

# Application of Learning Based on Developmentally Appropriate Practice on Playgroup Children's Cognitive and Social Development Activities

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**ABSTRACT:** This study aims to describe the planning, implementation, assessment, obstacles and solutions made in the application of learning-based developmentally appropriate practice on the cognitive and social development activities of children in playgroup. The data sources are 7 children in play group, 3 educators, 1 headmaster and 7 parents of students. The findings of planning research in learning include three dimensions of DAP namely the age dimension of children with different stages of development, dimensions of learning characteristics of different children and the social and cultural dimensions of the surrounding environment and still refer to the national curriculum. The implementation of learning is oriented towards the development of children through real experience. Developmental assessments use observation, and developmental checklist. Obstacles are differences in parents' perception of calistung conception. Solutions with the strengthening of human resources through discussions, seminars, and workshops.

## 1. INTRODUCTION

Cognitive development is the process of changing the ability of the brain to reason, thinking to solve new problems and find new solutions, and understand everything that exists in the environment around anak. Piaget (in Zaman, 2009: 1.11) explained that children are active knowledge builders. The child builds / constructs his knowledge based on his experience. Such knowledge is gained by actively building itself through its interaction with the environment. While social development is the process of changing the ability of individuals to be able to overcome all the problems that arise as a result of interaction with the social environment and able to present themselves in accordance with rules or norms that apply. The application of learning based on Developmentally Appropriate Practice (DAP) is very

appropriate for the early childhood because it is adapted to the stage of child development that takes into account the interests and needs of each child by providing meaningful experiences to the child (Bredekamp, 2009: 12), the concept of DAP (Developmentally Appropriate Practice) has three dimensions that are age-appropriate children, characteristics of children and socio-cultural context. The focus of this research is planning, implementation, appraisal, obstacles and solution which is done in applying of learning based on developmentally appropriate practice in cognitive and social development activity of children in play group. This study was conducted with the aim of describing the planning, implementation, assessment, obstacles and solutions made in the application of learning-based developmentally appropriate practice on cognitive and

social development activities of children in play groups.

## 2. LITERATURE REVIEW

Developmentally Appropriate Practice (DAP) is an early childhood education tailored to the child's developmental stage that takes into account the interests and needs of each child by providing meaningful experiences to the child (Bredenkamp, 2009: 12), the DAP concept has three dimensions: according to child age, child characteristics and socio-cultural context. Development is an orderly process associated with the reorganization of behavior and qualitative change in a person (Woolfolk in Masitoh, 2010: 123). According to Sujiono (2010: 87) cognitive is a process of thinking is the ability of individuals to connect, assess, and consider an event or event. Cognitive is more static which is the potential or power to understand something, potency is determined at conception, but the realization or not of cognitive potential depends on the environment and opportunity given. According Faizah (2010: 45) cognitive development refers to the brain, and how the brain works. This is related to how children think, how to see the world, and use the mind.

According to Hurlock (2011: 113) social development means the acquisition of the ability to behave in accordance with social demands. Muhibin (2009: 35) says that social development is the process of forming social self (personal in society), ie personal in family, culture, nation, and so on. Syamsu (2011: 44) states that social development is the achievement of maturity in social relationships. Schneider and Minnet (Sujiono 2013: 61) say social development is a process of learning ability from the behavior of his family and follow the similar examples that exist throughout the world.

## 3. METHOD

Based on the classification of this study including the type of descriptive qualitative research, because this research is conducted to determine the application of learning-based Developmentally Appropriate practice on cognitive and social development activities of children play groups. Descriptive qualitative research is a study that intends to understand the phenomenon of what is experienced by the subject of researchers holistically and by way of description in the form of words and languages in a specific context experienced and by utilizing various scientific methods (Moleong, 2011: 23).

Data collection method used in this research is observation method, interview method, and documentation method. Observation method refers to the procedure used to record the subjects studied (Andriani, 2013: 5.3). In the observation in the group of play researchers make observations through participatory way that researchers as observers and at the same time become official members of the group observed. The researcher will be involved in the learning activities in the classroom to know directly the process of DAP implementation. Interview is a data collection technique to get information extracted from the data source directly through the conversation or question and answer (Satori, 2009: 87). Researchers conducted interviews with educators, principals and parents. Documentation method is a collection of data based on the records of events that have been passed (Sugiyono, 2012: 82) The document can be in the form of writing, drawings, or monumental works of someone. In this study the documents used as a reference for analyzing data will include: RPPH, RPPM, Semester Program, Rapid Book, Evaluation of Student's Development, teacher's data, and curriculum document The researcher also took documentation in the form of photos showing activities in floating

cognitive and social abilities in children. This data analysis technique is interactive model Miles and Huberman use four steps: data collection, data reduction, presentation of data (data display), and conclusion drawing / verifying.

#### 4. RESULTS AND DISCUSSION

The first findings of the research are planning in Applying Practice (DAP) Development Based Approach on Children's Cognitive Development Activity in Play Group Synergy is made in the form of school curriculum which is arranged by incorporating three dimensions of DAP ie children's age dimension with different development stage, characteristic dimension learning different children as well as the social and cultural dimensions of the surrounding environment and still referring to the national curriculum. Implementation of Children's Cognitive Development at Play Group Synergy is oriented towards the development of children through real experience, exploring and other activities meaningful for optimal child development. (2) Individual programs, (3) Playing activities and games as learning tools, (4) Flexible classes with a stimulating atmosphere, (5) Learning by doing, (6) Giving children choices in learning. Assessment of Cognitive Development of Children in Play Group Synergy is done at all levels of child achievement in every aspect of daily development, then recap in the form of summary assessment and reported to parents. The assessment instruments used for cognitive development include observation, observation, checklist, and in the form of a portfolio. Obstacles are differences in perceptions about the concept of *calistung* in early childhood education and less attention from parents in child development. Solusiny with the strengthening of human resources capacity through parenting activities,

discussions, seminars, trainings and workshops about early childhood education.

The second invention of planning in the Application of Learning-based Developmentally Appropriate Practice (DAP) on Children's Social Development Activity in Play Group Synergy is an educator incorporating experiences, materials and tools, and development methods in planning lessons to accommodate individual differences of children in prior experience, maturation, learning styles, needs, and interests. Implementation of the educator to give full attention to the social development of children because educators understand children who are well received has a much greater possibility to do something according to ability. Social development methods by educators such as Child Grouping, Modeling and Imitating, Playing Cooperatively, Learning Sharing (Sharing). Evaluation The development of compilation data that contains checklist, portfolio and child work. Assessment instruments used for social development include observation, observation, checklist, and in the form of a portfolio. Assessment is then reported to parents in the form of report cards written in narration, but also given a photo of each child's activities. Obstacles that are poor physical and psychological condition of children, because of illness, and lack of stimulus given by parents to develop social potency of child. The solution is that educators do not force children to follow all learning activities, as well as provide parenting activities for parents as a means of communication with parents, on improving children's ability in social development

#### 5. DISCUSSION

Implementation of learning activities that occur many use concrete objects or real and are around the child so it supports the theory of cognitive development by Piaget (in Bjorklund,

2009: 128) ie children at the age of the group to play thinking ability is still concrete and is in the Preoperational Stage (27 years). Cognitive development methods conducted in play groups include play methods, assignments, demonstrations, frequently asked questions, recited poetry, experiments, storytelling, field trips, and dramatization, according to Sujiono et al. (2014: 14).

## 6. CONCLUSION

First planning in the application of learning based on Developmentally Appropriate Practice on cognitive and social development activities in Play Group Synergy includes three dimensions of DAP namely dimensions of age of children with different stages of development, dimensions of learning characteristics of different children and the social and cultural dimensions of the surrounding environment and still refers to the curriculum national. Educators combine different experiences, materials, and tools, as well as mengkamodosai individual differences. The implementation of learning is oriented towards the development of children through real experience. Evaluation of development using observation, and developmental checklist, and reported in the form of narasi. Hambatan namely differences in perception of parents about the conception calistung, physical and psychological conditions of children who are less good, and the lack of stimulus from parents .. Solutions with the strengthening of human resources through discussion , seminars, and workshops of ECD and do not force children to follow all activities.

### **Suggestion**

The foundation to improve the quality of human resources (HR) educators, education personnel, and parents are advised through seminars, workshops on early childhood education. Parties and parents to maximize both formal and

informal communication media as a means of communication to monitor child development and work together by designing innovative programs that can increase the confidence of parents and children.

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