



THE ROLE OF EDUCATORS IN OVERCOMING STUDENT GROWTH AND DEVELOPMENT PROBLEMS

Kurniani Nasution¹, Arpan Pane²

^{1,2}Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas
Muhammadiyah Sumatera Utara

Email: ¹ Kurniani.nst07@gmail.com, ² Arpanpane743@gmail.com

Abstract

The aim of this journal is to explore the age of birth for entering basic education as a golden period, as well as critical periods in life stages that will determine further development. Oh, that's why it is very important to make efforts to develop all children's potential, which must be started from an early age in an optimal way. Apart from that, the development of children who will be faced with different cultural phenomena, will give rise to a number of developmental tasks that must be completed according to their respective age periods. The method used in this journal is that this research uses a literacy method (literature review), and uses a library research or library study approach. To search for data in literacy studies, you can refer to books, journals that have been published both locally and internationally, scientific writings, research conducted by other people previously and articles published in the form of magazines, newspapers and other publications. -other publications related to research topics (Marzali, 2016). In line with this, assistance is needed from the surrounding environment, one of which is the role of teachers in schools. Based on the research results, it can be seen that developmental tasks are tasks that arise at a certain period in a person's life span. The teacher as part of the school which is a formal educational institution that is organized to systematically implement programs, also plays a role in developing children's development tasks. Among them through peer groups, developing personal independence, faith and devotion to God Almighty, as well as implementing development-based learning.

Keywords : Overcoming students, Development Problems

Introduction

The system currently adopted is no longer an education system that is intended as an effort to educate the nation's life, but is an effort that creates awareness. Stimulus is a theory that has long been used in the teaching and learning process. This theory causes passive learners. Reinforcement for a certain behavior can be formed and will disappear when punished (Budiningsih, 2005, p. 4). This is what happens in the world of Indonesian education, education is only oriented towards results and final value, because education is only a transfer of knowledge without being accompanied by a transfer of value. In fact, we can see around us that students do not apply these educational goals. Early childhood in the period between post-birth and entering primary education is often referred to as the golden age as well as a critical period in the life process. On the other hand, this period is a crucial and important situation in laying foundations for children that will influence their further development. Therefore, it is important to make efforts to optimize various potentials which must be started early so that they can be achieved well (Mansur, 2014). Basically, development can be interpreted as a process of significant and continuous change. The changes in question are psychophysical changes as a result of the process of maturation of psychological and physical functions which receive support from the environment and the existence of learning opportunities. Physical development is related to physical changes, while psychological development is related to social,

emotional, intellectual and spiritual development (Thalib, 2010). Development covers all aspects of personality where one aspect and another are interrelated. Most of the development of personality aspects occurs through learning processes ranging from simple to complex things (Rochmah, 2005). Basically, every stage of a child's development occurs in line with the learning opportunities provided. The learning process in question is more meaningful in terms of the achievements that children must complete in each phase of development before moving on to the next, more complex phase. This is normal where every child will go through each developmental task based on their abilities (Syah, 2013). In this presentation, the author will explain the role of a teacher, especially PAI teachers, in minimizing asocial behavior, so that educational goals will be implemented well.

Research Methodology

This research uses a literacy method (literature review) and uses a library research or library study approach. To search for data in literacy studies, you can refer to books, journals that have been published both locally and internationally, scientific writings, research conducted by other people previously and articles published in the form of magazines, newspapers and other publications. -other publications related to research topics (Marzali, 2016). According to Havighurst, quoted by Syamsu Yusuf, developmental tasks are tasks that appear in certain periods and spans of an individual's life (LN, 2014). Hurlock calls these developmental tasks social expectations. This implies that every success obtained by an individual in passing each developmental task also has an impact on the completion of subsequent tasks. Furthermore, this also influences the local community's socio-cultural acceptance of the individual.

Result & Discussion

Understanding Growth and Development

The term development in the field of psychology is a quite complex concept. This is because there are many dimensions and to be able to understand them, we must be able to differentiate the meanings of growth and development (Desmita, 2009, p. 8). Growth can be defined as an increase in (physical) size or a significantly visible change in the material of something as a result of stimulation or stimulus from the surrounding environment. This change can be in the form of enlargement or increase from nothing to something, from small to large, from little to much and so on. Meanwhile, development is defined as progress towards maturity. Quantitative growth means changes in number, size and area that are concrete in nature and refer to changes. Enlargement or addition such as: from small to large, from short to long is a manifestation of change, as is the case in events, from narrow to broad, and so on. This can be interpreted as growth meaning an increase and increase in size with a process that changes periodically. Meanwhile, changes that qualitatively refer to the quality of function of physical organs are development (Muhibbin Syah, 2010, p. 41-42). According to Havighurst, quoted by Syamsu Yusuf, developmental tasks are tasks that appear in certain periods and spans of an individual's life (LN, 2014). Hurlock calls these developmental tasks social expectations. This implies that every success obtained by an individual in passing each developmental task also has an impact on the completion of subsequent tasks. Furthermore, this also influences the local community's socio-cultural acceptance of the individual. Therefore, these developmental tasks should always be considered carefully by parents and teachers as processes that must be passed naturally by children. Paying attention to the surrounding environment, especially parents and teachers, is urgent considering that the successful implementation of developmental tasks during a child's crucial period determines the level of success in developmental tasks in the next phase (Syah, 2013).

There are several factors that underlie developmental tasks for early childhood, namely: (1) Certain physical maturity (2) Cultural demands of society (3) Demands that originate from individual desires (4) Demands of religious norms (LN, 2014). There are things that must and need to be understood by organizers in terms of Early Childhood Characteristics, namely as follows: (a) Knowing the things that children need, which are beneficial for their life development (b) Knowing the developmental tasks of children, so that they can provide stimulation to children, so that they can carry out developmental tasks well (c) Knowing how to guide children's learning process at the right time according to their needs (d) Place realistic expectations and demands on children (e) Able to develop children's potential optimally according to their circumstances and abilities. physical and psychological (Hall & Lindzey, 1993). The new difficulty faced by teachers is that they have to take the time to understand the struggles they are facing when they enter puberty. In general, in a child's emotional development, there are four main keys to emotions in children, namely: (1) Feelings of anger This feeling will arise when the child sometimes feels uncomfortable with his environment or something is bothering him. Children will also express anger when they feel tired or sick. Likewise, when parents do not comply with their wishes, sometimes feelings of anger arise in the child (2) Feelings of fear This feeling of fear is felt by children since they are babies. When their babies are

afraid of noisy or noisy sounds. When they reach childhood, they feel afraid when their surroundings are dark. They start to fantasize about ghosts, monsters and other scary creatures (3) Feelings of joy This feeling of joy of course arises when a child feels happy about something. For example, when a child is given a gift by his parents, when a child wins a competition, or when a child can do what his parents tell him to do. Many things can make children feel happy (4) Sense of humor Laughter is a very universal thing. Children laugh more than adults. Usually children will laugh when they see something funny. These four feelings are negative and positive emotions that children have. Feelings of anger and fear are negative emotional attitudes, while feelings of joy and humor are positive emotional attitudes.

Affective Development

Successful development of the cognitive domain will not only produce cognitive skills, but also produce skills in the affective domain. For example, a religious teacher who is skilled at developing cognitive skills in this way will have a positive impact on the students' affective domain. In this case, a deep understanding of the importance of the religious subject matter presented by the teacher as well as cognitive preferences that emphasize the application of these principles will increase students' affective domain skills. The development of these affective skills, among other things, takes the form of strong religious awareness. This affective ability consists of five stages, namely recognition or acceptance, responding, appreciating values, organizing, and experiencing. Students' emotions in adulthood are the same as emotions in childhood. The difference lies in the stimuli that arouse emotions and also the degree, especially in efforts to control themselves over their emotions. For example, they no longer express their anger with explosive movements of anger but by grumbling, not wanting to talk, or loudly criticizing the person who caused their anger .

Psychomotor Development

Successful development of the cognitive domain will also have a positive impact on the development of the psychomotor domain. Psychomotor skills are all physical actions that are concrete and easily observed, both in quantity and quality, because of their open nature. However, psychomotor skills cannot be separated from affective skills. So, students' psychomotor skills are a manifestation of insight, knowledge and awareness as well as mental attitudes. This psychomotor ability is divided into five stages, namely imitation, manipulation, movement accuracy, articulation and naturalization/autonomy.

The Role of Educators in Implementing Early Childhood Moral Education Through Habituation Methods

Moral education is one aspect of development that is closely related to the program for the development of religious and moral values in early childhood so that moral education is a transformation of good values that must be implemented, both in the family, school and society. Moral education at an early age has an influence in forming a strong personality that can become a principle in life. The responsibility for implementing moral education in schools is not only on class teachers, but every educator and education staff has an obligation to instill good moral education in each individual student to be able to instill moral values in real life, both cognitively and physically. affective (Safrizal et al., 2021). In implementing moral education, the teacher will be a role model, role model or role model for children. Therefore, in order to make moral education effective and successful in schools, every teacher is required to have adequate personality competencies, in fact these personality competencies become the basis for other competencies. This shows that teacher personality competence is really needed by young children in the process of forming morals through the habituation method. From the information above, it can be understood that in principle, to apply the habituation method, a teacher must have a commitment to being an example or role model for his students (Suhartono & Latifah, 2019). The most important thing to remember in the application of moral education is that there are two factors that are the main points in moral education, these factors are example and habit. Where exemplary is a characteristic that can lead to actions without prior training, exemplary is always shown by teachers or educators at school. Teachers appear to be role models for children. Apart from that, the teacher council agreed that they would always set an example of good morals and every day when greeting children we would prioritize saying hello and smiling affectionately. All of these activities are carried out through habituation, because habituation is a process that they have to do every day, so that it will become a behavior that is inherent in them. If the habits are good then good behavior will also arise (Ulya, 2020).

Supporting and Inhibiting Factors in the Implementation of Moral Education through Habituation Methods

In implementing moral education for early childhood through the habituation method, there are several factors that support and hinder the development of good morals and manners in early childhood. These supporting factors include the following:

There is support from parents

It is also parents who are the initial foundation for forming morals for their children, because when children are at home they will be guided and directed directly by their parents. The most important factor in the family environment in early childhood moral education is parents' understanding of children's basic psychological needs such as love, security, self-esteem, freedom and motivation. Apart from paying attention, parents also provide good role models for their children, such as getting them used to praying five times a day, reciting the Koran, being kind to others, having good manners and respecting each other (Khoirunnisa, 2017).

Joint Commitment of the School Community

It is very difficult to change or create new habits in an institution without the collective commitment of the entire school community. The existence of a shared commitment begins with understanding and knowledge of the child. In this way, young children will understand and get used to carrying out the activities that have been determined in the school.

Conclusion

Early childhood is in the golden age throughout the age range of human development. This period is a sensitive period, during this period children are especially easy to receive stimuli from their environment. At this time children are ready to carry out various activities in order to understand and master their environment. Golden age is a time when children begin to be sensitive to receiving various stimulation and various educational efforts from their environment, whether intentional or unintentional. It is during this sensitive period that the physical and psychological functions mature so that they are ready to respond and realize all the developmental tasks that are expected to appear in their daily behavior patterns. Educators have a very important role in the formation of morals in early childhood, for example through the habituation method, because by instilling good morals, it can produce Indonesian academic people who have noble character, honest, intelligent, responsible and disciplined character. By implementing moral education in early childhood through the habituation method, it is hoped that it will be able to educate children to behave in accordance with the standards set by their social group and in accordance with the teachings of the religion they adhere to, armed with religious knowledge, then as children get older, they will know how to behave towards God, behave towards each other, and towards the surrounding environment.

References

- Aghnaita, IM (2020). the role of teachers in optimizing developmental tasks in early childhood. *educational journal* , 4 , 2-3.
- Anita Octaviana, ME (2022). the role of educators in implementing moral education for early childhood through the habituation method. *journal of early childhood education* , 6 (5), 5299-5302.
- Arifin, Aw (2019). the role of teachers in aspects of early childhood language development. *education journal* , 1 , 41-43.
- Ariyanti, T. (2016). The importance of early childhood education for children's growth and development. *dynamics of basic education* , 8 , 50-51.
- Dibbia, I.K. (2021). analysis of children's language development difficulties during the implementation of learning from home at Wedapura Kindergarten. *journal of early childhood education* , 2 , 22-24.
- Johanis Martoguhun, m. L. (2022). The role of parents in improving the learning achievement of fifth grade students at SDN Inpres Boronan, Salupati District, Tana Toraja Regency. *Tambusai Education Journal* , 6 , 13150-13152.
- Muhaimin. (2002). Islamic Education Paradigm Efforts to Make Education Effective Islam in Schools. Bandung: Rosdakarya Youth.
- Mulyasa. (2007). Education Unit Level Curriculum. Bandung: Rosdakarya.
- NaniknRahayu, SP (2022). early childhood education in the family environment. *Indonesian education journal* , 3 , 889-892.
- Setiawan, R. (2019). The Role Of Educators In Overcoming Student Growth And Development Problems. *Journal of Islamic Education* , 23-27.

Widya, A. (2017). the importance of early childhood education so that they can grow and develop as a generation of hope for the nation in the future. *elementary education journal* , 2 , 22-23.