

Communication on Early Childhood Education (PAUD) in the State Kindergarden School of Waingapu

Putri Ekaresty Haes^{1*}, Gede Suardana²

¹⁻² Universitas Pendidikan Nasional

* ekarestyhaes@undiknas.ac.id

Abstract

Education is the right of every citizen, including early childhood education (PAUD). The purpose of this study was to describe the implementation of educational communication carried out at the state kindergarden school of Waingapu in shaping the man or woman of youngsters. The sort of qualitative research with a descriptive method turned into chosen to describe the consequences of this take a look at thru observation, interviews, and documentation strategies, while the data validity technique used techniques and sources. The results of this observe screen that the state kindergarden school of Waingapu has implemented educational communication effectively. Not only in classroom learning, but also with parents of students, so that the interaction between educators and external stakeholders becomes effective. In addition, educational communication that has been implemented has been able to shape the character of early childhood, through learning messages given by the educator providing a strong character basis for early childhood so that children can adapt to the environment.

Keywords: *educational communication, early childhood education*

Introduction

The children get their formal education in school, and children first learn to be human from their families. Family is the smallest system in a society where an early age, within the family, children learn many things including the concepts of good and bad, proper and inappropriate, and right and wrong. Likewise with early childhood education, before children adapt to the environment, early childhood learns many things from the family. Research conducted by (Tan & Maizura, 2020) concluded that parents have a role in shaping the morality of children, so children must be involved in activities in the family. The parents lay the foundation of religious beliefs and give time to communicate with children so that the bond between parents and children becomes stronger Besides parents, the state has issued a law that describes early childhood education, namely: Law No. 20 of 2003. The law describes that early childhood education (PAUD) can be implemented through formal, non-formal, and informal education. The National for the Education of Young Children (NAEYC) defines the age range belonging to early childhood, namely the age of 0 to 8 years, while in the national education system law at 28 paragraph 1 it is explained that the age of early childhood ranges from 0 to 6 year. The two differences in the age range explain that at that

age social-emotional growth and independence still require full assistance from educators. From this description, the purpose of early childhood education (PAUD) is to develop the potential possessed by children, besides preparing children to be able to adapt to the environment.

One of the educational institutions in Waingapu that define early childhood education (PAUD) is the state kindergarden school of Waingapu, this school is the only state kindergarden school in East Sumba Regency. This kindergarden is a pilot kindergarden in East Sumba based on the Decree of the Regent of East Sumba Number: 264/PK.421.1/1.644/VII/2008 dated July 10, 2008. The state kindergarden school of Waingapu is the driving force for early childhood education (PAUD) in East Sumba through the curriculum used for early childhood education. Thus, the purpose of this study is to describe in more depth the communication of early childhood education (PAUD) in the state kindergarden school of Waingapu, so as to produce conclusions related to educational communication.

Educational communication is said to be effective if the message conveyed by education can be accepted by students and students can behave in accordance with the message conveyed. Especially in early childhood education, effective communication must occur with mutual understanding and understanding between educators and children in the early childhood environment (Velentzas & Broni, 2014). Through communication, children learn how to express thoughts, feelings, and information. Therefore, effective communication in the education system occurs at various levels and covers a diverse group of actors, it is adapted to messages and ideas to be communicated. Communication messages are generally divided into verbal and nonverbal messages, based on research conducted (Bubikova-Moan, 2019) stating that direct communication using verbal messages is widely used in educating early childhood. The educator becomes an important figure in transferring the verbal message to the students. There are many communication strategies used in early childhood education (PAUD) (Swari et al. 2020) namely code-switching, non-linguistic means multipurpose words, self-improvement, asking for repetition, and literal translation. The communication process between educators and children also helps children understand themselves, their feelings, thoughts, opinions, and desires. Children can identify their feelings appropriately it helps them to recognize the feelings that arise. Armed with the knowledge of teaching methods and being able to communicate effectively, educators can realize and guide their children to become reliable and qualified children who are ready to receive more complicated messages at a higher level of education.

Educators are the agents of change who have an important role in carrying out education, in addition to educating, teaching, and guiding students. (Jonsson and Williams 2013) wrote that under the revised law, in early childhood education (PAUD) in Sweden, an academically educated teacher has responsibility for the learning, development, and upbringing of children in educational activities as well as for ensuring that quality is continuously documented, monitored and where necessary improved. teaching is also

learning to manage the magnificence in order that the coaching and mastering method can be carried out properly. In addition to being required to communicate effectively, a educator must also have competencies as stated in Law no. 14 of 2005 which divides educator competence into four parts, specifically pedagogic competence, persona competence, social competence, and expert competence. In other words, the government gives responsibility to educators in sporting out their responsibilities and obligations in the coaching and getting to know system. The four competencies possessed by educators also aim to advance the quality of education. The government has provided rules in laws and government regulations regarding improving the quality of education, the government's efforts need to be carried out by the participation of educational institutions from the elementary to tertiary levels to develop educational institutions so that the quality of education is not just a government discourse but can be implemented properly. Therefore, the task of being a educator is not an easy job, because you have to prepare materials, training materials, and other educational activities so that students understand the material. Moreover, in early childhood education, a educator becomes a central figure who is required to be able to work professionally, to provide good service to students.

Effective educational communication between educators and children will form their own character as early as possible so that later they can develop that character at a higher level of education. Therefore, early childhood education (PAUD) is important in character building because children get stimulation through educators, school environments, and parents so that children's development will be optimal according to their phases. The results of research conducted by (Hartono, 2020) show that character-building will have an impact on fostering creativity, rationality, systematicity, critical thinking, and order in children. Children know honest behavior and accept differences and responsibilities. A study conducted by Nurlaila (2004) on (Hartono, 2020) found that most parents lack knowledge about early childhood education. Whereas some of the most important parts of a child's life are obtained in the early stages of life (golden age). Thus, the purpose of this study is to describe in more depth the communication of early childhood education (PAUD) in the state kindergarden school of Waingapu that is carried out by educators in shaping the character of children.

Method

The location of this research was conducted at the state kindergarden school of Waingapu which is located at Tritura street, Kamalaputi Village, Waingapu City District, East Sumba Regency. (Sugiyono 2018) explains that a research location is an object or place for researchers to conduct research in order to obtain the necessary data. In this study, the main focus is educators who teach early childhood related to educational communication carried out by the educator, data collection techniques of observation, interviews, and documentation. To test the validity of the data obtained, the researcher tried the source triangulation technique and the technique of obtaining research results that could answer the problems raised.

The researcher carried out the research through three stages (1) the preparation stage, at this stage, the researcher began to prepare the interview script that would be submitted to the educator regarding the communication carried out by the educator. In this first stage, researchers also collect important documents related to education communication and early childhood education (PAUD). (2) the implementation stage, at this stage the researcher makes observations in the field by participating in coaching and mastering activities executed by educators in educating early childhood. In addition, at this stage, the researcher begins to process and prepare data for analysis by typing back the results of the interviews that have been conducted, as well as sorting and compiling the data into categories that have been. In this stage, the researcher also reduces the data so as to get a sharper picture of the observations. (3) the data presentation stage, this stage re-checking the results obtained and starting to present the data in accordance with the results obtained. The presentation of the data is done in the form of an organized description so that it is easy to reach. (4) the conclusion stage, in this stage the conclusions made are still temporary because they will still be re-validated if no strong supporting evidence is found.

Results and Discussion

The state kindergarden school of Waingapu is an educational institution that belonging to the Government of East Sumba Regency and is a pilot kindergarten for schools in East Sumba Regency. In 2005 and 2011 this kindergarten was accredited with an A (Very Good) by the National Accreditation Board for Schools/Madrasah (BAN-S/M), on June 3, 2017, BAP PAUD PNF. Based on the results of interviews conducted with the principal and several senior educators in the kindergarten, it is known that at the beginning of the operation of this school, the facilities and infrastructure provided by the government were minimal, but the teaching staff, which initially numbered seventy people, were required to work optimally. so that the school's vision, mission, and goals are achieved. The vision of the state kindergarden school of Waingapu is to build creative and noble national shoots, this vision is translated into several missions, namely (1) realizing creative and noble national shoots, (2) implementing quality education, (3) preparing generations, and (4) always carry out coaching, mentoring for educators and develop commendable attitudes and behaviors according to applicable norms, besides that, the state kindergarden school of Pembina Waingapu is required to (5) be able to develop democratic open school management, encourage the growth of active participation of every school member with enthusiasm high family. From this vision and mission, the goal to be achieved by the state kindergarden school of Pembina Waingapu is to become a district-level Early childhood education (PAUD) reference educational institution in East Sumba.

Inside the exercise of schooling and getting to know, communicate no longer best helps the creation of extra effective and green gaining knowledge of, more than that, however communicate also contributes to solving various troubles that occur within the studying system. Moreover effective communication minimizes the potential for bad feelings during

the teaching process. The communication process is said to be successful if the educator conveys the message in a way that is clear and easy to understand. As revealed by several informants that through a communication approach, solutions to problems in the learning process can be found, for example, when students are getting bored in class or when students have tantrums, the right communication techniques can solve these problems. In other words, educational communication contributes to optimizing the achievement of educational and learning goals. (Nofrion, 2019) said that educational communication, namely learning that takes place in schools, where students and educators interact with various learning resources in a learning environment.

The implementation of educational communication, especially in early childhood education (PAUD) in the state kindergarten school has been running effectively, it's just that there are several learning processes that experience communication barriers. These communication barriers do not only occur in educators and students but the environment can also affect the process of educational communication. Such as what happened when the electricity went out at school which caused the classroom to become dark and hot. Students feel very uncomfortable with this situation, so they don't concentrate on listening to the learning material provided by the educator. Brown (Nofrion 2018) says that educational communication will be effective if there is the presence (clarity), direct speech, and active listening. The ongoing effective communication also serves to achieve the purpose of communication itself, namely to inform, to persuade, to influence, or the purpose of communication as to entertainment. The process of educational communication that occurs in the classroom is directive because educators more often use orders and requests to students. From the results of this study, educators ask children to do what they want, such as asking children to answer questions, follow directions, and do assignments given by the educator.

The components of educational communication in the formation of character by Waingapu State Kindergarten:

1. Educator

In Law no. 14 of 2005, article (1) explains that educators are professional educators who've the principle assignment of educating, teaching, guiding, directing, schooling, supplying tests, and comparing students from the extent of early adolescence training to secondary education. (Muhtadi 2011) reveals that the educator is defined as a person who loves or his pleasure or his profession is teaching. At the Waingapu State Kindergarten, the number of educators who are actively teaching is eleven, with the last education being S1 while the teaching staff is four people with the end of high school education. In the context of learning as a major part of the communication process, the educator acts as a source of information or is often referred to as a communicator. In carrying out the learning process, the educator does at least two forms of communication. The first form is intrapersonal communication. (Muhammad et al. 2017) reveals that intrapersonal communication is a process of communicating with oneself so that only the self is involved. The educators in the

Waingapu State Kindergarten often do this form of communication to encourage themselves when they are going to teach because the self-talk they do can increase the educator's self-confidence. (Sugara 2013) explained that self-talk will produce an action, the action will produce a habit and the habit will become a person's character, a habit will become the character and become a reality in real life and reality will become a belief for one's self. The second form of communication is interpersonal communication (Muhammad et al. 2017) defines communication as the system of replacing data with at the least one or people whose comments can be without delay recognized. Interpersonal communication activities carried out by educators at the Waingapu Pembina State Kindergarten are carried out when coordinating assignments, delegating tasks and when presenting material to students. Interpersonal communication forms a relationship with other people, so it can be interpreted that when the educator does more and more interpersonal communication, more relationships are formed.

2. Students

Based on Law No. 20 of 2003 concerning the national education system, explains that students are the main focus of learning. Meanwhile (Panuju 2018) states that the communication (recipient) is the receiver of the message both individuals, groups, masses, and members of the organization. In the process of educational communication carried out at the State Kindergarten school of Waingapu, all children who are actively enrolled as kindergarten students are intended, especially in this study, early childhood students. The main goal of early childhood education (PAUD) is to develop the potential that exists in these students so that later they are ready to take part in education at a higher level. Early children who attend this kindergarten have different family backgrounds, even though they all come from Sumba. As revealed by several educators and education staff the State Kindergarten school of Waingapu, at the beginning of school, many young children spoke the local language, namely the Kampera ligar accent, the accent generally used in the East Sumba district, so adjustments were needed to be able to provide material using the Indonesian language. Based on this, the understanding of educators and education staff is useful to serve as a basis for consideration of providing educational materials and services. Therefore, the age of children attending education at this school is divided into certain classes, such as class A for children aged 4 years, while class B is for children aged 5-6 years. Apart from these two classes, there is also a playgroup class (Kober) which is intended for children aged 2-4 years. The number of learning hours in the playgroup class (Kober) is not as much as the material in classes A and B, namely only 360 minutes per week, because the playgroup class (Kober) aims to describe intelligence, social abilities, and children's motor maturity.

3. Educational Message

(Nofrion 2018) explains that educational messages are information that is sent to message recipients (students). Meanwhile (Panuju 2018) explains that the message is something (ideas, abstractions, reality, and even things that are expectations) that are conveyed by the communicator to the communicant. Mulyana (2010) in (Haes 2019) said

that the opinion that the message is a fixed of verbal and nonverbal symbols that constitute the emotions, values, thoughts, or intentions of the communicator or sender. Messages in educational communication given by educators to early childhood are developments from the 2013 curriculum. The 2013 curriculum used in kindergarten is designed so that every learning activity in the classroom and outside the classroom is fun without leaving out aspects of early childhood development. Sujiono (2013) in (Rahmawati, Y et al. 2019) expressed the opinion that the message is a fixed of verbal and nonverbal symbols that represent the feelings, values, ideas, or intentions of the communicator or sender. Messages in educational communication given by educators to early childhood are developments from the 2013 curriculum. The 2013 curriculum used in kindergarten is designed so that every learning activity in the classroom and outside the classroom is fun without leaving out aspects of early childhood development. to be achieved as the goal of the process of early childhood education (PAUD). Therefore, the core competence in educational communication carried out by educators is an illustration of standardized stimulus services for early childhood education (PAUD) which has the aim of encouraging the potential of children, namely the ability of attitudes, knowledge, and skills such as examples of material on the introduction of love for the motherland, in this material, students are asked to mention everything they know about the country of Indonesia.

Based totally at the outcomes of the research, in the 2013 curriculum, the message design intended for early childhood is integrated thematic learning which describes the contents of the message material into themes and sub-themes. (Kartini and Waridah 2018) states that the thematic learning system is a strategy in the teaching and learning process that involves several areas of development to provide meaningful experiences to students. The integration of this learning includes social aspects, process or time, aspects of the curriculum, and learning, thematic learning is applied to early childhood because in general children still see everything as a whole (holistic).

In addition, children's knowledge, values, and morals are also developed, such as children's social-emotional development programs through art activities so that children can explore the material provided by the educator more. Likewise, the educator gives an appreciation for the results achieved by students. Based on the research results obtained, the educational messages given by educators to early childhood education (PAUD) are intentional and have specific goals. (Suryana 2019) states that implementing the 2013 curriculum using a scientific method, that's a method designed so that students are active in constructing concepts and principles based on scientific stages.

4. Learning Media

Aspects of early childhood development are a reference that will shape a child's character and personality, as we know that a child is an excellent imitator. They will do what the environment teaches them. Therefore, in the process of teaching and learning young children, media needed that is good and does now not damage the person and behavior of the youngsters themselves, besides that the getting to know process will be exciting and

amusing if it is accomplished with teaching aids or so-called mastering media. (Muhammad et al. 2017) explained that the media is a channel through which messages from education (educators) pass to students. Based at the consequences of the observe, it was found that the State Kindergarten school of Waingapu used media or learning resources that were relevant to the activities of the existing daily lesson plans, such as visual media, audio media, and audio-visual media. In addition, some educators also use visual aids such as hand puppets, traffic media images, alphabet boxes, and number symbol cards. (Asmariyani 2016) said that the use of media in the learning process can increase new desires and interests, arouse and motivate and stimulate learning activities. Besides that, learning media also influences child psychology, children feel comfortable with their learning activities, in other words, children feel learning while playing.

The results from observations and interviews with educators, found that the learning media that used is a multi-purpose information channel, meaning that media must be able to develop several aspects of child development, for example puppets, puppet is a effective media that can develop social-emotional abilities, religious and moral values, cognitive, language, physical motor, and also art. Berlo with the SMCR Model in (Nofrion 2018) said that that media or communication channels are opposed to the five senses, namely sight (see), hearing, touch, smell, and feel or taste. More over the learning media used in the school has several functions as revealed by Levie & Lentz in (Kurnia 2009) states that media learning has many functions in education: (1) the function of attention, learning media functions to attract and direct students' attention to the content of the lesson. This can be assisted by media images so that students can remember the content of the lesson. (2) Affective function, learning media serves to arouse students' emotions and attitudes, usually, this function is taught through pictures. (3) Cognitive function, learning media must be able to facilitate students to understand the purpose and remember the educational messages being taught. The last function is the (4) function of compensation, namely learning media serves to accommodate students who have learning difficulties to be able to understand the lessons presented with text.

5. Educational Communication Effect

There are three effects of educational communication carried out by educators, namely changes in knowledge, changes in attitudes, and changes in behavior and skills. (1) changes in knowledge, (Notoatmodjo 2010) said knowledge is the fruit of human thoughts, ideas, concepts, and understanding. According to one educator, changes in children's knowledge are more frequent when using game media. Play media at this school is indeed functioned according to children's basic competencies, namely cognitive stimulation, gross motor and fine motor. Changes in knowledge in children can be seen when one of the educators in class plays puzzles with students. students quickly assemble puzzles, matching puzzle shapes. The puzzles provided at this school are very varied, some have the theme of plants, animals, numbers, letters, or colors and at the same time provide insight to children in recognizing shapes and characters, the use of these puzzles is adjusted to the child's age. Changes in

knowledge can also be seen in the child's ability to identify body parts. One of the educators used the question-and-answer method in a class by choosing the correct word according to the picture. The question-and-answer method usually uses OHP visual media. In addition to changes in students' knowledge, at this school changes also add to changes in attitudes which cover all aspects of development, meaning that attitudes are in aspects of religious and moral values, physical motor, cognitive, social-emotional, language, and art. (Wibowo 2013) defines attitude as a willingness to respond or act towards something. The effect of other educational communications is an increase in student skills. This skill change functions so that students are able to continue basic education. Changes in skills are often applied in dance classes, changes in skills in dance classes can be seen through the emergence of feelings of pride, courage, being able to control emotions, being able to interact with others, having good achievements, and being able to develop. imagination, and be a creative child. The ultimate goal of changing these skills is for children to discover their interests and talents through extracurricular activities. (Cadiz 2007) said that learning is a necessary part of social change because the essence of development is a lasting change in awareness and understanding, attitudes and values, as well as human knowledge and skills.

Conclusion

Educational communication implemented at the State Kindergarten school of Waingapu has been carried out by fulfilling all components of communication and learning for early childhood. The effect that occurs from learning that occurs in the classroom is a change in the knowledge, behavior, and skills of children. This change is very useful for early childhood because it becomes the basis for the following learning at the elementary school level. Based on the research conducted, it was also found that several things needed to be improved in the school, such as the quality of human resources, both educators and education staff. For learning facilities, this school always updates every year with the latest learning media.

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