

English Introduction Training for Early Childhood at IGTK Dusun Curup

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Abstract

This study aims to improve the English language skills of early childhood in the village of Dusun Curup through the IGTK forum of Dusun Curup which consists of 21 teachers from all kindergartens in the village of Dusun Curup. This service was carried out at Tunas Melati kindergarten with a total of 21 teachers. The training method used is to use lecture and simulation methods. Problem solving is done by explaining the theory, methods and learning media, as well as simulating their use. The results of the training activities showed that the trainees were able to understand the use of methods in improving English for early childhood. This can be seen from the results of the service with the following categories and percentages: Excellent category with a total of 14 teachers or 67 percent, then with a Satisfactory of 4 teachers or 19%, Unsatisfactory category of 2 teachers or 10% and Inadequate category of 1 teacher or 5%. This indicates that the level of teacher understanding of themes in English is Excellent.

Keywords: English Introduction, Training, Early Childhood.

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I. INTRODUCTION

Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to six years of age, through providing educational stimuli to help physical and spiritual growth and development, so that they are ready to enter the next stage of education. (Cristiana, 2018)

Based On Permendikbud No. 137 of 2014 on national standards of Early Childhood Education (ECD), especially in Appendix I on content standards, there are six key aspects of children's growth and development that must be fostered, namely: (1) moral and religious values, (2) physical motor skills, (3) cognitive abilities, (4) language skills, (5) socio-emotional development, and (6) aesthetic/artistic appreciation. These components are the basis for the implementation of the PAUD program. Therefore, educational activities must be systematically designed to support children in achieving the level of Child Development achievement (TCPA) as outlined in the regulation. Ensuring balanced stimulation across these domains is critical to optimizing holistic development in early childhood. (Ayufitri et.al., 2020).

The introduction of English to children from an early age in the PAUD environment or the equivalent of kindergarten is a strategic step in preparing children for the next stages of development. During this golden period, children are in a phase of rapid growth, so learning a foreign language will be a valuable provision for their future, the position of English as an influential international language in the world of education in Indonesia is in line with the findings in the research by Fitri Alfariy (2021). In learning theory, children's language initially develops naturally through the process of interaction with their environment. (Arifah, 2011).

While English is not only a tool for international communication, but also the key to accessing information, expanding career and educational opportunities, and strengthening Indonesia's position in the global arena, English language acquisition in Indonesia faces challenges, such as unequal access to English education which affects social and economic disparities. For this reason, strategies are needed to improve the quality and access to English education, as well as foster positive attitudes towards this language in society. The ability to speak English requires disciplined and continuous practice. With

consistency and commitment to practicing regularly and continuously, it can improve speaking skills in English (Rahayu, 2018).

Education in early childhood is a very important foundation in shaping children's personalities and skills, including in the aspect of mastering foreign languages. Nilawati's research states that early childhood is a special figure and has great potential to develop. Therefore, learning at this stage must adapt to the needs and characteristics of each child. This view is in line with the opinion of Astini et al. who revealed that early childhood has a unique way of learning, namely through play and direct interaction with the environment. Sujiono also explained that early childhood is a child who is in the age range from birth to six years is an individual who is experiencing a comprehensive growth and development process or what we know as the golden age period.(Indri, et.all.,2024).

One important aspect that should receive attention in early childhood education is language development. Because language is a very important tool in children's lives, because through language children can communicate with others. in essence, language skills are not only a means of communication, but also play a role in supporting the cognitive, social, and emotional development of early childhood. According to (Suhartono.,2005: 20) Language learning cannot be separated from vocabulary learning. Vocabulary mastery is the most important aspect of language skills. Without adequate vocabulary, language learning goals will not be achieved. The more vocabulary a person has, the more skillful he is in using language to communicate effectively. Learning English is very important as a provision for the future. Mastery of English is not only beneficial for oneself, but can also make a positive contribution to the wider community. With this ability, a person can apply the knowledge gained at school into real actions in everyday life, so that his knowledge becomes more meaningful and useful.

English language learning in early childhood is generally focused on the basic introduction and understanding stages. Therefore, educators need to teach simple and developmentally appropriate materials. Examples include the introduction of the letters of the alphabet in English, numbers, names of fruits, animals, colors, and simple conversations that are easy to understand.

Education can be interpreted as the entire learning process that takes place throughout life, in various places and situations, which has a positive impact on the development of each individual. (Pristiwanti, et al.2022) By understanding various theories about the learning process, educators are expected to be able to determine appropriate teaching methods to achieve optimal learning outcomes for students.

After understanding how important it is to improve mastery of English vocabulary for early childhood, researchers made preliminary observations and found that the level of achievement of English vocabulary skills in children generally in the village of Dusun Curup still needs to be developed. This is because there are still many PAUD teachers who are still looking for the right method to introduce and teach English. Therefore, the community service team with English introduction training for early childhood through the IGTK forum in the village of Dusun Curup. In this case, it aims to improve the English language of kindergarten teachers, especially kindergarten in the village of Dusun Curup.

This training is designed to provide knowledge enrichment to kindergarten teachers about various effective English learning methods for early childhood, as well as improve their skills in using various English Learning media that are in accordance with the characteristics of Early Childhood Development.

II. METHOD

In the implementation of community service, the team conducts methods with the following stages:1). Lecture Method: After understanding how important it is to improve the mastery of English vocabulary for early childhood, researchers made initial observations and found that the level of achievement of vocabulary skills. This method is applied to provide a theoretical understanding of the importance of teaching pronunciation in early childhood. The implementation team prepared materials in the form of PowerPoint presentations and presented them through a projector. The goal is to make it easier for participants to grasp the essence of the material presented. English words in children in general still need to be developed. 2). Teaching Practice Method: In addition to delivering the theory, the team also demonstrated directly the method of teaching vocabulary in accordance with the principles of English for Young Learners. In the session, participants were shown vocabulary teaching techniques that were interactive, fun, and adapted to the world of children. This demonstration aims to equip teachers with real-life experience so that they are able to apply effective and communicative teaching methods in English classes. 3). Question and answer Method

After the lecture and practice sessions, the activity continued with a dialog and focused discussion session. In this session, participants were given the opportunity to express their questions,

opinions, and obstacles they faced in the field. This session was divided into two stages, each followed by three questioners.

III. RESULT AND DISCUSSION

1. Planning

In the implementation of the training, IGTK Dusun Curup PAUD teachers with 21 members were sent from various kindergartens in Dusun Curup. The presentation of the material provided is in accordance with the planning of English language learning for early childhood based on themes. Before learning the introduction of English is carried out the teacher first makes a teaching module or better known as RPPH (daily learning implementation plan). In designing learning, teachers need to consider the type of learning experience to be given to children. Teachers must also pay attention to various aspects of child development, learning objectives, and children's needs for English, especially vocabulary that is easily recognizable and in accordance with their age stage, then lesson planning must be based on an understanding of aspects of child development and designed according to the cognitive, social, and language development stages of early childhood.



21 teachers who are members of IGTK Dusun Curup Village with the following categories: very good category with a total of 14 teachers or 67 percent, then with a good category of 4 teachers or 19%, low category of 2 teachers or 10% and a very low category of 1 teacher or 5%. This indicates that the level of teacher understanding of themes in English is very good.

The community service team provides direction in making lesson plans to determine the themes that will be taught to early childhood, this implementation is carried out on Saturdays, considering that kindergartens in the village of Dusun Curup are closed on Saturdays. The team did this service from April to May 2025.

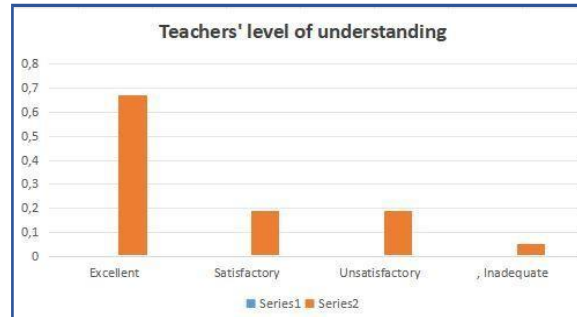
2. Implementation

In the implementation of the training, the teachers who are members of IGTK Dusun Curup organized the practice of RPPH from the training in their respective schools. This activity was monitored by a team of servants from several schools. English learning for early childhood is carried out based on lesson plans, with the theme of the first week covering colors and shapes. After the training was carried out, the teachers practiced the preparation and implementation of lesson plans from the training in their respective schools. English teaching for early childhood refers to the lesson plans that have been made, with the theme of 'colors and shapes' in the first week. After the children are ready, the teacher continues the learning session by introducing English vocabulary repeatedly. The teacher asks the children to listen and imitate the words.

The second week's learning theme focuses on body parts. In the teaching process, teachers use body parts as props to introduce English vocabulary for early childhood in their respective kindergartens.

Various learning tools and teaching materials are available by adjusting the needs of each learner so that learning improvements will be achieved that are tailored to the conditions and needs of students. (Deswita, 2020).

Based on the results of the teachers' understanding of the introduction of English adapted to the theme as follows:



Based on the table above, it explains that the level of understanding of teachers in determining themes totaling Evaluation

At this stage, the community service team evaluates the extent to which the level of achievement of the introduction of English to IGTK teachers in the village of Dusun Curup for early childhood. The results showed an increase after the training of English language introduction for early childhood in IGTK Dusun Curup.

IV. CONCLUSION

From the results of the research and discussion that has been carried out, it can be concluded that in general, after training at IGTK in the village of Dusun Curup, learning the introduction of English for early childhood has gone well. The learning has been carried out in accordance with the lesson plans that have been prepared and developed. Supporting factors, such as the availability of learning media and teaching materials provided by the institution as well as those made by the teachers themselves, also support this success. However, as English is not the main language spoken by the children, teachers sometimes face challenges in delivering learning, so the learning objectives of English are not always achieved

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