cognitive, motor, social, and language development. This condition will provide children with the necessary provisions for advancing to the next level of education (Apriana,

2015). Soetjningsih (2014) stated that a lack of stimulation during infancy can hinder all other aspects of growth and development. Therefore, all aspects of development must be considered equally important.

METHOD

Based on the objectives of this study, the design used is correlational analysis with a cross-sectional approach, namely research that aims to determine the relationship between two or more variables with the data collection process that is only carried out once for each research variable. Data analysis uses the Chi-square statistical test, which is a research technique to determine the relationship, namely analyzing the relationship between Early Childhood Education and Child Development at TK Pembina Pagu Kediri Regency. The Chi-square statistical test is used to analyze independent and dependent variables. The sampling technique uses non-probability sampling with purposive sampling. The number of samples is 34 respondents who meet the sample criteria, namely pre-school children. This study was conducted at TK Pembina Pagu Kediri Regency. The researcher chose the title because he wanted to know, understand, analyze and provide knowledge to readers about the relationship between Early Childhood Education and Child Development at TK Pembina Pagu Kediri Regency. The research variable Early Childhood Education is the independent variable and child development as the dependent variable. Data collection uses a questionnaire and observation sheet.

RESULT AND DISCUSSION

Finding

Table 1 Characteristics of Respondents Based on Age and Maternal Education

Characteristics	n	%
Age		
17-25 years old	8	23,0
26-35 years old	22	65,0
36-45 years old	4	12,0
Education		
(Elementary, Junior High School)	20	59,0
(Senior High School)	6	17,0
Higher Education (D3,D4,S1,S2)	8	24,0

Source: Primary data, 2021

Table 1 shows the characteristics of research respondents based on age and maternal education. In the age and education categories of respondents, the respective results showed that half of all respondents were aged 26-35 years, namely 22 respondents (65%) and for respondent education, half of all respondents had elementary school education, namely 20 respondents (59%).

Table 2: Frequency Distribution Development of Children Who Attend PAUD Education

Development of Children	n	%
Advance	0	0
Normal	11	21,4
Caution	3	78,6

Source: Primary data, 2021

Table 2 shows results based on the frequency distribution of respondents, almost all of whom had normal development, namely 11 respondents (78,6%).

Table 3 Frequency Distribution Development of Children Who Not Attend PAUD Education

Development of Children	n	%
No Opportunity	2	5,9
Normal	7	20,6
Caution	11	73,5

Source: Primary data, 2021

Table 3 shows the results based on the frequency distribution of respondents, almost all of whom had caution development, namely 11 respondents (73,5%).

Table 4 Analysis results of Chi square with Statistical test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.607 ^a	2	.037
Likelihood Ratio	7.464	2	.024
Linear-by-Linear Association	6.254	1	.012
N of Valid Cases	34		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .82.

Source: Primary data, 2021

Table 4 The results of the analysis using the Chi Square Test show that the p- value is less than α (0.05), because the p-value is <0.05 . This shows $p \text{ value} = 0.037 \leq \alpha = 0.05$, so that H_a is accepted, and H_o is rejected. It can be concluded that the influence of childhood education on children's development at TK Pembina Pagu Kediri Regency.

DISCUSSION

Development of Children Who Attend PAUD at TK Pembina Pagu Kediri Regency

Development of children attending the Early Childhood Education (PAUD) program at TK Pembina Pagu Kediri Regency was found to be normal for most respondents, with 11 respondents (78.6%).

Development refers to the increase in body structure and function, resulting in more complex skills in gross motor skills, fine motor skills, speech and language, as well as socialization and independence (Ministry of Health of the Republic of Indonesia, 2012). Properly implemented early childhood education in PAUD will produce children with good growth and development indicators, including cognitive, motor, social, and language development. This will provide children with the necessary skills to advance to the next level of education (Apriana, 2015). Early childhood education (PAUD) is education that enables children to socialize with their environment and develop their various potentials (Fitri, 2012).

According to researchers, normal development is achieved because children have received appropriate and targeted stimulation in PAUD. Children who have attended early childhood education (PAUD) are primarily better at socializing, as they are accustomed to interacting with others daily in a social environment different from the social environment at home, where they only socialize with their parents or family. This is why children attending PAUD tend to be more cooperative and perform well on developmental tests.

The mothers of children attending PAUD are predominantly private sector employees. Most parents enroll their children in PAUD because their busy work schedules prevent them from meeting their children's needs for information and learning. Other reasons for enrolling their children in PAUD include improving their social skills and providing more comprehensive and educational play facilities, both for cognitive and motor skills, and for developing good character. This ultimately fosters a child's development, leading to a normal child's development.

Development of Children Who Not Attend at TK Pembina Pagu Kediri Regency

Nearly half of the respondents (32.4%) who did not attend PAUD at TK Pembina Pagu Kediri Regency were found to have doubtful development. Many children in Indonesia do not attend PAUD because parents still believe that children under 5 years old need to focus their activities at home with their parents, other family members, or caregivers because parents are busy working (Septiani, 2016). Lack of stimulation during infancy can hinder all other aspects of development. Therefore, all aspects of development must be considered equally important, and all efforts should be made to develop optimally. To ensure optimal individual development, stimulation appropriate to a child's developmental stage is necessary, as lack of stimulation can lead to developmental deviations and even permanent disorders (Soetjningsih, 2012).

According to the researchers, respondents who did not attend PAUD had doubtful development because the study showed that children received insufficient stimulation from their parents. Many parents fail to recognize that child development is a gradual process of change and cannot expect a leap. The suboptimal development of children in this group is due to parents not yet recognizing the importance of early childhood education. This situation can be a separate note, indicating that children are still cognitively and psychosocially hampered, resulting in unmonitored development. This is certainly detrimental to the child's future development, especially when linked to the child's stimulating needs. Without understanding the child's developmental stage, the stimulation provided to the child will not be optimal. This certainly requires the role of the family, especially the mother, in detecting the child's developmental stage by collaborating with local health workers, so that the stimulation process can be optimally provided according to the child's developmental stage.

The Influence of Childhood Education on Children's Development in Early Childhood at TK Pembina Pagu Kediri Regency

The chi-square analysis showed a p-value of $0.037 < \alpha = 0.05$. Therefore, H₀ was rejected and H₁ was accepted, indicating an effect of early childhood education on child development at TK Pembina Pagu Kediri Regency.

The preschool period is a golden age where stimulation of all aspects of development plays a crucial role in subsequent developmental tasks. 80% of children's cognitive development is achieved by preschool age (Apriana, 2015). Developmental delays in children are caused by parents' lack of recognition of developmental red flags, a lack of early detection or developmental screenings, and a lack of direct parental involvement with children or stimulation from outside the parents (IDAI, 2013). Santrock (2014) states that education is a crucial dimension of child development. Therefore, early childhood education services provide a foundation that significantly influences a child's subsequent development into adulthood.

According to researchers, there is a significant influence between early childhood education and child development because a nurturing environment that allows children to

learn to socialize and develop social intelligence significantly impacts their development. The research location showed that children implement their abilities in school education. In this situation, the role of parents who educate their children without direction will affect the child's development. Children who attend PAUD (Early Childhood Education) have better development than children who do not attend PAUD. Education in PAUD stimulates children to develop their personal, social, and creative abilities through playful demonstrations or completing small tasks with friends in groups, playing while learning. The provision on child development and its application in school is more intensive than the provision provided by parents. In addition, the provision of more interactive and interesting materials at school makes it easier for children to accept explanations from their PAUD teachers compared to those provided by parents. This condition indicates that the role of parents has shifted slightly from providing direct stimulation through the application of parenting styles to determining the best environment that can provide stimulation for children.

CONCLUSION

Based on the results of research on the influence of early childhood education on the development of children at TK Pembina Pagu Kediri Regency, which was conducted through questionnaires and observations through DDST, the author concluded several things as follows: The development of children who attended PAUD at TK Pembina Pagu Kediri Regency, most of the respondents were in the normal category, namely 11 respondents (78.6%). The development of children who did not attend PAUD at TK Pembina Pagu Kediri Regency, almost half of the respondents were in the doubtful category, namely 11 respondents (32.4%). There is an influence of early childhood education on the development of children at TK Pembina Pagu Kediri Regency ($p\text{-value} = 0.037 < \alpha = 0.05$)

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