

# International Journal for Advanced Research

Journal homepage: <https://journal.outlinepublisher.com/index.php/ijar>

Research Article

## Early Childhood Inclusive Education Improves Creativity And Teacher Competence Early Childhood Education

Hj.Zaharah Binti Awang<sup>4</sup>, Putri Sari Ulfa Sembiring<sup>2\*</sup>, Kharida Shaleha<sup>3</sup>, Dara Aisyah<sup>4</sup>

<sup>4</sup>Tadika Ceria Az Zahra, Malaysia

<sup>1,2,3</sup>Battuta University, Indonesia

\*Correspondence: E-mail: [putrisulfa.29@gmail.com](mailto:putrisulfa.29@gmail.com)

Keywords:

Teachers, inclusive education, early childhood education.

Abstract

This study aims to determine the importance of inclusive education for early childhood education teachers. The teacher is the play working partners in the process of providing stimulation for child development, in prepare a good and appropriate curriculum in inclusive education is to eliminate differences, discrimination and bullying against children with special needs with this inclusive education will provide good for children, family background also affect towards giving attention and support for children with special needs. Children with unique development are different from one another need inclusive education for early childhood development, inclusive education that is education that carries out learning for all children both normal children and also children with special needs. The aim is for children with special needs to get the same rights in education, in the implementation of inclusive education there are many obstacles including lack of teaching staff, lack of therapist staff, and infrastructure. The development of teacher creativity in educational children is very necessary.

### Introduction

PAUD is level education before level education base as effort coaching aimed at to child since born until age six year through giving stimulation For grow flower physical and spiritual . The main goal education child age early is to form quality Indonesian children that is children who grow and develop in accordance with level its development so that can prepare self For enter education Basic. Education inclusion is service education that is structured and designed in schools general together Friend his age and learning together with facilities and accessibility that support For all student without except , so that the child sufferer disabled can served . The bearer disability among them sufferer disability physical , intellectual , mental and sensory .The implementation of Inclusive Education for Early Childhood Education has not yet according to practice its implementation and not yet existence learning special for parents in educate child in need specifically on education child age early .

Teacher is educator replacement role parent in school , Teacher education child age early must own understanding And knowledge as well as skills in guide And to care for child age early Where in activity his learning through play , According to Yuliani (2013) play as means socialization give chance child explore and express feeling create and learn in a way pleasant can help child know about self Alone , with Who he life as well as environment Where place he live . Kirk (2009) explain direction development education

century two tens One allow development toward strong education For development education inclusion for child in need special must become attention big for government , school , society and parents Because amount number child in need special the more increase . Child in need special different with child other among them ability mentally, ability sensory , ability communication , behavior And development emotion, And characteristics physique . According to Deddy Kustawa (2013) education inclusion friendly child is approach Which change system education Which can fulfil various characteristics participant educate teachers and students feel comfortable in diversity and seeing diversity as challenge And enrichment environment Study And make diversity No asproblem .

Teachers and educators are very confident that stimulation that is carried out in a way consistent since early very important For growth children . Baby will grow develop And will capable do activity stimulation given . Teachers as partner Work main in the process of giving stimulation grow flower child . Mail leicester (2013) stated that curriculum Which Good on education inclusion is with remove difference , discrimination and bullying to child in need special with education inclusion This will give kindness for child , back family also influences to giving attention and support for child in need special . Children must trained in atmosphere Which warm And full Love love , weak gentle And consistent , Which most important is as the interaction between mother and child can intertwined during the process , the sound soft and full love dear , consistency without forceful and gentle touch will make the small grow as good and possessive personality attitude positive Good to self Alone and the environment , according to Hijra (2017) model learning Which describes the process of detailing and creation situation enabling environment child interact in learning , so that happen change or development in self child . Alois Ghergut (2012) in his research conclude that in the implementation education inclusion for child in need special need various development knowledge knowledge among them psychology , pedagogy , sociology , work social and nursing join become One in implementation education inclusion .

Children with unique development different one and the other required education inclusive for development child age early . Widya Masito (2017) in his research state that education inclusive that is education Which carry out learning toall child Good normal children and also children in need special . The purpose is for children in need special get right Which The same in education , in implementation education inclusive Lots constraint among them lack of power educators , lack of power therapist , And means infrastructure . Development creativity child Keep going become talks for expert Education matters This so development creativity is very important encouraged in education child age early especially in PAUD. Elena (2017) balance in family become something strength in educate child inclusion in consequence give attention And love Darlingas source strength for child in need special .

Teacher Early Childhood Education must own competence in education And parenting child age early in need special in education inclusion , therefore That required model development learning for PAUD teachers with multimedia based , based on results Erwan's research (2017) state that development model learning based on multimedia can increase results learning and independence students , can increase competence learn on realm cognitive , through multimedia can increase ability work in group , train think creative and communicative , and able to apply various ability and skills .

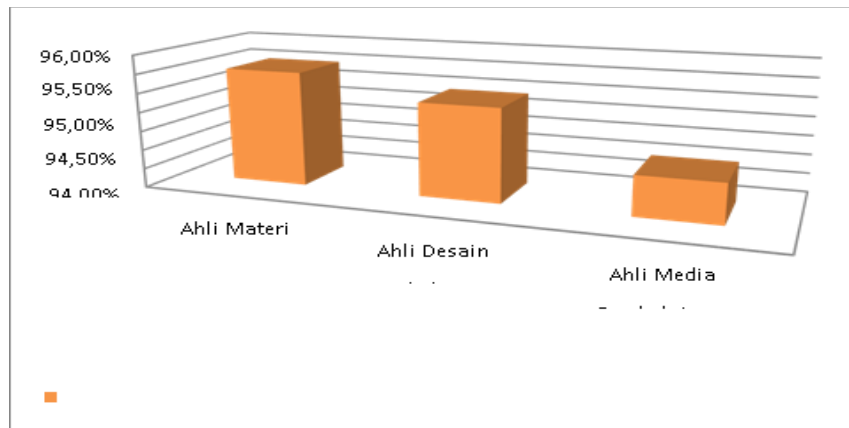
Education Child Age Early (early childhood education) related its development in Indonesia, There is a number of problems and challenges that must be faced related its expansion , based on the number of data child large PAUD services , facilities Study Good in a way quantitative and qualitative Still limited , lack of teacher creativity , for That study this is very important in increase role and creativity teacher in education child age early .

## **Method**

Approach And method Which used in study This is study And development ( *research and development* ) use approach in a way qualitative And quantitative in a way “ *mixed method* ” For develop innovation , findings new , effectiveness , productivity And quality .

## **Results And Discussion**

Of the three expert that is expert material , expert design and learning media expert is base in do a trial individual ( *one to one learners* ) and continued with group testing small group and trial field ( *Field trial* ). The conclusion is in a way overall results validation from three expert on can poured out in Figure 1.



Picture 1.

**Table 1.**  
**Results Validation Team Expert To Draft Development model**

	Expert Material	Expert Design Learning	Expert Media Learning
Series 1	95.51%	94.94%	93.54%

Validation results obtained by the three expert like chart show that team expert recommend continue on trial individual Percentage results validation from team expert is at in category very worthy . With thus can concluded that draft development of learning models education inclusion child age early developed has follow procedures and rules development and can continued to the trial stagenext.

Description from test try individual, group small And field can in serve inFigure 2.

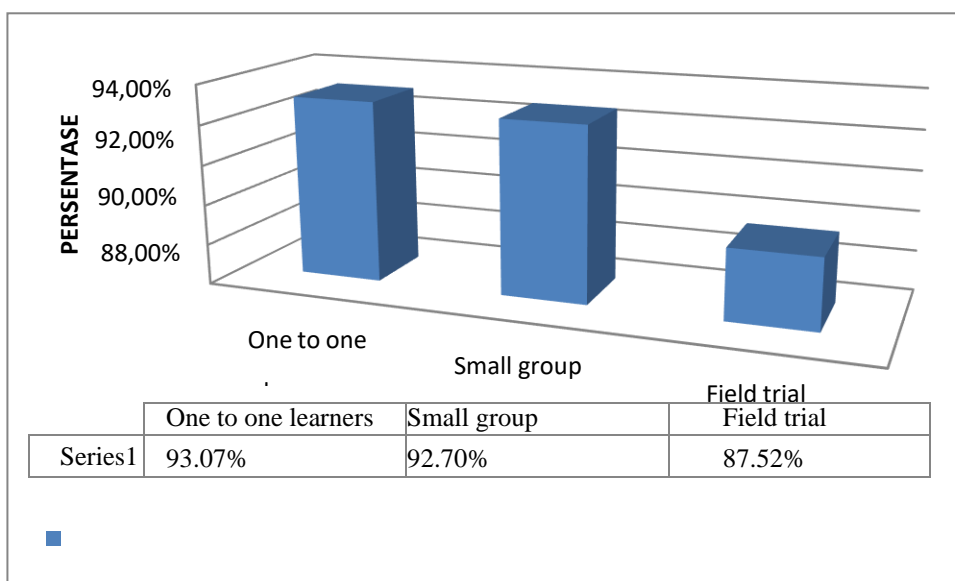


Figure 2.

Group small and field Picture 2 show that reception to development model learning education inclusion child age early including in very good category. With thus can concluded that development of learning models education inclusion child age early Already effective until test try field or group big, can used as Wrong One model learning for Teacher special on program studies education child age early.

## Conclusion

Eligibility model learning education inclusion child age early , Development model learning done with evaluation formative . Evaluation formative done with three expert that is expert material , expert design , And expert media learning , Then done trials *one to one learners, small group, And field trial* . Every stage done revision to product Which generated . Based on results validation by experts and trials conclude *one to one learners, small group, And field trial* conclude that education inclusion child age early can increase competence And teacher creativity in education child age early.

## References

- Ananda, R., & Zebar, A. (2021). Character Education (Implementation of Wahdatul Ulum in Learning).
- Afdhalina , A. (2022). The effect of strategic reading and learning styles on the students' achievement in reading comprehension. *Scientia Journal* , 10 (2), 172-186.
- Aisyah, D., & Sembiring , PSU (2024). EARLY CHILDHOOD PSYCHOLOGY IN SYARIF AR-RASYID BINJAI KINDERGARTEN. *Journal of Early Childhood Education Center* , 3 (2), 30-35.
- Alois Gherghut . *Inclusive education versus special education on the Romanian Educational Institute System*. Elsevier Journal Procelia and behavioral science 46(2012) 199-203
- Deddy Kustawa . *Model Implementation Education Inclusive Friendly Child*. PT. Luxima Metro Media. Jakarta. 2013.
- Elena Benito Lara. *Families with a disabled member: impact and family education*. Elsevier Procedia – Social and behavioral science 237 (2017) 418-425.
- Erwan Sutarno And Mukhidin . *Development Model Learning Based on Multimedia Interactive Measurement For Increase Results And Independence Study Student JUNIOR HIGH SCHOOL In the city Bandung* . Bali, UPI. Journal Education 2017
- Hijra , *Development Model Learning Education Child Age Early*. Lecturer Faculty Education And Teaching UIN Ar-Raniry Band Aceh. Early Childhood Education Journal Vol III No. 1 June 2017
- Crick, Gallagher Ex, *Educating Exceptional Children*. Twelfth edition. Houghton Mifflin Harcourt Publishing Company. Boston New York 2009.
- Nisa, K., & Marbun , S. (2017). The Influence game baseball modification to development motor rough child age 5-6 years in kindergarten ar-rahman ta 2016-2017. *Journal Early Age* , 3 (1), 43-55.
- Mail Leicester. *Creating An Inclusive School*. The Tower Building 11 York Road : London
- Panggabean , DS, Misykah , Z., Sembiring , PSU, Dalimunte , A., & Rambe , A. (2023). ACCELERATION OF ABILITY TO WRITE FREE POETRY IN CLASS V STUDENTS OF AN-NISA INTEGRATED ISLAMIC ELEMENTARY SCHOOL, DELI SERDANG REGENCY. *Scientia Journal* , 12 (03), 3368-3378.
- Misykah , Z., Sembiring , PSU, Panggabean , DS, & Yunia , F. (2023). THE INFLUENCE OF PROBLEM-BASED LEARNING MODELS AND SELF-CONCEPT ON HIGHER ORDER THINKING ABILITIES (HOTS). *Scientia Journal* , 12 (04), 334-337.
- Shaleha , K., & Yus, A. (2020). Role teaching materials in develop Language child age early . *EJoES (Educational Journal of Elementary School)* , 1 (3), 55-58.
- Shaleha , K., & Panggabean , DS (2022). The Influence Education Financing Against Quality of Education at Siburbur Elementary School Tapanuli Regency . *Edumaniora : Journal of Education and Humanities* , 1 (01), 35-46.
- Shaleha , K., & Yus, A. (2020). The role of teaching materials in developing early childhood language. *EJoES (Educational Journal of Elementary School)* , 1 (3), 55-58.
- Silangen , P. M. (2019). Program Development Entrepreneurship in Faculty Mathematics And Knowledge Knowledge Natural (FMIPA) University Country Manado (UNIMA). *EDUPRENEUR: Journal Devotion To Public Field Entrepreneurship* , 2 (1), 1-9.

- Sembiring , PSU, & Nasution, MD (2024). Difficulties Faced by Early Childhood Teachers in Learning Science in Early Childhood. *Journal of Education Outline* , 3 (2), 19-23.
- Sembiring , PSU, Panggabean , DS, & Misykah , Z. (2022). I-TEACH MODEL IN INCLUSION CLASSROOM FOR ECCE TEACHERS (Application Of Learning Model For Children With Special Needs In Regular Classes). *Scientia Journal* , 11 (02), 743-749.
- Sembiring , PSU, & Yusnita , NC (2023). I-Teach Learning Model Training to Improve Teacher Skills in Early Childhood Education Institutions in Inclusive Education. *Journal of Community Development Outline* , 1 (1), 1-6.
- Yusnita , NC, Sembiring , PSU, Afdhalina , A., Zebar, A., & Pulungan , A. (2023). The role of educators and parents in instilling religious and moral values in early children in the digitalization era. *Scientia Journal* , 12 (03), 3776-3781.
- Yuliani Conscience Mr. Sujiono, *Draft Base Education Child Age Early*, Print. 7 Jakarta : Index . 2013.
- Widya Masitah. *Inclusive Education for Early Childhood* . Faculty of Islamic Studies, UMSU. Journal Progressive and fun education.2017