
Educational Training on the Basics of Learning and Strategies for Teaching Early Childhood and Elementary School

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ABSTRACT

This community service aims to provide training to educators and prospective early childhood educators on the basics of learning and teaching strategies that are effective and in accordance with child development. This activity is motivated by the need to improve the quality of prospective educators of mosque-loving teenagers for the implementation of Ramadan pesantren activities at the age of PAUD and elementary school in understanding the characteristics of early childhood students and appropriate teaching methods. The participants who took part in this training activity were 40 people consisting of 3rd grade junior high school students, high school / MA / vocational students and students. The training is carried out face-to-face and contains theoretical and practical materials. The results showed that this training was able to increase participants' understanding of the principles of early childhood learning as well as their ability to design creative and fun learning strategies. Thus, this training is expected to make a positive contribution to the quality of early childhood education in the target area.

Keywords: Early Childhood, Learning Strategies, Basic Learning

INTRODUCTION

Education is a fundamental aspect in forming quality and competitive human resources. The quality education process does not only depend on the curriculum and infrastructure, but also on the ability of teachers to understand the right way to teach according to the level and characteristics of students. Especially at the stages of early childhood education (PAUD) and basic education (SD), the role of teachers is very important in guiding the process of children's growth and development holistically—both cognitively, emotionally, socially, and physically.

From early age to elementary school age, children are in a period of very rapid development and are sensitive to stimulation of the learning environment. Therefore, the learning approach applied must adjust to their developmental stage. Learning that is rigid, monotonous, or child-centered can lead to

low interest in learning, the inability to absorb material optimally, and even the potential for academic stress from an early age. Therefore, teachers need to have a strong understanding of the basic principles of learning for children and teaching strategies that are able to stimulate their interests and potential to the maximum.

However, the reality in the field shows that there are still many early childhood educators and elementary school teachers who have not received sufficient training related to learning methods and strategies that are appropriate for children's age stages. Conventional teacher-centered approaches are still often found, and there have not been many innovations in the delivery of teaching materials that are fun, meaningful, and develop students' creativity.

This condition is certainly a challenge that must be overcome immediately. One of the efforts that can be made is through community service activities in the form of educational training. This training activity is designed to increase the capacity of PAUD and elementary school teachers in understanding the essence of children's learning and developing creative and effective teaching strategies in Ramadan Islamic boarding school activities. The training will focus on the basics of child development, active learning principles, integrative thematic approaches, and techniques for creating interesting and affordable teaching media. because the teachers who will teach are children who are around 15-20 years old, most of whom are junior high school students in grade 3 and high school/man, so it is very necessary to be given a briefing on how or strategy to teach PAUD and elementary school children.

Through this training, the educators who will teach at the Ramadan pesantren activities carried out in Cipinang Village are expected not only to gain theoretical insights, but also practical skills that can be directly applied in classroom learning at the implementation of the Ramadan Islamic Boarding School. It is also hoped that this activity can contribute to creating a more conducive and enjoyable learning environment for children, as well as supporting the creation of quality and equitable education in various regions. Therefore, this service takes the title "**Educational Training on the Basic Basis of Learning and Strategies for Teaching Early Childhood and Elementary School**".

METHOD

The method of implementing this service uses a participatory and educational approach, with the following stages:

1. Problem Identification

It was carried out through observation and interviews with several prospective PAUD and elementary educators to find out the needs and obstacles they faced.

2. Training Planning

The material is prepared based on the appropriate needs of early childhood and elementary school educators, child development theory, and creative and contextual teaching strategies.

3. Training Implementation

The activity was carried out for two offline sessions (face-to-face) which included:

- a. Provision of basic material on early childhood development.
- b. Thematic learning strategies and play while learning.
- c. Direct practice makes how to teach early childhood and elementary school children

4. Evaluation

Evaluation is carried out through pre-test and post-test, as well as participant feedback on the content and implementation of the training that has been carried out.

RESULTS and DISCUSSION

The training activity was carried out for two consecutive days and was attended by a total of 40 participants consisting of 3rd grade junior high school students, high school/man/vocational school students, and students. All participants came from the service partner area, namely the Youth Lovers of the Al Hidayah Mosque in Cipinang Village, the majority of whom had never participated in formal training related to early childhood and elementary school learning strategies.

The training is divided into several sessions, ranging from the delivery of theoretical material to hands-on practice. The materials provided include:

Basics of early childhood development and elementary school age

Principles of active, thematic and fun learning

Play-based learning strategies for early childhood education

Contextual learning strategies for elementary elementary grades

Simple educational game tools made from used materials

The following is a documentation of the training activities carried out



Figure 1



Figure 2



Figure 4



Figure 5

Evaluation of the training results was carried out using pre-test and post-test methods, observation during practice, and direct questions and answers. Here is a summary of the results obtained:

Theoretical Comprehension The results of the pre-test showed that the participants of the training did not know about education or teaching strategies. After the training, interviews or direct questions and answers showed an increase in the participants' ability to understand the material given well by answering several questions asked by the presenter.

Practical Skills In the practical session, participants were asked to prepare a plan that contained thematic approaches and active learning strategies in groups. Most of the participants were able to prepare a lesson plan or learning strategy well and insert elements of games or creative media in their learning plans. Some participants also demonstrated the ability to design simple project-based learning activities, such as role plays, small experiments, and making artwork from natural materials.

Reflections and Testimonials In the final discussion session, many participants said that this training was very useful because it opened up new insights and provided inspiration to improve their teaching methods when the implementation of Ramadan Islamic boarding schools later. Several

prospective educators who are from teenagers who love the Al Hidayah Mosque in Cipinang Village admitted that it was the first time they had a comprehensive understanding of the importance of playing as the main learning method. Meanwhile, prospective educators for elementary school age feel helped in developing learning strategies that are more varied and in accordance with the needs of students.

The following is a documentation of the activities

The findings of this activity confirm that teacher capacity building in early childhood and primary school teaching strategies can be done effectively through hands-on practice-based training. Active, contextual, and fun learning approaches are proven to be well understood and implemented by teachers when they are given space to learn and try in person.

In addition, the importance of strengthening teachers' creativity in utilizing local resources is also an important point in the development of adaptive learning, especially in areas with limited facilities. This activity also shows that collaboration between academics, teachers, and the community can be a driving force in building a more quality education ecosystem.

CONCLUSION

This educational training activity has been successfully carried out with the main goal of improving the understanding and skills of prospective educators in developing and implementing appropriate learning strategies for early childhood and elementary school. Based on the results of the implementation and evaluation, it can be concluded that:

1. Improving the Competence of Teachers:

This training is able to increase participants' understanding of the basic principles of child development and appropriate learning strategies. This can be seen from the improvement in post-test results and the quality of the learning design produced by the participants.

2. Proper Strategy Implementation:

Teachers and prospective teachers demonstrate the ability to design fun, active, and child-centered learning, both through the preparation of learning plans or concepts and in the practice of making simple and creative learning media.

3. Enthusiasm and Field Needs:

The high enthusiasm of the participants during the training shows that this activity is needed. Many educators feel that this training provides new insights and skills that can be directly applied in classroom learning when implementing Ramadan Islamic boarding schools.

4. The Importance of Continuous Mentoring:

Training activities like this need to be continued and expanded in scope, including follow-up mentoring, so that the impact on the quality of education at the PAUD and elementary levels is more real.

Thus, this training makes a positive contribution to improving the quality of the learning process at the basic education level, especially in preparing teachers who are more adaptive, creative, and able to understand children's learning needs as a whole.

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