



APPLICATION AFFECTION AND SOFTNESS IN LEARNING PROCESS IN KINDERGARTEN

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Abstrak

Affection and tenderness of affection and tenderness that is indispensable to the realization that conducive learning and fun for children of kindergarten (hereafter TK), thus giving greater possibility in the development of all the potential that a kindergartner. But the reality of love and tenderness are still low by teachers in the learning process is optimal. Based on the above conclusion can be put forward suggestions to between another kindergarten teacher in order to add insight, knowledge, understanding, and skills to apply the affection and tenderness in the process of learning and training seminars. To institutions such as LPTK advised to give more supplies to teachers and prospective teachers about the techniques of interpersonal relationships special affection and tenderness over the deepening of the psychology of learning materials on kindergarten children.

INTRODUCTION

In an attempt to glorify the human through the learning process carried out in this educational staff, teachers who have a qualification aspecial professional, intellectual and moral integrity so high that teachers have sufficient capital to children through the learning.

Learning is essentially an effort to form a human disposition through means use of materials chosen for something excellence. Teachers provide learning thing that matters to children, and children took this meaning in a particular situation social. Therefore, teachers must be able to develop the learning process.

Development of the learning process in kindergarten (TK) as the learning process at other levels of education, teachers can do, among others, by applying the affection and tenderness in the learning process. Attitude of the above application may only be realized when teachers appreciate the potential as a live answering, namely develop optimum potential of children with developmental tasks in accordance with the characteristics of children in kindergarten and in accordance with humanity.

Kindergarten age is the age of 4-6 years of age that contains a golden age for the physical and mental development of children. At this time a very sensitive child receives all the influence exerted by the environment. Children at an early age may be analogous to not care whether the water is dirty or clean. Therefore, the TK was an influential time for children's development in the future. Success through the international children in this period became the foundation for the child's future success.

Child's development efforts, especially the kindergarten children by parents, teachers and related parties will be more successful if accompanied by the outward appearance of an insight into the development and the development of the child through education.

Education, especially through the learning process are essentially efforts to

provide assistance and services for students. In order for these services change the behavior of children towards optimal personal growth, then that service should be tailored to the nature and the nature and characteristics of learners, in this case the child in kindergarten. Relationships of teachers and learners in the learning process that is expected is that in which human elements involved and tenderness affection.

Relations educators do not occur randomly, but to grow and develop through unrevealed affection and tenderness which is one element in it high touch relationship between educator and child.

In many cases it can be seen that the relationship between the two sides would lead to a situation which is contrary to the objective meaning educators themselves, as occurs rudeness, hatred and anger of teachers in the process learning. It is very possible due to lack of understanding of the Characteristics of kindergarten teachers are understanding and knowledge of educators about the application of fiber affection and tenderness is still low, which in turn lead to the fate of one child and less or even not appreciate the human values that have children, therefore, understanding educators about the love and tenderness as well as its application in the process of learning in kindergarten is necessary.

RESULT AND DISCUSSION

Application of affection and tenderness in the learning process

Educators are expected to be able to color the lesson with a sense of affection and tenderness which is the remedy the atmosphere in the relationship between educators and kindergarten children. Affection and tenderness in Prayitno (2002) as contained in the Working Group, the development of science teachers (2005) is an attitude, treatment and communication educators to students based on socio emotional relationships are close and familiar open, sensitive, constructive and permissive

nature of development. Basis and this relationship is love and caring to focus all geared to the interests and happiness of the students in accordance with the principles of humanistic.

The characteristics of the humanistic education according to Paterson (Pyayitno, 2008), among others: (1) to talk with honest and candid, do not hide your feelings and not blaming others and take responsibility for feeling it, (2) to share opinions openly, and (3) does not make students fear but respect.

Love according Prayitno (2008) is the radiance of love of one person to another, or to any subject that you want the person who wants to love his beloved subjects are in a happy condition. While tenderness is a remedy for the operationalization of the flavor and attitude of love is an affectionate irony is realized through arrogance, denial, denial, resistance, anger and such antagonistic.

Prayitno (2005) also suggested that with affection and tenderness close relationship between educators and learners will happen and productive. Affection and tenderness which is owned by the educator will promote the establishment of communication attitude and treatment of children based on socio-emotional relationships with a basic love relationship caring.

Teachers can realize the love and tenderness through various forms. With regard to the form and the affection and tenderness. Hasan (2005) states that the affection and tenderness can be realized through sincerity, appreciation and understanding of sara empathetic toward learners as a person. Hali's, all can not be achieved through violence, anger, arrogance, hypocrisy, or in activities directly or indirectly, covertly come true, to the detriment or difficult learners in the learning process.

Kindergarten teachers are very noble task, namely to stimulate and develop the potential emergence of intelligence. Therefore, a kindergarten educators need to understand the characteristics of learners, Herawati (2005) describes as follows: (1)

children are not miniature adults, (2) the child is still growing up stage, (3) every child is unique, (4) the world is the world's children play, (5) children do not know the correct one, (6) any valuable work of students, (7) give every child needs a sense of affection, (8) security, (9) every child is a researcher and inventor.

Interaction in the learning process is something that interpersonal relationships to develop into a pattern of cooperation is both necessary requirements as follows: (1) the attitude of trust, (2) sportsmanship and (3) being open in communication (Sulo et al, 2005). with the attitude of trust, sportsmanship and will open relationship or interaction leads to learning that fosters mutual respect, respect that will ultimately lead to the emergence of affection or educators and children in learning. Uhbiyati (2001) suggested that the attitude of love and tenderness is admirable, and as his opponent is the attitude of hatred and anger, stubborn and mean stone. The stubborn attitude of hatred is as dank Natijah (fruit) of anger, while the affection and tenderness is the result of embedded noble character. This attitude needs to be applied by educators in providing education and learning in kindergarten children because as a model of the implant daily habituation days. In connection with the foregoing Made (2000) reveals that education should be able to build a conscience, where educators must contain affectionate tenderness and self-control, if the students with love and tenderness he would love others also.

Application of affection and tenderness in the learning process is currently in kindergarten

Based on the above description of the affection and tenderness noted that the application of love and tenderness in the process of learning in kindergarten is needed in the development potential of children through a fun learning process based on the principle of playing while learning and learn to play.

However, the reality on the ground is still evolving phenomenon implement instructional practices that are less affectionate and tenderness. This condition is indicated by, among others, there are still attitudes that tend to show educators comunication poor, angry and injustice against children in kindergarten.

Conditions of application of the affection and tenderness which was lacking at the top, of course, result in a less conducive learning and fun for children. This is of course very evolve the optimum condition is caused less by LPTK correlation Education or related institutions that have not fully paying attention to education, especially kindergarten education has to provide knowledge about interpersonal relationships in the learning process well in kindergarten.

Based on the above explanation about love and tenderness above can be stated that the application of love and tenderness in the process of learning in kindergarten is needed in the development potential of children through a fun learning process based on the principle of playing while learning and learn while playing.

So however, the reality was still a lot of growing phenomenon implement instructional practices that are less affectionate and tenderness. These conditions, among others, indicated by the attitudes are still many educators who are likely to show anger, injustice, denial, and sometimes there bakhkan educators who are less happy to kindergarten children.

Conditions of application of the affection and tenderness which was lacking at the top, of course, lead to less learning and please conducive for kindergarten children. This of course is very detrimental to children in kindergarten, because of its potential can not be unfurled by as optimal possible. Conditions with the role LPTK and institutions that have not fully paying attention to prospective teachers, especially kindergarten teachers with supply knowledge

of interpersonal relations in the learning process as well.

CONCLUSION

From the above description may concluded that affection and tenderness of affection and tenderness that is indispensable to the realization that conducive learning and fun for children in kindergarten, so as to give greater enable in the development of all the potential of the child. But the reality of love and tenderness has not been implemented by teachers in the learning process is optimal.

Based on the above conclusion can be put forward suggestions to between another kindergarten teacher in order to add insight, knowledge, understanding, and skills to apply the affection and tenderness in the process of learning and training seminars.

To institutions such as LPTK advised to give more supplies to teachers and prospective teachers about the techniques of interpersonal relationships of affection and tenderness special deepening of the material through the international psychology of learning about a kindergartner.

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