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Early Childhood Education

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ABSTRACT

Children are like white cloth that parents need to make, to become a nation's next generation. Early childhood education is crucial in determining the direction of their lives in the future. However, many do not know how to make children in the right form. The study aims to expose the society to the early form of early childhood education based on early childhood education theory of Islam and the West. The concept of early childhood education is divided into two stages. The first stage starts from 0 to 3 years, and the second level starts from 3 to 6 years. There are three theories that need to be incorporated to formulate the curriculum for early childhood education namely behavioral theory, theoretical behavioral theory and constructivist theory. This study is a form of information gathering through sources of books and journals related to early childhood education in Malaysia. The summary of the literature review finds that early childhood education needs to be emphasized by parents who are the first teachers at 0 to 3 years with the support of preschoolers from 3 to 6 years so that the generation of brilliant generations can begin early on.

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Introduction

Education and life is a package that exists in every individual, both adult and child. This is because it is a mechanism (whether unconsciously or unconsciously) that can alter and should increase the human being to a more mature stage (Erikson, 1975).

For that pre-school education, which is an early stage of the learning process, it is crucial that preschool experiences provide the skills that can provide children with skills, self-esteem and always have positive attitudes towards other individuals without any negative bias towards others (Mac Naughton, 2005).

Pre-school education is also recognized as a positive effect as the Messenger of Allah s.a.w. That "Children begin to glow at the age of five" This clearly shows that children can accept any knowledge they are taught (Hassan, 1997).

Malaysia as one of the fastest developing countries is not left behind in determining education given to children as quality education. Although many of the efforts that have been, will or will be implemented by the government aimed at improving the quality of preschool education, sometimes the facilities provided have been misused to cause confusion, disorder and anxiety to parents, educators and entrepreneurs who have a real purpose goal. No wonder if there are various goals, activities and quality of pre-school education programs (Rohaty, 1994).

Children receive a new learning experience, driven by biological and physical processes to absorb experience in developing basic knowledge and skills that are growing. Together with a safe, healthy nutrition and nutrition environment, experience is what feeds on them and forces them to react. Joy, exploration, and miracle are child reactions, spiritually motivating by itself, after discovering and learning something different or new. Early years is formation years, which means early experience will have influence that is significant and long-lasting influence on their

behaviors, characteristics, and skills in adulthood (Rachel Carson, 2014).

Early Childhood Education Theory

Teaching and learning in early childhood education is more effective if done through play activities because playing is part of the world of children. Playing is the best teaching and learning experience and is a priority in early childhood education (Moyle, 2005).

Through play or play, children learn about the environment and understand the issues around them. When a child learns something, they continue to be interested in participating in learning, the effect of being a focus on something is getting better. Through play activities, children are more focused on all things related to the game's activities. Hence, children have a meaningful learning experience and the teaching and learning process is better. Unfortunately, many parents even have teachers and entrepreneur's early childhood education centers consider playing methods less important and emphasize focus on academic performance. Thus, many early childhood programs use training methods and ignore play activities in the early childhood education curriculum (Miller & Almo 2009).

The children's developmental theory of Erikson (1950) and Piaget (1980) emphasize, different capacities can be done by children at different levels. This level is in line with the development of children and these developments can be sharpened and enhanced as per needs of children. Learning cannot be separated from the everyday life of children, but learning must be based on the needs and interests of children (Ornstein and Hunkins, 2004).

Psychology builds and produces the theories and principles that are fundamental to understanding children in education (Baharom Mohamad, Ahmad Esa & Husin Junoh, 2008). So, by using psychology, we will better understand the proper way to educate the child.

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The approach of teaching and learning in early childhood education should be in line with the development of children, namely the Developmentally Appropriate Practices, DAP (Berk, 2008). DAP focuses on the use of teaching and learning methods that involve children actively through various activities appropriate to the age, ability, talent and interest of children.

The National Association for Education of Young Children (NAEYC) early childhood education research institute believes that children are learning per their needs and development as well as emphasizing best practices (NAEYC, 2008).

If early in the education of children have been exposed to the concept of soft skills and already know where and when to apply it then it is not possible in the future, they also know to apply soft skills that are now a very important skill for their mind development (Ahmad & Mohd Zaid, 2010).

Play Activities in Early Childhood Education

Play activities, inquiries, exploring and investigating, experimenting and making projects strongly encouraged in DAP (Roopnarine & Johnson 2005).

The curriculum involves both planned and unplanned experiences, inherent in the values and attitudes of teachers and school administrators, parents and communities (Arce, 2000).

Pre-school levels are the best time in the process of developing children mentally, physically, social and emotionally. The curriculum that is appropriate for children is a curriculum that can build cognitive skills by providing concrete experience, and in line with the needs and levels of development of children (Norhashimah & Yahya 2003).

Playing activities can be seen from the baby, which is when the baby begins to play and manipulate the gameplay placed around it. At this stage the baby strives to master basic skills through five senses. According to Piaget, at motor sensory levels (0 to 2 years), the baby learns through interactions with the surrounding lugs and cognitive ability to grow. Once the baby toddle, their movements become more active and when playing them become more imaginative.

Playing is important for the development of children. Kids learn the skills around the world around them effectively through play. The ability of a child to understand the world around him is growing through play. As soon as children understand the new concept and do it repeatedly during play, they then master the concepts in the next stage. Early childhood education figures such as Friedrich Froebel and Maria Montessori are convinced that play is important for children. Froebel who once founded a view-kindergarten, plays is important in indirect learning (Downey & Garzoli 2007).

Through play, children can perform meaningful activities that can foster language, cognitive, social, emotional and physical development. Children also learn about themselves and other individuals. Experts in the field of child development believe that play is the best way for children to learn the concepts and skills that will later be used to learn new things in the future. Playing can stimulate brain functions and the learning domain to integrate with each other naturally. This does not apply during the direct teaching of the teacher (Wardle, 2008).

There are various types of games that children do while playing. Types of games can be classified as motor / physical games, social games, constructive games, games by rules and fantasy games.

Physical education is part of the educational process that takes place through experience in a variety of situations. Motorcycle games can improve the gross and fine motor skills of children. Motor skills involving the movement of gross and subtle muscles of children, can be expanded through physical activity. Fine motor skills are small movements such as picking up a pencil

and writing skills, tearing, cutting, squeezing, jerking and kneading. Fine motor skills are important for children to learn basic concepts such as carrying out daily tasks. Examples include dressing, holding a pencil, tie a rope, and so on. While gross motor skills involve manipulative skill of coarse muscles throughout the body such as jumping, running and climbing. As children play, the child makes the movement of their coarse and smooth muscles. At the same time children also use their eye and hand coordination to control all movements. The motor skills and its control are related to brain efficiency skills, is during movement, the nervous system in the brain and body muscles work together (Doherty and Brennan, 2008).

When children interact with each other while playing, children learn social skills like, tolerate, cooperate and share something (Smidt, 2010). When children play, they socialize with peers. Social games can occur in groups or individuals. For example, when a child interacts with his friend and asks or borrows a game even if the child does not play with his friend but their interaction will happen too.

A constructive game takes place when children build something by manipulating the environment. Froebel refers to constructive games as an activity involving smooth motorcycle movements such as weaving, cuffing, folding paper and embroidery (Roopnarine & Johnson 2005). Games such as building blocks from blocks, playing sand and creating crafts materials are a constructive game. Constructive games give children the opportunity to learn something and when children play constructively, they learn to do something until they are done. Playing constructively also involves manipulative skills. Children who have manipulative skills, can manipulate ideas, concepts and opinions.

One of the most effective ways for children to learn and practice their imagination skills is through fantasy games. The game is done spontaneously by using equipment or without equipment and is done based on the imagination of a child. It can improve children's understanding of the world around them and how to socialize with peers. During fantasy games, children learn how to describe a character in a situation. They use imagination and language to express ideas, concepts and desires. They also seek to transform ideas into creative fantasies (Sharifah & Aliza, 2011).

Since childhood, children are taught to comply with rules through games. Through regulated games, children learn how to comply with rules, adapt and solve problems. Children understand social rules through games that require them to follow the rules. Games such as drafts, chess, cards, and monopolies teach children that everyone must comply with the rules set. Such games can help children understand the concepts of the rules and the need to comply with the law.

The Importance of Parental Involvement in Early Childhood Education

Parental involvement in children's learning is closely linked to the academic achievement of children. The increased parental involvement in children's learning, the tendency for the achievement or development of children also

increases is high and vice versa. From previous survey observers, this study found that parents are less concerned about learning children especially at pre-school level, at the early stage of childhood education. Apart from parents, most teachers also think this is an easy and unnecessary thing when situations occur in most schools. Teachers highlight the achievement of children and often label children if they do not reach the desired goal. The same goes for parents. Perceptions of children's learning without regard to providing early education to children will indirectly expose children as early as age to explore the real world and encourage their more holistic development.

There are studies stating that there are four roles played by parents who can contribute to children's learning, namely parents as teachers, parents as supporters, parents as lawyers and parents as decision makers (Henderson & Bella, 1994). Parents who are always seen by children at home are as guardians or caregivers for them to change their role as a teacher when their parents are directly involved in their learning activities at preschool.

Parental support and the provision of appropriate learning materials can enhance student self-learning (Chris & Rosemary, 2004).

Parents are people who provide basic needs, care and affection, provide support, guidance, guidance and protection to children. Parents' involvement in preschool children's learning activities is very important. This is because the involvement of parents with children will facilitate parents in understanding the true concept of teaching and learning in preschools as well as guiding and educating children in learning (Morrison, 1995).

Parents are individuals who also often communicate with their children when outside the school area. Children are more likely to understand or follow any speeches their parents make at home. Therefore, parental involvement in children's education will help provide space for children at home or anywhere when they are with their parents. Previous studies have found that families who practice healthy communication at home can not only strengthen family ties but also help children to improve their personal development, emotions and achievement in their lessons (Cooper, Robinson & Patall, 2006).

The growing involvement of parents in children's learning activities and programs at schools affects their achievement in learning. Students' excellence cannot be achieved if parents' involvement in school programs and activities cannot be improved (Henderson & Mapp 2002).

Conclusions

From reading literature, emphasis on early childhood education is very important today. In the past, children were sent straight to school without going through a pre-school education phase, but the situation was changing. It is even said that the child was sent out to school if not sent to the kindergartens. This shows, the need for a system that can be used as a guideline for prescribed philosophical based preschool education and achieving the objectives of early childhood education. However, the success of early childhood education is also influenced by the involvement of parents in early childhood education. Parental involvement is crucial to assisting the development of a comprehensive child as well as developing themselves in whatever activity they are doing. Parents are a support that has a positive impact on the development of children.

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