



Kindergarten Teacher's Paradigm Against Problems That Often Arise In Learning: The Perspective of Early Childhood

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Article History:

Received: June 12, 2023

Revised: July 27, 2023

Accepted: September 29, 2023

Published: October 15, 2023

Keywords:

Early Childhood,
Teacher's Paradigm,
Problems

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Abstract: This study aims to analyze the teacher's paradigm of problems in learning from the perspective of early childhood. This type of research is descriptive qualitative. The subject of this research is Nur Toyyibah Kindergarten in Eka Jaya, Jambi City. The population in this study were all teachers who taught at Nur Toyyibah Kindergarten, totalling five people. In contrast, the sample in this study was four teachers at Nur Toyyibah Kindergarten, where the sample was taken using the kurtosis sampling technique. The data collection technique was carried out using a multilevel interview technique where the results of the interviews were. Learning will be carried out from the most frequent to the lowest. The results of the study showed that the problem that often arises in learning in early childhood based on the teacher's paradigm is a fixation on the use of mobile phones. The use of mobile phones is the most common thing in early childhood at Nur Toyyibah Kindergarten.

INTRODUCTION

Age before school is a very vulnerable period in human life. The period of development at this stage occurs so rapidly that this period is often referred to as the golden age of "The Golden Age". Growth and development in preschool children inevitably accompanied by the emergence of various problems that stick out (Education, 2016; Jameson, 2018). Rusda Koto and Sri Maryati stated that the problems faced by kindergarten children were generally divided into three parts, namely problems related to physical, psychological and social conditions (Cavanaugh & Green, 1990; Englander, 2016). the problems faced by children can be seen through the behavior of children when participating in the learning process in class or when children play. Various factors that cause child development problems not only hinder their emotional and social development, but also hinder physical, intellectual, cognitive, and language development.

Children's problems are something that interferes with a child's life, which arises because of a mismatch in their development. In preschool children, behavior that can be viewed as normal for a certain age is also difficult to distinguish from problematic behavior

(Jean & Stack, 2012; Korda & Itani, 2013; Newhouse, 1990). Problematic behavior may be used to identify the increasing frequency or intensity of certain behaviors to an alarming level. There are three criteria that can be used as a reference to see whether the behavior is normative or problematic, namely the average statistical criteria, social criteria and self-adjustment criteria. According to what is meant by statistical criteria is the average physical development of a person according to statistical norms.

Social criteria are behaviors that are considered to deviate from the social rules of an area. Then what is meant by self-adjustment criteria is the individual's ability to adapt. Behavior that is considered disturbing or disturbing to oneself or others is considered unable to adapt to the surrounding environment (Pe'er et al., 2007; Yüksel, 2006). Each child is created differently and has its own uniqueness. No human being is created exactly the same both in terms of physical, mental, personality, and character. Allah SWT created humans that nothing is perfect, because perfection belongs only to Allah SWT Himself. As for human imperfection, it starts when humans are born to learn. Early childhood at the age of 3 years will begin to appear fearful behaviors, such as fear of thunder, fear of animals, fear of being in the dark and so on. In general, girls are more afraid than boys. The fear will be different according to the child's condition and imagination. If the intensity of a child's imagination is more intense, then their fear will also be greater. 2. There are at least 50% of children who have general fears, namely fear of dogs, dark situations, lightning and ghosts. Meanwhile, 10% of them have two or more serious fears. This means that there are some children who are very afraid of dogs, dark situations, thunder and are very afraid of ghosts.

Fear is very common starting at the age of 2-6 years. At the age of 2-4 years there are often fears in children such as fear of animals, storms, dark situations, and strangers. The fear will then decrease by the age of 5 and disappear by the age of 9. As for other fears besides those previously mentioned, children are afraid of being abandoned, afraid of loud noises, afraid of illness, and unfamiliar situations. Fear can make children avoid competitive situations and relationships with peers. Children who are easily afraid will feel unable to do the same things their friends do, for example when a friend wants to play with fireworks, a child who is afraid of loud fireworks does not want to play with his friends. So the child prefers to go and play another. This will affect the social and emotional abilities of children. Children's fears can be overcome by often doing activities to play with children, showing empathy and support, showing scary situations to children, being a model for children, and rewarding the courage achieved by children (Aykutlu et al., 2015; Suryaningrat et al., 2020). By providing the right treatment, the child's fear will begin to decrease and courage will arise. Associated with emotional development in children. Rasulullah SAW has also given examples of educational practices in controlling emotions. When there are problems of emotional development encountered, Rasulullah SAW teaches his people to be calm, treat others with compassion, practice courage, and practice patience. In controlling children's emotions, as the environment around the child, namely parents, family and other communities have a big and very important role to stimulate children's emotional and social intelligence. Contrary to the problem of fear in early childhood, the level of achievement of child development in the scope of social-emotional

development for children aged 3-4 years includes: first, imitating what adults do, and secondly understanding differences in feelings (a friend is afraid, I don't). This means that ideally a child at that age has achieved what the child has achieved, namely being able to imitate others to be brave against common fears and the child will show fearlessness when his friend is afraid of something. The child will show that he is greater than his friends.

The period of growth and development of children is inseparable from various problems that require solutions such as overcoming shyness by increasing self-confidence, children who are easily afraid, children with temper tantrums, anxiety due to separation, aggressive behavior, trauma from child abuse behavior (parental violent treatment/neglect). physically and emotionally towards their children), and stunting (chronic growth disorders of children due to lack of nutritional intake over a long period). The solution that can be done when children have problems during their development is to collect data from various sources to explore the root of the problems faced by children to identify problems and symptoms that appear in children (Detel, 2015; Mamat et al., 2014; Mattu & Sullivan, 2020). After the symptoms of the child's problems are seen, then the causes of the problems encountered arise, then the treatment is given. Giving treatment is used as awareness that the behavior being carried out is wrong and committed to maintaining the good behavior that has been chosen. One method that can be used by parents and kindergarten educators in developing social and emotional aspects in early childhood is through example. Any problems that occur in early childhood will apply to boys and girls. So that parents are expected to understand every child's problems based on their gender. Several things that parents, families and other communities need to know about child labor: First, the importance of organizing a gender outreach program for the community so that they can understand both theoretically and practically about gender. Second, gender-oriented education programs must be given to families to prevent gender injustice from occurring in society. Third, there is a need to conduct global research on acts of gender injustice so that the data obtained is more optimal.

This research was conducted with the aim of knowing the dynamics of fearful behavior in early childhood and knowing the methods of parents and teachers in addressing and providing solutions for children's fear. This research is very interesting and also important to do because among children who have a normal level of fear there are also higher levels of fear in children, meaning that children's fear of something causes mental problems both from an emotional aspect and also a social aspect. In addition, this research is important for teachers and parents to prepare themselves and also be able to solve the problem of excessive fear in children.

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METHOD

The purpose of this study is to analyze the paradigm of teacher problems in learning from an early childhood perspective. This type of research is descriptive qualitative. Qualitative descriptive research, descriptive is a type of qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive research is often used to analyze events, phenomena, or situations socially (Creswell, 2012). This type of qualitative descriptive research is a combination of descriptive and qualitative research. When using this type of research, the researcher gave one question to the teacher at the Nurtoyyibah Kindergarten and obtained the data that the researcher wrote and which became the subject matter of this study. The subject of this research is Nur Toyyibah Kindergarten in Eka Jaya, Jambi City. In it there are children who are the object of observation and teachers. The population in this study were all teachers who taught at Nur Toyyibah Kindergarten, totaling 5 people, 52 students teaching. The sample used is a purposive sample, purposive sampling is a sampling technique with certain considerations. This sample uses students as objects totaling 52 students of Kindergarten Nurtoyyibah Jambi. The technique used by researchers is the kurtosis technique. kurtosis is the peak level of a distribution which is usually taken relative to the normal distribution. Means and dispersion measures can describe the distribution of data but are not sufficient to describe the nature of the distribution. This technique uses the teacher as an intermediary problem.

RESULT AND DISCUSSION

The research process that has been carried out has obtained various interesting information, students actually have to get information that is given with good creativity and effectiveness in accordance with current developments, where from the data analysis

that has been carried out in research on Teacher Pradigms towards Problems that Often Arise in Learning: Early Childhood Perspective?" the data can be seen in table 1.

Table 1. Teacher paradigm Problems that often arise in learning: early childhood perspective?

No	About	Teacher paradigm
1.	What are the Problems of Early Childhood That Happened in Kindergarten Nur Toyyibah	Mobile phones take up too much of students' time <hr/> enjoy the phone more <hr/> Too busy using cellphone <hr/> Glued to the cellphone

From Table 1 above, it is clear that interesting information is obtained that the problem that most often arises in young children is fixation on mobile phones, where they tend to be more interested in mobile phone applications compared to traditional games, so that technological development is only limited to fun, not in increasing knowledge, so awareness is needed from both parents, teachers and the community regarding the impact of technological developments, so that technological developments can be used as tools to increase children's knowledge and understanding. Analysis of the number of teachers who answered questions can be seen in table 2 based on several factors from each teacher's point of view.

Table 2. Teacher Pradigm Analysis of Problems that Often Appear in Learning: Early Childhood Perspective?

No	Total of Number of Techer	Indicator Problems Faced			
	4 Teacher	Looked To The Phone	Disobey With The Teacher	Fear and Like To be Alone	Do Not Want To Be Separate From Parents
1.	Teacher 1	✓	✓		✓
2.	Teacher 2	✓		✓	✓
3.	Teacher 3	✓	✓		
4.	Teacher 4	✓		✓	

From table 2 it is known that the most dangerous problem is the problem of children who are fixated on having cell phones, where their focus on learning is disturbed so that their attention to learning activities is believed by researchers to cause a lack of interest and motivation to learn. The percentage of teacher answers about students who are fixated on cellphones is 100%. According to the author, the data obtained is indeed a problem that must be faced by every teacher in Nurtoyyibah Kindergarten. Because according to our observations, students are more fixated on cellphones than other things such as group games like early childhood.

Excessive use of gadgets will also cause several problems such as difficulty sleeping, aggressiveness, impaired brain growth, dependence and mental disorders. These problems will certainly interfere with the learning process(Zakwandi et al., 2022; Zb et al., 2022). The percentage of teachers' answers about students who do not obey the teacher is 50%. According to the author, disobedient students can be influenced by several learning factors

themselves, such as boring learning, teachers who model bad things to students. But that's just a possibility, the causal factors that occurred in Nurtoyyibah Kindergarten are not yet known. The basic factors that cause students to disobey teachers are psychological factors, early parenting, learning programs, technological advances, poor teacher-student relationships, and excessive teacher fear. The percentage of teacher answers about students who are afraid and alone is 50%. According to the author, this problem should not be underestimated because if it is not followed up, it can affect the child's psychology. Children will feel they have no affection, and can cause some unwanted problems much as suicide. The following are some of the problems that are often faced by a child who likes to be alone, namely loneliness, unstable mood, prone to depression and difficulty expressing feelings.

The percentage of teachers' answers about students who do not want to be separated from their parents is 50%. According to the author, students who do not want to separate from their parents are not such a significant problem. It only takes time for children to dare to socialize, parents and teachers must ensure that children do not receive bad events in that phase. Living in an unpretentious environment with minimal play facilities can also be a reason why children cannot be separated from their parents. This is because students cannot play safely and comfortably in their own school environment. Of course, parents will be worried about inviting their children to play outside. With the percentage above, it can be concluded that 100% of students are fixated on cellphones, 50% disobedient to teachers, 50% afraid and alone, and 50% don't want to be separated from their parents.

Of course, when we do research in any form, of course there are obstacles and a lack of information that can be obtained. The following are some of the obstacles experienced in this research, first, the difficulty of information about children's backgrounds because in kindergarten 90% of them are still difficult to communicate more. Second, it is difficult to communicate to young children, they are. Did not understand the problems we raised, the distance from our residence to the location of the Nurtoyyibah children's garden, the limited research time provided by the kindergarten, and the preparations that were made were not optimal, and there were also several other obstacles before or during the research at all. we didn't expect.

CONCLUSIONS

Child problems are something that interferes with a child's life, not all children experience these problems, only some of the children are affected by their living environment, this arises because of a discrepancy in their development. In preschoolers, behavior that can be considered normal for a certain age is also difficult to distinguish from problematic behavior. Problem behavior can be used to identify an increase in the frequency or intensity of a particular behavior to an alarming level. In this report the author describes the results of research conducted at the Kindergarten Nurtoyyibah Jambi for about one day with 5 teachers who have 52 students. Then there were several problems that occurred to students in the kindergarten, including: being fixated on cellphones, being disobedient to teachers, being afraid and alone, and not wanting to part with their parents.

Then the author has also explained the answers given by the teachers, so that it can be concluded that 100% of students are fixated on cellphones, 50% are disobedient to teachers, 50% are afraid and alone, and 50% don't want to. separated from their parents. In the future, researchers must be able to be more agile and more competent in conducting research, using more appropriate methods, of course, in order to get more valid ones and also to be able to see from many perspectives, provide the right solutions for this case, namely students and also people. parents in order to be able to take a firm stance to act. The data obtained must be in accordance with what happened in the field or in real terms. Then the researcher must look at it from various aspects of perspective, a longer time so that more data can be obtained in order to obtain more complete data. Develop research instrument procedures so that the research carried out can be well structured. We all as researchers, turn to readers to provide criticism and suggestions so that in the future better writing can be created and this research will continue of course

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