
Education for Early Childhood is Post-disaster

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Abstract. This paper aims to analyze how to deal with Education for Early Childhood after disaster. Writing this article uses field research methods next to the library by taking a sample comparison in locations that have been affected by the disaster in South Sulawesi. The Act 20, 2003 on The National Education System of Indonesia set in Chapter I, Section 1, Paragraph 14 that The ECE is a development efforts aimed at children from birth to age six, through the provision of educational stimulus to help the growth and development of children physically and mentally so that Childhood have the readiness to enter the further education. Basic of Study on the Act No. 20 of 2003 on National Education System Chapter VI Seventh Section Article 28 paragraph (2) early childhood education is conducted through educational institution both formal and non formal institutions and informal institutions. The Act 23, 2002 on The concerning Protection of Children Chapter III Section 9 paragraph 1 which stipulates that: Every child has the right to obtain education and teaching in the framework of his personal development and the level of his intelligence in accordance with his interests and talents. The results of the study indicate that the impact of disasters on early childhood provides deep trauma so that it requires recovery through education that is appropriate to the needs of the child early age. Education for early childhood after a disaster requires its own method because not only will knowledge be given but trauma recovery that needs special handling, thus the effort to guide early childhood affected by disasters is to use the principle of learning while playing and playing while studying. In line with the laws of the Republic of Indonesia that consciously on early child needs to be done pendid igh through the provision of educational stimulation to help the growth and development of the soul and the mind and physical child.

Keywords: Education, Early Childhood, Disaster

1 Introduction

The Act 23, 2002 on National Education System set in Chapter I of Article 1, paragraph 14, that Education early childhood is a development efforts aimed at children from birth up to the age of six years are accomplished by providing stimulus education to help physical and spiritual growth and development so that children have readiness in entering further education.

More specifically explained in the Act No. 20 of 2003 on National Education System Chapter VI Seventh Section Article 28 paragraph (1) that early childhood education is held before Basic Education and paragraph (2) Early childhood education is held through educational institution both formal and non formal institutions and informal institutions.

The Act No. 20 of 2003 on National Education System Chapter VI Seventh Section Article 28 concerning Protection of Children Chapter III Article 9 paragraph 1 stipulates that: Every child has the right to obtain education and teaching in the context of his personal development and the level of his intelligence in accordance with his interests and talents.

Based on this foundation, early childhood post-disaster needs education even though it is informal institutions. This is important because children experience the deepest trauma. The results of the study revealed that the development of children's intelligence occurs very rapidly in the early years of a child's life. About 50% of adult intelligence capability has occurred when the child was 4 years old, 80% have occurred when he was 8 years old, and culminated when the child is around 18 years old (Hilbana S. Rahman, 2012; 8) This means that the developments that occur within the first 4 years are as large as the developments that occur in the next 14 years, and then brain development will stagnate.

The study of neurology at the time the child is born, the completeness of the baby's brain contains about 100-200 billion neurons (PAUD, 2012: 1-2), whom are ready to make the connections between cells and ready to be developed and actualized in order to achieve the highest level of development potential. In the first years, the baby's brain is growing very rapidly by generating trillions of connections between neurons called synap, including the type of information in human life. The connection should be reinforced through a variety of psychosocial stimulation, and if disconnection will be strengthened (atrophy) and destroyed. That will ultimately affect the level of childhood's intelligence (Conny R. Semiawan, 2012: 13-14). The another argument that the brain development of children will be sooner before the age of 1 year. (Adre Mayza, 2015: 2) Thus, the future development of children between 0-6 years is termed the golden age.

Montessori reveals in the *gevoelige* period theory (sensitive period) that after the child is over three years of age the differentiation of the soul of a child that is complex and will become a *trisakti*, namely the mind, taste and will. (Siti Fatimah Soenaryo, 2013: 59). Thus the children affected by the easily influenced and recalled *kejadia* that in natural or deep trauma and require assistance or special education. The practice of assistance services for children having traumatic experiences is often associated with the practice of psychoanalytic counseling. Based on the description above, it provides an overview of the existence and handling of education for early childhood is very important so that this paper aims to reveal how education for early childhood after disaster.

1.1 Early childhood education

Early childhood education is an implication of the act No. 20 of 2003 on National Education System Chapter I Article 1 paragraph 14, in Chapter VI of the Seventh part of Article 28. Based on the act concerning the 2003 National Education System, what is meant with education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country.

Early childhood education based on the Act No. 20 of 2003 on National Education System in Chapter I article 1 number 14 that early childhood education is a coaching effort aimed at children from birth to the age of six years through provision of educational stimuli to

help growth and physical and spiritual development so that children have readiness in entering further education.

1.2 Childhood

The act No. 20 of 2003 on National Education System Chapter I paragraph 14 stipulates that the category of children is 0-6 years old and this category enters early childhood. Likewise, the Law of the Republic of Indonesia Number 23 of 2003 concerning Child Protection provides the definition of a child is someone who is 18 years old, including children who are still in the womb. Further explained that in several countries in Europe and America such as Germany, France, and the United States, the elementary school age starts at the age of 6 years. The Netherlands applies provisions of the age of 4 to 12 years at the level of elementary school (Primary School) that are mandatory for 8 years, so that early childhood is not identical with the term preschool in Indonesia. In the Netherlands preschool is before 4 years while in Germany, France and the United States before the age of 6 years and in Indonesia before the age of 7 years.

Thus the definition of children is very diverse, especially in the age limit which is categorized as early childhood. However, the child intended in this discussion is an early childhood category 0 - 6 years as mandated by the law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System contained in chapter I article 1 paragraph 14. Speaking of children in Islam, there are some terms that are similar to children namely walad, ibnun, shobiyun, gulām. From some of these terms according to the authors who are in accordance with the education regulations in Indonesia and most appropriate to use when talking about early childhood is the term gulām. This is because only the term gulām which gives an age limit of birth to 7 years. As in the hadith of the Prophet Abu al-Walid Hisham bin Abd 'al-Malik told us, said: Syu'bah tells us of Abi Muādz (his full name' Ata bin Abi Maimunah) said I heard Anas bin Malik say: The Prophet said: if he comes out (to) defecate, then with gulām bring a vessel (from skin) containing water (to be used for purification).

The word gulām in the aforementioned hadith, in the Saheeh of Bukhari by Ibn Hajar al-Asqalany, Ubaid explained that the word gulām means a child aged from birth to the age of 7 years (Ahmad bin Ali bin Hajar al-Asqalany; t.th :50-251) Therefore abstract concepts of early childhood education in Islam will be taken from the hadith of the Prophet. contained in the Sahih of al-Bukhari. The age limit seems to be a difference, namely the Law limits early childhood ages 0 - 6 years while in hadith mandates ages 0 - 7 years. This is for researchers to see the two categories of early childhood is not different because in the National Education System Law makes the age of 6 years the minimum threshold of early childhood while in the hadith of Sahih Bukhari making the age of 7 years the maximum limit of early childhood. This is in line with the results of research in the sample that the age that was completed to enter the next level of education is between the ages of 6 years and 7 years of age.

Thus the authors consider that the right age is said to be an early age is the age of a maximum of 7 years, as in the hadith commentary explanation gulām ie children aged from birth to 7 years old. In the Qur'an also found the gulām term 12 times including the verse in (QS Ali Imran [3]: 40) Translation: Zakariya said: "My God, how can I get gulām (son) while I am very old and my wife is a barren person?" said God: "Thus, God does what He wills." (QS Ali Imran [3]: 40). The word gulām (child) in the above verse, which is intended is the

Prophet Yahya at an early age as explained in verse 39 before, namely (QS . S. Ali Imran [3]: 39). Translation: Then the angel (Gabriel) calls Zakariya, while he was standing praying in the mihrab (he says): "Allah is encouraging you to birth (a son has) Yahya, who confirmed the sentence [193] (that come) from Allah, be follow-up, hold self (from lust) and a Prophet including the descendants of godly people ". (QS . S. Ali Imran [3]: 39) Thus it is clear that in the hadith of the Prophet and the above verse given the limits of early childhood is the age of birth to the age of 7 years. So that it is clear that early childhood in Islam is a child who is born at the age of 7 years. This is in line with Government Regulation Number 55 of 2007 concerning religious education and religious education article 17 that in order to be accepted as students of basic religious education, a person must be at least 7 (seven) years old. Nevertheless, in this study the age of children who can be trained after the disaster is not limited, but the children intended are children in the age range of 1-17 years.

1.3 The Methods of Early childhood education

Slamet Suyanto revealed aspects of activities that need to be developed for early childhood include physical-motoric, intellectual, moral, emotional, social, language, creativity. The Black quoted by Slamet Suyanto said that early childhood development includes physical and motoric aspects, psychosocial, cognitive, and language (Slamet suryanto, 2013: 53). Based on the growth and development of children, early childhood learning especially those aged 3-7 years should have concrete and direct characteristics, which are introductory, balanced between mental and physical activities, according to the level of child development, developing talent and potential for children's intelligence, activities Integrated and Use of the Essence of Playing, Continuous and Gradual.

Based on the principles of early childhood learning above, it can be understood that the conditions and character of children are the basis for the implementation of learning programs for early childhood. Thus it is very appropriate for a principle of education that has been popular for early childhood education, namely learning while playing and playing while studying.

Based on knowledge and understanding of children's development and uniqueness, early childhood education focuses on the needs, interests, and learning styles of the child's age. The learning process is more emphasized in the scope of the learning area that is able to stimulate or stimulate the physical, intellectual, social and moral development of children.

Accordingly, early childhood education for the affected certainly more focused on learning oriented towards reducing the level of child trauma. Thus the method is expected to be able to focus on the goal to help children forget about the traumatic events they experienced. In addition, the method used is certainly inseparable from the goal of education for early childhood namely laying the foundation towards the development of attitudes, knowledge, skills, creativity that students need in adjusting to their environment for future growth and development. Thus education activities for early childhood post-disaster have the aim of developing various potential children from an early age without being burdened by the trauma experienced as preparation for life and being able to adjust to their environment (Diknas, 2018 : 8).

The method is a regular way that is used to carry out a work to be achieved in accordance with the desired; can also mean a systemic way of working to facilitate the implementation of an activity in order to achieve a specified goal (Diknas, 2010: 740) This is in line with Ahmad Tafsir which defines the method with the most appropriate and fast way of doing things. According to him this fast and precise expression distinguishes method from way in English which also means method (Ahmad Tafsir 2007: 9) In general there are several learning methods that can be developed and aim to improve children's activities and creativity. Some methods that can be used in early childhood learning are Play Method, Field Trip Method - Visit method, Conversational Method, Method of Storytelling (Show and tell), Demonstration Method - Direct Practice, Project Method (Small Project), Assignment Method, Circle time method, Calendar System Method, Large Group Method. In addition to these methods the Directorate of Early Childhood Education, the Directorate General of Out of School Education, the Ministry of National Education since 2016 introduced an approach to early childhood learning. In this connection, the Early Childhood Education Directorate received copyright rights to a set of basic material known as the BCCT (Beyond Center and Circle Time) approach (Diknas 2016: 26).

BCCT (Beyond Center and Circle Time) is an approach to early childhood education developed by Creative Center for Childhood Research and Training (CCCRT) Florida, a leading provider of training and research on child development in America. This approach is based on the results of theoretical studies and empirical experience for 30 years. In addition, the method developed since the 80s is good to be applied to normal children and children with special needs (Diknas 2016: 28).

The BCCT learning approach focuses on children and places environmental settings as an important starting point. Before and after the child plays, the setting is sitting in a circle, known as a circle. In this approach, every child is given full support to be active, creative, and dare to make their own decisions. In addition, educators do not act as instructors, but as facilitators, motivators, and evaluators. Thus the teaching method is a systemic teaching method to facilitate the implementation of learning activities in order to achieve the objectives of the subject matter delivered including the approach introduced.

2 Methodology

This research is located in Jeneponto South Sulawesi which is a type of analytic descriptive research with a multidisciplinary approach, namely a juridical / normative approach; sociological approach, psychological approach besides the pedagogical approach and religious approach. Then the data is obtained besides field research as well library research. Field research is used to obtain data through observation, interviews between interviewers and interviewees.

Existing data is processed using qualitative methods and content analysis (content analysis) to analyze the meaning contained in the Proposition (al-Quran and Hadith) relating to research and analysis of concepts (concept analysis) by analyzing key words or points that represent a concept ideas. Finally, data verification was carried out in an effort to obtain the validity of the data and a conclusion was then drawn.

3 Results and Discussion

The study focus on education for children affected by the disaster. Son is meant children who fall into the category of early childhood. From previous data there are definitions of diverse children , so according to the authors, early childhood is seen in terms of age categories regardless of whether the child is at the age of learning in Kindergarten / Raodatul Athfal (3-6 years) or Elementary School age (7-14 Year). This concept is more general in nature, including both pre-school age children (in terms of not entering school) or school age (those who have been in school with an age range (7-14 years).

The coach or other words the teacher as a coach is not like an educator in the classroom but is expected to be a parent and coach in the environment that is usually set aside by the instructor .Instructors have a role that is highly anchored and mutually integrated.Instruct as educators who become models or role models for children. Children get a sense of security and are willing to receive instructions as well as reprimand and even punishment wheneducators become role models. Themethodusedbytheinstructoris teaching BCCT (Beyond Center and Circle Time) the approach centered on the child and put the play environment setting as a starting point. Activities begins with prayer and advice. The prayer by children in the moments before and after carrying out activities such as learning, eating, there is even a special material that is given to teach prayers. Along with prayer inserted advice, always choose the right time and place to advise children. Because then the psychological burden will decrease, the results will be achieved optimally.

The next activity is do activities in the form of giving educational stimulus to help the growth and physical and spiritual development of children .In the previous discussion, it was also explained that based on the growth and development of children, it is better for early childhood learning to have the following characteristics : Concrete, introductory, balanced between mental and physical activities, according to the level of child development, developing Talent and Potential of Children's Intelligence, integrated and uses the essence of play and continuous.

From these characteristics, learning activities are applied in accordance with the child's psychological growth and development because the activities carried out are able to develop children's creativitythrough learning while playing. Example when the lesson has been opened by reading a prayer before entering the core material the student recites short surah in the Qur'an and memorize alternately. After that the child is asked to line up in a circle while holding hands and singing. Among the participants were designated 2 as mice and cats . Cats are outside rows and rats are in rows. The child who formed theline tried to maintain his line so that the cats and mouse did not meet. When the Cat can be the rat, it must shout together and the rat is punished by singing a song simultaneously. The activity can be explained that the learning given to post-disaster children is in accordance with the growth and development of children and can slowly erode the trauma they have. Seen clearly with the joy that children have when playing and after playing.

4 Conclusion

The impact of disasters on early childhood provides deep trauma so that it requires recovery through education that is appropriate to the needs of early childhood. Education for early childhood after a disaster requires its own method because not only will knowledge be given but trauma recovery that needs special handling, thus the effort to guide early childhood affected by disasters is to use BCCT learning approach focuses on children and places environmental settings as an important starting point and the principle of learning while playing and playing while studying. In line with the Indonesian republic to Law that consciously on early childhood education needs to be done through the provision of educational stimulation to help the growth and development of the soul and the mind and physical child.

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