



GROWING ROLE OF TEACHERS IN INDEPENDENCE CHILDREN AGE 2-4 YEARS

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Abstrak

Children need adults to help assess the limits of shame and doubt so that they become independent. If the definition of independence for adolescents and adults is the ability to take responsibility for what is done without burdening others, while for early childhood are the capabilities that are tailored to the task of development. The role of early childhood teachers, among others;(1)Planners, It is very important early childhood teacher to make curriculum plan must take steps independence of children aged 2-4 years. (2) Facilitators, As a facilitator, the teacher becomes the implementing learning by carrying out planned activities (3) Models In instill self-reliance in children, early childhood teachers must be able to serve as a model for children. Teacher who exemplifies the independence of the together with other children (4) Observers. Observation is carried out data collection tool to record / records in a systematic behavioral symptoms that appear.

INTRODUCTION

Independence is one that must be owned life skills of adults and is one of their developmental tasks. However independence will not appear on its own without the guidance and good conditioning from childhood. Fostering independence in early childhood is important for adults who are close to the child. Children need adults to help assess the limits of shame and doubt so that they become independent. Foster self-reliance is the responsibility of parents / families, teachers / school and community.

According Simajuntak (2012) independence early childhood in contrast to the independence teenagers or adults. If the definition of independence for adolescents and adults is the ability to take responsibility for what is done without burdening others, while for early childhood are the capabilities that are tailored to the task of development. According to Erikson, independence /autonomy is also one of the important developmental tasks for young children because it is the foundation for the tread subsequent developmental tasks.

The developmental tasks for young children are learning to walk, learn to eat, practice speaking, coordination of body, feeling contact with the environment, understanding the formation and moral learning. If an early childhood development has been able to do the job, meaning he had qualified independence. To be personally independent, it takes a process or a business that started from doing simple tasks to finally be able to master the skills of the more complex or more challenging, requiring the mastery of motor and mental level is higher.

RESULT AND DISCUSSION

Characteristics of Children Age 2-4 years

The toddler period saw a shift from the reliance by the parents become more independent (self-reliance). Sroufe and his colleagues conclude that there are four main characteristics of the toddler (1 to 3 years), namely: (1) to independence (moving toward independence), (2) which includes the social

growth of the objects that share the discovery with peers, ability for expression, and begin there the interaction with fellow toddler demonstrated by the preferred type of play is parallel play, (3) awareness of self and others (awareness of self and others): (1) emotional changes include feelings of sensitif on rules, showing feelings of uncertainty and discomfort That the violation (deviation anxiety), began a self-conscious experience of emotion and shame.

Autonomy versus shame and doubt is Erikson's psychological stages. This stage occurs in late infancy (late infancy) and the time to learn to walk (toddler). Once trust the nanny, the baby began to discover that his actions are his own actions. They assert their independence and realize his own. If the baby is restricted too much or punished too hard, they will develop a sense of shame and doubt. Similarly, Einon reveals the main characteristics of the child is 2 to 3 years of independence. Environment that is needed is an environment that supports their autonomy. Toddler-age children (1sampai 3 years) at the stage of rapid growth. They are in a very high motivation and curiosity are remarkable. They need toys that are safe and can be held to support their fine motor development.

According to Rahayu and Maskouri (2011), aged 2-4 years was a fun time for children's development. He began self-sufficient and able to perform almost all activities that can be adults. His desire to try many things had become very attractive as a means of stimulation. Accompany the child in performing all its activities is still needed. Adults are expected to be pleasant and relaxed so that the children felt comfortable and willing to try new things that have not mastered.

According Tombolun (2012), all the muscles of the hand and wrist of children who entered the age of 2 years will also move. In addition to improving their fine motor skills, it also supports physical and mental growth of children. For example, when going to arrange blocks into a building, then the child will be trained to think creatively in determining the shape of the building to be developed, is also associated with children's cognitive.

General characteristics of children aged 3-4 years according to the Children's Resources International (CRI), (2000) is: vibrant, charming, and also rough. They are trying to understand their world. They continue to have difficulty distinguishing between fantasy and reality. They begin to understand that their actions have an impact and they begin to learn membuat boundaries. That's why they can work together someday, but then turned into a regulator and penuntut. Anak age of three to four years developing a language quickly. They often talk to themselves when they want to solve problems in a single activity. They have great power, but a short concentration span, and often move from one activity to another activity. The game is social as well as they are usually parallel Measure of independence of children aged 2-3 years according to Yaswinda (2010) are:

1. Being able to scoop out their own food
2. Being able to pour their own drinks into the container
3. Begin to put on and take off my shoes
4. Begin to rub the butter into the bread
5. Being able to put on and remove socks
6. Able to open and close the purse or wallet resliting
7. Able mienyisir own hair

According to Grolnick and Ryan in Salahuddin (2012) stages of self-reliance of children aged 2-4 years are:

1. Not dry during the day and could use the toilet themselves without having to be reminded
2. Eat more presentable
3. Can make their own toys
4. Wear and undress themselves with little assistance (clothing buckles, laces)
5. Can clean themselves and brush their teeth
6. Use language to express needs and wants
7. Under adult supervision, can follow the activities from start to finish.

According to CRI (2000) children 2 years of independent skills are:

1. Removing clothing use bonds, easily removable
2. Anticipate and expressed the desire to go to the bathroom consistently
3. Hand washing, may still need help to efficiently use soap
4. Uses spoon, spilling little food
5. A drinking glass size for children 2 years

According to CRI (2000) independent skills of children 2 years and 6 months were:

1. Wearing long-sleeved shirt with a little help
2. Drying hands with the help of others
3. To a small room with the help, can control the daytime

According to CRI (2000) skills of independent child 3 years are:

1. Using napkins, cleaning food spills
2. Pouring water well
3. Feed themselves
4. Take your own drink from the source
5. Wear collared
6. Open and put a big button
7. Wear your own shoes
8. Trying to clean themselves during bowel movements
9. Wash hands without help alin
10. Opening and closing the valve itself
11. Understanding the faucet hot and cold faucets

The Importance of Independence Growing

According to the dictionary Indonesia, independence is defined as a thing or situation can stand alone without relying on others. (Ministry of National Education, 2000). Independence of adults is different from the independence of children aged 2-4 years, because the independence of children aged 2-4 years diperiotaskan the skills to help a child or help him sendira such as eating, dressing and washing himself. Independence of early childhood is very important because it can be an important basis for continued job growth pengotimalan child at a later stage.

Independence of children aged 2-4 years will support their readiness for the next stage of education is kindergarten.

As previously disclosed Einon main characteristics of the child is 2 to 3 years of independence. Environment that is needed is an environment that supports their autonomy, because when they use the tool without the help of the game will make them happy. If the child has been able to perform tasks independent living skills tasks such as getting used to feed themselves and brush their teeth and do not dry during the day and could use the toilet without being reminded, of course, this makes the child confident. Then the task should independence growing since the age of 2-4 years old children. Failure of development of the child's independence in performing tasks in accordance with the stages will result in disruption of kemandirian in the developmental tasks at a more advanced age.

According to Martini, a lot of benefits if the lessons on the independence given to early childhood. Not just theory, but rather invites the child to practice with simple concepts without having to wait for graduating high school or university graduation. Of course the result will be more effective and maximum if it is taught at an early age. According Wongso (2012), when removing them to the association, the kids will get to choose your own and solve the problem. Which is good for him will they take, digest, and then develop his own, and he applied as the material development of his life. Which ones should not be denied they took. Because it builds the child's independence to be something important.

The role of early childhood teacher in Independence Growing.

Teaching in a classroom of children aged 2-4 years need extra energy for demanding, the teacher be aware of the discovery of the child in learning. To be personally independent, a child also needs to have the opportunity to practice consistently doing things yourself or get used to their own duties in accordance with the stages of his age. For early childhood teachers was very

important role in the cultivation of this independence. The role of early childhood teachers, among others;

1. Planners

Plan activities that can foster independence children. It is very important early childhood teacher to make curriculum plan must take steps independence of children aged 2-4 years. The curriculum is structured with more emphasis on activities that support the independence of the child. The earlier the age of the child to practice independently in performing the tasks of development, expected values and skills of self- will more easily controlled and can be inculcated in children. Early childhood teachers should plan activities that support the independence of children at school and at home by making the programs / activities that involve parents. Often times it happens, the kids look independently at school, but at home he does not show the slightest independence because of parenting their parents at home. With a program that is designed such, parents are also involved observation sheet by filling in the child's independence at home, then, the child will try to consistently perform skills that support independence. Other activities to do at school for example by involving children and parents in the event cook and eat together (children and parents) in school.

In addition to the curriculum, early childhood teachers should also plan for the school uniforms play design that fosters the independence of children with school clothes and a simple model can be used solely by children usia 2-4 years. Pants or skirt elastic waist; dress with openings in the front - with the buttons stick, rope, big hooks, big-headed ritsliting; lid velcro shoes, short socks.

2. Facilitators

As a facilitator, the teacher becomes the implementing learning by carrying out planned activities. Activities designed requires determination and patience of teachers to guide, teach and talk with children about the importance independence. Like, if the teacher has planned the curriculum so that children can feed themselves in the playground then ask the child to first tell the children that eating

alone is more enjoyable and discuss the child's opinion about it would be more effective than the rule, especially when the command is not based on the grounds clear. Eventually the child will depend on Teacher command or prohibition. Early childhood teachers are expected to always say and show love, compassion and support to children aged 2-4 years who are in group play consistently so as to enhance the child's confidence in carrying out their independence. The things that teachers can do as a facilitator of planting children aged 2-4 years of independence, among others by providing a game that can strengthen the muscles of the hand, the activities carried out are playing with dolls. Dolls and doll clothes, puzzles, stacking blocks, blocks, hooks, small cars, cooking equipment, food, doctor supplies, small musical instruments - are examples of toys that give kids a chance to train fine motor skills. Teachers can also supply such toys, water, dough toys, real dough, seeds, clay, cloth-Kainan, and other materials that can manipulate by hand - dijumput, held, poured, diserok, squeezed, pinched, folded, engraved or written to use the fingertips - very good to train the child's fine motor skills.

Menyedikan tableware children so that children can feed themselves should be a concern early childhood teachers. Tableware can carry a child from home or from school provided snacks and drinks Try to arrange in such a way that children are interested and able to pick it up yourself. Cookies, for example, presented in an easy to handle size, put in place an affordable, unbreakable containers. Provide water in a dispenser-without-heating or a small pot unbreakable in an easily visible and accessible. Facilities in schools should also be provided with respect to age and height of children. all children's favorite toys and objects stored in an affordable and easily opened and closed. Short drawers or shelves and boxes of light container lid is a toy that allows children to take and re- arrange his toys without asking for teacher assistance is provided in peril wailing child's play.

3. Models

In instill self-reliance in children, early childhood teachers must be able to serve as a model for children. Teacher who exemplifies the independence of the together with other children. Teachers not only as a guide, but is expected to be a model of the planned activities. For example, in the activities of eating together, teachers can also share tasks with colleagues. Some teachers ate together guiding the children and some children eat. Often the authors look at the play, the teachers just observe and guide children to eat their lunch together, there is no teacher who had eaten so that children do not get a good model of how these self-feeding activity

In instill self-reliance in children, avoid orders and ultimatums because it can make children feel they are always under the supervision of teachers and not have personal authority. Thus he will be more confident in themselves, and do not hesitate to try new things early childhood teacher should also be positive in children, such as praising, encouraging or giving a warm hug as a form of support for independent businesses who do children. The award to the efforts of children to be independent individual, regardless of whether at that time he was successful or not. With a growing sense of worth, the child will have the confidence that is needed in the subsequent growth process. No matter how dirty a child when she tried to feed themselves, the teacher should be patient to not react negatively to the child, such as criticizing or belittling the child.

Opportunities for independent study can be given or the environment by giving teachers the freedom and confidence in children to perform development tasks. However, the teacher's role in supervising, guiding, directing and exemplary role models remain indispensable, so that children remain in conditions or circumstances which do not endanger safety. For children with an early age, exercise this independence can be achieved by involving children in practical activities of daily at home, such as training the children to take their own drinking water, to train the child to clean his own room, to train children to urinate yourself, to train children

buy their own food, to train children to go up and down stairs alone,

According Simanjuntak (2009) in addition to being positive and always in favor of children, the practice of self-sufficiency also needs to be taught to children through life skills materials with simple concepts. As an example: the child is taught to understand that all his belongings (shoes, toys, dolls, storybooks, etc.) is obtained because the parents work for Yamada income to be able to buy all he needs. Therefore, the need for a firm stand against child that is not all that she wants to be met at that time. It should be no time to wait or to teach the child to save first before buying anything. With such a concept, embedded in the child will appreciate the value of hard work for parents as well as learning to be personally independent. Academic material that can be said to be one of the many subjects that should be studied children. The main one is the child's skills to become an independent. Do not rush and too little force, because of toilet training is a process that requires time that is not the same on each child. Instead, teachers would have to pay attention to the readiness of the child. Because after all, the readiness of the child's toilet training the key to success.

4. Observers

During the activity, the teacher acts as an observer. By observing these activities can be seen the development of children. Observation is carried out data collection tool to record / records in a systematic behavioral symptoms that appear. Basically observations can be made every time. However, to obtain a precise result (objective) observations need to be well planned, by determining the focus of observation.. Observations can be done using the observation sheet that has been equipped with indicators of child's independence and can also take the form of field notes. But to ease the task of early childhood teacher in observing children, whether children have showed independence or not, the observations using

the observation sheet that comes with a better indicator of the child's independence to be the choice of teachers. By using daily observation sheet that lists the indicators of independence, the evaluation will be more easily implemented. Teachers will be easier to analyze where the child reaches independence, which have not been able to provide stimulation and then kemavli for children who have not achieved self-sufficiency indicators are implanted that day.

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