

APPLICATION OF SCAFFOLDING PLAYING IN EARLY CHILDHOOD EDUCATION IN THE SOUTH TANGERANG

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Abstract

The number of Early Childhood Education in South Tangerang is increasing, but it has not followed the improvement of learning quality. Implementation of learning in early childhood is done through playing in the center / area / corner as the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 on the National Standard of Early Childhood Education. The results of previous research in Istiqlal Kindergarten/Play Group Jakarta found that giving scaffolding in play activities can improve the quality of learning. Scaffolding is done so that educators can provide a foundation of support, assistance, guidance, and direction, and explain their expectations of children. This is done to answer the problem of children who often do not know how to use materials and play tools, rules in play, lose the idea to continue the game. Responding to the current government commitment to encourage the implementation of quality Early Childhood Education, it is necessary to conduct research on the Application of Scaffolding in the early childhood in South Tangerang. The purpose of research to produce innovation technology of early childhood education. Innovation found, expected to be useful for the implementation of early childhood in learning through play. Specific targets of the research are found in the model and compiled scaffolding-based play modules that can be implemented throughout Early Childhood Education South Tangerang and become the basis of the core activities policy in early childhood learning. The research method used a quantitative and qualitative approach. The type of data needed is quantitative and qualitative data according to mix-method approach. Source of data taken from early childhood that has been accredited A. Quantitative data analysis is done by making tabulation and graph. Tabulation results and graphs will be narrated descriptively. Analysis of qualitative data by conducting content analysis using matrix interview result. The results showed scaffolding can develop language, emotional, cognitive, independence, and can recognize the social environment of children.

Keywords: *Play, Early Childhood Education, Scaffolding*

INTRODUCTION

The number of PAUD institutions each year continues to grow. Based on data from Sapulidi Research Center (SRC), April 17, 2017 in Anonymous (2017^a), there are 195,388 Institution of Childhood Education Services throughout Indonesia with details of Kindergarten 89,204 (46%), Play Group is 81,058 (41%), Day care (2%), and Unit of Similar Education is 22,438 (11%). In addition there are also RA as much as 27,999 under the auspices of the Ministry of Religious Affairs. If we look at the data, the number of people aged 3-6 years reaches 19,229,800 people in Odd Semester in the 2016/2017 Lesson Year, which has entered the Kindergarten of 4,605,809 children. And those who studied in early childhood reached 13,913,680 children (about 70.35%).⁹⁶

PAUD institutions in South Tangerang are also increasing in number. The number of Kindergarten in South Tangerang in 2016 is 501 which is managed by private sector and six are

⁹⁶ Anonymous. Anonymous. Apa Kabar PAUD Indonesia Tahun 2017. 2017^a. <http://bagaimana-berbagi.blogspot.co.id/2017/03/apa-kabar-paud-tahun-2017.html> ((access August 11, 2017)

managed by the country. While the number of Non Formal Primary Education as many as 168 consisting of 235 Play Groups, 2 Daycare, and 57 units of early childhood (SPS).⁹⁷ This situation reflects that the early childhood has implemented learning through play. For that need to be examined how the application of scaffolding in play in the early childhood. This is important to know because scaffolding is a very appropriate learning method in the implementation of early childhood.

The results of previous research in Istiqlal's Kindergartens / Playgroups Jakarta found that giving scaffolding (foothold) on play activities can improve the quality of learning. Scaffolding is done so that educators can provide a foundation of support, assistance, guidance, and direction, and explain their expectations of children. This is done to answer the problem of children who often do not know how to use materials and play tools, rules in play, lose the idea to continue the game. Understanding that playing is one of the important and appropriate methods in the learning process has been socialized among PAUD including in South Tangerang. The problem is whether the child has been given a play experience that can accelerate the development of his brain? How is the implementation of play method done? Quality play requires design and concepts that require the application of scaffolding to support a child's play experience. From the findings of previous research found that scaffolding is able to create meaning play for children, which in turn can develop multiple intelligence in children.

A fun play experience with materials, objects, other children, and adult attention helps children develop physically, emotionally, cognitively, and socially. The theory and research of play serve as the basis for a high-quality early childhood program. A high-quality play environment for early childhood supports three types of play known in early childhood research (Weikart, Rodgers, & Adcock, 1971) and theories of Erik Erikson, Jean Piaget, Lev Vygotsky, and Anna Freud. To develop a quality play experience, scaffolding is required in play activities. Scaffolding play is done so that educators can provide a foundation of support, assistance, guidance, and direction, and explain his expectations of children. This is done to answer the problem of children who often do not know how to use materials and play tools, rules in play, lose the idea to continue the game.

Many theories about play are used as the basis for the implementation of early childhood learning. One of them is the results of research from CCCRT who have carefully considered the stepping stages of the quality play experience. The main environmental footprint includes an experience footing before play, a foothold of every child's play experience. In giving a foothold it was found that the intensity of the main experience and the density of the experience of playing in variety and opportunity.

Scaffolding is a shifting support during learning activities, where educators tailor support to the child's performance level at play. To achieve the quality of the main experience (CCCRT, 2005) there are four steps of footing, which are the main environmental footing, the pre-game experience footing, the foothold of every child's experience and the foothold of experience after play.⁹⁸ In the organizational structure at the Education Office of South Tangerang, the development of early childhood education is divided into two fields and sections ie for kindergarten is fostered by section Bina TK under the auspices of Basic Education (Primary Education) while the form of non-formal early childhood services fostered by the early childhood section under the field of Non Formal Informal Education (PNFI). In these two different paths it is assumed that there is a difference in commitment to the concept and design of play on each of these paths, especially the application of its footing (scaffolding). This will affect the process as well as learning outcomes, while every child has the same right to get quality educational services and experience.

Given the importance of the playing ground position in realizing a quality play experience, it is necessary to know and examine how the application of playing footing in PAUD institutions both formal and non formal in South Tangerang. For that we need to research applied products with the title "Application of Scaffolding Playing on Early Childhood Education in South Tangerang. "

⁹⁷ Anonymous. Manajemen PAUD di Tangerang Selatan. 2017. <http://manajemen.paud-dikmas.kemendikbud.go.id> (access June 11, 2017)

⁹⁸ The Creative Center for Childhood Research and Training, Inc. *Beyond Centers & Circle Time : Scaffolding and Assessing The Play Of Young Children*. Florida : CRRT, 2005

Scaffolding is a shifting support during learning activities, where a more skilled partner adapts support to the child's performance level at that time. Support will be given more when the task is new and decreases as the ability of the child increases. Thus giving a foothold can instill self-control and independence in children.⁹⁹ According to Vygotsky, learners can develop thinking skills to a higher level when scaffolding from a more skilled person or through peers who have higher abilities. Likewise Piaget argues that learners will get enlightenment of new ideas from someone who has knowledge or expertise.¹⁰⁰ The definition of scaffolding is also expressed by Cazden as "a temporary framework for the completion of activity". Scaffolding construction occurs in learners who can not articulate or explore learning independently. Scaffolding is prepared by learners not to change the nature or degree of difficulty of the task, but with the scaffolding provided allows learners to successfully complete the task.¹⁰¹

Scaffolding is a shifting support tailored to the child's progress as a scaffolding to achieve higher growth. The scaffolding is done by using four types of scaffolding to support the development of children, namely; (1) main environmental scaffolding (2). scaffolding before playing; (3) scaffolding during play and (4) scaffolding after playing.¹⁰²

The purpose of this study is the finding of innovative application of scaffolding model on learning through playing in early childhood education unit. Scaffolding innovation in play obtained from the results of the study is expected to color the event PAUD in South Tangerang. Furthermore, the Education Office of South Tangerang City Government has a guidance of playing scaffolding as a reference of educators in assisting and facilitating children play so that in turn PAUD children in South Tangerang have a meaningful and quality play experience so that optimization of child's brain development can be achieved.

The virtue of this research is to know how the design and concept of play method used PAUD. This is important to know because the basis of learning in early childhood is through play. It would be very meaningless for children if early childhood still lacks the concept and design of play. In addition, the most important thing is how educators apply scaffolding to play in the learning process. The application of scaffolding will greatly help the development of early childhood intelligence. It is expected that the Education Office of South Tangerang will not only assist in the provision of educational games, but also how the implementation of play is done in a planned and aims and supports the role of teachers in providing a playground for children.

RESEARCH METHODS

This research was conducted in Pembina Affair I's Kindergarten and Hanifa's Kindergarten. Both are domiciled in Pamulang Tangerang Selatan City. Pembina I's Kindergarten representing kindergarten owned by local government and kindergarten Hanifa representing kindergarten owned by society. These two kindergartens are accredited A and organize the learning method through the role play center.

The research design used case study with qualitative approach. Data sources are collected through in-depth interviews, observation and documentation. Sub-analysis method of research is formative with evaluation to analyze the concept and design of play, and also know the application of scaffolding in role playing activity. The type of data required in this study is qualitative data. Qualitative data are secondary / primary data collected from document analysis after intervention of early childhood education organized by PAUD organizer institute conducted by educator and educational staff in South Tangerang

Informants in this research are teachers, principals and education personnel. Data collection is done through observation, interview and documentation. The data collected, analyzed through the

⁹⁹ Phelps, C. Pamela., *Beyond Cribs Rattles; Fully Scaffolding Development Infants and Toddlers*. (Canada: Kaplan Early Learning Co. 2005), p.18

¹⁰⁰ *Ibid.*, p.167

¹⁰¹ Martinis Yamin. *Paradigma Baru Pembelajaran*. (Jakarta: Gaung Persada. 2011). p.166

¹⁰² *Ibid*

categorization and classification of sub focus of research that includes: the main environmental footing, the footing before play, the current footing and the footing after playing the role played.

To deepen the data source and support the discussion of the results of the research will also be conducted FGD, is the next source of conical data to know the implementation of Scaffolding conducted early childhood in South Tangerang. To deepen the data source, it will be used and support the discussion of the research results will be conducted FGD is the next source of conical data to know the implementation of Scaffolding conducted PAUD in South Tangerang.

DISCUSSION

The background of the selection of role playing centers in TK Negeri Pembina 1 are:

1. Implementation of role playing activities, reflecting children's development in various aspects, among others the ability to communicate children spontaneously, help fantasy and cognition of children, train children's concentration and capability, develop child creativity, pouring children's feelings through attitude skills, build a fun atmosphere for children, build a positive attitude of the child, train children to make decisions, leaving a strong impression on the child, as variations in children's play activities, and bringing the actual situation into the classroom through simulation.
2. Readiness of teachers in presenting role play in the classroom. Until now in packing the main role, there are some things that are still a challenge for teachers in Pembina Affair Kineegarten 1. These constraints, among others, a. limited space, b. it takes a long time to invite children to take part in acting out certain roles, especially for shy children, and 3. not all themes can be presented through role playing methods.

In Hanifa Kindergarten, the use of role play centers can make children develop language, emotional, cognitive, independence, and can recognize the social environment of children.

According to CCCRT (2005)¹⁰³, the size of the place in the scaffolding role playing environment is one of the factors that need to be considered so that children can be free to move and choose their activities. The reality in the kindergarten of the First Coach I and the Hanifa TK the limited size of the place can still hold role playing in the child. In this activity the child is accompanied by the teacher, preferably in the center of this role play a teacher companion more than one person.

Pembina Affairs Kindergarten I and Hanifa's Kindergarten, have the same goals, among others, in developing motor, cognitive, affective children, independence, and introduce the social environment of children. Pembina Affairs Kindergarten I now has obstacles in terms of space limitations and how to deal with shy children.

The theme chosen to play the role in Pembina Affairs Kindergarten 1 is "My house is my heaven". Setting up the role playing environment in accordance with the theme is an early stage in role play. The room is divided into several parts by using a partition from a used cardboard that serves as the boundary between the spaces that exist in a house; living room, bedroom, and kitchen space. Each room is equipped with the usual furniture in the room. In the living room there is a desk chair, in the kitchen there are cookware and in the bedroom there is a pillow.

The purpose of this arrangement is to provide a real picture of a house, thus generating children's memory in role playing. The division of roles involves the willingness of the child to become a character, and how to play alternately. Each child plays a character. If there are similarities in character selection, the teacher becomes a facilitator, but the final decision remains with the child.

The various tools used in the role play center are tools tailored to the desired atmosphere: in the kitchen there is a set of tools to cook its function to provide flexibility of children explore the activities of cooking is usually done in the kitchen.

In this central role playing space has literacy materials such as books, papers, pencils, story books, writings and so on teachers introduce vocabulary related to the theme. There are also books

¹⁰³ The Creative Center for Childhood Research and Training, Inc . *Beyond Centers & Circle Time : Scaffolding and Assessing The Play Of Young Children* . Florida : CRRT, 2005

available and intended for children who have not had a turn to play a role. Similarly, the arrangement of the role playing environment associated with supporting the success of social relationships.

The theme being held at Hanifa Kindergarten is "School". The initial arrangement of the role playing environment is done before the play activities take place. The teacher prepares the play tools that will be needed. The teacher takes into account the number of toys used with the number of children and the opportunity to play the child. Structuring the environment play role is very closely related in supporting the success of social relations. This is seen when the child interacts with a friend in playing a role, for example: Driver to school children, teachers with students, shopping to the school cafeteria and so forth.

The tools used in the role play centers are of two types. There are micro play tools and macro play tools. Micro playgrounds are: hand puppet, house beam - home and cook. Macro play tools are: play cooking tools - dishes in kitchen, cashier (selling), professional tools.

In this central role playing space has literacy materials such as books, papers, pencils, story books, writings and so forth also available literacy tools such as story books, paper, crayons, and colored pencils. In the scaffolding of the playing environment, the stage to do is to manage early play environments with materials that are enough three playgrounds for each child, plan intensity and density of experience, have a variety of materials that support three types of games: sensorimotor, development and role playing, materials that support literacy experiences, and organize play opportunities to support positive social relationships.

The use of tools and the amount of equipment when playing roles in these two kindergartens is in accordance with the basic scaffolding in role playing experience. The basic scaffolding in the playing experience is determined among other things by the selection of the necessary tools during the role play and also the amount of equipment that is during the role playing activities. Children play with comfortable when play activities can be estimated. Children can explore with tools and materials appropriately if they understand the function and how to use the tools and materials.

The delivery of information related to the role playing theme in Pembina Affairs Kindegarten 1 is delivered by the teacher, during the circle time and also during the scaffolding before playing in the center through question and answer with the children about various matters related to the theme. Submission of information is done by reading the teacher's books and through songs related to the theme. In addition, teachers also introduce vocabulary related to the theme.

Teacher explains the role that will be lived by the child, both new role and the old role in accordance with the theme. Then the teacher explains the series of play opportunities in children by dividing the child in 2 to 3 groups of play, the first group will portray the person introduced and chosen by the child. The first group is given time and opportunity to play. While the first group is playing, the second group is given the opportunity to watch the first group play and can also read the book that the teacher has prepared. This situation is an innovation that arises because of limited space owned.

The teacher explains the tools used in role playing along with the functions and how to use them not in detail, so expect the child has a great curiosity to explore the tools. The teacher discusses the whole idea to the child to play. Ideas can come from children, and the storyline is also possible ideas from children. Then discuss the outline of the story line to be played.

The success of social relationships will certainly occur if there is interaction, for children who tend to be quiet, teachers can lure through more active children.

The roles that the teacher has designed to convey to the child to choose the role they want to play. If there is a child who wants the same role, the teacher encourages the child to make his own decision based on mutual agreement between the child. Then the teacher's expectations are delivered according to the function of each role, but the child is entitled to display according to what is in their imagination. Precisely this is what is expected, so the role play becomes evolved.

The teacher then designs and implements a transition sequence based on the number of children, the space, the availability of the tools, the time available and the purpose of role play. After that the teacher gives an illustration of the characters and roles to be played, the child will choose a playmate, which will at least represent the availability of the character. For example there is the role of father, then in the group there must be a boy.

Next the teacher formulated the idea of playing. In formulating the idea of play, is the teacher together with the teacher team, the evaluation results play the previous role and by hearing input from the child. Master invites other players with the inducement of an active child.

The teacher negotiates the role that the child will play by taking into account the number of children, the space, the availability of the tools, the time and the purpose of the role play. Example: in the theme of my house my heaven, there are children who have not got the role because the character is enough, the teacher can offer to add the role of brother / sister, so the family has more than two children. In approving the story to play, the teacher offers it to the child first, if there is an additional or child input, usually by itself the story line develops.

Hanifa Kindergarten in the delivery of information relating to the theme delivered by the teacher. Explanation of the information submitted by the teacher through telling stories first using images that fit the theme and teachers introduce the vocabulary relating to the theme by observing the vocabulary that has been given when the child is playing a role.

The teacher explains the role that the child will play, both new and old roles that match the theme and the teacher explains a clear set of children's play opportunities, play rules and play arrangements.

Teacher explains the tools of play with the theme of "school". Master explains the theme first. The teacher explains the roles to be played such as: teacher, pupil, pick-up driver, and cooking mother. Before the child plays the teacher explains and shows the tools that will be played like a car, play and play the role of teaching, it is played according to the agreement.

The teacher discusses activities in accordance with the theme that takes place and then invites the child to choose the role that will be played according to the story line that has been made. Teachers also encourage the success of social relationships by giving each child a role, playing in pairs of themes, and doing activities in groups.

Regarding the roles that the child will play, the teacher offers or gives the child the opportunity to choose the desired role and the teacher explains his or her expectations of the children who will play the role in order for the child to play the role. The child appreciates the role played and the child performs the role without feeling compelled.

In designing and implementing a sequence of transitions for role play, the teacher explains in detail one by one when wanting to play a role. In designing students to choose a playmate, Master gives the students the opportunity to choose their friends.

In formulating the idea of playing. The teacher determines the theme. The teacher tells a story according to the theme, determines the variety of play activities, provides the tools used. Then invite other players by giving strong motivation to the children - children. In determining the role to play the teacher gives the child the opportunity to play the role he wants.

In approving the story that will play the role of the teacher invites the children to come together to listen to the story and give the child an opportunity to convey his ideas according to the story the teacher has submitted, once approved the children choose the desired role.

Teachers give children time to manage and expand their playing experience, modeling the right communication when it goes wrong or out of place. In addition to giving the opportunity to play the desired role, and provide motivation to find other games and exemplify the right communication with the way the teacher tells a role / story and introduce the characters to the story characters that will play and strengthen and expand the language of children by way of teachers can repeat the word to be introduced to a vocabulary which on that day will be given.

Teachers also strengthen and expand the language of the child and increase social opportunities through support for peer relationships. Lastly documenting the progress and progress of the child over time.

Teachers encourage children to recall their play experiences and share their experiences with questions that can generate a memory of the child's role playing experience, with the aim of providing reinforcement.

Scaffolding experience before role play according to CCCRT (2005)¹⁰⁴ is reading books relating to experience or bringing in speakers, incorporating new vocabulary and demonstrating concepts that support acquisition, job skills (performance standards), giving ideas on how to use materials, discuss rules and hope for play experiences, explaining play time sequences, managing children for social connections, and designing and implementing transition sequences of play. Scaffolding the experience of playing every time is giving children time to manage and broaden their playing experience, modeling appropriate communication, strengthening and expanding children's language, increasing social opportunities through support of peer relations, and observing and documenting child development and progress.

Implementing scaffolding experience before playing and scaffolding the experience of playing at any time turns out at Pembina Affair Kindergarten 1 and Hanifa Kindergarten in accordance with the opinion of CCCRT (2005).¹⁰⁵ This can be seen from the previous description.

The Pembina teacher provides the opportunity to socialize to the students through support to peer relationships by playing roles and giving the appropriate role to his wishes and observing and documenting the progress and progress of the child with observation, anecdotes, judgments, photographs, video. After completion of play, the child together to clean up the tools and materials that have been used Clearing materials and the results by way of grouping, sort the play materials appropriately.

At the end of the Hanifa Kindergarten teacher supports the child to recall the experience of his play and tell each other his experience of the game by asking back to the child about the activities that have been done in one day and the like. To clean up the materials and the results by grouping, sort the playground appropriately with the teacher to remind you about playing time.

CONCLUSION

From the previous description it can be concluded that:

1. Scaffolding role play is applied through the foothold of the main environment, before playing, while playing, and after playing can increase the ability to communicate children spontaneously, help fantasy and cognition of children, train concentration and capture of children, develop creativity of children, children can pour his feelings through attitude skills, building a fun atmosphere for children, building a positive attitude of children, training children to make decisions, leaving a strong impression on children, as variations in children's play activities, and bringing the actual situation into the classroom through simulation.
2. Obtained some innovations, among others:
 - a. Limitations of space owned by disiasati by dividing the child into two groups in the opportunity and time to play,
 - b. Teachers are able to harmonize the existing raw materials, so role playing can take place well
 - c. To maintain sustainability in playing the role required some teachers as a companion
 - d. In order for interaction and success of social relationships for children who tend to be quiet, the teacher can lure him through a more active child.
 - e. In order to play a growing role, then the teacher provides an opportunity for children to choose the role that has been planned and the right to play it in accordance with their imagination.

¹⁰⁴ Ibid

¹⁰⁵ Ibid

SUGGESTION

Recommendations that can be given on this occasion to the Regional Government of South Tangerang City are:

1. Scaffolding innovation in play obtained from the research is expected to color the PAUD training in South Tangerang.
2. Application of scaffolding should be applied to Early Childhood Education
3. Need training and workshops for teachers in the implementation of scaffolding Early Age Education
4. Need to have a textbook on Scaffolding Role Play as one of the referrals of educators in accompanying and facilitate children play so that in turn PAUD Tangerang South students have a meaningful and quality play experience so that optimization of child's brain development can be achieved. have a meaningful and quality play experience so that optimization of child's brain development can be achieved.

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