

Analysis of Early Childhood Needs for Protection From the Environment

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Abstract: The role of the environment, both family, school and community, contributes to protecting children from various free radicals. Meeting the needs for protection, affection, education, care, care from an early age will have an impact on further child development. Early childhood protection based on understanding to meet the diverse and interrelated essential needs of children simultaneously and systematically, covering various aspects of physical and non-physical development, so that children can grow and develop as children who are healthy, strong, intelligent, cheerful, and virtuous. In this case various practical experience activities for teachers and facilitators to help children and young people explore and develop key personal and social values including peace, appreciation, love, responsibility, and happiness.

Keywords: protection, early childhood

1. INTRODUCTION

Children are an investment for the future, so the quality of children will determine the progress of a nation. Therefore, special attention is needed for growth and development at an early age. The 1945 Constitution mandates that, "Every child has the right to survival, growth and development and has the right to protection from violence and discrimination" (article 28b paragraph 2). This mandate is manifested in the form of the government's commitment to improve the quality, welfare and protection of children, especially early childhood, whose implementation requires the active role of the family and community.

Fulfillment of the rights of early childhood needs to be done in an integrated holistic manner, so that children are expected to grow and develop optimally in accordance with the stages of development and the potential it has to become a quality human being. Taking into account the many factors that determine the quality of early childhood development, their rights to grow and develop optimally must be fulfilled holistically and carried out integrally. Early Childhood Education is carried out as a basis for the formation of the child's personality as a whole for the formation of character, noble character, intelligent, cheerful, skilled and devoted to God Almighty.

Early childhood education can be started from home or in the family. Early childhood development in the first years becomes the foundation that will determine the child's future quality. Therefore, efforts to develop early childhood education are carried out through play while learning. In this case, Wiyani & Barnawi (2014) states that

"children aged 0-6 years, who are in the early stages of development of childhood, who have the characteristics of concrete thinking, realism, simple, animism, concentration, and have a lot of imagination ". Concrete children's thinking causes all forms of learning activities to use real objects. Learning activities cannot be separated from the surrounding environment. Many abilities can be developed in accordance with the objectives of growth and development if early childhood care with a pattern that is good and right. The closer they are to their environment, the more knowledge they acquire.

Based on the 1945 Constitution through the Preamble of the Fourth Paragraph, it mandates the Government to: "protect all Indonesians and all Indonesian blood spills; promote public welfare; enrich the life of a nation; participate in carrying out world order based on freedom, eternal peace and social justice. From the mandate clearly shows the source of idealism and direction of government activities that must protect the integrity of the nation and the state and care for improving the quality of life for all its citizens.

Early childhood as the next generation of the nation which is naturally still very vulnerable to various obstacles and challenges in life certainly has the most important place to get protection or protection by the government, especially in the process of growth can make it a tough adult human, and reliable to become a component the coming Indonesian nation (Toha et al, 2010). The role of the environment, both family, school and community, contributes to protecting children from various free radicals. Meeting the needs for protection, affection,

education, care, care from an early age will have an impact on further child development.

Based on the explanation above, it is necessary to provide protection for young children who are the future generation of the Indonesian nation in the future through the environment around children. Therefore, the existence of "Analysis of Early Childhood Needs for Protection from the Environment" can be a solution of the problems to be faced in order to minimize errors in the future.

2. DISCUSSION

A. Principles of Child Development

Knowledge of the principles of child development is very important to know in order to obtain a general picture of children's behavior at a certain stage. This knowledge is also useful for providing guidance and certain stimuli so that children can reach their full abilities, and allows teachers to prepare for the expected maturity of children at a certain age. The ten principles of early childhood development according to Hurlock (in Susanto, 2017) are as follows.

First, developments concerning change. The purpose of development is self-actualization or achievement of a child's ability. These changes are influenced by the child's awareness of change, the impact of changes on children's behavior, social attitudes towards change, social attitudes as a result of changes in children's appearance, not cultural attitudes which are a reflection of people treating children as change and appearance.

Second, the initial development is more important than the subsequent development because the initial development is strongly influenced by the learning process and experience. If the development of the environment is harmful to the child's personal and social, he can be changed before it becomes a habit pattern. The environment is a place where children interact and the place of early formation of life, and has a strong influence on innate abilities in children.

Third, development is the result of a process of maturity and learning. Characteristics of both physical and mental development originate in part from the process of intrinsic maturity and depend on the interaction between innate factors with the social and cultural factors that influence it.

Fourth, the pattern of development can be predicted because it has a certain pattern. Every child follows a relatively regular general behavior pattern. This pattern covers various aspects, namely motor development, behavior, emotional, speech, and social. The pattern is also influenced by environmental conditions in the prenatal and postnatal periods.

Fifth, the pattern of development has important characteristics that can be predicted. Characteristics that need to be considered are the similarity in patterns of development for all children, progress takes place from general responses to specific responses to various stimuli

received, development occurs continuously, various fields of development take place at different speeds, and there are various interrelationships in development.

Sixth, individual differences in each development of certain aspects due to an innate influence on environmental conditions. This can apply both to physical development and psychological development.

Seventh, the periodization in the pattern of development is called the prenatal period, infancy, childhood, and puberty. All of these periods have balance and imbalance. In addition, there are normal behaviors and problem behaviors. In preschool children, the balance occurs at the age of 4-6 years.

Eighth, there are social expectations for each period of development. This social expectation takes the form of a developmental task that allows parents and teachers to know at what age children are able to master certain patterns needed for good adjustments. The developmental task must be obtained by the child because if not, the child will feel inferior and unhappy, resulting in disapproval and social rejection, and will make it difficult to master the new developmental task.

Ninth, each area of development has certain risks both physical and psychological that can change the pattern of development. Some positive and negative influences come from around the environment, and some come from within the child. If this happens, then the child will experience adjustment problems in his environment.

Tenth, Happiness varies in various periods of development. The first year of life is usually the happiest time while adolescence is usually the most potential time for trouble. Happiness affects the adjustment of childhood and within certain limits can be controlled.

Based on the ten principles of child development above, it can be concluded that each child has relatively the same growth and development, but not all children have the same pace of development. This is more influenced by environmental factors where the child is located so that all positive and negative influences will be able to influence the development process.

B. Value Education for Early Childhood

Early childhood education is one means for the community to get an education for their children. Early childhood education plays an important role in turning students into children who not only play while learning or learning while playing but also have good values and character.

Giving more attention to education in early childhood is one of the right steps to prepare a superior generation in the future. One important part that must get attention is related to value education. In this case various practical experience activities for teachers and facilitators to help children and young people explore and develop key personal and social values including peace, appreciation, love, responsibility, and happiness.

Peace education is an ideal concept that needs to be instilled early on, because it is directly related to the psychological condition of children in understanding the true meaning and purpose of life. Cultivating a peaceful education cannot be directly given without important stages which involve an understanding of the values of peace that can be manifested in daily life. The values of peace in the school environment also need to be instilled so that children are not accustomed to fighting and aggression to commit acts of violence. Regarding the concept of peace, Assegaf (2004) introduces two types of traits, namely negative and positive. Negative peaceful conditions arise as a result of the absence of individual violence and institutional violence as depicted in the spiral of violence. While positive conditions of peace are the realization of prosperous life, social justice, gender equality, and guaranteed human rights. Both types of traits are related between violence and peace. Education should encourage mutual understanding, tolerance, friendship between nations regardless of racial and religious differences, and increase activities to maintain peace.

Points of Reflection for Peace according to Tillman (2004) include: (1) peace is peace in the heart; (2) peace is a pleasant feeling; (3) peace is when people get along well and don't fight or beat each other; (4) peace is positive thinking about others; and (5) peace starts from within yourself. The Peace Unit itself has three goals, first to enrich the experience of peace; second to increase knowledge about peace; third to build conflict resolution skills. Specific targets of the peace unit include to help children calm down easily, following instructions to calm down within one minute; to help children enjoy peace and quiet; to help children improve their ability to concentrate; to sing songs about peace; imagine a world that is peaceful and can communicate through words or paintings; playing with dolls, demonstrating peaceful interactions; children who have said one full sentence to be able to say "Our hands are to hug, not to encourage people"; Can listen to others during a conflict resolution exercise and re-say the key words of what was said; Showing through words or paintings that they like and dislike (Tillman, 2004).

Next the points of appreciation reflection include appreciating means feeling that I am good; Respect means knowing that I am unique and valuable; to respect means to respect myself; respecting means liking who I really am; Respect means listening to others; Respect means knowing that other people are valuable and valuing means treating others well and properly. The purpose of the award unit is to add to the experience of self-respect; to increase knowledge about awards; to build the ability to foster a relationship of mutual respect (Tillman, 2004).

Reflections on love include me being loved; I have a feeling of love in me; love is caring for one another or caring; love is sharing; love means friendly; love makes me comfortable; when we have love inside, then anger and emotion will disappear; and love means that I want what is good for others.

Then the responsibility is the attitude and behavior of a person to carry out their duties and obligations, which he should do, to oneself, society, environment (natural, social, and cultural), country, and God (Faddlilah & Lilif, 2013). Everyone must learn to be responsible about what is done. No exception early childhood. The term dare to do, dare to be responsible. Brush responsible is the attitude of a hero. That is, people are always responsible for bringing trust from others. To be able to have an attitude of responsibility is not just obtained just like that, it requires effort and study actively and continuously. A very good time to impart responsibility to someone is to start early. Because, at this time will quickly understand something and make something become a habit.

Efforts that can be made in instilling an attitude of responsibility are by inviting children to clean up their toys after playing and return them to their original places. Another example is that after sleeping the child is guided to make up and arrange the bed before leaving the bedroom. Such learning will be able to train children to take responsibility for what they have done.

According to Wikipedia happiness is a state of mind or feeling that is characterized by sufficiency to pleasure, love, satisfaction, pleasure, or intense joy. Hurlock (in the University of Psychology, 2018) said that happiness is a combination of acceptance, affection, and achievement. The attitude of accepting other people is influenced by the attitude of accepting oneself in social adjustments where social adjustment requires physical attractiveness that will cause a feeling of love and acceptance from others, whereas love is the result of the attitude of acceptance of others in the environment. In addition, achievement is also one of the essences of happiness. This achievement arises because of hard work, sacrifice, competence and having realistic goals. The three essence of happiness must be lived together.

C. Early Childhood Education Services

Holistic integrative Early Childhood Education is essentially aimed at ensuring that the most basic needs of a child can be met in a whole and comprehensive manner, so that children can experience growth and development optimally. In principle, children get services in institutions that provide services in the community such as Posyandu, BKB and Early Childhood Education (Alimoeso, 2013).

The services of Early Childhood Education are: (1) Oriented to the needs, interests and abilities of children; (2) Learning activities are carried out through play; (3) Stimulating the emergence of creativity and innovation; (4) developing children's life skills; (5) Using various learning resources and media available in the surrounding environment; (6) Services are carried out in stages with reference to the principles of child development; (7) Educational stimulation covers all aspects of development (Alimoeso, 2013). Each service provider is responsible for meeting the basic needs of children according to the type

of service. If the service is partly done, then to meet the other needs, coordination and integration will be carried out with other types of services according to the needs of the child, so that all basic services are met. Service delivery with complete and complete service types (health, nutrition, care, education and protection) is carried out integrated by each provider in different locations.

Several service models include: service on the same day and place, service on the same day in different places, and service on different days and same place (Alimoeso, 2013). The operational mechanism of integrative holistic early childhood services from various types of service models, namely in operational implementation that service providers from existing service institutions (BKB, Posyandu, Early Childhood Education) can take place in an integrated manner, meaning that education organized through the Education Post Early Childhood will support the existence of Posyandu which provides basic health and nutrition services which will further strengthen BKB services that provide family knowledge and skills in caring for and fostering children (Alimoeso, 2013).

Based on the description that has been described related to the integrative holistic service model in early childhood, it can be concluded that the model or type of service that has been mentioned operationally has a policy of implementing the type of service provider by looking at the concept of integration or integration based on the needs and also the fulfillment of the basic needs of the child. If the organizer has the ability to operate independently, then it can still be done with the same concept, namely the fulfillment of health, nutrition, educational stimulation, care and protection of early childhood.

D. The Need for Early Childhood Protection

Early childhood protection based on understanding to meet the diverse and interrelated essential needs of children simultaneously and systematically, covering various aspects of physical and non-physical development, so that children can grow and develop as children who are healthy, strong, intelligent, cheerful, and virtuous. Growth and development of early childhood physically, mentally, emotionally, and socially is influenced by health care, fulfillment of nutrition, education, mental stimulation, and psychosocial.

Society which is the environment of children undergoing social activities has a major role in influencing the pros and cons of the educational process, because children are an inseparable part of the community. Interaction in this environment is very necessary and influential in the growth and development of children, both physically and biologically (Setyawan, 2014).

The things that underlie the need for protection in early childhood are: (a) meet the essential needs of children as a whole and overall; (b) fulfilling services to children who are systematic and planned; (c) child development is influenced by a complex system of interactions with

various levels of the surrounding environment called 'ecology of early childhood development' the intended environment includes micro, meso, exo, and macro systems; and (d) the existence of a golden period (golden period) in child development, i.e. from the fetus to the age of 5 or 6 years. e) holistic-integrative benefits and paid approaches (Handayani et al, 2011).

Micro system is the environment that is closest to children in their daily activities and interactions, namely interactions with parents, siblings, siblings, and peers. Interaction with the nearest environment will have a direct impact on the child, at the same time there is also a reciprocal relationship (2 directions) i.e. the child affects the environment and the environment affects the child. This environment has the greatest and most profound impact on children's development because it lasts for a long and intensive period of time in early childhood.

Meso system is the interaction between components in the micro system, for example the relationship between family and school. If there is a strong and complementary relationship between these components, the greater the good influence on the child's development.

The Exo system is a larger social system where children do not directly play a role in it. Example: parents' work environment. Policies and decisions at this level will indirectly affect children's development.

Macro system is the outer environment of children such as cultural values, laws, customs, laws and regulations, etc. which also indirectly affect the child's development.

Early childhood must also be maintained to have a sense of security not only in physical terms but more psychological. Early childhood does not feel afraid of parents, but instead considers parents as people who understand and understand most early childhood. Parents must have a sincere sense of sincerity, so that they can provide a million sense of security for children which in the end can be realized growth and development of children as expected.

Such conditions are very good for supporting early childhood development and development, and according to WHO, children who grow and develop properly can be seen from good physical, mental, social and intellectual conditions, and are not sick or disturbed. Some indicators that are used to see the development of early childhood are: physiological / physical-motor; psycho-emotional / feeling of security and affection; social culture and cognitive / education. Early childhood who have good growth and development also need to be supported by good parenting. Some indicators for parenting like complete parents; single parent (single parent); surrogate parents; the quality of care depends on education, emotional maturity and caregiver experience. Early childhood must receive care, compassion, and sharpening. Foster care is seen from the fulfillment of physical-biomedical needs: nutrition, clothing, and shelter; basic health care; fast and proper treatment.

Asih is seen from the indicator: emotional needs / affection. The need for love, emotions, attention, caring, protection of parents and other family members. Sharpening seen from indicators of mental stimulation needs. Need for stimulation and education, Toddler Family Development, Playgroup, TPA, Kindergarten, Elementary School, Junior High School, High School.

Protection of children also needs to be considered by children with disabilities, including physical, mental, deaf, blind, autism, emotional and social disabilities, learning and concentration disorders, and combination disabilities. Children with disabilities vary from mild, moderate and severe. All children both healthy and children with disabilities need good care. Needs needed include: proper examination for accurate diagnosis, intensive treatment / rehabilitation, adequate education & training of lifeskills, education for parents to understand the special needs of early childhood.

Problems of developmental needs in early childhood is something that must and absolutely be met in children in accordance with the child's own development. Fulfillment will be achieved if carried out in accordance with the child's character itself. Family, community and educational institutions as an inseparable part of the fulfillment. Early childhood has unique characteristics, both physically, psychologically, socially, morally, spiritually and emotionally. Early childhood is the most appropriate time to form the foundation and basis of personality that will determine the next experience (Mulyasa, 2012). Therefore, understanding early childhood is something that is very important for parents, teachers, government, and society in general. Through this understanding will greatly help develop them optimally so that later they become superior generations who are ready to enter the era of globalization which is full of challenges and problems that are increasingly complex and complex.

Teachers as educators in early childhood education institutions play a role that is no less important than parents and the community. Educational services in schools as the first and foremost place of education in early childhood education are responsible for meeting the needs for children to grow and develop. So, whatever the teacher does to the school environment will have an impact on the lives of children in the future. If the teacher is able to provide good educational services, then the child will naturally get a good intake of learning too, and vice versa.

In Indonesia, a Child Friendly School has developed. Child Friendly Schools are formal, non-formal and informal education units that are safe, clean and healthy, caring and cultured in the environment, able to guarantee, fulfill, respect the rights of children and protect children from violence, discrimination, and other mistreatment and support children's participation especially in planning, virtue, learning, supervision, and complaints mechanisms related to the fulfillment of children's rights and protection in education (KPPA and PA, 2016).

Schools that consciously strive to guarantee and fulfill children's rights in every aspect of life in a planned and responsible manner. The main principle is non-discrimination of interests, the right to life and respect for children. As stated in article 4 of Law Number 23 of 2002 concerning the protection of children, states that children have the right to be able to live to grow, develop, and participate appropriately according to human dignity and dignity, and to get protection from violence and discrimination. Child Friendly Schools are schools that openly involve children to participate in all activities, social life, and encourage the development and welfare of children (Yustiana, 2015).

E. Legal Basis for Child Protection

The legal basis for implementing child protection in Indonesia, refers to national and international laws and regulations. The main national legal basis is Law Number 23 of 2002 concerning Child Protection, which contains, among others, the definition of children, the purpose of child protection, children's rights, the obligations of the State, society and family.

In addition to Law Number 23 Year 2002, related to the protection of children, Law Number 23 Year 2004 Concerning the Elimination of Domestic Violence, Law Number 12 Year 2006 Regarding Nationality of the Republic of Indonesia, Law Number 13 Year 2006 Regarding the Protection of Witnesses and Victims, Law Number 23 of 2006 concerning Population Administration, Law Number 21 of 2007 concerning Eradication of Trafficking in Persons, and Law Number 11 of 2008 concerning Information and Electronic Transactions relating to the Criminalization of Child Pornography, and Law Number 44 Year 2008 Regarding Pornography.

Efforts to improve welfare and special protection for children are also included in the National Medium-Term Development Plan 2010-2014, which is the second stage of the implementation of the National Long-Term Development Plan 2005-2025 established through Law Number 17 of 2007. Furthermore, the Long-Term Development Plan the National Length of 2010-2014 serves as a guideline for ministries / institutions in formulating Strategic Plans for ministries / institutions and becomes a material for consideration for regional governments in preparing / adjusting their respective regional development plans in the context of achieving national development goals. For further implementation, the National Medium-Term Development Plan is elaborated into the Government Work Plan which will be a guideline for the preparation of the State Budget and Expenditure Plan.

Further mentioned in the National Medium-Term Development Plan 2010-2014 various problems and challenges faced in the implementation of child protection as such as increasing access to services for fulfilling the rights of child development, including the development of

holistic and integrated early childhood; enhance the protection of children from all forms of violence and discrimination; increase institutional capacity for child protection. The still weak quality and quantity of institutions play a role in achieving suboptimal child protection development as indicated by: (a) there are still laws and policies that are not consistent with the CRC and the Child Protection Act which have the potential to harm and hamper the fulfillment of rights child; (b) the absence of a comprehensive child protection institution that reaches all regions, and (c) weak monitoring and data collection mechanisms (Bappenas, 2009).

The policy to increase child protection in the National Medium-Term Development Plan 2010-2014 is directed at: increasing access to quality services, increasing children's participation in development, and efforts to create a child-friendly environment in order to support child development and survival; increased protection of children from violence and discrimination; and increasing the effectiveness of institutional child protection.

Three priority focuses in achieving the policy direction for enhancing child protection are: (1) improving the quality of growth and development and survival of children, among others, through improving the accessibility and quality of early childhood development programs; improving the quality of children's health; and improving reproductive health education for adolescents; (2) protection of children from all forms of violence and discrimination, including through: increasing rehabilitation and social protection of children; increased protection for child labor and elimination of the worst child labor; and increasing protection for children in conflict with the law; and (3) institutional capacity building for child protection, among others, through the formulation and harmonization of laws and regulations related to child protection; capacity building for implementing child protection; increased provision of data and information on child protection; and improving coordination and partnerships between stakeholders related to the fulfillment of children's rights, both local, national and international.

3. CONCLUSION

Based on the explanation above, it can be concluded that early childhood as the next generation of the nation which is naturally still very vulnerable to various obstacles and challenges in life certainly has the most important place to get protection or protection by the government, especially in the process of growth can make it a tough adult human, and reliable to become a component the coming Indonesian people. The role of the environment, both family, school and community, contributes to protecting children from various free radicals. Meeting the needs for protection, affection, education, care, care from an early age will have an impact on further child development.

One important part that must get attention is related to value education. In this case various practical experience activities for teachers and facilitators to help children and young people explore and develop key personal and social values including peace, appreciation, love, responsibility, and happiness. The things that underlie the need for protection in early childhood are: (a) meet the essential needs of children as a whole and overall; (b) fulfilling services to children who are systematic and planned; (c) child development is influenced by a complex system of interactions with various levels of the surrounding environment called 'ecology of early childhood development' the intended environment includes micro, meso, exo and macro systems; (d) the existence of a golden period (golden period) in child development, i.e. from the fetus to the age of 5 or 6 years; and (e) holistic-integrative benefits and PAUD approach.

Early childhood who have good growth and development also need to be supported by good parenting. Some indicators for parenting like complete parents; single parent; surrogate parents; the quality of care depends on education, emotional maturity and caregiver experience. Children must get fostering, caring, and sharpening.

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