



MANAGEMENT OF PRESCHOOL LEARNING IN DEVELOPMENT SPEAKING SKILLS AUD IN RA JEMBER DISTRICT

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Abstract

Early Childhood Education is the most influential education because this period is a determining period for the future, which is largely determined by the stimulus response received by early childhood. This period is the right time to provide encouragement as an effort to develop various aspects of children's development optimally. One aspect of development that is very important for children is language. Because through language children can express their hopes, thoughts and desires and are able to socialize with their environment. Language learning includes learning to speak, listen, write and read. This research discusses the management of early childhood language learning in RA Jember Regency, namely RA Al-Barokah An-Nur Ajung Jember. Learning management in this research includes planning learning innovations, implementing and evaluating learning innovations. Because basically management itself is carrying out management functions to manage existing resources in the hope of achieving goals effectively and efficiently. This research uses a qualitative approach with a case study type of research. The data collection techniques are interviews, observation and documentation. The data analysis used was Miles and Huberman data analysis. The results of this research are language learning innovation planning at RA Al-Barokah An-Nur Ajung Jember, which consists of planning learning tools, planning teacher quality, and planning language aspects (speaking skills). The implementation of learning innovation at RA Al-Barokah An-Nur Ajung Jember consists of four stages, namely opening, core, recalling, closing. Implementation of learning innovations in early childhood language development using methods interactive storytelling. Meanwhile, the evaluation of learning innovations used is formative evaluation and summative evaluation.

Keywords: *Learning Management, Speaking Skill, AUD*

INTRODUCTION

Regulation of the Minister of Education and Culture Number 146 of 2014 Article 5 explains several developments that must be developed optimally in early childhood, written in the structure of the PAUD curriculum which contains development programs, namely including religious and moral values, motor physical, cognitive, language, social emotional and artistic.¹ One aspect of development that is very important for children is language. Through language, children can convey desires, thoughts, hopes and requests and can interact with others in the child's environment. When children learn language, they will have good language skills, so they can easily communicate with their environment.² Data shows that in Indonesia the prevalence of speech delays in preschool children is between 5%-10%. Speech delays that occur in children are increasing. Several reports also state that the incidence rate of speech and language disorders ranges from 2.3% -24%.³ In fact, stimulating children's language skills is important because by speaking children will be able to express their wishes and communicate with other people around them. Language is the main form of expressing thoughts and knowledge. Children who are growing and developing communicate needs, thoughts and feelings through language with spoken words.⁴

Early Childhood Education is the most fundamental education because a child's future development will be largely determined by various meaningful stimulations provided from an early age. The beginning of a child's life is the most appropriate time to provide encouragement or development efforts so that children can develop optimally.⁵ Talking about Early Childhood Education must

¹ Peraturan Menteri Pendidikan dan Kebudayaan Nomor 146 tahun 2014 tentang kurikulum 2013 Pendidikan Anak Usia Dini

² Suhartono, *Pengembangan Keterampilan Bahasa Anak Usia Dini*, (Jakarta: Departemen Pendidikan Nasional 2005), h. 20

³ Safitri, Y. "Faktor-Faktor yang Berhubungan dengan Perkembangan Bahasa Balita di UPTD Kesehatan Baserah Tahun 2016". *Jurnal Obsesi*, 1(2) 2-3.

⁴ Rita Kurnia, *Metodologi Pengembangan Bahasa Anak Usia Dini*, (Jakarta:cindekia insani,2009), h. 138

⁵ Lampiran 1 Permendikbud No. 146 tentang Kurikulum PAUD

really be a concern because this is a golden period (golden age) which only comes once in a lifetime and will not happen again. At this time, early childhood is in a sensitive period (sensitive periods) children in particular easily accept various stimuli from their environment.⁶ Therefore, in the process of PAUD learning activities, innovation management is needed which leads to the effectiveness of learning.

Management is basically carrying out management functions to manage resources, both human resources and other resources to achieve goals effectively and efficiently. If the management function is planning, organizing, actuating, controlling, and managed resources are man, money, materials, methods, machines, markets, minute (7M), then management can be interpreted as a management process (planning, organizing, actuating, controlling) resources (7M) to achieve goals effectively and efficiently.⁷

Learning management carried out at RA Al-Barokah An-Nur Ajung Jember includes planning, implementation and evaluation of learning. Where the learning innovation in developing language aspects at RA Al-Barokah An-Nur Ajung Jember is by applying the story method (interactive storytelling) using recycled media.

RESEARCH METHODS

The approach used in this research is qualitative research and the type of research is case study. This research was conducted at Raudhatul Athfal Al-Barokah AnNur Ajung Jember. The data collection techniques used are observation, interviews, documentation. Meanwhile, determining informants in this research uses techniques purposivenamely where to select informants who can answer the research questions and using the snowball technique (snowball). This research uses data analysis using the Milles and Hubberman interaction model, namely the activity process in data analysis consisting of three activity

⁶ Wiyani, *Mengelola & mengembangkan Kecerdasan sosial&emosional Anak Usia Dini* (Bandung: Ar-Ruzz Media, 2014), h. 7

⁷ Sugiyono, *Metode Penelitian Manajemen*, (Bandung: CV Alfabeta, 2014), h. 15.

flows, namely data condensation, data presentation and conclusions. The validity of the data in this research is using technical triangulation and source triangulation.

RESULTS AND DISCUSSION

1. PAUD Learning Planning in Developing AUD Speaking Skills

In order for learning to be carried out well, of course it requires several components. Components can be said to be elements that must be present. According to Sugihartono in his book, several learning components are mentioned, namely: objectives, learning materials, learning subjects, learning strategies, learning media, evaluation.⁸ Learning activities must be managed in such a way as to create an effective, interesting and enjoyable learning atmosphere so that learning objectives can be achieved.

Management which comes from Latin *manus* and *agere*. Manus means hand and agree means to do. So if combined it becomes manager which means to handle. And manager translated into English as to manage. Which was then absorbed into Indonesian to become the word management or management (*pengelolaan*). From this it is known that the meaning of management is the art of doing work through people.⁹ This understanding is in accordance with the definition popularized by Mary Parker Follett. Follett defines management as the art of getting things done through people.¹⁰

Meanwhile, a definition that is considered better is given by George R. Terry, quoted by Malayu Hasibuan, that management is a process consisting of planning, organizing, mobilizing and controlling actions, which are carried out to determine and achieve predetermined targets through the use of human

⁸ Sugihartono. Psikologi Pendidikan. (Yogyakarta: UNY Press, 2007), h. 28

⁹ Husaini Usman, *Manajemen: Teori, Praktik Dan Riset Pendidikan*, (Jakarta: Bumi Aksara, 2006), h. 3.

¹⁰ Havinal Veerabhadrapa, *Management and Entrepreneurship* (New Delhi: New Age International, 2008), h. 1.

resources. and other resources.¹¹ So it can be concluded that management is a process of planning, organizing, mobilizing and controlling existing resources to achieve planned goals.

Planning in language learning must be done carefully in order to get maximum results. Planning that must be prepared carefully includes determining themes, displays, learning scenarios and class settings. Language learning planning starts from holding deliberations with the teacher council which are held twice a year, in each semester also holding teacher supervision regarding learning, compiling learning tools such as the Syllabus, Annual Program (PROTA), Semester Program (PROMES). Weekly learning implementation plan (RPPM) and Plan implementation of daily learning (RPPH). And planning the media used, one of the media used at RA Al-Barokah An-Nur Ajung Jember is recycled used cloth media.

Activities in learning management include carrying out management functions, namely learning planning, learning implementation and learning evaluation. Learning planning is important to start learning activities and influence the process of educational success. All learning activities begin with planning, where a teacher asks, what do you want students to know, understand, appreciate, and be willing and able to do from the lesson material you convey. An important aspect that must be considered in learning activities is the learning planning component.¹² The components of learning planning are a) What will be taught, this question concerns the various competencies that will be achieved, the indicators, and the teaching materials that will be delivered b) How to teach it, this question concerns the various strategies that will be developed in the learning process, including the development of activities operational for students in completing their assignments c) How to evaluate learning outcomes, this question must be answered by designing a

¹¹ Malayu S.P Hasibuan, *Manajemen Dasar, Pengertian, Dan Masalah*, (Jakarta: Haji Mas Agung, 1990), h. 3

¹² Tri Ujiati, dan Syaifurahman, *Manajemen Dalam Pembelajaran*, (Jakarta: Indeks, 2013), h. 66

type of evaluation to measure students' absorption of the material studied. Parts that are no less important in learning planning are the syllabus and Learning Implementation Plan (RPP).¹³

In implementing language learning, the planning must be prepared in detail by the teacher. Careful planning will make story activities more optimal and have a very good impact on the social emotional development of young children. Language learning planning includes determining themes, displays, determining learning scenarios, and class settings. Any learning such as storytelling activities as an effort to improve children's language will have maximum results if the planning is good. Because storytelling activities require teacher expertise in conveying The contents of the story are complete with moral messages for children's attitudes. For this reason, the plot of the story must be adapted to the learning theme so that the story told is easy for children to remember.

Language Learning Planning at RA Al-Barokah An-Nur Ajung Jember consists of a) Learning Tool Planning (RPP) including themes, demonstrations, determining learning scenarios and class settings. Those recorded are PROTA, PROMES, RPPM and RPPH; 2) Teacher Quality Planning when using the storytelling method, includes planning in determining the story theme, story line, moral message of the story and planning in preparing the demonstration; 3) Planning

2. Implementation of PAUD Learning in Developing AUD Speaking Skills

The entire series of management processes, implementation (actuating) is the most important management function. Functionactuatingmore emphasis on activities that relate directly to people in the organization.Actuatingis the implementation of what is planned in the functionplanningby taking advantage

¹³ Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Bandung: Remaja Rosdakarya Offset, 2009), h. 97

of the preparations already made.¹⁴ Mulyasa said that implementation consisted of three activities, initial, core and final.¹⁵

One of the methods used to develop children's language skills at RA Al-Barokah An-Nur Ajung Jember is the storytelling method using recycled used cloth materials. In developmentSpeaking Skills The child tells the story, the teacher tells the story without media. It turns out that when this activity takes place most of the children are busy chatting with other friends. And when children are asked to retell the contents of the story, most of the children are not able to explain the story and there are even some children who do not want to come forward to tell the story. After that, the teacher tries to tell the story using the right media so that the children are more interested and understand the content of the story. where stories can be designed in such a way that they are interesting and enjoyable for children. The activity of telling a story can be done through games, such as when children are asked to take turns coming forward in front of the class, repeating a little of the story that I have told. By telling stories, children will also have more vocabulary words and can compose good sentences and words to convey wishes.

The implementation stages in language learning at RA Al-Barokah An-Nur Ajung Jember as a whole are four stages, including; opening, main, recalling, and closing. First stage, in the implementation of learning is an opening. Before the opening begins, the teacher arranges the children's seats and ensures that the children's line of sight can be directed at the teacher. When the children have taken their respective seats, the teacher starts by reading a prayer before starting the activity and getting used to the opening, for example reading short letters, Asmaul Husna, singing songs and so on. And before learning takes place, sometimes there is usually a habit of praying Dhuha. After that, the teacher introduces the characters in the story. Next, the

¹⁴ Wibowo, *Manajemen Perubahan* (Jakarta: RajaGrafinso Persada, 2006), h. 13

¹⁵ Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2006), h.

teacher reads a narrative story to stimulate children's focus in listening to the story. Reading narrative stories must be done with an interesting intonation so that children are curious about the contents of the story. In this opening the teacher can insert prayers and things related to the learning theme.

Second stage, in the implementation of this storytelling method is the core. In this activity the teacher can tell the story line using intonation and mime or expressions that suit the characters. When the child's focus begins to break, the teacher can stimulate him with singing or clapping that is appropriate to the story. Once the child is able to concentrate again, the teacher can return to the main story. When telling a story, the teacher can also invite children to interact by acting out the movements of the story characters (for example, the movement of birds flying, farmers hoeing, plants blowing in the wind, etc.). This technique is called Interactive Storytelling.

Third stage is Recalling or repetition. Recalling, This aims to find out whether the child really understands the content of the story. This Recalling stage can be filled with questions related to the story. These questions can include the title of the story, the names of the characters in the story, the characteristics of the characters in the story and so on. Fourth stage, In implementing this storytelling method, it is the ending. In this stage the teacher can conclude the content of the story as well as convey the moral messages in the story. This can be done by: provide an overview/direction about permitted and unacceptable behavior.

3. Evaluation of PAUD Learning in Developing AUD Speaking Skills

After planning and implementation are carried out, the next step is evaluation. Evaluation is an action or a process to determine the value of

something.¹⁶ Learning evaluation is carried out to find out how high the level of success of a learning activity that has been implemented is.

One way to find out the effectiveness of learning outcomes is by conducting an evaluation. Evaluation is a form of activity that aims to identify weaknesses and strengths in a problem as a form of teacher responsibility in implementing learning. Assessment of child development at RA Al-Barokah An-Nur Ajung Jember uses formative evaluation and summative evaluation. Evaluation of language learning uses formative and summative evaluation using numbers, for example number 1 is students who are still not developing (BB), number 2 is students who are starting to develop (MB), number 3 is students who are developing very well (BSB) and number 4 is students who are developing very well (BSB) and number 4 is students who develop according to expectations (BSH). Evaluation of learning activities is very necessary to determine the extent of success in the learning process carried out.

In studying linguistics, we know what is called language skills. This language skill contains four aspects or components. These four aspects or components constitute a language skill. The four language skills are listening skills (with elements of distinguishing sounds and understanding words or sentences), speaking (with elements of vocabulary development, expression, articulation and clarity), reading (using phonics, meaningful words and combinations of phonics and meaningful words), and writing (penmanship and expression). These four skills are actually a unit that supports each other and complete. Each skill relates to the thought processes underlying language.

Evaluation is also carried out using anecdotal notes. Anecdotal notes are used by the teacher RA Al-Barokah An-Nur Ajung Jember to narrate and explain children's behavior that is occurring at school so these notes are important for teachers regarding children's growth and development.

¹⁶ Oemar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: PT.Bumi Aksara, 2008) h.156

CONCLUSION

1. PAUD Learning Planning in Developing AUD Speaking Skills, which includes equipment planning, namely PROTA, PROMES, RPPM, and RPPH. Planning teacher quality when implementing the learning process, teachers must master the learning material and be able to internalize moral values in students.
2. Implementation of PAUD in the Development of AUD Speaking Skills, namely
 - a. During the learning process, the media used is recycled used cloth. For the development of speaking skills at RA Al-Barokah An-Nur Ajung Jember;
 - b. The method used is Interactive Storytelling;
 - c. Metode yang digunakan adalah *Interactive Storytelling*;
 - d. There are four stages in the implementation of PAUD learning in developing Speaking Skills at RA Al-Barokah An-Nur Ajung Jember, namely; opening, main, recalling, and closing.
3. Evaluation of PAUD Learning in the Development of AUD Speaking Skills, namely evaluation using formative and summative evaluation. And evaluations are carried out after learning with numerical criteria, for example number 1 is students who are still not developing (BB), number 2 is students who are starting to develop (MB), number 3 is students who are developing very well (BSB) and number 4 is students who are developing. As Expected (BSH) and assessment using anecdotal notes.

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