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The Increase Of Early Childhood's Social Emotional Development With Thematic Approach

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ABSTRACT

The objective of this research is to increase early childhood's development by using of thematic approach. This action research conducted at Nakkia Kindergarten Group B Jatiwaringin Pondok Gede. This research used in which 15 childhood of six years old were participated. The development by Kemmis and Tegtart which two cycles and each cycle has four steps. They are as follow: (1) plan, (2) action, (3) observe, and (4) reflect. The action research applied to research methods they were qualitative and quantitative research, data analyzed by using Spradley data analysis model. The research result shows the applying thematic approach which involved various methods, media and activities increase the development of the children of six years old especially in social emotional development. Furthermore, the research result can be applied to increase early childhoods social emotional development with thematic approach, mainly for learning planning, learning development for teachers, and curriculum in higher education.

Keywords: early childhood's social emotional development, thematic approach

1. INTRODUCTION

Early Childhood Education (ECD) is intended to assist the growth and development of children optimally, so has the readiness to enter further education. To achieve optimal development in various aspects of development, many problems faced in the early childhood learning as a problem related to aspects of early childhood development, in kindergarten Nakkia Jatiwaringin 2011/2012 first semester of the school year in group B.

The problem is apparently due to lack of teachers in the learning process plan weekly and daily activity unit, building activities are poorly planned development, the use of areas and themes that are less effective, the selection of methods and media that were not appropriate, the general problem social emotional development in the category less with the data, as follows: Children who have a good development, 16.67%, 32.22% and sufficient progress less progress 51.11%. Based on this background, the researchers wanted to focus research "Improved social emotional development of the Early Childhood Thematic Approach."

This study uses the main theories: Erikson's theory of social development. Implementation of such as learning process, it aims to optimize aspects of social emotional development of children. Social development to find the desired person (Santrock, 2012: 278).

The success of all aspects of the process optimization of existing development in children is influenced by many factors. These factors include: Quality of teachers in designing and implementing the learning process, available infrastructure, curriculum, and motivation of students (Abdurahman, 2003: 13). Other factors are also influential are: learning strategy, learning management, and provision of reinforcement. Teachers become one of the important factors in the success of early childhood education, which is reflected in the potential development of the child during the process of learning through play in accordance with the theme being taught at that time.

Playing is one of the main tools into practice for growth and development. When children are playing, in fact many aspects of development that are directly involved is growing (Hendra Sofyan, 2014: 55).

Learning use a thematic, very helpful teachers and students in the learning process to better focus and concentration which is designed based on the curriculum, daily and weekly activity program. Learning of thematic more emphasis on the application of the concept, and learning by doing theme development. Teachers should be selecting topics that are relevant and interesting for the kids then develop the central ideas (Kostelnik, 1991: 2).

The results of the optimization potential of early childhood teachers who conducted through the learning process is still not optimal. This can be known from the results of an interview on May 20th, 2011 with some kindergarten teachers and parents Nakkia Jatiwaringin in Jakarta, which states that there are many children who do not learn through play, which limited the use of themes and very little when so many themes that can be developed with regard to everyday life that can be found the child, giving homework mathematics in children just like elementary school children, the implementation of the educational process in places that there is no means of playing such as the implementation of early childhood education at home store their area is very narrow and limited, so do not allow children to play, children learn through play and not again based on the theme, the authors observed even in Kindergarten in Jakarta, there is kindergarten children who were given homework such as math homework, consequently the time consumed for the child's homework treated like elementary school children.

This is evident when researchers performed an initial evaluation of the planning activity at semester I 2011/2012 of students group B. Results were obtained from 15 students turned out only a fraction of the number of students whose development is at a medium level most students have not developed to the expectations.

For more details about the results of the initial evaluation of the ability of the child's development can be seen in the following table:

Table 1: Preliminary Data Capability Development Group B Social Child Kindergarten Nakkia Jatiwaringin.

Aspects of Development		Social Emotional
Ability	good	1
	enough	4
	Less	10
	Total	15

Source: Data from kindergarten Daily Activity Plan Nakkia Jatiwaringin.

Based on the above table it can be seen that the ability of kindergarten children's development group B Nakkia Jatiwaringin in general the category of less. Less successful in implementing this alleged teacher learning process has yet to develop learning that is designed to increase development of the thematic. Learning through play is still much that is not yet fully understood, such as what daily activity unit that can be applied in the process of learning in kindergarten.

Based on observations during these authors, the situation can make teachers pay less attention or even forget some of the components that should remain and should be teachers during the implementation of the program of activities that have been designed. These conditions may occur because teachers are too preoccupied with the situation and the activities that have been described above or may be because the teacher did not see another important component in the implementation of program activities in the kindergarten, and yet the designer units daily activities properly, especially combined with the play.

Implementation of activities in the kindergarten program should be modified according to the learning and development of children's growth. Therefore, the implementation of activities in the kindergarten program also pay attention to the learning component. Component in question is the goal, the material / topics, methods and media as well as the assessment, which is based on the theme of the area and in the delivery of learning materials through play, not separate.

Another phenomenon with respect to early childhood learning is child should be treated like a child elementary school, where children are given homework to spend time playing them, as well as school children have been given the burden of learning and learning so

that their playing time reduced. Children do not learn through play, and does not give priority to the feeling of pleasure, thereby inhibiting the development aspects to develop optimally, such as emotional development, because the load is not given in accordance with their developmental tasks.

Finally kindergarten age children are still many who do not behave as expected such as: there are still many who do not want to do the work set by the teacher, lazy move, rarely communicating with friends or teachers, do not want to wait their turn, do not want to listen to the teacher, and still ask accompanied parents during the learning process. This should not happen, because the purpose of learning in kindergarten must develop all aspects of the development components optimally.

The purpose of the study: 1 figure of early childhood development in the aspects of social development, 2. knowing how to improve early childhood development with a thematic approach, and 3 determine the increase of early childhood development with a thematic approach.

Based on the above, the authors are interested in studying about *"the increase of early childhood's social emotional development with thematic approach"*

2. METHOD

The research method is action research. In this action research study using the model proposed by Kemmis and Taggart, 1998 the procedure consists of 4 (four) stages as follows: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting, enriched with assessment initial and final assessment, modified Jamaris (2011: 15). This study uses two cycles.

Techniques of testing the validity of the data used results of trials using validated instrument construct validity is done through expert determination or justification and assessment panel consisting of a group of people who controlled substance or content of variables that can be measured reliable. Design of study took the following steps: (1) found the problem, (2) analyze the problem found, (3) formulate problems, (4) develop alternative measures, (5) determine how data collection, and 6 complete improvement plan (Ward, 2008 : 31). In this study, researchers used a procedure Kemmis and Mc. Taggart.

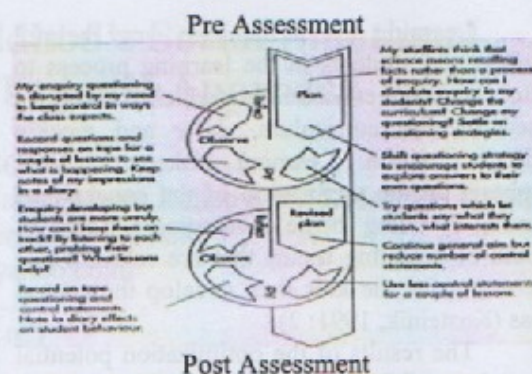


Figure 1 Model Measures Kemmis and McTaggart (as quoted by Hopkins, 2002: 46)

Data analysis procedures used in this study is the analysis of qualitative data Spradley (Spradley, 1997: 41) consists of 12 steps: determining information, interviewing informants, making field notes, ask questions descriptive, analytical results of the interview, make a domain analysis, asking questions structural, making taxonomic analysis, asking questions of contrast, making components analysis, finding a theme and wrote ethnographic reports.

This study took place in kindergarten Nakkia Jatiwaringin. The school election involving all kindergarten teachers Nakkia Jatiwaringin B which has been equipped with learning tools such as daily and weekly activity program and used media sheets duties to be done students. Daily activity unit consists of the initial activities, core activities and cover. In each of these activities was observed developmental aspects of socio-emotional development.

This study was conducted for 6 (six) months in the academic year 2011/2012 implemented in kindergarten Nakkia Jatiwaringin Pondok Gede Bekasi, with the following activities: 1 (one) month for field observations and preassessment for 2 (two) months for create a thematic lesson plans, tools and tasks for each area measuring instrument for early childhood development for 2 (two) months to make the implementation of action-based learning with thematic approaches play in kindergarten Nakkia Jatiwaringin for 1 (one) month to make research reports. Kindergarten used a study of kindergarten that adopts a learning area. The selected area adapted to the material that is taught and observed the process of development. Learning for each theme takes one week each. Total takes 16 (sixteen) of face to face meetings for these children.

This study uses action research method is qualitative and quantitative, are implemented in the form of research within the cycle until the target is reached cycles. This study was carried out which aims to encourage the desired change, improve the quality of made in it, the whole process of diagnosis, planning, implementation, monitoring, and has the effect of creating the necessary relationship between self-evaluation and professional development (Elliot, 1982: 30).

Action research is a form of research that is reflective of carrying out certain actions in order to improve or enhance classroom practice professionally. Action research to solve a problem as well as sharing in the form of research (Creswell, 2008: 205).

3. RESULTS

The results of this classroom action research obtained an average score of early childhood development kindergarten Nakkia Jatiwaringin of based on the category of children's development in this study, the average value is still at the level of one.

Table 2 Value of Social Emotional Development in Early Childhood (Preliminary Assessment) Nakkia Jatiwaringin Kindergarten Group B

No Subject	Social Emotional
1.	195
2.	191
3.	191
4.	192
5.	199
6.	207
7.	194
8.	191
9.	194
10.	199
11.	189
12.	196
13.	195
14.	244
15.	197

The above conditions indicate that the development of children's achievement values kindergarten Nakkia Jatiwaringin, group improvement still needs to be optimized in accordance with the purpose of this study is improvement of early childhood development

with a thematic approach. While approaching the research targets three levels. The following bar chart can be seen below:

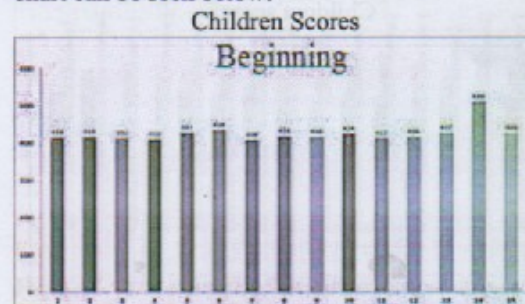


Figure 2 Measurement Results Before Child Development Cycle I

The results of the calculation of the average value of the development of kindergarten children Nakkia Jatiwaringin group B after the implementation of the first cycle is increased from the beginning of the assessment. The results of the implementation of the first cycle of action has increased, but has not reached the target that is close to a maximum of three.

Table 3: Value Enhancement Assessment Social Emotional Development in Early Childhood Thematic Approach after the first cycle Kindergarten Group B

No Subject	Social Emotions
1.	406
2.	354
3.	406
4.	392
5.	402
6.	412
7.	395
8.	410
9.	406
10.	406
11.	406
12.	378
13.	380
14.	417
15.	404

To more clearly seen with the following bar chart:

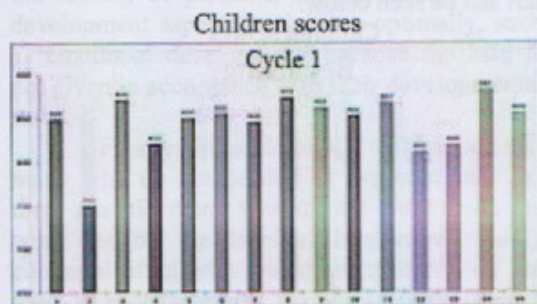


Figure 3 Increase in Early Childhood Development With Thematic Approach After the first cycle Nakkia Jatiwaringin kindergarten group B

Improved scores early childhood development before and after a given action given the action (before and after the first cycle) as follows:

Table 4 Value Assessment Results Improved Social Emotional Development in Early Childhood Thematic Approach (Before and After Cycle I)

No	Social Emotional AA	Social Emotional A1	Difference
1	195	406	211
2	191	354	163
3	191	406	215
4	192	392	200
5	199	402	203
6	207	412	205
7	194	395	201
8	191	410	219
9	194	406	212
10	199	406	207
11	189	406	217
12	196	378	182
13	195	380	185
14	244	417	173
15	197	404	207

The table above shows that an increase in the development of early childhood kindergarten Kindergarten B Nakkia Jatiwaringin after the action with a thematic approach, but research targets the development of the category scores three level has not been reached. Diagram of the trunk as follows:

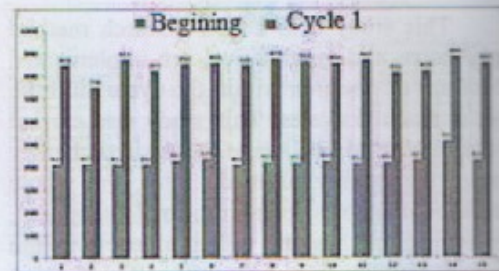


Figure 4 Diagram Trunk Social Emotional Aspects of Development (Early Improvement of held Actions Before and After Actions)

The results of the action in the second cycle (two), then showed the following results:

Table 5. Assessment Increased Value of Social Emotional Development in Early Childhood Thematic Approach (Cycle I and Cycle II) Nakkia Jatiwaringin Kindergarten Group B

No	Social Emotional AA	Social Emotional A2	Difference
1	406	499	93
2	354	522	168
3	406	512	106
4	392	522	130
5	402	516	114
6	412	518	106
7	395	522	127
8	410	512	102
9	406	504	98
10	406	511	105
11	406	520	114
12	378	512	134
13	380	474	94
14	417	518	101
15	404	504	100

Table 5 above shows that an increase in the development of Kindergarten Children Nakkia Jatiwaringin Kindergarten B after the implementation of the improvement of early childhood development with a thematic approach in Cycle I and Cycle II results of the comparison with the first cycle Assessment Cycle II can be seen as follows:

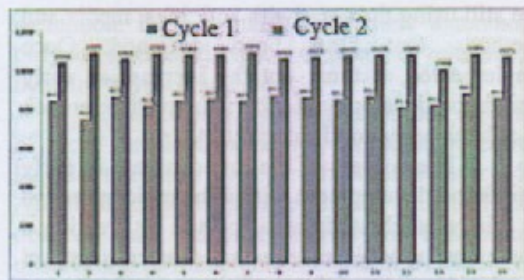


Figure 5 Graph Score Cycle Aspects of Child Development at the I and II

Data from the observation of an increase in the value of assessment result of early childhood development with a thematic approach (after cycle after cycle I and II). Nakkia Jatiwaringin Kindergarten Group B, presented in a bar chart for the emotional aspect of social development as follows:

1 Increased Social-Emotional Development

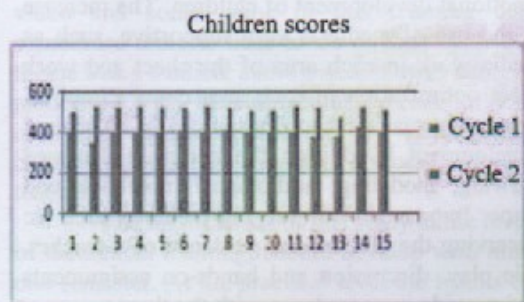


Figure 6 Diagram Trunk Social-Emotional of Development

The level of social emotional development of each child at the end of the first cycle of measurement move the lowest score and the highest score of 354 and 417 after the second cycle executed scores increased to 474 smallest and the biggest score of 522 while the difference score of 93 to 168 increase in socialemotional development, has increased, approaching a maximum score of 522 is reached (percentage score of 90.8% to 100%) means that the social-emotional aspects of development such increases were optimal.

2. The results of the initial comparison with the first cycle and second cycle

To see the results more clearly as a whole, the ratio of the overall increase (Early,

Cycle I, Cycle II), can be seen in the following figure:

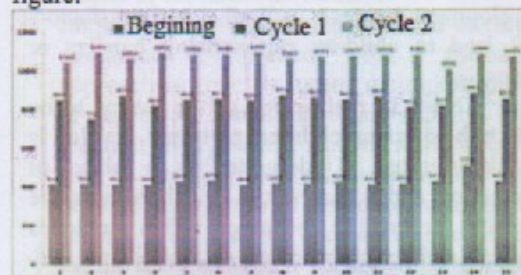


Figure 7. Score Graphs Social Emotional Aspects of Children Development in Early Cycle, Cycle I and II

4. DISCUSSION

Early childhood education is essentially aiming to improve the social aspects of the child's emotional development. Thematic learning to facilitate the improvement of the emotional aspects of the child's social development, designed to involve areas that are used in early childhood learning in kindergarten.

Based on the results of data analysis can be seen that the thematic learning improve emotional aspects of social development of young children. Early childhood education aims to help lay the foundation toward the social emotional development needed by the child to adjust to the environment, as well as for growth and development to the next stage. Children grow and develop is supported by a wide range of environments, such as the family, school and community environments. As a bridge between families and formal school, kindergarten is an important tool as a place for children to learn to develop the potential that there is in him and develop emotional aspects of social development.

According Kuppermic, kindergarten is not simply serve to lay the foundations of academic ability but also develop aspects of child psychology. Moving on from that, the curriculum or program of teaching and learning in early childhood education should guided by an understanding of how children learn about everything. The core of the program of teaching and learning in Kindergarten is to provide a meaningful learning experience. The learning process is all expected to provide or stimulate physical growth and development of the psychological aspects of children optimally aspects (Kuppermic 2011: 141).

One of the existing problems in the field is not all children can pass through the development process well, the various factors that lead to children experiencing barriers or issues.

Need to realize one of the means to be able to help young children grow and develop is in kindergarten. Kindergarten is a place of interaction and social values and behaviors are socially acceptable behavior. This includes hygiene and health behavior, discipline and self-reliance. Capabilities are also quite in it is the ability to express emotions according to social situations faced by children. This capability is expected to grow at pre-school age children or early childhood (Izzaty, 2005: 20).

To increase the potential need for education optimally in order to become independent individuals. This is in accordance with the opinion Martini Jamaris that development of human potential into actual ability can not be separated from the influence of the environment in which the human being. Therefore, to make the human being into a useful individual for himself, for the community and the development of science and technology is needed quality education (Jamaris, 2010: 10).

Optimized increase is evident in the development of this study, an increase in early childhood development with a thematic learning during two cycles shown to increase social emotional development of children. Increasing this development as has been discussed in the study of the theory that development is influenced by the school environment, family and community.

In the first cycle, improvement of early childhood development with a thematic approach, has achieved good category (B) but with such general research targets have not been achieved because there is no part of the emotional aspects of social development is not optimal increase in its development, the repair carried out on the second cycle.

In Cycle II, designed to create a plan of improvement is done by predicting that with the use of themes and sub-themes and design a new learning design is based on the difficulty in the first cycle, which is new and exciting as well as using a combination of several methods such as: observing images, guidance, role play, question and answer and direct practice and duties according to the theme, so it will be able to improve early childhood development. In this second cycle of learning strategies that are used

are still using the area, with activities, media and methods that have been designed. Once implemented, it turns out the increase in early childhood development with a thematic approach to achieve very good category (A).

The success of the improvement of early childhood development with a thematic approach in this research study is supported by creating a conducive school environment that can support the development of the condition on every aspect of the class into the class area that will provide opportunities for children to be able to improve the social emotional aspects of development. In this research area are conditioned to do tasks that will support every aspect of improvement of early childhood development and daily activity unit previously designed weekly activity unit complete, then executed.

Cycle I held eight meetings, the results obtained are: an increase in the activities carried out by an increase in early childhood development preceded by an increase, social emotional development of children. The increase in the use of media is very supportive, such as media work in each area of the sheet and work sheet optimization in each area more attractive, apparently managed to improve early childhood development. In addition, the media are also used drawing, modeling, audiovisual, notebook and game. Improved with varying methods such as: observing the picture, the guidance of a teacher, role play, discussion and hands-on assignments and provide in accordance with the theme.

Cycle II design is based on the results of the first cycle of action, in this cycle of meetings held as many as eight times, the results obtained are: an increase in the activities carried out by an increase in early childhood development preceded by an increase in the social emotional development of children. The increase in the use of media is very supportive, such as media work in each area of the sheet and work sheet optimization in each area more attractive, apparently managed to improve early childhood development. In addition, the media are also used drawing, modeling, audiovisual, notebook and game. Improved with varying methods such as: observing the picture, the guidance of a teacher, role play, discussion and hands-on assignments and provide in accordance with the theme. Based on the analysis of data looks that can improve the learning thematic aspects of early childhood development.

This study has limitations in aspects of social development emotional problems of early

childhood. In this study, researchers examined only the emotional aspects of social development by using several indicators.

Measurements involving emotional aspects of social development is not easy to implement. Regularity must truly represent what is observed. Although researchers have already provided the observer and video recordings for behavioral observation of kindergarten children, researchers still have limitations to truly meticulous and careful observation of aspects to the social emotional development of each child. For further research may need to increase number of observers and improvement of information technology (video).

The next limitation is that the study is only conducted in one school kindergarten. Subsequent limitations in terms of the length of time of research, this study is only done in a short time only 3 months. In order to more accurate results plus the time needed research. The use of visual images in the form of a short video and some game in this learning that sometimes there is little to do directly with the theme being studied, audio visual play to address associated with developmental aspects. In this case the researchers solved by getting the children to discuss and also discuss with the teachers.

The implications of this study at the level of theoretical learning, should develop with time one semester. At the practical level the results of the study have implications for: (1) unit development that takes into account the daily activities of a child's development, institution development work in each area of learning by using the theme, (2) Instructional media and area used should match the theme according to the aspect of wanting developed, (3) development of learning by communicating and cooperating in any in the area of group done and the child should be appropriate to the theme, and (4) teachers familiarize teaching and daily activities based on the design of the teaching that has been tailored to the theme.

5. CONCLUSION

Based on these results an increase in early childhood development with a thematic approach:

1. The development of early childhood kindergarten students Nakkia Jatiwaringin Group B, on every aspect of the development before the given action is in the low

category. The low can be proved by the results of the initial assessment.

2. Implementation of the improvement of early childhood development with a thematic approach is done by means of improvement of aspects of social emotional activity. The medium used is sheet student work in each area to develop emotional aspects of social development (areas of language, math area, science area, and art area and beam area), media images, animal models, audio-visual media, as well as games. Improved methods of early childhood development with a thematic approach using the method: observing images, guidance, and role playing.
3. Improvement of early childhood development with a thematic approach can improve the emotional aspects of social development of early childhood. This can be evidenced by the change in the average value of aspects of social development of children before and after learning with a thematic approach.

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