



## Early Childhood Development (Physical, Intellectual, Emotional, Social, Moral, and Religious Tasks) Implications For Education

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Informasi Artikel	Abstrak
<p><b>Riwayat Artikel:</b> Diterima 12/06/2022 Disetujui 29/07/2022 Dipublikasikan 31/07/2022</p> <p><b>Kata Kunci:</b> Perkembangan; anak usia dini; implikasi pada pendidikan</p>	<p>Jurnal ini mengkaji Perkembangan Anak Usia Dini dan implikasinya terhadap Pendidikan. Penelitian ini dilatarbelakangi oleh pesatnya kemajuan ilmu pengetahuan, teknologi, dan komunikasi yang menuntut adanya pengembangan dan peningkatan kualitas manusia sebagai solusi untuk mengikuti arus modernisasi, berimplikasi pada perlunya suatu proses pendidikan yang dapat berperan aktif. Pengetahuan perkembangan anak usia dini dapat membantu orang tua dan guru merencanakan upaya untuk mengoptimalkan perkembangan tersebut. Karakteristik serupa yang muncul pada periode usia yang hampir sama mencirikan tahapan dalam pertumbuhan dan perkembangan anak. Kesamaan karakteristik pada setiap tahapan usia menjadi acuan bagi anak, orang tua, dan guru dalam hal kemampuan yang harus dikuasai anak pada usia tersebut. Hal ini mengakibatkan anak melakukan tugas yang sesuai dengan tahapan usianya.</p>
<p><b>Keywords:</b> <i>Development; early childhood; implications for education</i></p>	<p><b>Abstract</b> <i>This journal investigates Early Childhood Development and Its Educational Implications. The rapid advancement of science, technology, and communication necessitates the development and improvement of human quality as a solution to keeping up with the flow of modernization, implying the need for an educational process that can play an active role. Early childhood development knowledge can assist parents and teachers in planning efforts to optimize these developments. The stages of a child's growth and development are defined by similar characteristics that appear at nearly the same age. The similarity of characteristics at each age stage serves as a reference for children, parents, and teachers in terms of abilities that children at that age must master. As a result, children are assigned tasks that are appropriate for their developmental stage.</i></p>



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## INTRODUCTION

Child development refers to any physical, motor, or language changes that occur in a child. Each aspect will go through stages that the child will go through. Children experience extraordinary growth and development at a young age, including physical motor, cognitive, emotional, psychosocial, and language development. Similarly, language development is influenced by the development of others, particularly the child's physical and intellectual aspects. Language development is critical because it allows the child to adapt to his surroundings. (Susanto, 2020)

Every person grows and changes. From infancy to adulthood, people develop. Growth is perceived rather than measured. Its growth is advanced (gradual), systematic, and ongoing. The nature of development in each individual is the same; the only difference is the rate of development; some developments come before the development that comes before it, when the development between this aspect and that aspect is the same. at the same time Individual A has been unable to walk for the past year despite being able to pronounce a few words smoothly and clearly. Individual B, who is one year old, can already walk but cannot pronounce words clearly. Various factors influence an individual's rapid and slow development in all aspects of his development.

Children go through a golden age (the golden years) when they are young, during which they become sensitive and sensitive to various obstacles. The sensitive period differs from child to child, as does the child's rate of growth and development. The sensitive period is the maturation of physical and psychic functions that are ready to respond to environmental stimulation. This is also a foundational period for the development of cognitive, motor, socio-emotional language, religious, and moral abilities. (Susanto, 2020)

Early childhood development is a critical period that lays the groundwork for a child's future life. The findings revealed that a portion of human intelligence develops rapidly at a young age. Children's development in these times has an impact on their intellectual abilities, personal character, and ability to socialize with their surroundings. Mistreatment during early childhood development will impede children's development, which should be optimal in terms of both physical and psychological aspects. The child's development is more focused on qualitative parameters. It is more quantitative in terms of children's growth. Thus, early childhood development refers to the progression of physical functioning, psychology, and the interaction of the two.

## **METHOD**

The qualitative approach was used in this study. The literature method employed is literature description, which entails gathering and compiling a list of the literature studied and then creating a detailed description or description of each literature. The state of the literature, notes on the contents of the literature, and the main contents of the literature are stated and explained in the description. As a result, this method describes and analyzes an event or phenomenon, social strata, nature or attitude, and personal or group opinion on an ongoing problem in detail. The research process begins with the preparation and compilation of hypotheses of basic conjectures and research thinking rules. Then, gather data and analyze it in the study.

## **RESULTS AND DISCUSSION**

### **The Nature of Early Childhood Development**

Early childhood growth and development are frequently used interchangeably because they both indicate the presence of a specific process of change that leads to progress. Indeed, the terms growth and development have different connotations. Growth can be defined as a quantitative change caused by the presence of external or environmental influences. Growth refers to natural changes in body size and structure, so it is more concerned with physical changes.(Huliyah, 2017)

Aside from the above definition, growth can also be defined as physiological changes that occur as a result of the maturation process of physical functions that occur in a healthy individual at different stages. The result of this growth is an increase in bone length, particularly in the arms and legs, an increase in height and weight, and an increase in the perfect arrangement of bones and nerve tissue. This growth will come to an end when the individual reaches maturity. (Huliyah, 2017)

In contrast to growth, development is a qualitative change in physical and mental functions as a result of their interaction with environmental influences. Development can also be defined as a systematic sequence of changes, in the sense that the interdependence or mutual influence of physical and psychic aspects results in a harmonious whole. (For example, his parents may show him how to hold a pencil, write letters, and do exercises.) The ability to learn to write will be easily and quickly mastered by the child if the exercise process is started when his muscles are fully developed and he has had enough time to understand the shape of the letters.

As a result, the child will be able to hold a pencil and read the letter shapes. Furthermore, change is progressive, which means that the changes that occur advance in depth, both qualitatively and quantitatively. Another characteristic of the changes that occur is the shift in children's

knowledge and abilities from a more continuous nature to develop in a more continuous direction, implying that the changes occur in an orderly or sequential manner rather than jumping around or due to elements of chance. For example, in order for a child to be able to run, the child must first stand up and crawl.

The child will grow and learn new things as a result of his or her education. Development will occur as a result of the learning process, as the child gains new experiences and adopts new behaviors. From the description of the understanding above, it is necessary to recognize that physical growth is influenced by the individual's psychic development, because the two terms can be used concurrently at some point. In other words, development is the result of growth, physical function maturation, psychic function maturation, and learning efforts. We can conclude from the preceding that children's growth and development have various meanings, but there is a continuity of meaning that builds the character and education of early childhood. Similarly, we must understand the principles of early childhood development.(Susanto, 2021)

### **Characteristics of Early Childhood Development**

Individual and contextual factors influence the development of babies and young children. Babies can experience and live their surroundings firsthand by using tools such as seeing, hearing, tasting, smelling, and tasting. A healthy baby will actively use his senses to capture, feel, and internalize things that exist outside of himself. The baby's biological, psychological, and sociological activities, on the other hand, are out of sync with those of a small child, adolescent, or adult. A newly hatched duckling from an egg can swim, but the baby does not walk right away. Despite his potential, he is still powerless. As a result, he requires assistance from an adult in order to mature and become familiar with his surroundings.(Hafina, 2013)

Children are born in an incomplete state because all of their instincts, physical functions, and spiritual functions have not been properly developed. Even a child can progress to the highest level of development at his maturity age. Childhood is defined as the developmental period between the ages of 2 and 6 years in the current order. Biological development was rapid at the time, but he was still very attached to his environment and family sociologically. As a result, the family plays an important role in preparing children to adjust to a larger environment, particularly the school environment.

Childhood is frequently associated with an aesthetic period, a period of tools, and a period of opposing parents. claimed beauty because this is a time when there is a sense of beauty It is claimed

that this is the age of the senses, because children's tools are rapidly developing at this time. Because of their rapid development, children enjoy conducting explorations, which are then claimed to be using the opposing period. (Suryana, 2016)

There are times when children have an egocentric attitude because they believe they are the center of their environment, as demonstrated by behaviors such as opposing or rejecting something that suddenly appears from the people around them. This development is caused by the child's realization that he has abilities and wills that differ from those of others. Early in childhood, the child imitated a lot, played a lot of skits or fantasies, and this habit provided the child with skills and experience. Some argue that early childhood begins with the baby's final months. The early childhood period lasts until the age of entering elementary school. (Sit, 2017) Early childhood characteristics include:

1. Problematic age or difficult age
2. Toy age
3. Kindergarten age
4. Age of the group study
5. Research and questioning era
6. The imitation and creativity era

Among the development tasks in this phase are:

1. Learn to speak, for example, by learning to pronounce the words father, mother, or simple objects in their surroundings.
2. Acquire the ability to differentiate between genders.
3. Acquire the ability to establish

## **Early Childhood Influencing Factors**

### ***Environmental factors***

Environmental factors in PAUD include the physical environment, such as sound, light, temperature, and gray design. For example, if the design space in the village's learning classroom environment is very appealing, children will be more interested and enthusiastic about learning.

### ***Social aspects***

These social factors have a significant impact on the development of social skills; children will learn how to work together, interact, and respect others. When social factors play an important role in early childhood education, children's learning development improves, particularly in the social field.

### *The emotional component*

Emotional factors influence children's motivation to learn. When children have positive emotions, they are eager to learn; when they have negative emotions, they are reluctant to learn. Because each child's emotional state is unique, educators face the additional challenge of devising strategies to increase their students' motivation to learn.

### *Physical aspects*

Physical factors in early childhood must necessitate a physically capable learner. The physical readiness referred to here refers to the child's condition in terms of eating and drinking, rest, adequate sleep time, and activities performed. When a child's condition is poor, such as being overtired, it affects how the child learns. When a child is tired, he or she will lose interest in learning. As a result, the factor of learning activities carried out in EARLY CHILDHOOD must pay attention to this so that learning activities can take place optimally. (Suryana, 2014)

## **Various Early Childhood Development**

### *Physical Development*

Early childhood development, or preschool, is commonly used to refer to children aged 2 to 6 years. Physical healing is slower during early childhood when compared to growth rates during infancy. Inadequate nutritional intake, as well as irregular immunization, contribute to slow physical growth. (Sit, 2017)

The percentage of growth in height and weight of preschool-aged children decreases year after year. Both men and women appear slimmer during this period, while their torsos lengthen. Early childhood is when the brain grows and the nervous system continues to develop. At the age of two, his brain size averaged 75% of that of an adult, and by the age of five, it had increased to approximately 90% of that of an adult. This is due to an increase in the number and size of nerve veins that connect brain regions, as well as an increase in myelination, a process in which nerve vein cells close and seal to a layer of fat cells. Some developmental psychologists believe that myelination is important in the maturation of a variety of children's abilities because it has an effect on increasing the speed of chitchat.

What will happen is that the most recent brain research indicates that in the first three years, the foundation of brain structures with a fixed impact will be formed. When a child is born, 100 billion neurons and 50 trillion synapses are formed, and another 1000 trillion synapses are formed. If

a synapse produces an active or frequently functioning circuit, the functional circuit is formed through consistent, regularly repeated, and complete (completed) stimulation.(Mutiah, 2015)

The caregiver's active participation in stimulating the child's experience, namely repeating the same activities and exploring new things, is critical. The number of interconnections (correlations between nerve cells) determines intelligence, not the number or size of brain cells. "If people can activate approximately 7 percent of their brain cells, then the illustration of that person's intelligence is that they can master 12 world languages, have 5 degrees of scholarship, and memorize encyclopedias sheet by sheet," said Maxwell Malt, an American researcher at Ratna Megawangi.(Khaironi, 2018) There are only four brain foods:

- a. Oxygen: Physical exercise allows the brain to function optimally.
- b. Nutrition: Provides energy to the brain, such as DHA, Folic Acid, iron, and so on.
- c. Love: The brain has the ability to survive and grow (psycho-nervous system).
- d. Information: promotes brain development and growth.

A child's physical development is marked by the development of gross and fine motor skills. At the age of three, the child can walk well; by four, the child has almost mastered how to walk like an adult; and by five, the child has become proficient in walking in a variety of ways, such as walking with extended legs. B. Catching, cutting, and pulling the ball, as well as back and forth, running, and jumping.

### ***Cognitive Development***

Cognition is defined as the ability to think and use one's brain. The development of cognition entails the child's ability to use his thinking power. In cognitive development, the child's brain begins to spread the ability to think, learn, and remember. The cognitive world of a child at this age is creative, free, and fantastic. Children's delusions change over time, as does their mental understanding of the world. At this level, children can already increase their use of language by imitating adult behavior.(Sukatin et al., 2020)

### **The theory of Piaget**

According to Piaget's theory of cognitive development, early childhood is known as the preoperative period and demonstrates the child's limits in mental activity in which they can reflect on their life experiences. Preoperative thinking is divided into two stages: preconceptual thinking and intuitive thinking. At the age of 24, children reach the stage of low prejudice, also known as symbolic thinking (although it is symbolic thinking). The emergence of symbolic systems or symbols, such as depicting a plastic knife as something, is its main feature. A genuine replica of a real knife. The word

knife can refer to something as esoteric as its shape and sharpness. The word "knife" provides a specific answer.(Khaironi, 2018). The rapid development of language, imaginative games, and an increase in imitation characterize the emergence of symbolic functions. The evolution of language during the stage of prejudice is thought to be the result of the evolution of symbolization. You will improve your ability to solve problems and learn from other languages once you begin using a symbolic language.

In children aged 4 - 5 years, intuitive substantiation occurs. At this stage, the child's symbols become more complex, but reasoning and thinking processes remain limited, and other functions draw attention to one dimension while swarming to another (the center). The child's series of questions reflects his intellectual development, his intellectual curiosity, and the emergence of an interest in the child's thinking. Concrete experiences/behaviors shape children's knowledge (constructivism). Each new experience gains knowledge through the processes of assimilation, the process of knowing something because of previous experiences, and adaptation, the process of changing what was previously known when confronted with a new phenomenon.

### **The theory of Vigotsky**

According to Vygotsky, children actively construct knowledge and understanding. Children are more frequently described as social beings in Vygotsky's theory than in Piaget's theory. They primarily develop their thinking and understanding through social interaction. Their cognitive development is influenced by the tools provided by society, and the cultural context in which they live shapes their minds. On the contrary, according to Piaget's theory, the child develops from his abilities, whereas Vygotsky believes that the child develops because he is supported by his environment.(Mayar, 2013)

### ***Language Acquisition***

One of the most effective modes of communication is speech. Because the child is still an infant, he can often be met by using body language. However, adults have a poor understanding of what is meant by the child. That is why babies and young children are constantly attempting to make others understand what they mean. This encourages people to learn to speak and demonstrates that speaking is the most effective communication tool when compared to other forms of communication that children use before becoming proficient at speaking.



In general, there are two types of language skills: verbal language skills and written language skills. In practice, children must study language skills, particularly verbal language. In general, the stages of language development in children are as follows:

- a) Acquisition (acquisition) is the first language that children learn, is commonly thought to use the mother tongue (imitation and listening), and is a verbal language. Nouns, work terms, adjectives, and other terms are learned or used from the age of 0 to 6 years.
- b) Learning (learning), children begin to learn written language after they complete Kindergarten. Children learn to write or read in Kindergarten only as a habit to train their motor skills.

### ***Social and emotional growth***

Social attitude is an activity that involves other people, including peers, teachers, parents, and siblings. When a child works with other people, significant events occur in his life that shape his personality and shape his development into a perfect human being. The process of learning abilities and behaviors associated with individuals to live as members of their group is known as social development. In social development, children are expected to have abilities that are appropriate for the social demands in which they find themselves. (Mayar, 2013)

In a nutshell, children's social development is a process in which a child learns to behave in accordance with the norms or rules of the child's life environment. A child's behavior in his social environment is heavily influenced by his emotional state. Environmental factors have a significant impact on a child's emotional development. Furthermore, socio-emotional development is said to include changes in emotions, personality, and interpersonal relationships. In the early stages of childhood, social-emotional development revolves around the socialization process, which is the process by which children learn the values and behaviors that society accepts.

### ***Game Development***

Games are a type of social activity that is more prevalent in childhood. because children spend more time outside of their homes playing with their friends than doing anything else Games for children denote a type of fun activity that is done solely for the sake of the activity itself, rather than to obtain something as a result of these activities. This is because the process of doing something more interesting for children is determined by the outcomes. (Mutiah, 2015)

So, games dominate the lives of children at this time because children spend a lot of time playing, which means that playing is a very fun and interesting thing for children, and playing is an activity that is very important for early childhood development. child. If the outline is drawn, then

games can affect cognitive development, social development, and emotional development in children. A wide range of games will teach children everything, including how to solve problems. Children's interest in playing follows a pattern that is influenced by maturity in a specific type of play and the environment in which they are raised.

### ***Moral Development***

Preschoolers experience moral development in addition to social development. According to Santrock Mar'at, "moral development is linked to the rules and practices of what people should do in their interactions with others." A child is born with no morals, but some of them may be morally prepared to develop. A preschooler's moral development can be divided into two stages: 1) Egocentric thinking stage (self-centered morality), 2) Unconditional obedience stage (authoritatively oriented morality). (Khaironi, 2017)

#### 1) The first stage of self-centered thinking.

This stage, according to Rikona, begins around the age of four, and Kohlberg can begin at the age of fifteen in the so-called traditional moral period, the punishment reward stage. A 13-year-old child, according to Ericsson, is a time of independence, shame, and suspicion. At this point, the child is motivated to do good by incentives (rewards and praise) and is afraid of being punished if he or she is wrong. Children who are constantly forbidden and reprimanded do not develop independence, which causes them to feel embarrassed and anxious. To deal with this child, give gentle but firm instructions and explain why such behavior is forbidden.

#### 2) The unconditional obedience stage (authoritatively oriented morality)

According to Brofenbrenner, this stage is known as authoritative morality, and the child truly believes in the definition of good and evil given to them by authorities such as parents and teachers. This stage, according to Thomas Lickona, lasts between 4.5 and 6 years. The so-called unconditional obedience stage. Children of this age are obedient and easy to work with, making it simple for parents and teachers to follow their instructions. Ericsson referred to it at the time as a stage of initiative vs. guilt. They should be allowed to choose and direct their own creativity.

### **Problems of early childhood difficulties**

Children frequently experience learning difficulties. This issue can arise both in and out of the classroom. Children with impaired attention (concentration), memory disorders, reading disorders, writing, counting, and so on. The impact of learning disorders on children's growth and

development is not only on the process of growth and development, but also on the process of interaction of the child with his environment. Family harmony can be disrupted by both parents blaming each other, feeling frustrated, angry, and so on. (Khairi, 2018)

Learning difficulties are learning disorders in children characterized by a disparity between intelligence and academic abilities required. Children with learning disabilities have the following characteristics:

- 1) Late speech for a child his age.
- 2) Have trouble saying a few words.
- 3) His mastery of the number of words is less than that of other children his age (limited)
- 4) Frequently unable to find the appropriate word for a single sentence.
- 5) It is difficult to learn and remember numbers, letters, and day names.
- 6) It is difficult to string words together to form a sentence.
- 7) Frequently excessive agitation.
- 8) Its concentration is easily distracted.
- 9) It is difficult to interact with friends in this manner.
- 10) It is difficult for him to follow the instructions that have been given to him.

Types of learning disabilities include:

- 1) Reading difficulties (dyslexia)

Reading disorders are a type of learning disability in children that is caused by difficulties with reading and writing.

For instance, difficulty recognizing or spelling letters.

- 2) Disabilities in writing (dysgraphia)

Writing disorders are learning disabilities that occur when children struggle with hearing, speaking, writing analysis, and problem solving.

For example, it is difficult to maintain a firm grip on a ballpoint pen or pencil. The way the stationery is held is frequently too close and almost sticks to the paper.

### **Implications in Education**

It is undeniable that educators' analysis of children's needs with the teaching and learning process has a "common thread" that connects the two processes. A good teaching program is one that can provide significant assistance to children in completing their developmental tasks. In this regard, every educator must be aware of and comprehend the entire process and tasks of child

development.(Sukatini et al., 2020) Knowledge of the development process in its entirety, according to Muhibbin Sya, can be used to:

- 1) The teacher can provide appropriate assistance and guidance to students based on their developmental level.
- 2) The teacher can anticipate the emergence of specific student learning difficulties and then take appropriate measures to overcome them right away.
- 3) Teachers can think about the best time to begin teaching and learning activities in a specific field of study.
- 4) Teachers can identify and set specific teaching goals for their subject matter or teaching subject matter.

Early childhood needs analysis is inextricably linked to early childhood education. Because education is a conscious process, it is critical to plan programs that are appropriate for children. A correct analysis of the child's needs is required to determine the appropriate program.

## CONCLUSIONS

Every organism, whether human or animal, must have gone through developmental stages. This development includes all concrete and abstract parts of the organism's leadaan. As a result, the meaning of developmental incidents, particularly human development, is focused not only on the psychological aspect, but also on the biological aspect.

Development is a series of progressive changes that occur as a result of the maturation and experience process, and it consists of both qualitative and quantitative changes. Child development occurs continuously; the level of development attained at a stage must be higher in both quantitative and qualitative terms. Individual differences in development exist because it can be influenced by a variety of internal and external factors, resulting in each child having a distinct personality while remaining appropriate for general developmental patterns.

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