

Early Childhood Development (Physical, Intellectual, Emotional, Social, Moral and Religious) and Its Implications toward Early Childhood Education

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Abstract: This study describes early childhood development in Rambutan District, Jalan Lingkar Selatan, Sungai Pinang village and analyze the role of early childhood education (PAUD) in supporting children's growth and development in various aspects. With a descriptive qualitative approach, data collection was carried out through observation, interviews, and documentation. The results of the study showed that children's physical, cognitive, social emotional, moral, and religious development differed, depending on the family environment, access to education, and the quality of social interaction. Children involved in the PAUD program with a play-based curriculum showed good development, especially in cognitive and social aspects. In addition, collaboration between PAUD institutions and parents is very important in creating a supportive learning environment. This study suggests the development of a curriculum based on local values, increasing teacher capacity, and utilizing technology to improve the quality of early childhood education in the area.

Keywords: Early Childhood Development, PAUD and Parental Collaboration, Play-Based Curriculum

A. Introduction

Anak Early childhood development (ECD) is an important foundation in the overall human growth and development process, because this period is called the golden age that only occurs once in a lifetime. In this period, the basic formation of all aspects of child development occurs, such as physical, intellectual, emotional, social, moral, and religious. Each of these aspects does not stand alone, but is interrelated and influences each other in the process of forming a child's personality as a whole. Therefore, serious attention to child development from an early age is very important in order to provide appropriate and optimal stimulation. Especially in areas such as Rambutan District, Jalan Lingkar Selatan, Sungai Pinang Village, the understanding of the community and education practitioners about the importance of early childhood education is still very diverse and requires strengthening based on data and academic studies. This qualitative descriptive research is expected to be able to provide a comprehensive picture of the actual conditions of early childhood development in the area and

contribute to child education policies (Suryana et al., 2022, 28).

Physical development from infancy to early childhood is the main indicator in assessing a child's health and readiness to undergo the next learning process. Physical growth such as height, weight, muscle strength, and gross and fine motor skills are important parts of a child's adaptation process to the environment. For example, the ability to walk, grasp objects, and control body movements is closely related to the child's exploration of the world around them. If physical growth is hampered by nutritional factors, illness, or lack of stimulation, the development of other aspects can also be disrupted. In Rambutan District, socio-economic conditions and the availability of health services are challenges in supporting optimal physical development of children. Therefore, it is important for parents and educators to have sufficient knowledge about children's basic needs and how to meet those needs sustainably (Sufa et al., 2023, 12).

In addition to physical, intellectual or cognitive development also plays a key role in shaping children's thinking, reasoning, and problem-solving abilities. In early childhood, children's brains develop very rapidly, requiring intensive and continuous stimulation. Cognitive stimulation can be done through educational play activities, intense communication, and quality social interactions. Children who receive adequate stimulation tend to have better concentration skills, stronger memory, and creativity in solving problems. However, in several areas in Rambutan, including Rambutan District, Sungai Pinang Village, there are still limitations in access to learning media and competent educators, so that the cognitive stimulation process is often not optimal. This study is expected to be able to map these obstacles and provide recommendations for strengthening cognitive education at the early childhood education level (Rozana & Bantali, 2020, 30).

Emotional and social development aspects are also very important to pay attention to in the early stages of a child's life. Early childhood begins to show the ability to recognize and manage their emotions, and begins to learn how to establish social relationships with people around them. Good social skills will help children build self-confidence, empathy, and the ability to work together with others. The family, school, and community environments play an important role in shaping children's social behavior through loving interactions and role models. In Rambutan District, factors such as family conditions, parenting, and social interaction patterns greatly influence the process of a child's emotional development. When children get a safe and supportive environment, this development process will run more optimally and form a positive child character (Indrijati, 2017, 15).

Finally, moral and religious development in early childhood is also an equally important aspect, because moral and spiritual values will form the basis of a child's personality in the long term. Children need to be introduced to the concepts of good and bad, as well as religious values that are appropriate to their stage of development.

Religious and moral education cannot be taught instantly, but needs to be instilled from an early age through role models, stories, and the habituation of good behavior in everyday life. In Rambutan District, the implementation of moral and religious education in early childhood education still faces challenges, especially in terms of appropriate delivery methods and active parental involvement. By understanding the importance of moral and religious education from an early age, it is hoped that children will grow into individuals who are not only intellectually intelligent, but also have noble character and faith (Mitra Rahayu, 2024, 51).

B. Methods

This research was conducted using a descriptive qualitative approach. A qualitative approach is understood as a research method that relies on descriptive data in the form of words, either in oral or written form from individuals or groups whose behavior can be observed. Meanwhile, descriptive research, also known as taxonomic research, aims to explore and describe social phenomena, symptoms, or realities that are currently occurring in depth. This type of research focuses on the presentation of various variables that are directly related to the issue or unit being studied, without examining the causal relationship between these variables. In other words, this research does not aim to find the cause of a phenomenon, but rather to understand and explain it systematically (Rukin, 2019, 27).

The data collection process in this study was carried out through several techniques, namely: First, participatory observation, where researchers were directly involved in learning activities to observe the interaction between teachers and students in the classroom. Second, semi-structured interviews were conducted with several informants such as teachers, parents, and students to dig deeper into child development and the dynamics of the ongoing learning process. Third, documentation techniques were used to collect supporting data in the form of student academic archives, learning activity reports, and visual documentation such as photos of teaching and learning activities. All data that was successfully collected was then analyzed qualitatively descriptively. The analysis process was carried out through three main stages, namely: data reduction, namely the process of filtering and sorting relevant information; data presentation, namely compiling information systematically so that it is easy to understand; and drawing conclusions by interpreting the findings to obtain a complete picture of the phenomenon being studied (Haryono et al., 2024, 65).

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C. Results and Discussion

Results

Based on the results of research conducted in Rambutan District, Sungai Pinang Village, it is known that the development of early childhood in this area shows quite significant diversity, depending on family background, access to educational services, and the quality of interaction with the surrounding environment. From a physical aspect, the majority of children have shown growth in accordance with their developmental stage, such as the ability to walk, run, and control hand movements. However, there are still some children who experience fine motor skills, such as difficulty holding writing instruments or using scissors, which is caused by a lack of stimulation at home and limited educational play tools that support these skills. From an intellectual perspective, children who participate in learning activities at the IT Bina Insan Islamic School Kindergarten institution which has a thematic and game-based curriculum, show better cognitive development. They are able to recognize letters, numbers, colors, and shapes, and demonstrate logical thinking skills through block stacking games and interactive Q&A. These children also have relatively fluent

language skills because they are used to expressing ideas in storytelling or singing activities (Romadhona & Kuswanto, 2024, 105).

In terms of emotional and social aspects, it was found that children who were accustomed to working in small groups showed higher adaptability, such as being able to wait their turn, share toys, and show empathy for friends who were sad. Teachers also reported that children who routinely received emotional support from their parents tended to be more confident in participating in learning activities and were better able to manage their emotions when facing conflicts or challenges. Meanwhile, from a moral and religious aspect, the majority of children had been introduced to basic values such as honesty, responsibility, politeness, and spiritual routines such as praying before and after activities. Several kindergartens, especially the IT Bina Insan Islamic School kindergarten, even included habituation activities such as congregational dhuha prayers, reading daily prayers, and listening to exemplary stories from prophets and religious figures in their daily curriculum. The results of interviews with parents showed that the moral and religious education that children received at school encouraged them to apply it at home, such as getting children used to apologizing, saying thank you, and helping parents at home (Sulistiyorini & Salamah, 2022, 42).

In addition, another important finding is that the quality of interaction between teachers and children greatly influences the success of the learning process. Teachers who are able to build emotional closeness, be patient, and provide individual attention to each child have been proven to be able to create a positive learning environment and support optimal child development. However, the challenges that are still faced include the lack of professional training for PAUD educators, the disparity of facilities between educational institutions, and the lack of active involvement of parents in the child's learning process. Some parents still consider education to be entirely the responsibility of the school, so they do not provide further stimulation at home. Therefore, this study emphasizes the importance of close collaboration between schools, families, and communities in creating a holistic and sustainable early childhood education ecosystem, in order to ensure that every child gets the same opportunity to grow and develop optimally in all aspects of their lives (Suryana, Wulandari, et al., 2022, 60).

Discussion

Early Childhood Development in Rambutan District, Sungai Pinang Village

Early childhood development in Rambutan District, Sungai Pinang Village shows diversity influenced by various factors, including family environment, access to education, and quality of social interaction. A supportive family environment plays an important role in early childhood development. In Rambutan District, Sungai Pinang Village, observations show that children from families with good parenting

patterns tend to show more optimal development. In terms of physical development, most children in Rambutan District, Sungai Pinang Village show good gross motor skills, such as running and jumping. However, there are some children who experience delays in fine motor development, such as drawing and writing. Appropriate stimulation can accelerate fine motor development in early childhood.

Children's cognitive development also varies. Children involved in PAUD activities that implement educational play methods show an increase in symbolic thinking and language skills. However, some children still have difficulty understanding abstract concepts and logic. The importance of early childhood education in supporting children's social and emotional development, which also affects their cognitive aspects. In terms of emotional and social development, children who receive attention and affection from parents and teachers show the ability to manage emotions and interact with peers well. Conversely, children who receive less attention show difficulty in managing emotions and interacting socially. At the age of 2 to 6 years, children begin to develop self-awareness, empathy, and the ability to regulate their emotions. Moral and religious development in early childhood in Rambutan District, Sungai Pinang Village also shows variation. Children who are introduced to moral values and religious teachings through PAUD activities and teaching at home show a basic understanding of these values. Piaget stated that children aged 4 to 7 years are at the heteronomous morality stage, where they obey the rules for fear of being punished (Wiguna, 2022, 73).

Overall, the dynamics of early childhood development in Rambutan District, Sungai Pinang Village are influenced by complex interactions between internal and external factors. Therefore, it is important to create an environment that supports holistic child development, by involving families, educational institutions, and the community.

The Role of PAUD in Supporting Child Development

Based on the results of research conducted in Rambutan District, Sungai Pinang Village, the role of the IT Kindergarten institution Bina Insan Islamic School is very visible in providing optimal stimulation for children's development, both in terms of physical, social, emotional, and cognitive. In the observations made, it was seen that the IT Kindergarten institution in the district had begun to implement a curriculum that focused on experiential and game-based learning. Children are encouraged to be active in various activities that stimulate their creativity and motor skills, such as games with blocks, puzzles, and drawing activities that support the development of fine motor skills and eye-hand coordination. This is in line with research findings stating that experience-based learning has a positive impact on children's cognitive and motor development. In addition, the results of interviews with several parents showed that they felt more helped by the existence of a kindergarten program that touched on aspects of children's character formation. The IT Bina Insan Islamic School Kindergarten Institution in Sungai Pinang Village, Rambutan District, based on

research findings, also involves parents in learning activities, such as regular meetings and teaching on how to accompany children to study at home. This, in turn, facilitates better collaboration between educational institutions and families in supporting child development (Kaplan et al., 2022, 48). However, despite positive efforts from kindergarten institutions in facilitating child development, the main challenges found in this study were limited facilities and resources, such as narrow classrooms and a lack of varied teaching materials. Nevertheless, the educators at the kindergarten tried their best to create a fun learning environment for children, using simple teaching aids that could be found in the surrounding environment. Limited resources in kindergartens do not hinder teachers' efforts to create a conducive learning environment despite the limitations.

Based on field findings, IT Kindergarten teachers at Bina Insan Islamic School in Sungai Pinang Village, Rambutan District, play a very significant role in children's development. From the observations made, IT Kindergarten teachers were seen to be very active in designing activities that not only develop children's cognitive abilities but also support their social and emotional skills. One important finding in this study is the ability of teachers to recognize children's individual needs and adjust teaching approaches to their respective learning styles. This understanding children's individual needs is very important in early childhood learning. In interviews with teachers, they revealed that one of the biggest challenges they face is the limitation in developing a more varied approach, given the large number of children with different needs in one class. Nevertheless, IT Kindergarten teachers at Bina Insan Islamic School in Sungai Pinang Village, Rambutan District, continue to try to maximize the existing potential by using various simple but effective learning media, such as pictures, songs, and interactive games that can support children's language and social development. The use of media that suits children's characteristics can increase their interest in learning and support cognitive and social development. In addition, teachers also play an important role in supporting children's emotional development. Based on the results of interviews with several parents, IT Bina Insan Islamic School Kindergarten teachers in this area seem very sensitive to the emotional changes experienced by children, paying extra attention to children who show unusual behavior or have difficulty interacting with their friends. Teachers not only focus on academic achievement, but also pay attention to the emotional and social well-being of children. This shows that IT Bina Insan Islamic School Kindergarten teachers in Sungai Pinang Village, Rambutan District, pay attention to children's holistic development.

The results of this study also revealed that collaboration between the Dwi Tunggal Palembang Education Foundation and the IT Bina Insan Islamic School Kindergarten teachers in Sungai Pinang Village, Rambutan District, is very important in creating an environment that supports children's overall development. In the observations made, it was found that the interaction between the Dwi Tunggal Palembang Education Foundation and parents went very well, although there were challenges in terms of time and effective communication. Teachers often held meetings with parents to

discuss children's development and provide suggestions on how they could support learning at home. This strong collaboration between Dwi Tunggal Palembang Education Foundation and families had a positive impact on children's development. In addition, teachers also try to involve parents in various activities at Dwi Tunggal Palembang Education Foundation, TK IT Bina Insan Islamic School, such as: children's religious studies, creativity competitions, and other joint activities. This gives children the opportunity to interact with their parents and friends in a more informal environment, so that the learning process becomes more enjoyable and children feel safer and more comfortable. However, in terms of curriculum, although there have been several efforts to make it more flexible and adaptive to the child's condition, there is still a lack of development of more specific programs to deal with children with special needs or children who have socio-economic challenges.

Implications for Early Childhood Education Strategies

In addition to several points that have been explained previously, the results of this study also provide important implications related to the need for more contextual curriculum development based on the needs of children in Rambutan District. The curriculum implemented in Dwi Tunggal Palembang Education Foundation in Sungai Pinang Village, Rambutan District, TK IT Bina Insan Islamic School must be adjusted to the local characteristics and culture of the local community so that it is more relevant and easier for children to understand. In this case, the use of an approach that integrates local values with character-based learning is very important to shape children's identities from an early age. Developing a curriculum based on local values can facilitate children to better understand and appreciate their own culture, as well as increase self-confidence and pride.

In addition, increasing the capacity of IT Bina Insan Islamic School Kindergarten teachers in using technology is also one of the important implications of this study. In today's digital era, technology can be a very effective tool in enriching the learning experiences of early childhood. However, the limited knowledge and skills of technology among some IT Bina Insan Islamic School Kindergarten teachers is a challenge in itself. Therefore, a more in-depth educational strategy needs to be directed at intensive training for IT Bina Insan Islamic School Kindergarten teachers in utilizing technology as a learning medium. This will open up opportunities for children to interact with more diverse learning resources and improve the quality of the learning process. The use of appropriate technology can help children develop their cognitive and social skills more effectively.

The importance of social and emotional aspects in early childhood development must also receive special attention in the planning of IT Bina Insan Islamic School Kindergarten education strategies. In this study, it was found that although children in Rambutan District, Sungai Pinang Village had begun to show good cognitive development, some of them still had difficulty in building positive social relationships

with their friends. Therefore, an educational strategy that focuses more on developing social skills, such as sharing, working together, and resolving conflicts constructively, is urgently needed. Education pays attention to social-emotional aspects can improve children's ability to adapt to the social environment, which is an important skill that they will carry throughout their lives.

Furthermore, one of the important findings in this study is the limited infrastructure and facilities in several IT Bina Insan Islamic School Kindergarten institutions in Rambutan District. Several PAUD institutions in this area still face problems in terms of limited classroom space, inadequate number of teachers, and suboptimal learning facilities. Therefore, the development of IT Bina Insan Islamic Kindergarten education strategies in this area must include efforts to improve facilities and infrastructure that support the learning process. This includes providing a larger and child-friendly space, more varied teaching aids, and increasing the number of educators to reduce the teacher-child ratio that is too high. This approach emphasizes that adequate facilities greatly affect the quality of early childhood education.

In addition, in the context of the socio-economic environment in Rambutan District, Sungai Pinang Village, the IT Bina Insan Islamic School Kindergarten education strategy must also pay attention to equal access to education for children from underprivileged families. Several children in this area face obstacles in terms of access to quality of Dwi Tunggal Palembang Education Foundation institutions, in Sungai Pinang Village, IT Bina Insan Islamic School Kindergarten, either due to cost, distance, or limited information. Therefore, it is very important for the government and educational institutions to design policies that can overcome these obstacles, such as providing subsidies for underprivileged families, and establishing more kindergarten institutions in less accessible areas. Inclusive policies, which provide wider access to education for all levels of society, can reduce educational disparities in the area. In designing early childhood education strategies, it is important to pay attention to children's moral and religious development. The findings of this study indicate that children in Rambutan District, Sungai Pinang Village, TK IT Bina Insan Islamic School, have been taught moral and religious values from an early age. Therefore, the education strategy of TK IT Bina Insan Islamic School in this area must include character education that not only covers social and emotional aspects, but also moral and religious aspects. The early moral and religious education can form a strong foundation for children's character and help them become more responsible and integrated individuals in the future.

By considering the aspects explained above, it is hoped that a more comprehensive and inclusive early childhood education strategy can be implemented, so that it can optimally support the growth and development of children in Sungai Pinang Village, Rambutan District, TK IT Bina Insan Islamic School.

D. Conclusions

This study shows that PAUD in Rambutan District, Sungai Pinang village, is influenced by various factors, such as: family environment, access to education, and quality of social interaction. Children's physical development is generally in accordance with their age stage, although there are some obstacles in fine motor development. Children involved in PAUD programs that use a game-based curriculum experience better cognitive and social development. In addition, collaboration between PAUD institutions and parents has been shown to be important in creating a learning environment that supports children's overall development. The role of PAUD teachers who understand the individual needs of children also greatly influences the quality of education received by children. However, there are challenges related to limited facilities, resources, and teacher capacity development in PAUD institutions. Therefore, it is important to develop a curriculum based on local values, as well as improve the capacity of PAUD teachers, so that early childhood education can be more effective. The use of technology also needs to be considered to support more creative and interesting learning for children.

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