

**INSTRUCTIONAL COMMUNICATIONS
AT EARLY CHILDHOOD EDUCATION (PAUD)
AT-TAQWA KARAWANG**

**Descriptive Qualitative Studies about Communications
Instructional in Teaching and Learning Process at PAUD
At-Taqwa Karawang**

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ABSTRACT

The ability and credibility of teachers in educating students in the school environment, can be achieved by providing useful and meaningful lessons. Student learning outcomes in the end is shown by the change of behavior so that it can be said that the learners' learning outcomes have been reached optimally. Based on the above exposure, then the purpose of research that researchers do is the researchers want to study more deeply about instructional communication in teaching and learning process so that the achievement of learning outcomes in early childhood in At-Taqwa Karawang. Based on background above.

In this study researchers used qualitative methods with qualitative descriptive approach. While the approach on descriptive research is intended for the exploration of a content specification and instructional objectives, assess entering behavior in teaching and learning process, determination instructional strategies, and organize instructional units at PAUD At-Taqwa Karawang.

Referring to the results of the research, the researchers draw the following conclusions; The instructional content specification and instructional objectives are the preparatory stage where PAUD At-Taqwa Karawang teacher prepares both in writing and orally; Assessment of entering behavior is the stage where the teacher makes a preliminary estimate of the learner by understanding the target situation and condition, psychological, and initial ability that the learner has; Determination of Instructional Strategies used by At-Taqwa PAUD to convey information to learners. There are two strategies that used expository strategy and inquiry strategy; Organization of Instructional Units is the phase where the teacher convey material in the form of knowledge to learners that refers to the theme along with subtema learning.

Keyword: Instructional communication, PAUD, Karawang

INTRODUCTION

In the modern era today, education in the State of Indonesia is highly respected existence. Education becomes very important to note especially Indonesia is a developing country. To achieve a standard of benchmarks and standards, it is required of human resources who have the ability and knowledge in the field of education. This is where credibility is needed in education. This is done in order to be able to print generations of quality nations.

In the world of education the role of instructional communication is very important, the education process will not run smoothly if there is no effective communication in it. Because communication has an important role in educating each individual to achieve independence. To achieve the target, communication messages must have clear standards and structures, as they relate to instructional content and objectives. In this case the educator must be able to transfer all information and knowledge owned in accordance with the condition and ability of learners. That way, learners will be able to understand all the information conveyed without any misperceptions.

To achieve the desired learning targets, there is a need for methods and also supporting learning media. Learning methods are closely related to the techniques or strategies used by teachers during the teaching and learning process. In determining the method of learning, must be tailored to the condition of learners, so the learning process will be more structured. In addition to learning methods, teachers must prepare appropriate media that can be used to support teaching and learning process. Teachers or teachers are regarded as a versatile, all-knowing things, and even teachers are regarded as the only source of learning, while others are considered less important. In fact, in the concept of modern education, the teacher factor is only considered as a source of learning alone in addition to other learning resources such as messages, media, tools, techniques and settings.(Yusuf 59: 2010).

In the process of teaching and learning, many teachers who fail in delivering material to their students. This happens because of a lack of understanding of a teacher about how to do good teaching and deliver the content of quality materials. Failure was caused by the assumption of a teacher that all students in one class can be formed at will teacher. The usefulness of intruksional communication is the effect of behavioral change, which occurs as a result of intracsional communication action. Success or failure of the established instructional objectives can be identified through evaluation activities. Moreover, if the instructional activities have utilized the services of technology, such as instructional media, the benefits will be more real (Yusuf, 2010: 11).

Instructional communication means communication in the instructional field. Thus, if you want to talk about instructional communication, then by itself we can not be separated from the word or instructional itself. In the world of education, instructional words do not mean commands, but have meaning as teaching and learning. The term teaching has the meaning of teaching. Teaching means transferring some knowledge of the teacher (teacher) to his students. (Yusuf, 2010: 57)

In this research, researchers tried to explain the process of instructional communication in early childhood. Early age is an age where the child's growth is very important. So this age is called as golden age or golden period. This golden period occurs in children aged 1-5 years. At this time, children really need attention and also appropriate handling to apply positive values so that children have understanding and also intelligence both academic and intellectual. To achieve this level of intelligence, children need the role of teachers that include how the teacher to do the learning process in accordance with appropriate methods and media so that the cognitive, motor and psychomotor abilities in children are formed optimally.

Early Childhood Education is one form of education that focuses on the basic laying toward growth and physical development (fine and coarse motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), emotional (attitude and behavioral as well as religion) language and communication, in accordance with the uniqueness and stages of development traversed by early childhood.(Permendiknas No.58 Tahun 2009).

Early childhood education programs name At-Taqwa Karawang as one of the educational institutions that are very appropriate to be the object of research on intruksional communication which includes about how the process of teaching and learning in early childhood. The achievements shown by Paud At-Taqwa in academic and non academic fields are always based on the performance of teachers who always prioritize the proper application of intruksional communication as the most effective learning method in teaching and learning process.

The ability and credibility of teachers in educating students in the school environment, can be achieved by providing useful and meaningful lessons. Student learning outcomes in the end is shown by the change of behavior so that it can be said that the learners' learning outcomes have been reached optimally. Based on the above exposure, then the purpose of research that researchers do is the researchers want to study more deeply about instructional communication in teaching and learning process so that the achievement of learning outcomes in early childhood in At-Taqwa Karawang. Based on background above, then the problem in this research is:

1. How is the content specification and instructional objectives at PAUD At-Taqwa Karawang?
2. How to assess entering behavior in teaching and learning process at PAUD At-Taqwa Karawang?
3. How to determination instructional strategies at PAUD At-Taqwa Karawang?
4. How to organize instructional units at PAUD At-Taqwa Karawang?

RESEARCH METHODOLOGY

In this study researchers used qualitative methods with qualitative descriptive approach. Qualitative research according to Moleong (2007: 6) is a study that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, and others. Holistically, and by way of descriptions in the form of words and languages, in a particular context that is natural and by utilizing various scientific methods.

While the approach on descriptive research is intended for the exploration of a social reality by way of describing a number of variables related to the problem and the unit under study. This type of research does not question the network of relationships between variables. Therefore, in a descriptive study, do not use and do not perform hypothesis testing. In the management, produce descriptive data in the form of written or oral word of the observed behavior.

RESULT AND FINDINGS

Content Specification and Instructional Objectives

Every beginning will be an activity at least there are some things planned. Planning is one of the most important things that are often encountered in every beginning of the activity. In order for instructional communication activities to be effective, a communicator must be able to plan first. In the process of planning the implementation of instructional communication, a communicator must be able to determine how the content and purpose in the communication. After knowing the content and purpose, the next step is to determine the strategy or method used.

At-Taqwa PAUD prepares both in writing and orally. In the preparation stage in writing, teachers use RPPM according to the theme compiled every week. Where in it there are sub themes that become the reference in the learning process that teachers do during the learning process takes place. Themes developed in learning should be able to build programs of religious and moral value development, physical motor, cognitive, language, socio-emotional and art. Then the oral preparation of teachers by conveying all the information to the learners in the form of ideas, teachings, values, ethics designed specifically to achieve the goals and targets of learning delivered orally.

Assessment of Entering Behavior

Assessment of entering behavior on the characteristics of learners is one of the efforts undertaken by teachers to gain an understanding of the condition of students that includes skills/talents, interests. In addition to explore the potential of the child, the teacher must also recognize the weaknesses possessed by students because it is related to a learning program that will be applied later. This stage has a very important meaning considering the many considerations that must be done by teachers for the interests of learning that will be followed by learners who are focused on the talents, attitudes, motivation to learn, the ability to think that includes all the initial skills and weaknesses that have been owned by students. This initial capability is a potential possessed before students gain school instruction, while the lack of students is a challenge for teachers to apply the right learning process. Assessment of this initial behavior is very important to apply the next learning process, so that the essential purpose of the instructional process can be achieved optimally. Conditions in these students can be used as a reference from which teaching should begin.

To recognize initial abilities, the teacher must be able to do a detailed initial estimate of all the situations and conditions of the learner, either predicting the physical, psychological and other aspects of the student's self that is the environment. In physical growth, the distinguishing characteristic of one student to another is to focus on the child's movement and posture. At this stage the teacher observes the physical development of the child. This physical growth either directly or indirectly affects the behavior of everyday children. Directly this growth will determine the child's skills in moving and acting, indirectly this physical growth and development will affect how the child sees himself as well as others.

Early assessments in PAUD At-Taqwa include emotional and moral development. In this development, teachers should be able to analyze any emotional changes in children that include feelings of pleasure, anger, irritation in the face of the environment. At this time, the child is easily carried away by emotional stings so difficult to be directed. The results of observations conducted

by the researcher confirmed that in this phase psychologically and emotionally the child is still in an unstable phase. This is marked by problems experienced by class A At-Taqwa PAUD, among others related to the value of responsibility, communicative, and cooperation. There are some students who have not been able to express something experienced, and can not appreciate the work of his age friends.

Determination of Instructional Strategies

The determination of instructional strategies is a strategy used by At-Taqwa PAUD teachers to convey information to learners. There are two strategies that used expository strategy and inquiry strategy. Expository strategy is the delivery of science supported by various sources of supporting information such as storybooks or fairy tales for early childhood, pictorial magazine, and films that are educative. While the inquiry strategy uses the aid of certain tools and facilities as experiments with the aim of drawing a conclusion by doing the experimental results. Tools that are often used by At-Taqwa PAUD is in the form of APE, hand puppets, as well as various concrete objects that are around students.

The method that is often used by teachers in At-Taqwa PAUD in the learning process such as role playing methods, demonstration methods, question and answer methods and experimental methods. The use of the method is adapted to the learning subtheme as well as the demonstration methods applied when the teacher wants to give examples of ways to do something like performing ablution, praying, good hand washing and brushing teeth.

Organization of Instructional Units

This stage is the stage where the researcher will describe the event where At-Taqwa PAUD teacher manages instructional units using lesson design. That is, when the information has been processed and ready to become a message that already has the potential to be expressed to the students, the results will be obtained in this stage will be more optimal when At-Taqwa PAUD teacher able deliver it systematically with the level of complexity that provides simple instructions with the short message/information leads to a more detailed message which will later become the core of the learning process. It will also examine messages, media usage and how to deliver materials to learners in this process.

The content of the message becomes one of the important elements in instructional communication because it contains the simplicity and also the complexity of language that must be taken into account by At-Taqwa PAUD teacher when communicating with their students. Furthermore, the teacher seeks to provide an understanding of some codes or passwords. Passwords are defined as words, phrases, symbols (including both verbal and non-verbal languages). At this stage, the selection of words to be communicated by At-Taqwa PAUD teacher must be adjusted so as to be understood by students so that both teachers and students can have a similar meaning.

DISCUSSION

Communication occurs in every human activity, including in teaching and learning activities. In other words, the teaching process will not work without communication. So in the instructional process, communication becomes a very

important thing to achieve effectiveness and learning objectives. Communication in the context of instructional children PAUD At-Taqwa Karawang has a very important meaning. Especially in delivering good materials in the form of information, ideas and other knowledge through oral and learning media (inquiry and expository). The delivery of information to these learners must be through structured communication, in order to be easily understood and applied. This condition indicates that communication brings a very large share in achieving learning objectives. In establishing the concept as a series of instructional need for a mature planning. PAUD At-Taqwa Karawang as an educational institution puts the main elements in running instructional communication such as teacher as lecturer, learner as teaching subject, educational media as a tool or means, and appropriate method / strategy in carrying out mission to create communication effective. As a series of processes, instructional activities are presented based on concepts from Hurt Theory, Scoott and McCrocey.

In this research, the researcher tries to describe and explore the role of teachers in running the teaching process by using all access in the form of lesson design, media and methods that fit to form affective and psychomotor cognitive ability. Teacher roles and responsibilities include the ability of the teacher to influence learners and do the teaching according to the purpose and content of learning. Here teachers are seen as communicators who play an important role in creating the effectiveness and application of values that are potential to influence and change the behavior of learners in accordance with the content and objectives of learning. Success in instructional communication occurs when learners know values and norms, increase knowledge and information and change behavior toward a more positive stage. As a preliminary process, the steps that teachers must perform are preparing the standardization of learning materials or themes with all other supportive aspects to help improve the effectiveness or nets of the learning process. The task of the teacher is to deliver orally the learning materials backed up by the details of the information previously made. The standardization of materials used is the 2013 curriculum.

The next phase leads to the assessment of student behavior / learners. In the first phase of the teacher is trying to understand the situation and condition of the learners, including the initial ability that has been owned. There are very active students who are also passive, this becomes the task of teachers to approach and introduction including knowing the ability of language, motor skills and psychomotor in each learner. The more teachers know the condition of their students, the success rate of instructional communication will be greater. Furthermore, the teacher must establish an instructional strategy in which it contains the appropriate media and methods through the management of instructional units that depend on the content to be submitted. This is where the core of learning, where the teacher will deliver the content of the message / material based on the theme standardization and subtema learning. In this way the teacher as a public figure should be able to give examples of good behavior, because the environment of this school children are more consistent and structured.

This condition runs according to the view of behaviorism which states that human behavior is influenced by the surrounding environment. Where the environment will shape the personality and behavior of individuals, including in

this case is the school environment. In other words, individual behavior is influenced by the environment. Furthermore, learning is said to be a process of behavioral change in accordance with the stimulus-response paradigm that occurs between the teacher and all the learners involved in it.

CONCLUSION

Referring to the results of the research, the researchers draw the following conclusions:

1. The instructional content specification and instructional objectives are the preparatory stage where PAUD At-Taqwa Karawang teacher prepares both in writing and orally. In the preparation stage in writing, teachers use RPPM according to the theme compiled every week. Where in it there are sub themes that become the reference in the learning process that teachers do during the learning process takes place. Themes developed in learning should be able to build programs of religious and moral value development, physical motor, cognitive, language, socio-emotional and art. Then the oral preparation of teachers by conveying all the information to the learners in the form of ideas, teachings, values, ethics designed specifically to achieve the goals and targets of learning delivered orally.
2. Assessment of entering behavior is the stage where the teacher makes a preliminary estimate of the learner by understanding the target situation and condition, psychological, and initial ability that the learner has. But if you look at the reality that exists, early behavioral assessment on learners, especially on the psychological aspects can not be done in early childhood, because the psychological development that occurs in children will continue to grow until the child entered adulthood.
3. Determination of Instructional Strategies used by At-Taqwa PAUD to convey information to learners. There are two strategies that used expository strategy and inquiry strategy. Expository strategy is the delivery of science supported by various sources of supporting information such as storybooks or fairy tales for early childhood, pictorial magazine, and films that are educative. While the inquiry strategy uses the aid of certain tools and facilities as experiments with the aim of drawing a conclusion by doing the experimental results. Tools that are often used by At-Taqwa PAUD is in the form of APE, hand puppets, as well as various concrete objects that are around students.
4. Organization of Instructional Units is the phase where the teacher convey material in the form of knowledge to learners that refers to the theme along with subtema learning. The submitted material should be explained to the smallest units with successive systematics, ranging from simple to complex and must be tailored to the conditions and situations of learners' abilities known in the previous stage.

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