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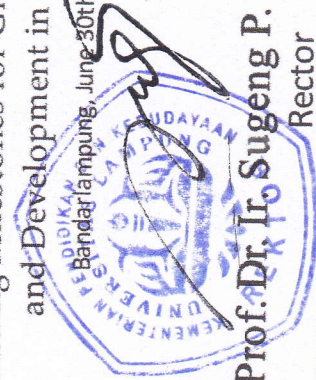
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International Teacher Education Conference

“Redefining Teacher Education:

Building Milestones for Global Partnerships  
and Development in Education”

Bandarlampung, June 30th - July 3rd 2013



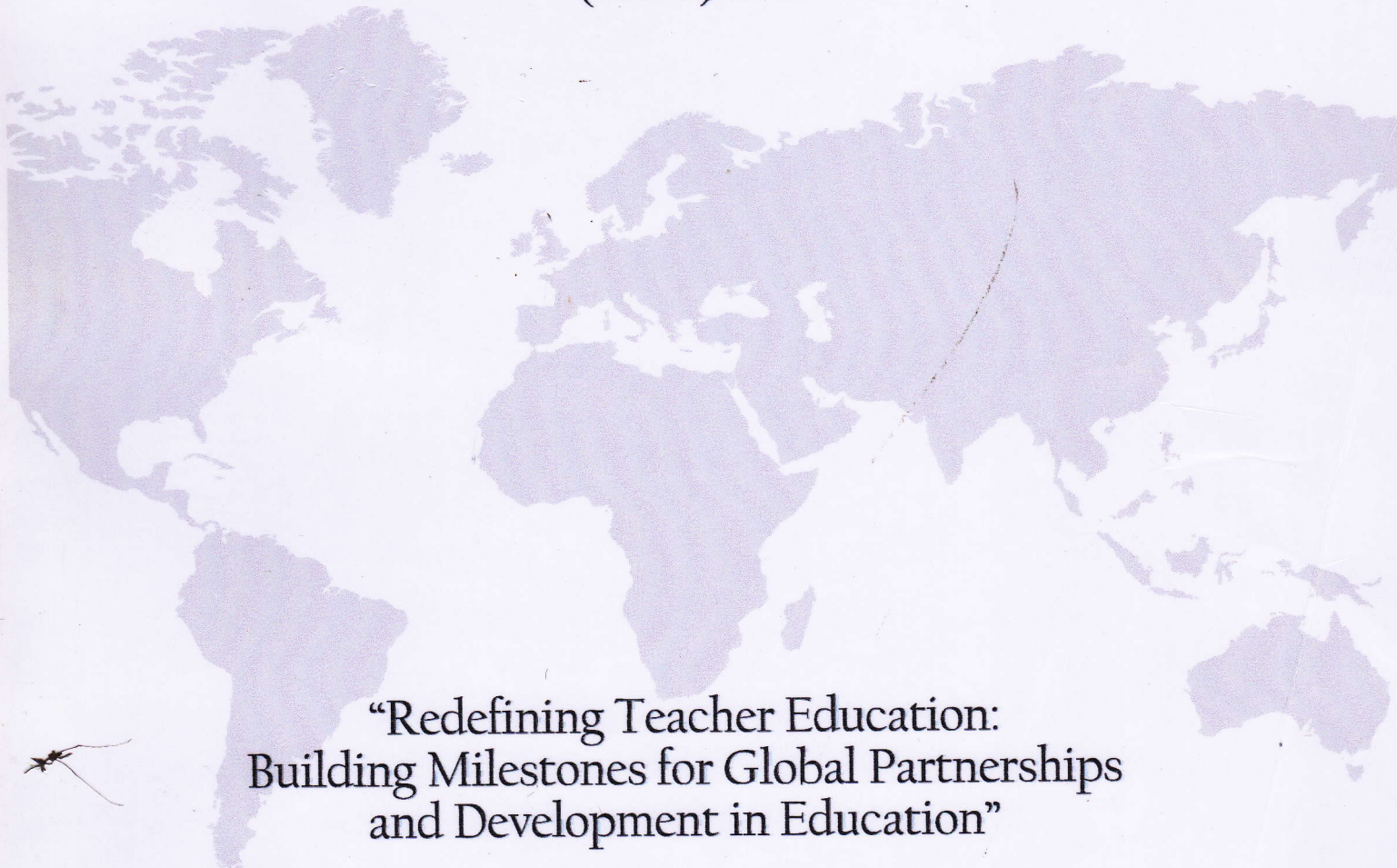
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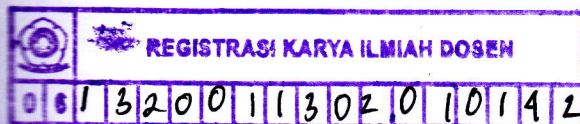


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Bandarlampung Indonesia

Organized by:  
Faculty of Teacher Training & Education  
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**INTERNATIONAL TEACHER EDUCATION CONFERENCE**  
**(ITEC 2013)**

"Building Milestones for Global Partnerships and Development in Education"  
June 30<sup>th</sup> – July 4<sup>th</sup> 2013

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discuss about what, why, and how "sensitive period" with the title "Stimulating "sensitive period" readiness of children entering elementary school (SE)." *(S)*.

### **When does Sensitive Period Appear?**

Most parents feel anxious when their children in kindergarten do not have meaningful progress. The parents do not have to worry because of this "sensitive period" appeared without we realize children are rising on its own without our guess. For example, the child can read fluently without being forced is different with children can read because of coercion. This is wrong, the child cannot be compelled in accordance with the will of the parents. Because many factors influence among one with another. But in general, some efforts can be done to speed up the emergence of a "sensitive period" within reasonable limits. Because if it is contrary to the child's psychological development, it would be fatal for the life of the child. For more details can be discussed here.

### **Satisfied Enough Playing Time**

Every child born like a blank paper, attached to nature of playing. Because through playing children can distribute their energy. As we noticed, during recess at school children happily romp, laughing, joking among themselves. They are happy as there is no problem at all.

Getswicky, et al (1988) defined play in various ways, depending on the perspective of the researcher's theory. When children are asked what play is, they said, that play as a fun activity and choice yourself. The characteristics noted by researchers in the definition of play activities which include: (1) play for motivating indirectly and spontaneous, depending on individual/child who wants to play, (2) Play involves a symbolic activity, creativity and imagination involved in play activities, (3) the purpose of the game is flexible, the statutes themselves, and many of the changes that are perceived during play: children are not bound by the rules of the game, which allows the number of referrals in the game, (4) in the play, children process-oriented play compared to the result of the play. Play emerges from in and of them, the result of playing is not too be considered. Just daydreaming and playing the role of a child is often done without using any game could be categorized. Watching only silent while watching friends who are playing, however, if it is already causing excitement for you, it can be called play.

At the age of two or three years, children spend most of their time playing. Until this age, the child's sense of egocentrism is still quite high, so they are not ready to play by using the rules that are too binding. For that, parents need to understand when kids do something unexpected by them.

When the age of three years is over, usually the child has begun to develop and begun to be ready to receive a little regulation. At this age, children begin to develop into a group game. Children at the age of four years still spend most of their time to play. In this case, the child usually enters Kindergarten A, therefore teachers of kindergarten A should give the lesson through playing nuisance.

In the age of five, generally children are in kindergarten B. The need to play has decrease; the child has used certain rules in a game. Together with their group and in this age, the child is already interested in discipline, discipline about their sleeping time, the rules that have been created by parent either at home or at school, this is where children begin to impose discipline.

Along with the reduced need for play, it appears "sensitive period" learning of the child. At the age of these children begin to love practicing concentration and love working on academic tasks. Good values like responsibility start develop. This is where the role of the teacher, so that children at this age can develop a high sense of responsibility, which is starting from the family. Because of the family children can

## STIMULATING "SENSITIVE PERIOD" READINESS OF CHILDREN ENTERING THE ELEMENTARY SCHOOL (SD)

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### Abstract

Entering the age of the school is highly anticipated by many parents, particularly those who have young children. This event is often abused parents, because of the assumption that smart kids are children who enter primary school at the age of five years. In fact at this age, the child is not ready to lead activities in elementary school. This is due to the immaturity of the function of organs of body and mental readiness of the child to live a life in elementary school. If this occurs too early, then it will gradually emerge feeling tired and bored that will inhibit their growth. Of course it also does not fit with DAP (Developmentally appropriate Practice). Early childhood education provides services to children ages birth to six years to help them develop skills in various aspects such as religious, moral, physical, cognitive, language, emotional and social activities through play that children be ready later in elementary school. Parents should understand when, where, why, and how to stimulate the development of their children as "sensitive period" to optimize the growth of the child and the physical and mental maturity. Thus, if child in early age is well prepared, the result would be better than forcing children enter elementary school prematurely.

*Key words: "sensitive period", stimulation, play*

### INTRODUCTION

Early childhood education institutions (ECD) are mushrooming now in line with the government's program to promote national education, but there are still many who do not understand child development, so many parents insist their children after kindergarten (TK) to be able to read, write and count (calistung). This is due to the lack of parental knowledge about the appropriateness of child development indirectly coercive impact on children. One of them is once the child graduating from kindergarten, parents demanded their children to have the ability to read, write and count. It encourages parents to include a 4-year-old child who has the ability of calistung to Elementary School (SD). At this age children development is still in the preparation phase, so that the children may not be ready physically and mentally for entering the primary school.

This is very wrong, one of the illustrations that occurred in a kindergarten happen to a student named Shinta 4-5 years old who was playing alone, do not pay attention to what the teacher said. While his parents are out of class by holding out his hand and said "come on quickly writing". The child while crying followed what the teacher ordered. Of this case, "sensitive period" of the child to perform academic tasks has not appeared yet. So that, parents and teachers need to understand when will "sensitive period" of children to perform academic tasks appear.

The early age is the age that largely determines human growth and development. At the age is the sensitive time (sensitive period), because it is very easy to accept what is heard or seen. As revealed in the Montessori Schmidt (2005):  
*Montessori reportedly identified genetically programmed "sensitive periods" in which children have exaggerated capacity and eagerness to acquire skills and*

develop good values and schools should do the same thing, thus the educational synergies between home and school may occur. At this age children are also excited to receive information from its surroundings also increase.

The fact is not all children follow the common pattern, there are some special conditions cause a child not sated the game goes, so the age of four years resulted in the study appear rather early, but with the risk of a less than optimal child development, due to lack of play on her childhood or may occur instead of a "sensitive period" learn to be late. This is because children are too free to continue playing without any direction and guidance. Many more factor affecting fast slow emergence "sensitive period".

### **Basic Personality**

The development of one's personality is never stopped, from birth, babies, teenagers, adulthood and old age always makes progress. The older a person, the better development of his or personality will be. Another experienced by children aged 0-5 years. In the span of this most basic child's personality has been formed. The core of the personality development of the base is declining, growing egocentric concepts themselves positively and positive confidence there. Currently, the child seems to have been completed with most of its own affairs, so they're ready to accept something from the outside. It is expressed by Vigotsky ZPD theory states that the ability of a child can grow higher when they get stimulation from adults or the environment, compared to flourish without stimulation or stimulation. Children begin to be ready to learn something from the outside. While further refinement of personality development will occur continuously. [http: albahar.wordpress.com/2007/06/15/child-self help-more-clever-and-percaya-dirir](http://albahar.wordpress.com/2007/06/15/child-self-help-more-clever-and-percaya-dirir) accessed on June 11, 2013.

Conversely, if their egocentrisms are too strong, their social emotional has not been good yet, self-concept and self-esteem has not been formed, although they are forced to learn the material, it will not enter the child's brain as well, because children are still busy finding themselves. The better the pattern of education given to children will certainly accelerate the development of more basic personality is certainly indispensable family protection function, in accordance with the statement of Fatimah (2006) family protection function is first and foremost for children in education. The psychic satisfaction gained from the family will largely determine how children interact with the environment, and then parents need to give affection one of brain food. Be expressed in Buzan Goddard (2005) states "make sure your child gets the four brain foods: oxygen, nutrition, love, and information." In this case the Buzan ensuring parents have to give 4 brain foods; one of compassions should be given in order to optimize the growing flower child either physical or mental. Environment that provides brain food for children, will give a positive impact to the development of early childhood self.

In addition affection boosts children's self confidence, independence. It is the same with explanation of Mc. Clelland (1953), he stated that independence depends on the love and support of parents. Independence is a vital element that will build self confidence of children. If children believe that parents support them, they will feel encouraged. Independence is like a wheel of active mental development which continues to rotate only when the child is given the space and freedom to grow, children can develop into a genius. After independence the child also had a critical attitude, social emotional, and sensitive to the environment so well coached disciplined in accordance with the child's age.

### **Often stimulated**

Parents are the ones closest to the child provide stimulation for learning, for pushing to speed up the emergence of a "sensitive period" to learn. According to Sue Bredekamp



(1986) the concept of DAP have 3 dimensions, namely the stimulation or the stimulation provided must be (1) According to age (Age Appropriate), (2) According to the child as a unique individual (Individual Appropriate), and (3) Appropriate according to environment and culture (Culture Appropriate). The parents can provide small library at home which is located in the corner of the child's room. Habits of parents who read fairy tales before bed, give readings that are interesting to children as well as facilitates attractive books in accordance with the age of the child will grow a great curiosity.

Child's curiosity will be hooked if they receive information of their interest. Parents can seek information using media, so they developed into the kids who always inquisitive. Parents should be patience to answer the children's questions, provokes new questions. This is a way to heighten arousal child's curiosity. Be aware that the house functions as a base of education cannot be replaced in school. One of the parents felt education was completed in the affairs of the school. Although busy parents so dense but well ahead and create the conditions for education in town, all of this will help the development of children.

### **Typical Condition of Family**

Family background also influences. The eldest child became the center of attention may be hard to control egocentrism when compared to the number-two or three children. Children who saw her mother often learn, reading will be more sensitive or rapid learning, than children who do not have a model of the elderly. Child spacing is too close because of the lack of parental attention or who do not have fathers will experience a disturbance in their brain development. The parents and the people closest to the child's life, are giving a very large influence on the growth and development of the child.

Results of research conducted by The Rainer Foundation Jalal (2002) mention 10 things that parents can do to improve health status and brain development. This is done by giving stimuli in the form of a genuine warmth and love, giving hands-on experience with use of sensory (sight, hearing, taste, touch, smell), interactions through touch hugs, smiles, singing, listening attentively, responding to the ravings of the son, invites chatted with a soft voice, and gives a sense of security. The stimulus done proven parents can significantly optimize the development of a child.

In addition to the above nutrition and parenting will also spur the development of children as expressed by Wachs (2000) growing children are strongly influenced by factors of good care and nurturing, while parenting refers to providing a conducive environment for the children psychologically. Good parenting patterns can serve as the stimulation that would spur development of the optimization of a child. Otherwise if environment doesn't care about the child's education has grown like that anyway. It is important to keep in mind for parents not to force children to learn before their sensitivity appears, in addition to wasting time, energy and even can cause stress for the child, it is better to wait until it appears. As a comparison a study material to the children ready to learn will take five months, for example, but if given when the child is ready to learn probably takes once a week.

So it is obvious that the parents seek the emergence of this studying time and when there are visible signs of it promptly greeted with a sprightly, fast, do not waste & immediately responds. "sensitive period" of study will also appear based on appropriate developments, only parent or educator can stimulate it as much as possible through the five senses in order to speed up its appearance.

There are several things that must be done to stimulate the interest of children's learning

- Make reading stories as a habit
- Provide a variety of books for the activities undertaken.
- Create a simple mini library in the corner of the room.