IMPLEMENTATION OF PICNIC STYLE IN EATING ACTIVITIES TO STIMULATE LANGUAGE ABILITY IN CHILDREN EARLY CHILDHOOD EDUCATION (PAUD) IN THE CITY OF BANDA ACEH

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ABSTRACT

Language means an arbitrary system of symbolic sounds, used by all people or members of society to cooperate, interact, and identify themselves in the form of good conversation, good behavior, and good manners. Similarly in the world of children, language plays an important role as a means of communication in the child's life. Without this ability is difficult for the child in interacting. Language skills in children can be developed through eating. Stimulation of language activities conducted on eating activities can be done through various methods including picnic-style (picnic style). A casual picnic style in eating activities brings comfort and excitement to children so that children are enthusiastic to learn to build their own understanding of their food and environment. This research was conducted at PAUD KASYA Ulee Kareng District Banda Aceh. The purpose of this research is to know the pattern of picnic-style development in feeding activities to stimulate early childhood language skills in early childhood in Banda Aceh and how to monitor and evaluate picnic-style in feeding activities to stimulate language skills in early childhood. This research is conducted by observation and interview and questionnaire which begins by giving socialization and training which result can be used as instructional material or module as a reference for PAUD teachers in the implementation of learning including in activity program of quality and meaningful for child development.

Keywords: Language, Eating Activities, Picnic-Style

INTRODUCTION
Language is essentially a regular expression of the human mind and feelings, which use sounds as a tool (Depdiknas, 2005: 3). Meanwhile, according to Suhartono (2005: 126) language is a structure and meaning that is free from its users, as a sign that concludes a goal. While the language according to a large Indonesian dictionary (Hasan Alwi, 2002: 88), the language means an arbitrary system of symbolic sounds, used by all people or members of the community to cooperate, interact, and identify themselves in the form of good conversation, good behavior, Good manners.

Similarly in the world of children, language plays an important role as a means of communication in the child's life. Without this ability is difficult for the child in interacting. Children or adults who have difficulty communicating experience difficulties in expressing themselves, understanding others and building interpersonal relationships. Communication is an important factor in the process of development and learning process. Among the development process of growth and development of children is the activity of eating. Meal activities aim to meet the child's need for nutrition and health care for children. Whatever the child consumes will affect his intelligence and health. The results of the study and scientific research explains that eating activities are not just to meet basic needs and health of children but by eating activities are also able to stimulate the various intelligence of children because the activity is the activity of social sites and socialization process (Ochs and Shohet: 2006) where children learn about Healthy life behaviors, practice language skills as one of the basic skills in life and build a child's knowledge about self and the surrounding environment.

The nutrition program should also support children to explore without limiting their potential for learning and providing an open experience that allows children to really understand more specifically the direction of the activity's objectives, besides Bokony, Lauren Hunt and Teri Patrick (2009: 1) in the health article of the University of Arkansas for Medical Sciences said that the expectation of eating activities is able to develop children's skills in various ways, including physical skills and language skills where children's physical and linguistic skills increase rapidly after the baby. This period of growth and development allows them to take a greater role in meeting their own dietary needs and to express their likes or dislikes for their food, food choices, and eating habits.
Stimulation of the activities of the language undertaken in the activities of eating can be done through various methods, such as through storytelling, conversation, question and answer, play guess figures, write a menu list or other methods of interest for children to learn the rules about eating and knowledge of food and about Eating activities. Fletcher and Laurel Branen stated that a casual picnic style in eating activities brings comfort and excitement to children so that children are enthusiastic to learn to build their own understanding of their food and environment (1994: 1) But in daily practice both in school and in places - public eating places, often teachers or adults forbid children to talk while eating activities take place. While eating is also a good time to exercise self-control in children, they know when it's appropriate to talk and listen.

Casual and fun picnic-style dining activities allow the children to develop their language skills. Due to the lack of knowledge and skills of teachers to present meaningful and enjoyable learning-filled learning activities, eating activities are detached from the educational process linkages for children. Meal activities are carried out as routines such as praying routines, children learning prayer before and after meals only as memorization to meet the demands of the target of curriculum achievement, not to develop the moral values of religion and language in children. Based on the above issues and opinions, the researcher is interested in implementing picnic-style in dining activities to create a relaxed, comfortable and fun dining atmosphere to stimulate children's language skills so that the language skills of children are trained and develop according to the development stage. A deeper exploration of the picnic style in feeding activities is done by focus group discussions (FGDs), peer groups, case studies and role plays so that the picnic style in the feeding activity is completely understandable to the teacher and implemented into the eating activities as part of The learning process so that the language skills of children can be well stimulated.

Based on the background of the above problems, the problems in this study can be formulated as follows:

1. How does the pattern of development of picnic-style meal in activities to stimulate language skills in early childhood early childhood Banda Aceh?

How to monitor and evaluate the activities of picnic-style meal to stimulate early childhood language skills in early childhood Banda Aceh?
METHODS

Research Approach

This study uses qualitative methods, this is based on the formulation of research problems that require researchers to explore in understanding and explaining the problems under study through intensive relationships with data sources. In this study the researchers collect data description of the activity or behavior of the subject under study, both perceptions and opinions and other relevant aspects. According to Bogdan and Taylor in Moleong (2004: 10) said that qualitative research with a scientific background as a need to rely on humans as a research tool, utilizing qualitative methods and analyzing data inductively. Thus, the above statement illustrates that qualitative research puts people first as the subject of research and focuses more on process rather than outcomes.

Research Location

The location of the research was conducted in Ulee Kareng Sub-district in 4 PAUD in HIMPAUDI (Indonesian Education and Early Childhood Education Association) Ulee Kareng Sub-district, Banda Aceh Municipality.

Research subject

Subjects in this study were children of PAUD aged 5-6 years from 4 PAUD institutions selected in Sub Ulee Kareng.

To examine the accuracy (truth / accuracy) in this study, researchers conducted several methods. Examining the data abilities in this study, the researcher applied the method according to Soenarto's (2001: 83), namely Triangulation (feasibility test by cross-examination) with third parties, and Peer-debriefing Way of discussion) with fellow PAUD teachers, in order to measure the qualifications of data, methods and results of the analysis. The following is described in Figure 3.1
To demonstrate the validity of the data, the researcher refers to the qualitative validity criteria proposed by Guba (1981: 55), namely Credibility, Transferability, Dependability, Confirmability. Overcoming the complexity of data that is not easily explained by the data source, the researchers must participate actively in conducting research, which is in PAUD throughout the time of research activities to avoid the existence of bias and perception is wrong. Thus, all problems can be solved directly. Conduct careful observation to observe the development of language skills of children in the process of eating, as well as to provide questionnaires and interview them to obtain data on the process and success of the study.

Transferability
Proving that each data is contextual, the researcher makes a detailed description of the data and develops it in context.

Dependability
Indicates that the data is always checked from several methods used so that there is no difference between data one with other data.

Confirmability
Demonstrating data neutrality and objectivity, researchers use journals or diaries to reflect on the data collected.

Then, the analysis is done by describing the information used as the data during the data collection and after the data collected, to further analyzed by triangulation, that is method by comparing the data obtained...
through questionnaire, observation and interview for the purposes of cross check data, and make improvements Comparison (Moleong, 2004: 178).

**Data collection technique**

In this research data collection techniques used are questionnaires, observations, interviews and documentation studies. The four data collection techniques are used to obtain the most support and complementary information. Data collection techniques such as data are described as follows:

**Questionnaire**

Questionnaires were used in order to collect data on knowledge, implementation and picnic-style barriers in feeding activities to stimulate the language skills of the study subjects.

**Observation**

Observation techniques are used in order to collect data on the implementation and barriers of the picnic-style in feeding activities to stimulate the language skills of the study subjects.

**Interview**

This activity is intended to know how the perception and understanding of the problem of research from the perspective of research subjects. In this interview, the researcher provides interview guidance, although in practice it is not very much related to the guidelines.

**Study of Documentation**

Although in qualitative research most of the data obtained from human sources through questionnaires, observations and interviews, but also other sources as a complement is the documentation. In this study, documents can be used as material triangulation to check the suitability of data.

**RESULTS AND DISCUSSION**

**Background Research**

The study was conducted at Kasya PAUD or Kasya Day Care Care Center and School (KDCCS) located at Jalan M Tuha No.1, Ceurih, Ulee Kareng, Banda Aceh is inclusive PAUD where the number of respondents in this study Ulee Kareng District Banda Aceh against 15 people Children
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aged 5-6 Years, 7 boys and 8 girls. One of the mainstay programs of PAUD Kasya is to make eating as one of the special programs. This program is implemented to meet the welfare of children in appropriate nutrition services and balanced because most of PAUD students Kasya are children with special needs that are very susceptible to food consumed. It is hoped that this program can help fulfill the nutrition and maintain the health of children especially children with special needs. The results of initial observations found that the language skills of children stimulated only through learning activities that are storytelling, play and storytelling. The results of interviews and questionnaires distributed to teachers and parents about the application of education through feeding activities to stimulate children's language skills show that teachers and parents do not have comprehensive skills about the education of the meal. Teacher's creativity in building children's language skills has not yet been developed. Teachers only focus on the implementation of learning as a target that must be met. To do so, a teacher training is done to help teachers understand language stimulation through the application of picnic-style.

Findings of Picnic-Style Implementation in Eating Activities

After the training is done then the teacher apply Picnic-Style in the Eating Activities. The results of observations made before the meal show that children are enthusiastic to help teachers prepare the equipment and help organize food by rolling out mats in school lawn. Teachers and children discuss the rules of eating out in a relaxed and familial way. The teacher gives a list of tasks before and after meals and the children discuss who will do it. Preparing food for young children is very simple. From the observations made in PAUD Kasya, when snack time is an easy time to calm down. A piece of bread issued by other children from a lunch box, and milk poured in a cup by the child. The children have been sitting at the table in a relaxed picnic style. They enjoy food and learn many things about their lives through eating. Foster self-confidence in children and expand the language of children.

The application of this style of eating is consistent with the opinions of Marotz, Marie Z. Cross and Jeanetia M. Rush (2005: 423) that parents and teachers can introduce good eating habits in two ways; Serving and enjoying a variety of nutritious foods, getting involved in eating with children and showing the enjoyment of various nutritious foods. Feeding
done without direct mailing, but in a repetitive and fun way by presenting new types of food can improve the attitude of children's acceptance of food. In addition to picnic-style dining activities to be one choice of dining activities that are relaxed and fun and able to stimulate children's intelligence. Picnic styles facilitate children to learn about eating and food, helping children expand language with rules when eating casually. From the interview results found that teachers and parents are happy with the pattern of eating snack education with this relaxed eating style. Moreover, this pattern is very helpful for children with special needs to stimulate their language.

CONCLUSION
The results of pre-observation indicate that children's language ability is very low, it is observed in the implementation of eating activities where researchers observe the process of language stimulation in children. Based on the findings and discussion, the results of this study can be summarized as follows: The process of improving the language of children through the implementation of Picnic-Style in eating activities in PAUD Kasya Banda where the process of stimulation is done with a relaxed style with a footing (scaffolding). On the footing before the meal, the teacher introduces the rules on the eating and then exemplifies the rules that have been introduced during the meal so that the child knows about what to eat and the rules to talk while eating. After the meal, the teacher invites the children to share their experiences during the meal and lock their understanding. Implementation step by planning includes preparing RKH, language related instruments, and preparing equipment related to eating activities.

Language is a form of communication, written or gesture-based on a system of symbols. The language consists of words used by the community along with the rules for compiling variations and combining them (Santrock 2007). In past research it was explained that, mealtimes are "cultural sites for socialization from one person to its social members competently and appropriately". Mealtimes are a universal opportunity for members not only to engage in food and feeding activities but also to forge relationships that strengthen or modify the social order. In addition, mealtimes facilitate the building of social knowledge and moral
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perspectives through communicative practices that characterize this opportunity (Ochs and Shohet, 2006).

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