

Analysis of Learning Needs Based on Mother Language in Early Childhood

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ABSTRACT

This research was carried out based on the low level of involvement and interaction of children in the learning process where it was identified that the use of learning language that was not understood by children made it difficult for children in learning activities. The research aims to analyze the implementation of mother tongue as a learning language to create child-friendly classes in WATUTURA NEGERI Kindergarten. This type of research is qualitative with a case study approach. The research subjects were sad. This research was carried out based on the low level of involvement and interaction of children in the learning process which had affected children. Data collection and instrumentation used observation, interviews and documentation methods. The research results show that the implementation of mother tongue as a learning language has been carried out well, creating a good child-friendly class. This can be seen from children's activeness and interaction in learning activities using language. The dynamic learning process is evidence that the use of mother's tongue as the language of instruction mastered by children has an impact on children's learning outcomes.

Keywords : *Mother Tongue, Early Childhood Education, Learning Needs, Language of Instruction*

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1. INTRODUCTION

Early childhood education (PAUD) is a basic education level that requires serious attention from all parties to support the child's learning process more optimally. PAUD does have a very important role and is important for the history of the child's subsequent development because it is the foundation for the child's personality (Ita, 2018). Aspects of child development include the development of moral and religious values, social emotional development, physical motor development, cognitive development and language development must be honed optimally through educational stimulation carried out by all adults around the child. One of the right ways to implement it is through a learning process in accordance with the basic principles of early childhood learning, namely learning activities while playing. The learning process starts from the PAUD level.

In the learning process, children can understand commands, requests, instructions, and learning materials through language. According to Zulfa (ita, 2020), language mastery is a vital key for someone to master other aspects. Good language skills possessed by all children are the basis for the development of other aspects. The linguistic competence of young children has a significant influence on their long-term academic and social success (Fono et, al, 2023) therefore the selection of language use in the learning process needs to be considered seriously by looking at the diversity and characteristics of children by teachers (Ita, 2022). This can be interpreted that the use of appropriate language can help children learn more easily and follow and understand learning materials in class. One of the languages that can be used in the learning process to optimize children's development abilities is the mother tongue.

Mother tongue is very important for children to acquire because it is the beginning of the formation of their language development. Prendarnindyas, (2022) states that mother tongue helps children gain high levels of creativity, high sensitivity to grammar and problem-solving skills. We all speak one language or another but each of us has one language called mother tongue. Mother tongue is the language of origin, the experience of intimacy in the family, and the beginning of our social relations. Chaer (2019) stated that mother tongue is acquired through language acquisition, which is a process that takes place in a child's brain when he acquires his mother tongue. Mother tongue is a language that is mastered by children. Because since birth, the first language known to children is the mother tongue. However, mother tongue is not used as the language of instruction in schools. In general, the language used in schools is Indonesian as the language of instruction in the learning process. This is not wrong where Indonesian is the official language of instruction (ita, 2022). However, this can be an obstacle to the learning process, because it can be categorized as a second language and a process through language learning (Rachman 2021).

the results of the study show that the use of the mother tongue provides a positive contribution to the achievement of targets or student learning outcomes, especially in the early grades (Ministry of Education and Culture). Furthermore, the results of mentoring the use of the mother tongue in the learning process show that if children's ability to communicate in everyday language is fully developed at an early age, then children will be able to learn other languages more easily (ita, 2022).

2. METHOD

The research method used is a case study with a qualitative research approach. Handini (2011) stated that qualitative research is usually used to gain an in-depth understanding of attitudes, beliefs, motivations and certain behaviors. This method is appropriate for digging up data in depth on learning activities using language. This research was conducted at TK NEGERI WATUTURA Bajawa. The data collection method used was observational research, interviews, and documentation and document recording. While the trial used in the research at TK NEGERI WATUTURA. The development referred to in this research is the development of mother tongue-based teaching materials using a development model. The printed teaching materials that will be further developed in the research are mother tongue-based teaching materials using the Bajawa regional language in the aspect of reading and writing for early childhood. The teaching materials available at schools provided by the government are also used as a basis for research to develop mother tongue-based teaching materials. The things that must be done by the research at the design stage are compiling a draft of printed teaching materials and then collecting pictures that are in accordance with the material used in the development of mother tongue-based teaching materials. The development of mother tongue-based teaching materials is an effort to improve the quality of learning through the process of compiling mother tongue-based teaching materials using regional languages [Bajawa] which are then combined into one book.

3. RESULTS AND DISCUSSION

Results

Based on the results of observations at TK.NEGERI WATUTURA, it was found that the teacher's learning process uses Indonesian as the language of instruction. The use of this language causes children to appear inactive in learning activities, children have difficulty speaking and answering when other children use Indonesian in class and some children have difficulty understanding what is conveyed by the teacher using Indonesian. This can be seen from the child's response to the material delivered by the teacher even though it is done repeatedly. This situation raises reflective questions for teachers to try other methods so that

the learning process runs effectively in two directions, namely using a language of instruction that is recognized and mastered by the child, namely the mother tongue as the language of learning. Because the mother tongue of the majority of children in the class is the local regional language. The implementation of the mother tongue in the learning process at TK NEGERI WATUTURA stems from the low involvement and interaction of children in learning and playing activities with teachers. This is a problem faced by children whose mother tongue is a regional language who have difficulty understanding the material taught using Indonesian as the official language of instruction. Based on the results of observations, it was found that children tend to be busy with their own activities so that they seem not to listen to the teacher's explanation of the material.

Discussion

Regional languages have difficulty understanding the material taught using Indonesian as the official language of learning, children need to be taught. Indonesian and more understandable, easy and very good for early childhood. The mother tongue-based teaching materials that have been developed are composed of 4 parts; 1] letter recognition, 2] picture cards, 3] word cards, 4] sounds. Based on data analysis from the questionnaire sheet, data was obtained that the quality of teaching materials based on the results of the material expert trial was in the very good category. Furthermore, the quality of teaching materials based on the results of the Indonesian language expert trial was in the very good category. The shape and size of the letters are easy to read, the use of clear and precise sentences, the use of vocabulary that is in accordance with the level of development of early childhood in TK NEGERI WATUTURA. The language used is good and correct and the language used is simple, clear and easy to understand. The quality of teaching materials based on the results of the language trial. Typeface for easy reading, font size, overall attractiveness of printed teaching materials, overall clarity of material, clarity of examples, clear practice questions, images make it easier to understand the material, canary images, harmony of images with materials, use of printed teaching materials, organizers of learning activities that are designed can support culture-based learning. Based on the results of the revision and data analysis, it can be concluded that the product of teaching materials based on the Mother Tongue using the Bajawa area at TK NEGERI WATUTURA in the aspect of reading and writing for early childhood is feasible to use. Based on the conclusions above, the problems in this study have been answered. The development of teaching materials based on the Mother Tongue using the Bajawa regional language in the aspect of reading and writing for early childhood by obtaining very good results from the trial of teaching materials based on the Mother Tongue,

CONCLUSION

The implementation of the mother tongue as the language of learning in TK NEGERI WATUTURA has been carried out well so as to create a mother tongue-based learning for early childhood. This can be seen from the activeness and interaction of children in the learning process when using the mother tongue. Children are more confident in communicating using the mother tongue as the language they master. Therefore, the language of learning for early childhood can be applied in play activities using the mother tongue which is the local regional language so that children's learning rights can be fulfilled. Based on the results of the research and discussion above, it can be concluded that the mother tongue-based teaching material products that have been developed in this study are in the very good category and are appropriate for early childhood. The development of mother tongue-based teaching materials using the Bajawa regional language in TK NEGERI WATUTURA by obtaining the results of mother tongue teaching materials.

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