

**CONTEMPORARY PROBLEMS IN EARLY CHILDHOOD EDUCATION
(CASE STUDY AT THE PRESIDENT FILIA GRACIA FOUNDATION PURUK
CAHU KINDERGARTEN)****Seprie**Universitas Negeri Yogyakarta
Email: sepriebaru2017@gmail.com**Abstract**

The existence of government regulations regarding the one-village PAUD program indicates that education starting early is very important. Therefore, it is necessary to highlight several issues and problems in PAUD. This research aims to determine the issues and problems in contemporary PAUD. This research uses a qualitative research method, a literature study. The results of this research explain the meaning of contemporary PAUD issues and problems, issues in contemporary PAUD, the importance of PAUD, and behavioral problems in early childhood. This research concludes that contemporary PAUD issues are intended to discuss PAUD which is currently developing. Problems are problems that exist in the PAUD institution itself which lead to both positive and negative aspects, and basically with problems the science of PAUD will develop. With this problem, knowledge about PAUD will develop further. Therefore, responding to issues and problems in PAUD is very important, especially in the development of PAUD in formal education units such as the Kindergarten President of the Filia Gracia Puruk Cahu Foundation.

Keywords: PAUD, Education, Educational Problems, Filia Gracia Foundation President Kindergarten.

INTRODUCTION

Education is a conscious effort to realize cultural inheritance from one generation to another. Education makes this generation a role model for the teachings of previous generations. Until now, education has no boundaries to explain the meaning of education completely because its nature is as complex as its target, namely humans (Nicolaou, 2021). Its complex nature is often called the science of education. Educational science is a continuation of education. Educational science is more related to educational theory which prioritizes scientific thinking. Education and educational science are related in practical and theoretical terms. So, in the process of human life, both of them collaborate (Bencze et al., 2020).

Early childhood education (PAUD) is becoming a national issue in Indonesia today. Accelerating and expanding PAUD services is one of the strategic policies rolled out by the Ministry of Education and Culture. In line with this policy, adding and improving the competence of PAUD education is a demand that cannot be ignored (Indrawati & Kuncoro, 2021). According to Law No.20 of 2003 page 6 concerning the

National Education System Article 1, point 14; "Early Childhood Education is a development effort aimed at children from birth to 6 (six) years which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education" (Berti et al., 2019).

The program to improve the quality of PAUD educators which has been implemented so far is through group activities, kindergarten teacher work (KGTKK) in the kindergarten (TK) cluster for formal PAUD, as has been stipulated by the Director General of Basic Education, Ministry of Education and Culture No. 086/C/Kep/U/1995 dated 18 May 1995, namely: "The TK Cluster is a forum for KGTKK activities and the TK Head Working Group" (Kresnawaty et al., 2023). It is interesting to note the development of PAUD institutions in various forms of PAUD services such as kindergartens, child care centers (TPA), play groups (KB), and similar PAUD units (SPS); shows the increasing public awareness of the importance of education that is appropriate to children's developmental stages from an early age. This increase in public interest is accompanied by an increase in the need for qualified educators (Kindergarten/PAUD teachers) (Sumengkar et al., 2023).

The government regulations implementing the One Village One PAUD program, indicate that education starting early is very important; the age of 0-6 years is called the golden age, this is the period where stimulation and education are needed to help the child's growth and development process. This section highlights several critical and problematic issues in PAUD, where an issue is something that is being discussed (trending topic) and is temporary (Yang & Zhang, 2021). Meanwhile, the problem itself is a problem or problem that arises in the middle of PAUD. The focus of this research is on the Kindergarten President of the Filia Gracia Puruk Cahu Foundation.

The research aims to investigate and evaluate the effectiveness of the implemented program to improve the quality of Early Childhood Education (PAUD) educators, with a specific focus on the Kindergarten President of the Filia Gracia Puruk Cahu Foundation. The study seeks to understand the impact of the existing initiatives, such as the One Village One PAUD program and the group activities for kindergarten teachers, on enhancing the competence of PAUD educators. Additionally, the research aims to identify any critical and problematic issues in PAUD, as well as explore potential solutions to address these challenges.

The overarching goal is to contribute valuable insights and recommendations for the improvement of early childhood education in Indonesia, especially in terms of enhancing the quality of educators and addressing issues within the PAUD system. This research aligns with the broader national agenda of accelerating and expanding PAUD services, as outlined by the Ministry of Education and Culture. By focusing on a specific PAUD institution, the study aims to provide context-specific recommendations that can contribute to the overall enhancement of early childhood education in the country.

Literature Review

According to Law No.20 of 2003 page 6 concerning the National Education System Article 1, point 14: "Early Childhood Education is a development effort aimed at

children from birth to 6 (six) years which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education" (Sofyan et al., 2019).

According to Nur Cholimah, PAUD is a conscious effort to facilitate physical and spiritual growth and development from birth to the age of six; which is carried out through the provision of experiences and stimulation that are developed in an integrated and comprehensive manner so that children can grow and develop healthily and optimally following the values, norms and expectations of society (Sabri, 2020).

Kindergarten-aged children are in the individual development phase of around 4 (four) to 6 (six) years. At this time children begin to have awareness about themselves, can regulate themselves in several habits, and recognize several things that are considered dangerous. Kindergarten is a level of education that is in Early Childhood Education (PAUD) on the formal route. Kindergarten is a coaching effort aimed at children aged four to six years (Rozi et al., 2022).

This education is carried out by providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. In kindergarten education, groupings (levels) are based on age. For children aged four to five years they are in group A and for children aged five to six years they are in group B. Kindergarten education is a form of education that focuses on laying the foundation for physical, artistic, social emotional growth and development, religious values and morals, and language (Husein, 2020).

RESEARCH METHOD

The research method in this study uses a qualitative research method, a literature study. Qualitative research is research that emphasizes process analysis of inductive thinking processes related to the dynamics of relationships between observed phenomena, and always uses scientific logic. A literature study is a type of qualitative research carried out by collecting library sources, both primary and secondary data which are then processed and displayed as research results.

Identify and collect relevant literature, articles, and documents related to the topic of education, early childhood education (PAUD), and the specific focus on the Kindergarten President of the Filia Gracia Puruk Cahu Foundation. Examine relevant policy documents, such as Law No.20 of 2003 and Ministry of Education and Culture regulations, to understand the legal framework and government initiatives related to early childhood education in Indonesia. Program Implementation Documents: Review documents related to the implementation of the One Village One PAUD program to gather insights into the government's strategies and initiatives. Conduct interviews with stakeholders involved in early childhood education, including educators, policymakers, and representatives from the Kindergarten President of the Filia Gracia Puruk Cahu Foundation, to gain qualitative insights, perspectives, and experiences. Interview representatives from the Ministry of Education and Culture to understand their perspectives on the PAUD policies and initiatives. Develop and distribute surveys or

questionnaires to PAUD educators, including those from the Kindergarten President of the Fili

RESULT AND DISCUSSION

Kindergarten President of the Filia Gracia Puruk Cahu Foundation is a PAUD organization in the formal education pathway. The Kindergarten President of the Filia Gracia Puruk Cahu Foundation in the odd academic year 2023/2024 has 26 students, including 14 boys and 12 girls who are divided into 2 study groups. In its continuity, the Filia Gracia Puruk Cahu Foundation President Kindergarten has 3 teachers and 1 educational staff who have been assigned, have active status, and are registered at the main school. The Filia Gracia Puruk Cahu Foundation President Kindergarten is also facilitated with 4 classrooms, 1 leadership room, 1 teacher's room, 3 toilets, 1 warehouse, and 2 building rooms. In its continuity, the Kindergarten President of the Filia Gracia Puruk Cahu Foundation must pay attention to the issues and problems of Kontemporer PAUD.

1. Understanding Contemporary PAUD Issues and Problems

Based on Law no. 20 of 2003 concerning the national education system relating to early childhood education is written in article 28 paragraph one which reads "Early childhood education is provided for children from birth to 6 years and is not a requirement for attending basic education" (Dayal & Tiko, 2020). Furthermore, in chapter 1, article 1, paragraph 14, it is emphasized that childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education.

Early Childhood Education is a form of education that focuses on laying the foundation for physical growth and development, fine and gross motor coordination, intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence) socio-emotional (attitudes and behavior and religion), language and communication, according to the uniqueness and stages of development that early childhood children go through (McClelland & Cameron, 2019). An issue is a matter or trending topic that is being discussed at the moment which is contemporary or temporary but if responded to can have an impact on the growth of the PAUD program in the future. Therefore, responding to critical issues in PAUD is very important. So it can be concluded that contemporary PAUD issues are meant to discuss early childhood education which is currently developing. Problems are problems that exist in the PAUD institution itself which lead to both positive and negative aspects, and basically with problems the science of PAUD will develop.

2. Contemporary Early Childhood Issues

In its development, society has shown concern for the issues of education, care, and protection of early childhood for ages 0 to 6 years with various types of services according to existing conditions and abilities, both in formal and non-formal education channels (Mantovani et al., 2021). Implementation of PAUD through

formal education in the form of Raudhatul Atfal (RA) Kindergarten (TK) and other equivalent forms, which use programs for children aged 4 – 6 years. Meanwhile, the implementation of PAUD non-formal education in the form of Child Care Centers (TPA) and other equivalent forms, uses programs for children aged 0 - <2 years, 2 - <4 years, 4 - ≤6 years; and Parenting Programs for children aged 0 - ≤6 years, Play Groups (KB) and other equivalent forms, using programs for children aged 2 - <4 years and 4 - 6 years. Until now, the implementation of PAUD does not have standards that can be used as a minimum reference in the implementation of PAUD through formal, non-formal, and/or informal education channels. Therefore, to provide quality services following the needs of children's growth and development, it is necessary to prepare PAUD Standards.

PAUD standards are an integral part of the National Education Standards as mandated in Government Regulation Number 19 of 2005 concerning National Education Standards which are formulated by taking into account the characteristics of PAUD implementation. PAUD standards consist of four groups, namely: (1) Developmental achievement level standards; (2) Standards for educators and education personnel; (3) Standardization, process, and assessment; and (4) Standards for facilities and infrastructure, management, and financing. Development achievement level standards contain rules for the growth and development of early childhood from birth to the age of six. The level of development achieved is the actualization of the potential for all aspects of development that children are expected to achieve at each stage of their development, not a level of achievement of academic skills. Standards for educators (teachers, accompanying teachers, and caregivers) and educational staff contain the required qualifications and competencies. Content, process, and assessment standards include planning, implementation, and assessment of programs that are implemented in an integrated manner according to children's needs. Standards for facilities and infrastructure, management, and financing regulate the requirements for facilities, management, and financing to provide PAUD well.

The issues that are the focus of discussion in this section are (1) the dichotomy of PAUD and TPQ; (2) PAUD teachers filled by unemployed mothers; (3) gaps in the rights and obligations of PAUD teachers; (4) discourse on 12 years of compulsory education starting from TK/RA and; (5) designing future PAUD programs.

3. Dichotomy of PAUD and TPQ

The term "brain" to refer to children's intelligence which is used by neuroscience is understood narrowly by educational practitioners, especially early childhood education practitioners (Zhang et al., 2022). The implication is that PAUD management, especially TPA (0-2 years) and KB (2-4 years) is more inclined to integrate with posyandu (POSPAUD) rather than Al-Quran Education Parks (TPQ). Posyandu only controls the child's health or physical condition, including the child's brain. TPQ has an adequate educational base, even the existing curriculum is aligned with the child's nature, potential, and character so that the child's growth and

development are not limited to physical as in posyandu, but also social-emotional, motor-physical, and so on.

4. PAUD Teachers and Unemployed Mothers

The integration of PAUD (especially KB and TPA) with posyandu (POSPAUD) has changed the impression of an educational institution that should be managed by professional teachers into a care institution and even child care that requires a caregiver, not an educator. As a result, teachers in PAUD institutions are dominated by unemployed housewives, especially RT and RW mothers as well as Dukuh mothers who do not have the competence as professional educators. This phenomenon has implications for the establishment of PAUD in each village by PKK mothers and the teachers are the founders themselves.

The growth of PAUD, which was pioneered by unemployed mothers, including PKK, in addition to meeting the demands of career women, poses a big danger to the future of the nation's children because they will be looked after by people who are not competent at all. In a hadith, it is stated that if a matter is not handled by an expert, then wait for its destruction. In this context, children experience very serious psychological shock.

It is not intended to compare the education system in one's own country with other countries so that it seems anti-NKRI, PAUD teachers in Japan for example, and other countries are selected as HR teachers who have a minimum qualification of S-3 (doctorate). Furthermore, the more senior the teacher's position, the lower the level of education taught. Senior lecturers must teach high school, senior high school teachers must teach middle school, and senior middle school teachers must teach elementary school. This means that PAUD teachers outside Indonesia are much more "dignified" than other teachers.

5. Gaps in Rights and Obligations of PAUD Teachers

A further implication of the reality of PAUD teachers above is the gap in rights and obligations between PAUD teachers and non-PAUD teachers. PAUD teachers have fewer rights than non-PAUD teachers. The reason is, that PAUD teachers don't just teach or educate but nurture, hone, and love (asih, nurturing, and asah: 3A). This task is different from non-PAUD teachers who, when in class or at school, only teach or educate. What's more, TPQ teachers (Ustaz) almost do not get their rights as teachers, even though they fulfill typical competencies. This means that the workload obligations of PAUD and TPQ teachers are greater but their rights are smaller. As a result, PAUD teachers are simply "unemployed". If this is allowed to happen, what will happen is that many PAUD teachers will be just "runaways". On the other hand, the cost of education in PAUD is very expensive, far exceeding basic education.

As a result, many parents cannot afford to send their children to PAUD institutions and wait until they are 6 years old and then enter elementary school because it is free. This has direct implications for children's golden ages which are automatically missed. If this is allowed to happen, more and more children will waste their golden years (Bravo & Herce, 2022). Abroad, the salary of PAUD teachers can

reach twice the salary in general. This is following the education system there which requires PAUD teachers to have at least a S-3 or Doctoral qualification. However, with the heavy academic burden of PAUD teachers in Indonesia, it is necessary to consider the equality and fairness of their rights and obligations.

6. 12 Years of Compulsory Education Starting from Kindergarten

Considering the limitations of academics, especially at the PAUD level, regarding neuroscientific findings, thus positioning PAUD as limited to childcare institutions, when there was an issue of 12 years of compulsory education, the discourse that developed was free SD/MI, SPM/MTs, and SMA/MA/SMK education. Discourse about PAUD is unable to approach, let alone enter into the vortex of the current issue. The period that most determines the success of a person's life is in the first 5 years of his life, and that is in PAUD institutions which are very expensive in this country. Therefore, this research also provides another discourse that the 12-year compulsory education program can be drawn back, namely from PAUD, or TK/RA to SD/MI and SMP/MTs.

If this discourse can influence policy-making, the implication that will arise is that PAUD education costs can be waived; PAUD teachers are equal to other teachers, where automatically there are many PNS teachers in PAUD and receive proper rights, TPQ teachers (Ustaz) will get their rights as teachers, the golden age of children will be maintained so that their potential can be optimized.

7. Golden Momentum to Build National Character from an Early Age

Sigmund Freud said "The child is the father of the man", and that a person's adulthood is very much determined and influenced by his childhood. In line with Freud, Hurlocke stated that juvenile delinquency is not a new phenomenon from adolescence, but rather a continuation of a pattern of associated behavior that began in childhood. Already from the age of 2-3 years, there is a possibility of recognizing the rights of whether or not a naughty teenager will become a teenager (Svensson & Oberwittler, 2021).

The psychologists' statement was strengthened by research conducted by the University of Otago in Dunedin New Zealand on 1000 children for 23 years from 1972, with a sample of children aged 3 years. These children had their personalities die longitudinally until the ages of 18, 21, and 26 years. The results of this research show that children who were 3 years old were diagnosed as uncontrollable toddlers (children who are difficult to manage, angry, disobedient). It turns out that when he was 18 years old he became a teenager who was aggressive and had problems socially. At the age of 2 years, they have difficulty establishing social relationships with other people, and some are involved in criminal activities. On the other hand, children who were initially well-adjusted toddlers, turned out as adults to become successful and mentally healthy people.

Based on the psychological study above, it can be emphasized that the most appropriate time to start character education is at an early age, namely at the PAUD level. In the context of neuroscience, the essence of character education is changing

behavior. Human behavior originates from his thought pattern (mindset). Human thought patterns rely on their brain. The science that studies the brain is neuroscience. Therefore, character education can be explained through the working mechanisms of the brain as in neuroscience.

If a human with character is a human being, while the elements of our human being are physical, then neuroscience says that a human with character is a human who optimizes the three functions of his brain (right, left, and center) in balance (Kim & Kim, 2023). Therefore, character education is education that can optimize these various elements in a balanced way. This balancing takes place in PAUD through playing, singing, and telling stories. By guiding various human entities, character education can be constructed in the workings of the brain, which are embryologically or neuro-anthropologically regulated in the synapse system at the molecular level. This means that the nervous system in the synapse system at the molecular level that regulates children's behavior can be changed through various movements, some of which are playing, singing, and telling stories these three activities are only effective in PAUD institutions.

8. Future Early Childhood Program

a) Gender Movements and Career Women's Demands

The gender movement (equality between men's and women's rights) has had implications for massive changes in informal and non-formal education. This movement was pioneered by women who felt oppressed by the socio-culture of certain communities, including men (Tisza et al., 2020). In certain socio-cultural societies, women are synonymous with "wells, kitchens, and mattresses". Apart from that, women are assigned two things, namely pregnancy and breastfeeding. The implication of these two natures for women is child care. This means that because women are the ones who bear and breastfeed children, women are seen as the people most capable of educating children. The gender movement seeks to explain and clarify the socio-cultural roles of women (well, kitchen and mattress) and their nature as women (bearing and breastfeeding). This means that there is a difference between socio-culture and nature.

The implication in children's education is that the main task of children's education should not be placed solely on women. This means that men have equal rights to child care. Conceiving and breastfeeding are natural things that are accepted voluntarily (Del Boca et al., 2020). This gender movement has had implications for the paradigm wave of career women on a large scale. For reasons of equal rights and roles, especially coupled with family and economic reasons, women have set their feet on a career path (working in the morning and returning home in the evening). A further implication is the shift in the pattern of raising children from the family to household servants.

b) PAUD Full Days School

As an elite family, they have no difficulty having a nanny in their house. However, most of them do not fully entrust the care of their children to

housemaids. Therefore, they tend to send their children to full-day day care (TPA). This tendency among the elite has triggered the proliferation of daycare centers (TPA) and full-day PAUD (Full Days School) with very expensive fees. Thus, the proliferation of PAUD in Indonesia is rooted in the genre movement and career demands which are supported by elite circles (families) with adequate levels of education and established economic power.

c) PAUD is increasingly academic remembering

PAUD Full Days School users are elite groups with high academic education and supported by established economic capabilities. They "demand" that PAUD can make their children have academic abilities earlier than other children. The implication of this demand is a change in the direction of PAUD from initially being a child development service to an educational service with very high academic content, this is exacerbated by parents' lack of knowledge of child development so they tend to view children as "Small Adults". The higher a child's academic ability, the more intelligent they are considered to be. It is not yet time for children in the PAUD world to be introduced to the academic world. The fact that PAUD institutions become more academic does not make children happier but only makes their parents happy.

d) Designing Early Childhood Education Programs in the Future

1) Previous PAUD

The very rapid growth of PAUD in Indonesia is not only in terms of quantity but also significant changes in various aspects. PAUD (Pre-School) ten years ago was very different from PAUD now, and PAUD in the next ten years will be very different from PAUD now. Regarding the previous concept of PAUD, it has been explained in the previous section, especially the history of PAUD. This point emphasizes that the increasingly rapid growth of PAUD has implications for changes in all fields. This is understandable because these changes are influenced by various factors, such as the family's economic level, advances in science and technology, the role of parents in PAUD institutions, and so on. These various factors have direct implications for changes in PAUD over time.

2) The current growth of PAUD

If observed closely, the current condition of PAUD in Indonesia shows at least five new symptoms. First, the growing awareness of parents about the importance of children's golden ages (Golden Ages) so that they flock to enroll their children in PAUD institutions (Sari et al., 2023). This awareness is supported by educational policy policies that favor greater development of PAUD so that public awareness can be accommodated. For example, in 2012 and 2013, the Ministry of Education and Culture announced an additional 14,000 PAUD institutions. This shows that political education policy supports public awareness of the importance of children's education from an early age. Second, PAUD is now much more

academic than PAUD ten years ago. Traditional games that children used to play happily are now starting to be abandoned. Third, PAUD is now more oriented towards developing children's science and mathematics rather than children's humanities or social issues. This is indicated by the incessant efforts of PAUD to teach children reading, writing, and arithmetic. Fourth, more and more PAUD institutions are providing full-day school services. Fifth, PAUD programs today are much more challenging for children's minds and minds than programs ten years ago. Several PAUD programs provide homework (PR) so that parents participate in educating their children.

3) New Future Direction for Early Childhood Education

- Academic vs. Humanist. This means that today's PAUD institutions will experience confusion between meeting children's social development needs and meeting academic needs.
- More inclusive, PAUD in the future will be more inclusive, but institutionally PAUD is lacking in providing educational facilities for children with special needs. This is supported by the Education Law which states that PAUD must not reject children with special needs. This means that equality of entry into PAUD institutions between children with special needs and those without creates gaps in the class, therefore equal rights to enter PAUD must be balanced with supportive attitudes, including fair teacher attitudes among them.
- The variety of PAUD is increasingly academic. This is characterized by demands from the community (Parents) towards PAUD institutions so that their children have CaLisTung abilities earlier. This raises problems because many studies show that the ability to read from an early age is not related to a child's academic achievement at the next level.
- Comprehensive support. The manifestation of this approach is the formation of collaboration between PAUD institutions and professional organizations, such as pediatricians, developmental clinics, nutritionists, child psychologists, and so on.
- Increase the interest of parents (especially parents), to enroll their children in full-day school PAUD institutions or full-day childcare facilities. They are willing to dig deeper into their pockets for the sake of a more intelligent future for their children.

9. The Importance of Early Childhood Education

a) PAUD as a world of play

According to Froebel, playing is a means of learning. In the world of play, children's attention to lessons can be greater, therefore, the lessons given through games will be more interesting and pleasing to children so that the results will be better. Meanwhile, according to J. Piaget, play is an activity that is carried out repeatedly for fun. This has a big influence on children becoming motivated and

enthusiastic about learning. Montessori defines play as training for the mind and body for the child's future life.

b) The opportunity to play

How big the benefits of play are for PAUD education. Therefore, for them to grow and develop naturally, according to their age and abilities, they need to be given as many opportunities as possible to play.

c) Development of basic abilities

While playing, children also learn to share basic abilities, namely motor skills, language, thinking, and social skills. The development of each child's basic abilities is not the same, some are fast and some are slow.

10. Behavioral Problems in Early Childhood

a) Understanding Children's Talents

1) Parental ambition

It cannot be denied that most parents feel proud to show off their children's achievements to the people around them. Displaying a row of trophies in the living room increases your prestige and self-esteem as a parent, "I succeeded in educating my child" (Chawla, 2020). That's the thought that comes to parents' minds every time they show off their child's success. Ultimately, parents like this compete to force their children to study in one particular field or require their children to take part in various activities whose results are thought to make their parents proud. Often parents also hear that certain courses can develop their child's potential to the maximum, so they force their children to take that course. They believe that this activity will be very useful for children in the future in facing competition in this tough era.

On the other hand, they forget that it is their children who do it all, who are not necessarily competent, capable, and interested in the activities chosen by their parents. Children are born as unique human beings with various gifts, traits, and talents that differ from one another. Even though they were born from their parents, that doesn't mean they are the parents' property and can be shaped as they please. Parents need to help children become their complete selves, as the child wants, not according to the parents' wishes. It is truly a misleading opinion if parents feel that what they are doing is what is best for their child. Meanwhile, children limped along following what was their parents' ambitions.

2) Recognize children's talents

To recognize a child's talent, parents must try various stimuli that determine what their child's talents and interests are. Apart from that, activities must be planned neatly and pay attention to the child's condition, physical and mental loneliness, parental observations and introductions to the child must follow what the child likes, for example, whether the child likes drawing, playing music, reading, sports and so on.

In this activity, parents only need to help direct their child's talents and provide stimulation for him to increase his abilities healthily and appropriately.

3) The difference between talent and interest

As a parent, you must know your child's talents and interests. Talents are not always synonymous with interests. Talent that is not accompanied by interest, or interest that is not accompanied by talent, will create a gap if parents are not careful enough about this, it will harm the child. For example, a 6-year-old child likes listening to music and singing. Every time he is taught a children's song he will sing it over and over again, but his voice is false and not pleasant enough to listen to. Because the parents saw that their children liked to sing, they immediately took them to vocal training courses. Instead, the child was depressed by the lessons and the result was that he became inferior and lazy.

4) Understand the child's limitations

Because the nature of children is unique, one child will always be different from another. Parents must understand their child's abilities and interests. The focus of parents' attention is on the child's capacity. Don't force and demand that the child be the same as other children because demands from parents make up the largest portion of the child's stress. Children who are accustomed to appearing as they are and being accepted as they are are usually healthier as individuals.

5) Create a creative and conducive atmosphere

Activities carried out in a fun and recreational atmosphere will trigger children's development. Avoid pressure coercion or an atmosphere of rigid discipline on children. Tutoring, and professional training, should be chosen which can increase the child's motivation to develop.

6) Always encouraging

In this case, encouragement is not a demand, parents act as facilitators in realizing the child's desires and imagination, not as determiners and assessors. Stimulate children to have high motivation by taking part in competitions. Including children in competitions is to encourage them to be more advanced, not with the target of winning.

b) Train children to be grateful

1) Teach children gradually

Humans tend to obtain pleasure and avoid all forms of discomfort, as well as a child, will tend to behave to fulfill his satisfaction. Self-satisfaction can be biological satisfaction, for example, eating delicious food, or emotional satisfaction, for example getting attention (Olsen et al., 2022). Children do need to learn to understand and respond to life gradually, but parents need to follow the child's mindset and development in helping their learning process.

2) Pay attention to the development of children's thinking patterns

As a parent, you need to try to understand your child, yourself, and the situation at hand. When children enter kindergarten, children can usually be asked to calculate how much an object costs and are invited to understand that parents work to be able to obtain that item (Stankovic et al., 2022). This discussion is very good to have, but it should be noted that the discussion should not burden the child in this case, remembering that the child's ability to understand and analyze problems is still immature.

3) Controlling children's desires

Children need to be trained to delay or hold back a desire. Apart from that, he also needs to be trained to care for and appreciate the items he owns. Teaching children to save before buying the items they want is a wise way.

4) Must be consistent

When dealing with a child's behavior, parents must always be optimistic and confident that he or she can handle it. Being firm and consistent does not have to be stiff or harsh.

5) Accompanying children to watch television

Children develop in families. The view that the family is a system was put forward by Urie Bronvendrenner in the concept of the Ecological Model of human development. The family is an environment that plays a role in shaping children's development, although children also play an active role in interacting in their environment. In this case, parents must accompany their children, especially when they watch television.

6) Learning disorders in children

The problem of learning difficulties has emerged since the problem of learning disability, which originated from the concept of "children with brain damage", was proposed by Straus and Werner. In its development, learning difficulties tend to be seen from two angles. Firstly, the inability of students to carry out certain tasks, secondly there is damage to the nervous system which hinders the learning process.

Johnson and Morasky in their book learning disabilities state the characteristics of children with learning difficulties as follows:

- Repeated failure in learning achievement
- There is a physical weakness that interferes with the child's learning to carry out study tasks and achieve
- There are obstacles with teachers and friends
- Anxiety in children
- Children do not receive teaching methods that suit their needs so they tend to get bored and act out at school.
- Various types of learning difficulties consist of difficulties in reading, writing, and arithmetic.

7) Do kindergarten children need to take lessons?

One of the problems in PAUD is parents who are ambitious about enrolling their children in various forms of tutoring so that their playing time is reduced and their children become stressed, which has an impact on their development and growth.

8) Socioeconomic status and family functioning

Researchers determine a person's position in the vulnerable family based on an index called socio-economic status often abbreviated as SES. This index is a combination of three variables that are related to each other but do not overlap completely. These variables are as follows:

- Education level
- Position or skills (in work)
- Income

CONCLUSION

Based on the results of research that has been carried out to reveal issues and problems in contemporary Early Childhood Education (PAUD), it can be taken as an in-depth reflection on the challenges and potential faced by PAUD institutions, especially at the Kindergarten President of the Filia Gracia Puruk Cahu Foundation. It was found that the issues that emerged were related to the current development of PAUD, including the important role of PAUD in building the foundation of education from an early age. Apart from that, the problems that arise, both positive and negative, show complex dynamics within PAUD institutions themselves, with implications for the development of PAUD science as a whole. Therefore, responding to these issues and problems is essential in facing the development of PAUD, ensuring that early childhood education efforts remain relevant and effective in line with the demands of the times.

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