THE ROLE OF TEACHERS COMMUNICATION THROUGH THE PATTERN OF EARLY CHILDHOOD

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Abstract

Purpose of the study: The purpose of this study was to determine the role of teacher communication in early childhood.

Methodology: This research is descriptive qualitative research. The methods used in this research are observation, interview, and documentation, for data analysis using: data reduction, data presentation, and data verification, in checking the data through credibility, transformability, and conformability.

Main Findings: From the results of the overall findings can researchers conclude that the role of teachers, parents with children often occur imbalances or "miscommunication" so unwittingly the negative impacts arise when the child is out of the house or at school. This condition can look into the child itself introspection, because by knowing yourself then the child will be easy to know other people.

Applications of this study: This research was conducted in Jombang City, with the consideration that PIAUDBina Karya is located in Jombang City.

Novelty/Originality of this study: give to the child to communicate as widely as possible, order to be able and dare to express an opinion according to their age.

Keywords: *Communication, Parenting, Teachers, Early Childhood*, the *Role of Teachers.*

INTRODUCTION

Communication is both individual and group contact relationships. By communicating a human being is a relationship because humans are social beings who cannot live alone but Need one another (Tasmara, 2002).

Whether realized or not, the word is the smallest element in a language spoken or written. Every word spoken is a symbol of a person's personality. The good words that are spoken reflect a good personality, likewise vice versa. A child who is familiarized with childhood with good words will be accustomed to using good words to adulthood.

Communication factors are very supportive of the development of the teaching-learning process. good and effective communication will cause positive things. Good communication between teachers and students will create a process Effective teaching and learning. The words spoken by the teacher in teaching have a very important message, even if the student is early childhood. Because early childhood is very pleased to impersonate what they see. It is thus necessary to have a good concept of teacher communication pattern so that the teaching and learning process becomes effective (Créton, Hermans, & Wubbels, 1990; Effendy, 2008; Palts & Harro-Loit, 2015; Pelton, Prescott, & Dornbusch, 1986).

Learning communication patterns, sometimes communicator teachers, are not able to convey their message well because students (communicators) are difficult in understanding what message the teacher delivered. Difficult pupils in understanding.

The message that the teacher delivered is caused by some things that occur in communication, one of which is a situational context. It can be resolved if the communicator is sensitive to the communicable reactions expressed through the language of the body (Cosner, 2011, 2011; Lee & Fradd, 1996, 1996).

Early childhood Education (PIAUD) that took place in kindergarten aims to help lay the foundation towards the development of attitude, behavior, knowledge, skills, and copyright that required children in adapting to his environment for growth and development. The success of education has to do with teaching skills in managing to learn (Sutopo & Sumanto, 1999). Learning is a core behavior in the education that allows students and educators to interact. Teaching and learning interactions are supported by several factors, such as educational objectives, educators, students, educational tools and facilities, teaching methods, subject matter, and environment (Fisher & Waldrip, 1999; Hamre et al., 2013; Liang, Huang, & Tsai, 2012).

Early childhood education institutions are one of the non-formal education institutions located in the Gudo sub-district of Jombang City. The existence of this non-formal educational institution to help busy parents working, both in the office and private companies. The existence of this institution is none other than to make it easier for parents and teachers to communicate about the growth of their students. Because communication between teachers and parents is very important. Communication in child care is a communication that has a human relationship between individuals with one another,

both verbal and nonverbal. Individually and in groups, to understand each other and create close relationships with teachers, children, caregivers, managers, and parents in the process of developing children aged 4-5years.

The development of communication skills is the key to self-control and the success of relationships with others. Productive communication occurs when teachers, parents, and children communicate effectively with each other. Between each other plan their communication strategies to give each other a sense of comfort and satisfaction in communicating. However, productive communication will be difficult or rare to achieve if teachers and parents more often display the style of communication that highlights the aspect of authority and power. Because the authoritarian patterns of communication will be absorbed by their students so that they will grow into authoritarian ones. And this will be even worse if similar patterns of communication are applied by parents in their family (St, 2008). The selection and use of language by teachers in communicating and interacting with their students are needed. How a teacher creates a situation in allowing children to develop their language skills. This opportunity can be done through activities; Chatting, telling stories, and questioning. Besides, the teacher must also provide a means of supporting the development of language, which is a game tool that stimulates the development of the language of children, such as dolls, cars, or tools in the center of role-playing in children aged 4-5years.

The role of teachers here is to have power and even in the broader context, it can be argued that teachers and parents are" language teachers" for children in everyday life. This is understandable because in interacting, 4-5-year old use language as a means to communicate. Therefore, both parents and teachers play an important role in creating a conducive situation and conditions, so that the pattern of productive communication can be created. In such cases, the teacher is expected and required to use appropriate language styles and communication patterns so that communication and interaction goals can be achieved (interview results at the research, May 11, 2018).

The goal of learning is communication can be a verbal form of communication by using words or phrases and can be non-verbal, using gestures and certain tools and media. Both forms of communication are used interchangeably and complement each other in communicating or interacting with the child. Problems that occur in parenting, among others, is the unpreparedness of married couples to parents. For the physical healthcare of children, they give high attention. For low psychosocial moral coaching, for low discipline planting, the "Way of Communication" turns out to be weak. The way children communicate using verbal language and body language. Language development is extended by educators through modeling. The language skills of the child are constantly encouraged to assist the child in solving his problems and relationships with others.

In this research, the author wants to know how the communication pattern of early childhood education teachers and what factors become advocates and barriers in the process of communication teacher's early childhood education.

LITERATURE REVIEW

Communication Pattern

Communication comes from the Latin "communist" or "commun" in English which means the same. Communicating means being attempted to achieve a similarity of meaning, commonness. Through communication, we try a variety of information, ideas or attitudes with other participants. The main obstacle in communicating is the frequent misunderstanding of different meanings to the same emblem. Therefore, communication should be considered as an activity where no action or expression is given in full meaning, unless identified by the participants of the communication involved (Greene & Burleson, 2003; Ihlen, Bartlett, & May 2011; Nussbaum & Coupland, 2004).

Communication has different functions. Michael C. Scheidel suggests that: we communicate primarily to declare and support self-identity to build social contacts with people around us and influence others, feel thinking or behave as we want (Scheidel, 1972). The human can not do not communicate. This is true, in everyday life human beings have communicated, human beings can communicate with themselves or individuals, with themselves and God as well as individuals with the group. People are beings who can not live alone but need others, the way to get someone else is to communicate is to convey a message between individuals with each other (Cobley, 2016; Pearce, 1989; Sperber, 1995).

Communication in Education

Education communication can be interpreted as a communication that occurs in an educational atmosphere. Thus, education communication is the process of traveling the message or information that penetrated the field or events education. Communication is no longer free or neutral but is controlled and conditioned for educational purposes(Naim, 2011).

The purpose of education will be achieved if at the minimum the communicative process. How to make the process of delivering a lesson material by teachers/teachers/lecturers (as a communicator) to the students/pupils/students (as a communicator) must occur face-to-face and reciprocally bidirectional (two-way communication). Teachers present the lesson material should not only the method of lecture, preferably with a method of discussion.

In English, education is called "education" as well as its definition according to Fredrick J Mc. Donald is an education in the process or an activity which is directed at producing desirable changes in the behavior of human beings (McDonald,

1961). It can be concluded that education is a process or activity directed to produce the necessary changes in human behavior.

The Previous research results about teachers communication through the pattern of early childhood are: (Bae, 2012; Gustavsson & Pramling, 2014; Kaiser & Roberts, 2011; Knopf & Swick, 2007; Schwartz, Garfinkle, & Bauer, 1998), Based on previous research, the novelty of this research is that the result showed that the child able to communicate as widely as possible, to be able and dare to express an opinion according to their age.

METHOD

This research was conducted in Jombang City, with the consideration that PIAUDBina Karya is located in Jombang City. This school is one of the schools under the Ministry of Religious Affairs. So, the war of teachers and parents in everyday communication determines the courage of the child himself. This research uses a qualitative approach, where qualitative research reveals how modern social science disciplines have presented the mission to analyze and understand children's behavior in patterned communication and social processes in school (Anggito & Setiawan, 2018).

According to Bogdan & Moleong(2001) can define that qualitative method as a research procedure that produces descriptive data in the form of written or oral words from informants and behavior that can be observed. Such research is descriptive and tends to use an inductive approach analysis. The characteristics of qualitative research are as follows: 1) using the natural environment as a direct source of data, 2) its analytic descriptive nature, 3) the pressure on the process is non-existent, 4) its inductive, 5) giving priority to meaning. In general, in this study, two types of data are qualitative and quantitative data (Riduwan, 2006).

The data source is the subject from which data can be obtained (Suharsimi, 2009). Sources of data used in this study there are two namely: Primary data is obtained directly from respondents. Secondary data is complementary or comparison data for primary data which is used indirectly from the research object. Secondary data are about the profile of non-formal institutions, and others.

Marczyk, DeMatteo, & Festinger(2005) state that humans are the subject and object of the study. Humans are directly involved in communicating with students at PIAUDBina Karya in Jombang City. The carefulness in selecting and collating techniques and data collection tools is very influential on the objectivity of research results. The data collection techniques used in this study are (1) observation techniques; (2) interview technique; (3) the technique of study of lust. Nasution in Sugiyono, (2008) states that data analysis is a difficult job, requires hard work. Analysis requires creative power as well as high intellectual ability. Data analysis in this research was conducted during and after data collection by using qualitative data analysis of the groove model developed by Matthew, Huberman, & Saldana(2014) consisting of the following activity stages: data reduction, data presentation, verification or drawing the conclusion.

RESULTS AND DISCUSSION

Communication

The experts Nolte, Smith, & O'Rourke(1983) state that communication is the relationship between parents with their children is the most important thing in early life. Communication is very important for social relationships. By communicating the teacher can know, understand and feel the thoughts or feelings of children aged 4-5years.

Communication is done since the child was born. The child communicates with those around him through his tears and body movements. The child can understand the communication of the people around him, from the sounds he hears especially his mother's voice and the facial expression he sees. Larger children communicate with the language. Babbling children though not understood is the beginning of the child to build communication with the mother tongue (Liliweri, 2014).

During the learning process occurs. Communication builds connections with the surroundings even with the world. By communicating can know each other, exchanging thoughts, giving each other feelings, so that growing mutual trust, mutual love, and mutual understanding.

Good communication helps the child to develop self-esteem, and understand others. Good communication helps children grow into adults who have good feelings about themselves and others. Good communication builds harmonious relationships, collaborates and feels comfortable. Conversely, poor communication can make children, not like adults, the emergence of conflicts and discomfort.

Effective communication sharpens the sensitivity to the other person. Understanding the existence of the child allows us to establish closer relations with him. Children living in families who have healthy communication can be avoided by behaviors that lead to conflict. Indeed, in every communication process, all the abilities of the child are being built. This means that the ability or intelligence of children is not stimulated separately, but intact are interrelated (Burhan, 2006).

Early childhood teachers can communicate well

Early childhood education requires good planning and preparation from an educator, whether preparation of the program in writing, the preparation of the tools to be used in the learning process, as well as the preparation of the educator

concerned. Preparation includes the appearance, the way educators dress, walk and how educators communicate. Effective communication, especially with students, aims to "message" that conveyed can motivate children to be able to follow all the activities that have been designed for him. Speaking in front of the child with different intonations as needed, because the monotonous intonation bores the child, and "refuses". Educators use medium-volume sounds and whisper in ordinary times, while in times of emphasis, use a larger voice, but keep the emotions in check (D. L. Nolte & Harris, 1998).

Trying to understand the child who was invited to communicate, and note what he expressed. Position the body in the right position, either sitting or standing so that the educator's view can reach all the children in the classroom. Educators must be dynamic, moving from one place to another. Educators have not started talking when the class is still noisy. Cause situations that invite children to focus on educators. Monitor the child at any time. A good educator will not let the child be unattended. Together with the children of educators run the discipline according to the rules that have been mutually agreed upon. Never blame the child in front of his friends or other children. Quick response when there is a child who is in trouble. Subdivide, align the eye with the child's eyes (make eye contact) to motivate the child to reveal the problem. Show attention to the other person(s), and if our phrase has not been retained yet, repeat in different languages and ways, but more easily understood. Keep the intention to punish, and remove hate or the like (interview results at the research, June 27, 2018).

Communication Patterns in early childhood

Initial results from these findings have been explained that there are two forms of communication verbal and non-verbal communication. The importance of communication patterns in the development of a strong and independent person capable of maintaining survival in society has voiced the urgency of real action to realize a communicative education, the education where teachers and their students can interact in an atmosphere that gives each other pleasure and satisfaction. It is characterized by productive patterns and communication styles in which teachers not only display their authority as rulers in the classroom but also at the right time they can act as playmates while learning. More specifically, teachers are required to help develop all potential and skills through all learning activities (Cangara, 2011).

The role of teachers in an early childhood education as a facilitator in the use of communication patterns. As an organizer, educators should design or prepare the topic of communication through the activities of conversation, storytelling, or question and answer, as well as preparation of props supporting these activities. As a director, which explains the content and purpose of the conversation or story as well as the time and place of the story? As a moderator, lead and control the course of conversation and story. As a mentor, give input, motivate and help the child when needed. As observers, observe the child's behavior during the conversation and story activities, the liveliness and the sincerity, and the emergence of new vocabulary (interview results at the research, June 27, 2018).

Principles of Early Childhood Language Development

Interacting with early childhood (PIAUD) environment by the teacher has not developed seriously, beginning with the capability of the general capabilities, such as the ability to hold, starting with holding a large object, with both hands, then holding with one hand but with Five fingers. The next development is demonstrated by the child being able to hold with several fingers, and finally using the tips of his fingers.

In the development process of differentiation or decomposition to the smaller and there is also the process of integration. In this integration, some special abilities combine to form the skill. The interaction of the child with the surrounding environment helps the child expand his vocabulary and obtain examples in using the vocabulary correctly. Expressing the ability to discuss, the expression of the child's language skills can be channeled by allowing the child to express his thoughts and feelings appropriately. If there is rapid development in the language skills of children, the sign is when the child can use the sentence well and correctly.

How Children Communicate in Early Childhood

Children learn to use oral language and a mother tongue for various purposes, such as to seek and provide information, express feelings and responses, analyze and solve problems. The views of Pappas, Kiefer, & Levstik(1999) suggest three principles underlying communication and interaction language learning: First, children are active and constructive learners. They are constantly interpreting and interpreting their world based on what they already know.

Second, in social life, language is the main system for communicating and expressing purposes, used for various purposes, and expressed in various ways, using patterns. Third, knowledge is stored in the minds or minds of each child. This knowledge is a unanimity that is organized and built through social interaction.

Thus, that knowledge continues to grow and change, influenced by the culture, environmental conditions, and events experienced by the child. And the interaction that takes place between the individual child and his or her environment takes place effectively through conversation or conversational activities. While the structure of knowledge acquired by the child through interaction and collaboration is called a scheme. The scheme is constantly changing and growing, increasingly widespread and complicated, forming semantic maps as part of the child's mental function. Example: The teacher introduces the fruit of the eggplant through the activities of interaction. This fruit is a round oval shape, the color

purple, the name is collaboration. Concerning the above mental functions, as well as Piaget, believes that the mental function of the child develops through social interaction with his environment. In this case, the language especially conversation is a very important means of interaction.

From the description, it will be easy to understand that language skills development effort will be easier to occur when it is in accordance with the child's knowledge structure. This means that learning the language will be more useful and successful when the language is presented intact about a meaningful thing, in accordance with its use, in the context of the social culture of the child's environment. This view is in accordance with the view that the holistic language which is the philosophy and beliefs about the nature of learning and how children can learn optimally (Adamson, 2004).

The view developed since the mid-80s is sustained by four basic foundations: learning theory, linguistic theory, views on learning and the role of educators, and the view of language-centered curriculum. Thomas & Reinders(2010) point out these foundations, including:1) Learning communication language is easier, if the language is presented holistically, real, relevant, meaningful, functional, and presented in the context of its use, and chosen by the child to use.2) The use of communication language is both personal and social. 3) The language of communication learned through language, and the language falters, takes place simultaneously in an authentic language use context. 4) Language ability to empower children. Likewise, literacy. 5) Learning to communicate is learning how to express themselves in accordance with the context of the environment parents, relatives, and culture there is interdependence between cognitive development and language development.

Furthermore, in association with the principle of language integrity in a holistic way, Sanborn(2019) states that teachers suggest language is very difficult for children because children develop and learn more easily if they are actively involved in their learning process. They will more quickly master the concepts and strategies in literacy preparation(preparation to read the writing) if they are involved in play activities with educational games that support actual literacy.

The learning of holistic language as a means to interact and communicate moves from whole to parts. In the learning process, children and teachers alike become learners, risk-takers, and decision-makers through their respective responsibilities. In the classroom of interaction and communication, the child is seen as someone who has a developing capability. Language learning communications holistically develop a learning community characterized by mutual respect and mutual trust. Children are not only actively involved in the process of "learning through play" but also have the opportunity to develop self- control skills, not controlled by teachers and parents. Children are also responsible for the process of their own "learning" success. Children are independent thinkers and actors, critical and creative, and able to process and assess information, not just passive recipients of the information. The interaction and direct communication in the "holistic language" classroom being done through the demonstration of authentic literacy context, and micro-teaching (Hidayat, 2017).

It should be remembered, however, that language development, especially about early childhood literacy, requires certain conditions. One important condition is that literacy skills are developed based on the child's oral language skills, the language of interaction and communication that children have. The ability of spoken language is developed along with his knowledge through interaction and communication with his environment.

Eisele(1991) also suggests seven conditions to spur the acquisition of literacy skills. Emerging: in the classroom, and everywhere the child's environment is drowned in a condition full of writings and pictures of his visualizations. The demonstration of children learns through models. Different ways of pronouncing the style of educator communicate. That's what his protégé sees. Researcher's hope: children are expected to learn and work according to the stage of development. Children are responsible for the learning process. Activity: Actively engage children in learning activities that have a purpose. Approach approximation: children are at risk and feel free to try when they are encouraged and rewarded. Children receive positive feedback and responses from their teachers and peers.

The communication process in the family

Final findings by researchers in the process of communicating in the family education there are several. Things that affect the ability of children in communicating and interaction, the first process of education in the family plays a very important role. The educational process provided in the family for the child will determine the level of success of the education process at school. how to educate children by parents or families is more tinged with manipulations. Manipulation is done more due to business factors to overcome their confusion in educating children. The child's relationship with his family is vertical, so the family is more mastery for his son and daughter. That's why more manipulation is done by the family, and manipulation will cause "suffering" for children aged 4-5 years. The overall conclusion of this study is that teachers and parents are very influential in ineffective child communication.

From the results of the overall findings can researchers conclude that the role of teachers, parents with children often occur imbalances or "miscommunication" so unwittingly the negative impacts arise when the child is out of the house or at school. This condition can look into the child itself introspection, because by knowing yourself then the child will be easy to know other people.

CONCLUSIONS AND RECOMMENDATIONS

From the results of the overall findings, researchers conclude that the role of teachers, parents with children often occur imbalances. Situation or "miscommunication" so unwittingly the negative impacts arise when the child is out of the house or at school. This condition can look into the child's self-introspection, because by knowing your self then the child will be easy to know other people.

SUGGESTION

For further suggestions, it is expected to all parents that the child is a child, not an adult, give to the child to communicate as widely as possible, order to be able and dare to express an opinion according to their age. Do not orbit the child's growth prematurely.

LIMITATION AND STUDY FORWARD

This research is limited to one case that occurred in Jombang City, with the consideration that PIAUD Bina Karya is located in Jombang City. The results of this study can be beneficial for educators and stakeholders. Further research is needed on the communication pattern of the teachers and early childhood cases that are following future developments.

IMPLICATION

This research will contribute to the knowledge of the concept of pattern communication in learning between teachers and early childhood.

ACKNOWLEDGMENT

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