

EDUCATION PSYCHOLOGICAL UNDERSTANDING ON *MADRASAH IBTIDAIYAH* EDUCATORS IN BANTUL

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Abstract: Education world cannot be separated from psychology of education. Scholarly relevant to psychology of education is crucial to be understood by each educator. However, seeing the existing phenomena, there are many educators who lack of comprehension on it. The researcher finds discrepancy between the educator's action and the existing psychological theory. Learners deserve and have to obtain skill and science which are appropriate with their age. Therefore, the researcher conduct a research towards educators on the understanding in psychology of education concerning reading and writing skill for learners in Primary School/MI age. Based on the research conducted by the researcher, data which is obtained by four private MIs by using interview towards 25 educators who are scholars, it can be drawn a conclusion that most of them have not comprehended the skill which is appropriate with Primary School/MI learners of 1st grade. For instance, they agree to carry out reading and writing test as the requirement to register the Primary School/MI which is 70%. It is discussed in Act Number 20 Year 2003 on National Education System. On Paragraph 3 of Article 69, it is mentioned that Learners Admissions of 1st grade of Primary School/MI or other equal school is not based on the result of reading, writing, calculating and other types of test. Furthermore, concerning learners' reading and writing skill of certain age, 75% of them answer in the end of childhood period, 20% of them answer in the beginning of 1st grade and the others, which is 5% of them answer in the beginning of 1st grade or ahead of the second grade. 5% of them answer on the period between the first and second grade. It indicates the need of government's socialization associated with psychology of education towards educators.

Keywords: Understanding, Psychology of education, Educator

INTRODUCTION

It is undoubted that since the first humans are born, education attempts have been done. Humans have tried to educate their children although in simple ways. Also, since they start socializing, there have been an effort of more capable individuals in certain things to influence other people to socialize with them. Of the explanation, it is clear that educational problems exist from the past, present,

and future. The solution is the requirement of each individual who becomes an educator to understand the situation of her/his learners.

Furthermore, it is seen from individual's perspective, education is a development of hidden and recondite potentials on humans' self.¹ In order to understand the potentials, it needs educator's understanding on educators' condition. In is this case, relevant scholarly is psychology of education.

Psychology of education is a compulsory material for educator candidates, like a doctor who must know the condition of his patient, an educator must know the condition of the students. Psychology of education helps the educators to give information on growth and development of learners from physical and mental aspects.

Seeing the importance of psychology of education, it is natural if each educator understand it very well. It is similar to the opinion of Ki Hajar Dewantara that a newborn baby is like a white paper that has vague writing on it. The job of educator is to thicken the writing so that it a good character appears. On the other side, negative writing should be ignored or erased.² In means that learners have to be educated without ignoring the existing potential. However, it is different to the reality in the field. There are some educators who ignore appropriateness between lesson material and learner's' capability in their age level because the lack of understanding on psychology of education, or they have understood it but their environment that has not supported it make educators to not perform what they know.

The researcher finds a case of first grade of Elementary School students that will be expelled from school because they lack of reading and writing skill. The researcher is her private instructor who finds a reality that the student has difficulty in reading and writing. There are some difficulties experienced by him such as reading and writing in reverse between "e" and "g", "b" and "d". He also lacks of concentration. However, those cannot be a reason why the child must be expelled from school or his parents are warned by the school. The student and many other students who are in the same boat need equal attention and treatment as their age level.

Besides the problem, the researcher finds a Kindergarten School that practices additional lesson or reading and writing no scholastic course in the afternoon. The researcher finds the reason of the practice is for preparing the learners to join favorite Elementary School. It is clear that favorite Elementary School/MI

¹Hasan Langgung. *Islam Education Principles*. (Jakarta: Pustaka al-Husna, 1988), page. 3.

² Ki Hajar Dewantara, *Education*(Yogyakarta: UST Press, 2013), page. 408.

implements reading and writing test as the selection of new learners/students. Learners who pass is assumed that it will enable them to follow teaching learning activity because the lessons demand a good reading and writing skill. Thus, it is the opinion of educator found by the researcher.

Based on the background, the researcher who is studying at PGMI study program is interested and challenged in conducting a research concerning understanding of psychology of education on MI learners. Moreover in reading and writing skill and test for MI learners.

THEORETICAL REVIEW

Etymologically, psychology comes from Greek language which consists of two words: *psyche* which means soul or spirit, and *logos* which means knowledge.³ It becomes *psikologi* in Indonesian language. It means a science that discusses soul and spirit or is called as *psychology*.

Education is defined as all efforts to change a learner's behavior in a controlled environment.⁴ According to the Constitution:

Education is conscious and planned effort to implement studying and learning process so that educator actively develop the his potential to have religious and spiritual, self-control, personality, intelligence, noble character power and skill required by him/herself, society, nation and state.⁵

Based on the word definition, psychology of education means a study associated to knowledge implementation on individuals' behavior for educational efforts.⁶ Another definition mentions that psychology of education can briefly defined as a science that studies behavioral change.⁷ As described by Bruner that a learning should create a situation so that learners are able to self-study.⁸

³ Bahruddin, *Psychology of Education, Reflection towards Phenomenon*. (Yogyakarta: Ar-Ruzz Media, 2007), page. 13.

⁴ Ki R.B.S Fudartanto. *Psychology of Education with New Approach* (Yogyakarta: Global Pustaka utama, 2002). page. 2.

⁵ Act of National Education System (SISDIKNAS) Number 20 Year 2003 Article 1 Paragraph 1.

⁶ Dwi Prasetya Danarjati et al., *Psikologi Pendidikan* (Yogyakarta: Graha Ilmu, 2014), page. 4.

⁷ Suyadi, *Preschool Study Psychology*, (Yogyakarta: Pedagogia, 2010), page. 8.

⁸ Hamzah B. Uno, *New Orientation in Learning Psychology*. (Jakarta: Bumi Aksara, 2008), page. 53.

Lester D. Alice Crows and Ravens explained “psychology of education describes and explains the learning experiences of an individual from birth through old age. Its subject matter is concerned with the conditions that affect learning” (Lester D. Crow and Alice Crow.⁹ Psychology of education describes and explains study experience of an individual from the birth until the old age and the learning material concerning the condition that influences the study. Thus, psychology of education emphasizes on children’s physical and mental growth and development problems which are related to teaching learning activities.

Furthermore, educator is the spearhead of implementation of psychology of education in the learning. As we have known that a requirement that can be bargained for each competent and professional educator is to execute his/her profession as the condition of learners.¹⁰ They have rights to get it because it is a need. Act also guarantees their rights. Article 9 paragraph (1) Act Number 23 Year 2002 on children’s protection mentioned; “Each child deserves to get educate and teaching in order to develop his personality and intelligence level as the interest and talent.”¹¹ In Act Number 20 Year 2003 Chapter I Article 1 Paragraph 14, it was mentioned that early age education is training effort directed to children since they are born to six years old that must be done through the educational stimuli giving to assist the their physical and spiritual development so that they are ready to enter further education.¹²

According to John W. Santrock, children of 5-6 years old reach approximately vocabulary achievement of 10.000 words and coordination of simple sentences. It means that in that age, they are able to arrange simple words. Therefore, it is inappropriate if they are taught to read and write because both skills need high understand. If it is related to Indonesian education, in that age, children are in Kindergarten level. While in 6-8 years old, their vocabularies are added quickly and they are more expert in using syntaxes rule and conversation.¹³ It means that in the age, they are able to arrange words and read in the initial stage. Children in that age are in Elementary School level.

⁹Noer Rohmah, *Psychology of Education* (Yogyakarta: Teras, 2012), page. 4.

¹⁰ Muhibbin Syah, *Psychology of Education* (Bandung: Remaja Rosdakarya 2013), page. 15.

¹¹Suyadi, *Preschool Study Psychology* (Yogyakarta: Pedagogia, 2010), page.9.

¹² *Ibid*, 9.

¹³ John. W. Santrock. *Psychology of Education*. translation. Tri Wibowo .B.S. (Jakarta: Kencana, 2011), page.75.

The theory of Piaget included 2-7 year-old children into pre-operational.¹⁴ This period is divided into two stages, which are preconceptual marked with transductive thinking method (drawing conclusion on particular thing: cow is called buffalo). Intuitive period is marked with egocentric observation domination (has not understood other people see the same object), as one direction.¹⁵ Children have difficulty to see from other people's perspective. Besides, they start classifying the object one characteristic such as collecting red things with different shapes or round things with different colors.¹⁶ It indicates the limitation of early age learners' capability and it should be realized by the educator.

Here are competences of learners of Elementary School/MI in the 1st-3rd grade:

1. Able to classify numbers although they have to use more concrete things/objects (property)
2. Able to keep knowledge and observation result in his memory
3. Able to operate logical thinking although it is only limited to concrete objects.¹⁷

The competencies above explain the competences on 7-9 years old children. This development does not occur immediately in the same time. However, the change occurs gradually during concrete operational stage.¹⁸ In other words, learners need time to undergo the process.

Based on the theory, if it is associated to reading and writing, letters arranged into writing are only symbols without meaning for children. They rely on memory. Therefore, it is understood that there are sometimes mistakes among letters which are almost similar such as "b" with "d" and "e" with "9".

Reading needs high cognitive power because it is intended to be accompanied with understanding. Writing also needs cognitive process in children's thinking to pour what will be written. It will be appropriate if Elementary School children are not forced to read and write. It is more appropriate to teach reading and writing to students of 1st grade gradually.

¹⁴ Dale H. Schunk, *Learning Theories an Educational Perspective*, terj. Eva Hamdiah dan Rahmat Fajar. (Yogyakarta: Pustaka Pelajar, 2012), page. 332.

¹⁵ Abin Syamsudin Makmun, *Educational Psychology of Module Teaching Unit* (Bandung: PT Remaja Rosdakarya, 2004), page. 103.

¹⁶ Yudrik Jahja, *Development Psychology* (Jakarta: Prenada Media Group, 2011), page. 116.

¹⁷ Uti Nurhayati, *Innovative Education Psychology* (Yogyakarta: Pustaka Pelajar, 2011), page. 35.

¹⁸ *Ibid*, page. 35.

Writing competence is given when all forms of stimulation on children before six years old are given. Theoretically, before learning to write, they should pass the steps such as heeding, listening and speaking. After those stages are mastered, writing learning is allowed to start.¹⁹ It will be good if they are taught to memorize prayers or verses of the Holy Qur'an.

The balance between reading and writing will help children to give ideas and insights in written form. Therefore, children are not only smart in telling a story, but also writing. It is not required to force early age children to write abstract ideas, but simple words such as to write their name and the name of their father, mother, grandfather, grandmother, etc.

Here is the table of children's competences:²⁰

NO	Age of Children	Competences
1	Born- 1 year old	a. Responding if his name is called b. Chattering or saying one word or more.
2	1-2 years old	a. Knowing closed people b. Mentioning name of things c. Understanding simple instructions
3	2-3 years old	a. Able to know sound of things and animals or somebody's voice b. Able to say short sentence c. Able to ask simple questions d. Interested in color picture in book
4	3-4 years old	a. Able to know and almost able to imitate various sounds b. Interested in being read a book. c. Able to know name of things and the functions.
5	4-5 years old	a. Able to know each sound of letter b. Enthusiastic to listen to a story c. Able to make a rhyming sentence
6	5-6 years old	a. Able to speak fluently b. Able to ask more and answer more complex c. Able to know numbers and calculate simply d. Able to write her/his name

¹⁹ Suyadi, *Psikologi Belajar...*, page. 106.

²⁰ Ibid, 108.

RESEARCH METHOD

Types and approach of research

This research is categorized as field research study. This research is conducted to understand social phenomenon of the actor's point of view. The approach utilized in this research is qualitative approach, which is one of research procedures that create descriptive data in form of utterances, writing, and behavior of people who are observed.²¹ Qualitative descriptive method is a research method aimed to draw as a whole and deep on social realities and various phenomena occur in the society that become a subject of the research so that draw types, characteristics, and model of the phenomena.²² According to Sugiyono, in qualitative research, the data collection is done on natural setting, most primary data source and data collection technique are on the participating observation, in-depth interview and documentation".²³ Method utilized in this research is qualitative research method with analytic study research type to know and analyze educator's understanding on education psychology in four private MIs.

Subject of the Research

The subject of the research is data source in which it is obtained, both in form of people, places or things. The subject of the research is the informant. He is someone who knows the research object.²⁴ Subject or informant is a person who has direct connection in giving information on situation and condition or research object.²⁵ Subject in the research which comes from qualitative data is a process of components required in the data analysis.²⁶ The data which is utilized in this research is divided into two, which are primary and secondary data. Primary data is obtained from parties concerning problems that become the research object. The primary data sources of this research are four school

²¹ Soewadji Jusuf, *Introduction to Research Methodology* (Jakarta: Mitra Wacana Media, 2012), page. 52.

²² Wina Sanjaya, *Education Research: Types, Methods and Procedures* (Jakarta: Kencana, 2013), page. 47.

²³ Sugiyono, *Method of Quantitative, Qualitative, and R&D Research*, (Bandung: Alfabeta, 2013), hlm.309.

²⁴ Suharsimi Arikunto, 2006, *Research Procedure: A Practical Approach* (Jakarta: PT. Rineka Cipta), page. 130.

²⁵ Lexy J. Moeleong, 2007, *Qualitative Research Methodology*. (Bandung: Remaja Rosdakarya), page. 132.

²⁶ *Ibid*, page. 248

principals and 25 educators of MI Ma'arif Saman, MI AL MUHSIN I and II, and MI Al Islamiyyah which are located in Bantul Regency. The secondary data is obtained from data sources which do not directly give information but complete the primary data sources.

Object of the Research

According to Suharsimi Arikunt, the research object means what occurs on attention point of a research.²⁷ The object of the research is educator's understanding on learning psychology concerning reading and writing competence of Elementary School Student or equal of grade 1. The presence of researcher in this research as the participant observer means that in the data collection process, the researcher carries out an observation and listens as careful as possible, participates in research sites and actively follows social events.²⁸ The data collection technique can be in form of observation, interview, documentation and field notes. The data validity is used to consider the data validity in the research, thus Sugiyono's opinion (2011,327) should be considered on "data validity use in qualitative research using triangulation". Triangulation is data collection technique which combines existing various data collection techniques and data source. In order to test the data reliability, this research uses source and method triangulation.

Technique and Instrument of Data Collection

The data collection instrument in qualitative research is the researcher herself that uses interview guidance or observation instrument. The utilized data collection techniques are:

a. Observation

Observation is data collection technique by observing each event which is taking place directly and writing it down by observation tools on things observed and researched.²⁹ The researcher does observation in the classroom during the 1st grade learning such as reading, writing and mathematics activities.

b. Interview

Interview is a meeting of two people to exchange information and idea through discussion, so it can be constructed the meaning in a certain topic. Interview is utilized as a data collection technique if the researcher wants to perform introductory study in order to determine the problem

²⁷ Suharsimi Arikunto, 2006, *Research Procedure....* page. 96.

²⁸ *Ibid...*, page. 9.

²⁹ Wina Sanjaya, *Classroom Action Research*, (Jakarta: Kencana, 2009), page. 86.

that will be observed, and she wants to know things concerning respondents deeper. There are some types of interview, which are: structured interview, semi structured interview, and unstructured interview.³⁰ This thesis uses interview result towards 25 students of 4 different private Madrasah Ibtida'iyah in Bantul. Of the 4 Islamic schools, (*madrrasah*), the researcher finds twenty five respondents who come from educators and school principals. All of them are graduates from various colleges both state and private college.

FINDINGS AND DISCUSSION

Psychology is a knowledge which tries to understand humans or individual in order to treat them right. Since psychological knowledge of learners in the education process is required and crucial for each educator, thus it is a requirement of each educator to have knowledge on psychology of education. Given that each person on certain time performs an action of educating, naturally psychology of education is required by each person.

Education psychology is very important for an educator. An educator who has learnt or understood psychology of education will easily perform a learning process. Psychology of education will help educators to find the most appropriate method for learners because they have understood their learners' psychology.

The job of an educator is to help her students to get information, ideas, skills, values and thinking methods and also give opinions. However, an educator an educator should know characteristics of each student, therefore, an educator has to know and understand psychology theory, especially psychology of education.

A successful education is a figure who masters substantial and professional problems, understands learners' motives, personality, thinking competence, learning styles and behaviors. When an educator or teacher is in the classroom, her teaching skill should be accompanied with learning psychology to know the limitation of learners' competence based on their age level.

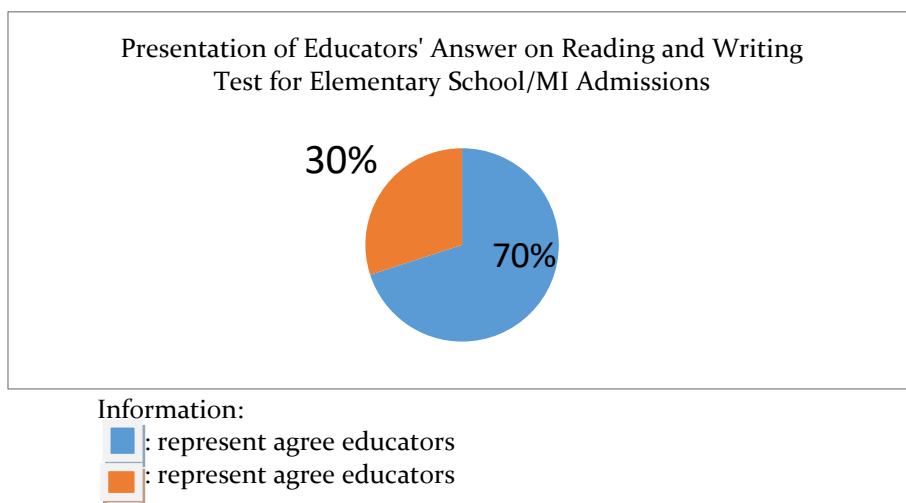
It should be known some benefits on why an educator should learn psychological science, among them are:

1. Help us to know what is expected from the learners and when the expectation emerge does.

³⁰ Sugiyono, *Research Education Method ...* page. 317

2. Help us in giving the most appropriate response towards learners' behaviors and preparing them to face changes that will occur on their body, attention and behaviors³¹.

Based on the explanation above, learning psychological science is very important, however, the research of result indicates that not all educators understand learning psychology well. The data result of the research obtained through interview indicates that 70% educators' opinion concerning reading and writing test for new learners. They answer that it is required, even some of them add mathematic. So according to them, reading, writing and mathematics. The implication is during the new students admissions, it is prioritized to students who are able to read and write. Theoretically it is not really appropriate because 2-7 years old children are in the preoperational of cognitive development stage.³² It means that they have limited mastery of those skills. They start being able to use correct words and express short, not long sentences. Here is the presentation diagram:



Besides, the practice above also violates Act Number 20 Year 2003 on National Education System. On Paragraph 3, Students Admission of Article 69 mentions that admission of 1st grade students of Elementary School/MI or equal school level is not based on reading, writing, mathematics, or other types of test competence.

There are various reasons why they agree to it. 40% educators who agree the test have a reason to fit the textbook which demands first grade student to read

³¹ M. Dalyono, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2001), hlm. 1.

³² Muhibbin Syah. *Psychology of Study* (Jakarta: Rajawali Pers, 2011), page 28.

and write. 30% of them say to find superior deeds. And 15% of them say that it enables educators during the teaching learning activity. The rest 5% say that it is for the sake of competition among education institution. According to educators, reading and writing skill will raise society's opinion, moreover parents of learners that the Elementary Schools/MIs are qualified. In fact, favorite Elementary Schools/MIs practice the test. While less favorite education institutions do not apply the test because they will find difficulty in obtaining new learners. Thus, learners who do not pass the reading and writing selection will not study there. The percentage of educators who agree the reading and writing test: 40% educators answers to adjust with the text book because textbooks for grade 1 demand learners to read and write, 30% educators answer to find superior deeds or learners who have good reading and writing competence, 15% educators answers to enable educators, and 5% educators answer for competition among education institutions.

Concerning the age of learners who have reading and writing competence, 75% educators answer in the last period of childhood, 20% educators answer in the beginning of grade 1 and the rest or 5% educator's answer in the end of grade 1.

Furthermore, concerning the educators who agree if learners whose reading and writing competence do not fulfill the requirement will be expelled from school or let them stay in the same grade. There are three detail answers, 40% educators agree to let them stay in the same grade; 25% educators agree to expel them from school and 35% educators disagree towards both choices and let them to promote the next grade with additional lessons.

CONCLUSION

Based on the research that has been conducted, the researcher finds that the understanding of MI educators on psychology of education are still low, moreover on learners' reading and writing competence. The answer of educators describe that so far, early age learners are treated unequally as their age stage.

Learners on last period of kindergarten age who supposes to enjoy studying while playing to develop their potential should focus on the demand that they must be able to read and write so that they can be admitted in favorite school. In fact, reading and writing automatically require less appropriate understanding on them.

The result data of the research are:

1. Based on the research, 70% educators agree the reading and writing test for learners of Elementary School/MI with details, 40% (adjust the textbook), 30% (look for superior deeds), 15% (enable educators in the learning), and (for the competition among educational institutions).
2. Concerning the age of learners who have reading and writing competence, 75% educators answer in the last period of childhood, 20% educators answer in the beginning of grade 1 and the rest or 5% educator's answer in the end of grade 1.
3. Concerning the educators who agree if learners whose reading and writing competence do not fulfill the requirement will be expelled from school or let them stay in the same grade. There are three detail answers, 40% educators agree to let them stay in the same grade; 25% educators agree to expel them from school and 35% educators disagree towards both choices and let them to promote the next grade with additional lessons.

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