ENGLISH LECTURERS’ STEPPING STONES IN DEVELOPING THE LANGUAGE OF EARLY CHILDHOOD THROUGH THREE PILLARS OF HIGHER EDUCATION

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Abstract
English Lecturers at Tarbiyah Faculty of STAIN Kudus have their own ways to improve language development, including early childhood's language development. Such ways are included in the running of three pillars of higher education. The objectives of this research are to classify and analyse the three pillars of higher education from English lecturers at Tarbiyah Faculty of STAIN Kudus in improving early childhood's language development. This descriptive qualitative research applies field research. The primary data source is the secretary and English lecturers at Tarbiyah Faculty of STAIN Kudus. While the secondary data sources are references in the form of relevant books to develop the language of early childhood and three pillars of higher education. The data are collected by observation, interview, and documentation techniques. The findings showed that three pillars of higher education consisted of education and teaching inside and outside the campus, personal, institutions, and ministries of religion researches, as well as individual and group community services. In education and teaching, English lecturers focused on teaching students of the Islamic early childhood education department especially English for young learners and also giving appropriate early childhood media and materials. While in research, they had the locus at early childhood education or do library research related to early childhood. Then, in community service, lecturers were the speakers of language skill parenting seminars, trainers of early childhood educator candidates as well as on students who had been teachers, as well as tutors of early childhood and the educators.

Keywords: English lecturers, language development, early childhood, three pillars of higher education

Introduction
The existence of English as a part of education in Indonesia has been started at the past. Conversely, the Act No. 20 Year 2003 on National’ Education System regarding the Language of Instruction CHAPTER VII Article 33 (3) mentions that: Foreign language can be used as the language of instruction in the specified educational unit to support foreign language skills of learners.

Then, in 1990’s, English was introduced to junior high school students. While in 2000’s, English was introduced to elementary school as local contents. Now English is integrated to some themes in the curriculum of early childhood education.

In the available curriculum, there are some aspects. The aspects are integrated in every themes and subthemes during an academic year. Fakhruddin, (2010:81-120) categorizes them into: Religion, Motor skill, Moral, Emotional, Independence, Language, Art, and Cognitive aspects.

The basic education now calls for language including English as a very beginning foreign language. The teachers have to introduce English and put it together with mother tongue. Yet, the practical truth is not as simple as it seem. There are some facts as follows:
a. Teachers of early childhood education do not have any English educational background.
b. They learnt it formally through a general lecture or informally through an English course/club
c. Some English Lecturers at Tarbiyah Faculty of STAIN Kudus have their own ways to improve language development, including early childhoods’ language development. Such ways are included in the running of three pillars of higher education.

The objectives of this research are:
1. to classify the three pillars of higher education from English lecturers at Tarbiyah Faculty of STAIN Kudus in improving early childhoods’ language development.
2. to analyse the three pillars of higher education from English lecturers at Tarbiyah Faculty of STAIN Kudus in improving early childhoods’ language development.

Three Pillars of Higher Education
Every lecturer has responsibilities to fulfil three pillars of higher education. There are as follows:
1. education and teaching inside and outside the campus, personal, and institutions
2. ministry of religion researches
3. individual and group community services.

Those duties are implemented at Tarbiyah Faculty of STAIN Kudus through its vission and missions (Profile & Facts of STAIN Kudus Book):

Vission:
The realization of empowerment of Islamic religious sciences, by integrating and internalizing the moral character to realize civil society as called Islamic transformation.

Missions:
To provide an academically rich which organizes Islamic and high quality of Education based on Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education): learning, researching and community development that prepare students to realize academic beings capable, virtuous, and noble to be socially responsible to their communities, locally and globally.

Methodology of the Research
This descriptive qualitative research applies field research. For collecting the data, there are primary and secondary data sources. The primary data sources are the secretary and English lecturers at Tarbiyah Faculty of STAIN Kudus. While the secondary data sources are references in the form of relevant books to develop the language of early childhood and three pillars of higher education. Furthermore, in order to collect the data, the researcher applies observation, interview, and documentation techniques.

Developing the Language of Early Childhood
Language as one of the aspects in early childhood education needs attentions more. Cameron (2001:5) argues that language provides opportunities to do something and arrange information symbolized by words. Medikawati (2012:4) adds that when children usual listen to foreign language, they will scan it naturally and learn without any effort. Since language (read; mother tongue) is going to be the first medium to communicate and socialize to others, children start to learn it formally, informally, or non formally in early childhood education. Furthermore, Hasan (2012:17-18) expresses the education unit of early childhood as follows:
1. Taman Kanak-kanak (TK) [Kindergarten]
2. Raudhatul Athfal (RA) [Islamic Kindergarten]
3. Bustanul Athfal (BA)
4. Kelompok Bermain (KB) [Play Group]
5. Taman Penitipan Anak (TPA) [Child Care]
6. Early Elementary School (Grade 1, 2, 3)
7. Bina Keluarga Balita
8. Pos Pelayanan Terpadu (Posyandu)
9. Family
10. Environment

Hence, the lecturers of Tarbiyah Faculty especially Englishes do collaborations and memorandum of understanding (MoU) with some educational institutions above. For the lecturers, these acts are represented by three pillars of higher education.

**Privilege of Early Childhood Language Development in Doing The Three**

1. In education and teaching, English lecturers focused on teaching students of the Islamic early childhood education department especially English for young learners and also giving appropriate early childhood media and materials as well as TOEFL preparation. One of the English lecturer is the headmaster of a preschool that gives English as a supplement.

2. While in research, they had the locus at early childhood education in the language aspect especially the introduction of English vocabularies or do library research related to early childhood/young learners.

3. Then, in community service, the lecturers were the speakers of language skill parenting seminars, trainers of early childhood educator candidates as well as on students who had been teachers, as well as tutors of early childhood and the educators.

Dealing with the actions, stories have been developed into the three pillars. A story is useful for the teaching process. While it is built on some researches, writing ideas as well as elaborated into a community service. Story and storytelling are as the medium and method of introducing language skills in kindergarten which are now not only applied in kindergarten. Bryant (2009:14) says that the story’s function is merely no longer considered in the kindergarten; it is being required in the first, the second, and indeed in every standard of children. Additionally Spaulding says that (2011:60) for choosing an appropriate story of young learners [such as kindergarten students], repetitions and proper issues dealing with their ages. From those, the researcher concludes that language areas widen the opportunities of English lecturers in developing them into the three pillars of higher education. Besides, the language aspect in the curriculum of early childhood education is challenging them to have roles in its introduction of this foreign language through simple ways.

**Conclusion**

Lecturers have to read issues dealing with their responsibilities in implementing three pillars of higher education. Students, other lecturers, researchers, or others could help them being more creative and innovative in their performances. Finally the three will be consummate if they are actualized based on the realism so that human beings feel the benefits.

**References**


STAIN Profile and Facts, Kudus: STAIN Kudus.