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THE ROLE OF PLAYGROUPS IN DEVELOPING EARLY CHILDHOOD SOCIAL SKILLS

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Abstract:

Background. The development that greatly affects character is early childhood education. One of the institutions that conducts such education is a playgroup, one of which is KOBBER Srikandi in Pilang Mas Garden Housing in Kedungjaya Village.

Aims. The purpose of this service is to improve the quality of teaching, learning management and increase children's physical and cognitive development.

Methods. In this service activity using the implementation method which is divided into several stages, starting from planning. The second stage is preparation. Furthermore, the third is the implementation stage so that the expected goals can be achieved. KKN students follow the activities at Kober Srikandi Kedungjaya. One of them did morning gymnastics activities and helped with numbers and colors.

Result. The results of Kober Srikandi management have run according to the program set. The management of playgroups in Kedungjaya Village shows that operational supervision has gone well. The playgroup program aims to improve the quality of life of the community through family development. Every education has its own goals, goals for the child's future and the child's discipline from an early age.

Conclusion. This goal can be influenced by the surrounding environment, and has characteristics for the child. The better and more positive the learning environment, the more positive and enthusiastic the learning will be in the community.

Implementation. According to the time sequence, childhood is a period of development from 2 to 6 years of age. Biological development at this time as in the Kedungjaya Village playgroup is rapid, but sociologically it is still very much bound by its environment and family. , the family plays a very important role in preparing children to be able to adapt to a wider environment, especially the school environment.

Keywords: KOBBER, Physical Development, Cognitive, Quality of Life, Quality of Education

INTRODUCTION

Children are born into the world in an incomplete condition, because all their instincts, physical and spiritual functions are not yet fully developed. Therefore, the human child has a long possibility to develop freely. What is meant by freedom to develop here is to be able to maintain life and to be able to adjust to the environment. Even a child can rise to the highest level of development at the age of maturity. In the future, he or she will be able to control the and the earth. According to the time sequence, childhood is the period of development from 2 to 6 years of age.

Biological development at this time is rapid, but sociologically he is still very much bound by his environment and family. Therefore, the family plays a very important role in preparing children to adapt to a wider environment, especially the school environment. Childhood is often referred to as the aesthetic period, the sensory period and the period of opposing parents. It is called aesthetic because at this time is the time of the feeling of beauty. It is also called the sensory period, because at this time the senses of children develop rapidly. because of this rapid development, children like to explore, which is then called the period of opposition.

Kober (playgroup) is a form of PAUD (Early Childhood Education) unit for children aged 2-6 years, including toddlers and toddlers. Early childhood education as a place for children to learn, needs to pay attention to the environment to make it interesting for children to learn. In order to be attractive, the provision and packaging of the learning environment must consider the characteristics,

feelings, interests and learning dynamics of children. There needs to be cooperation between all school components in managing children's learning environment. This research analyzes the management of children's learning environment in the Srikandi Kober (Playgroup). In Kober Srikandi, there are 12 children and 3 educators.

The legal basis for Law number 20 of 2003 concerning the National Education system Chapter VI Seventh Section article 28 which reads:

1. Early childhood playgroups are organized before primary education.
2. Early childhood playgroups can be organized through educational, non-formal, and/or informal channels.
3. Early childhood playgroups in the formal education pathway are in the form of kindergarten (TK), Raudatul Athfal (RA) or other equivalent forms.
4. Early childhood education in the non-formal education pathway takes the form of playgroups (KB), centers (TPA), or other equivalent forms.

In February 2025, KKN students participated in activities in KedungJaya village to participate in the Srikandi playgroup activities in hamlet 3 in Pilang Mas Garden Housing.

METHOD

In this service activity using an implementation method which is divided into several stages, namely starting from planning, which is a process to determine what to achieve and determine the stages that must be carried out before carrying out activities. The second is preparation, which is preparing the needs that will be used as support in carrying out activities carefully. And the third is the implementation stage, where this stage is carrying out activities aimed at realizing a predetermined plan so that the expected goals can be achieved.



Figure 1. Kober Srikandi doing gymnastics

Every morning Kober Srikandi does morning exercises so that the children and teachers are healthy and to be exposed to the morning sun. Morning sunlight has many benefits for the health of the body. Because morning sunlight is very good for our health, it increases vitamin D production, boosts the immune system, maintains bone health, helps treat skin problems, improves brain function. Because sometimes some children are too lazy to bask in the morning sun, or even do gymnastics. So, we have to do it from an early age.





Figure 2. Kober Srikandi learning while playing

Kober Srikandi introduces numbers (from 1 to 9) and colors while playing so that they make learning fun. The KKN students helped the Kober Srikandi teachers to play with the Kober Srikandi children, so that the Kober children would be more enthusiastic about learning. In addition to introducing numbers and colors These children learn shapes (such as circle, triangle, square, etc.) so that they know them if the teacher asks.

DISCUSSION

At this time children have an egocentric attitude because they feel that they are at the center of the environment, which is shown by the child's happy attitude of opposing or rejecting something that comes from the people around him. Such development is caused by the child's realization that he has his own abilities and will, which is different from the will of others. In early childhood, children imitate a lot, play a lot of charades or fantasies, from their habits it will provide skills and experiences to the child. Some say that early childhood begins as the end of infancy. Early childhood ends around the age of entering elementary school.

The characteristics of early childhood are :

1. The age of trouble or the age of difficulty,
2. Toy age,

3. Preschool age,
4. Age of group study,
5. The age of exploring and asking lots of questions, and
6. The age of imitation and creativity.

While the developmental tasks in this phase include :

1. Learn to speak, for example by learning to say the words father, mother or simple objects around them,
2. Learn to differentiate between the sexes,
3. Learn to make emotional connections other than with those closest to them,
4. Learning to distinguish between good and bad things and developing a conscience, and
5. Form simple concepts of understanding about social and natural reality.

However, between one child and another child has a different early childhood period, this is because each child has a different development, which developments at this time are influenced by several factors including physical development, cognitive development and psychosocial development.

CONCLUSIONS

Physical development is the basis for subsequent developmental progress, with increased body growth both in weight and height and strength, allowing children to be more active and develop physical skills, and also the development of exploration of the environment without the help of their parents. Cognitive development, in this case the child's brain begins to develop the ability to think, learn and remember. Childhood is a period of development from the age of 2 years to the age of 6 years, at this time biological and physical development runs very quickly and rapidly, but sociologically children are still very attached to their environment, especially family.

The management of Kober Srikandi early childhood education in Pilang Mas Garden Housing, Kedungjaya Village, Cirebon shows that it has been running according to the program set. The management of early childhood playgroups (KB) in Kedungjaya Village shows that operational supervision is already running well. This is supported by direct supervision and indirect supervision that is often carried out by the authorities. The playgroup program aims to improve the quality of life of the community through the integration of population, family planning, and family development programs.

Every education has its own goals, goals for the future of the child and the discipline of

the child from an early age. And this goal can be influenced by the surrounding environment, and has characteristics for child. The better and more positive the learning environment, the more positive and enthusiastic the learning.

IMPLICATIONS

According to the time sequence, childhood is a period of development from 2 to 6 years of age. Biological development at this time as in the Kedungjaya Village playgroup is rapid, but sociologically it is still very much bound by its environment and family. , the family plays a very important role in preparing children to be able to adapt to a wider environment, especially the school environment.

Education that encourages to provide learning experiences about life in society outside the campus. And also able to provide student experience in recognizing problems in the community. KKN can be interpreted as a process of developing communities and learning between them:

1. One of the main activities of students
2. Preparing Indonesia's Golden Generation
3. In the context of community service
4. It has a principle to encourage the community to solve problems in terms of development in a region for a more advanced Indonesia.

Acknowledgments

We would like to thank the stie cirebon institution, the kedungjaya village apparatus of cirebon city and the srikandi foundation for being good partners, so that this service can take place smoothly.

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