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“Toward Research-Informed Vision and Practice of Early Childhood Education”

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Quality Preschools: Commonalities and Uniqueness across Nations

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Abstract
This paper explores how different forms of pre-school education have developed in various countries on different continents. Particular attention is paid to European traditions of pre-school education and how their roots differ in post-communist countries and in traditional western European countries. It is drawn primarily from experience of one particular post-communist country – the Slovak Republic. Doubt is cast on whether there is such a thing as a universal European tradition, and contrasts are made between “aesthetic” and “craft” approaches to pre-school education. The paper highlights the historic roots of centralised national programmes that take the form of prescriptive documents concerned either with the inputs or outputs of education and which differ from a traditional, open, framework-based curriculum. It draws attention to the issue of a “culturally relevant pedagogy” in the search for appropriate pre-schooling models for developing countries. The paper is based on the author’s personal experiences as the head of a team tasked with creating and implementing a new pre-school education programme in the Slovak Republic and as an academic performing comparative research on pre-school education in different cultures.

Keywords: Pre-school education in Europe, Post-communist countries, Pre-school curricula, Developing countries, Diversity in pre-school education

Introduction
This paper stems from, and relies on, two inseparable academic opportunities I have had. The first was my involvement in and responsibility for creating and implementing the current national pre-school curriculum in the Slovak Republic. The second is my academic work in early childhood education and care (ECEC) and my research interest in the forms it takes internationally, in different countries and cultures, and the comparisons that can be drawn between them. The two academic strands are inseparable and closely interconnected: I find it is much easier to bear responsibility for developing the national curriculum than for building knowledge on the various different directions that ECEC has taken internationally, what these directions determine, where they culminate and
where they swing round. In academic terms, contrasting domestic traditions with international experiences also allows one to better understand one’s own traditions and the place they occupy in international developments.

My aim is to highlight where my domestic ECEC intersects with the international one. This is despite the fact that, from the global perspective, it is not very easy to say what “domestic tradition” means to me: domestic could mean Slovak, central European or today even European\(^1\). This last (the European tradition) would apply most if we were to accept that the global development of ECEC is being influenced by a kind of general European conception of pre-school education. Regardless of whether this is the case or not, my view and interpretation are based on the fact that I have had the opportunity to familiarise myself, to varying degrees, with the pre-school education in around 20 different countries on five different continents.

Most of these countries are of course European but also include, in Asia, India mainly, and in Africa, Kenya, and also a few states in the North American continent.

**International Constant**

Familiarising myself with ECEC in different countries has primarily meant visiting pre-school facilities/institutions and studying the conditions under which they operate. On first sight, these facilities varied tremendously. They ranged from those existing in the most modest of conditions, in simple buildings or spaces, to nursery schools and classrooms materially equipped with all the facilities and aids the developed world currently has to offer. Yes, the visual and material sides of pre-school education differ substantially across the world as do the conditions under which education is provided. Nonetheless, in these very varied conditions, I always found and saw something that was the same all over: happy, cheerful smiling children, in whom one could see the joy of life and happiness that they were, and could be, together to learn and play together. This was the constant in all the pre-school facilities I was able to visit. It is perhaps a constant that could form the starting point for pre-school education, a central point from which to discuss the quality of pre-school institutions. Yes, I am talking about ECEC in its institutional form. I am

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\(^1\) The Slovak Republic has been an independent country since 1993. Prior to that, it was part of a common state of Czechs and Slovaks – Czechoslovakia. Czechoslovakia was created in 1918 following the collapse of Austria-Hungary. After the Second World War Czechoslovakia found itself under the influence of the Soviet Union and was one of the communist bloc countries of Eastern Europe. The bloc collapsed in 1989, when Czechoslovakia had its “Soft” or “Velvet Revolution”, becoming a democratic country.
talking about children who already have guaranteed access to pre-schooling and to a specific form of education and care. By highlighting the happiness of children as a constant, I wish to emphasise that the institutionalisation of ECEC appears to be a good way of supporting the child’s world without taking into particular regard the conditions under which it is provided. Key support for this kind of ECEC is provided by caring teachers who have a warm relationship with the children and who are sincere in their attempts to give them the most in the conditions they find themselves in. My own personal experience is that the vast majority of pre-school teachers are very much like this.

However, under no circumstances would I want to suggest that ensuring quality ECEC can be done simply by having sufficient institutional facilities in place, in whatever material form. Other factors also come into play, such as teacher qualifications, curricula, how the institution is run, and regional and national ECEC policies. These are historically rooted, geographically distinct, developing and undergoing change. The original distinctiveness is now undergoing globalisation and being influenced by converging trends in conceptions of pre-school education. The question is whether these globalising trends are beneficial, whether they are not dismissive of local traditions and whether they are not wrenching pre-school education away from its local roots.

**Distinctions in Europe**

It is said that the globalised view of pre-school education is Eurocentric, that the European model of pre-school education is taken to be a universal model (Nsamenang 2009). As a European, however, I am not at all sure that there is such a thing as a universal European model of pre-school education. In the current era, it is possible to talk of a common European policy framework for ECEC; historically, however this universal model did not apply. As I have said, although to me “European” is “domestic”, in defining the European traditions of pre-school education, we have to be more sensitive and differentiate more. Even within continental Europe, one can perhaps distinguish between all four corners of the globe: north and south, east and west.

Thus I shall begin with my own domestic context and answer the question of what domestic actually means internationally and globally in my case. Of course, the context is primarily Slovak, since not even the EU, of which Slovakia is a member, can dictate education policy directly to its member states; instead decisions are taken at the national level. Bearing in mind, however, the wider historical and social context, the Slovak pre-school tradition
belongs among the traditions of central and eastern Europe. It is a tradition which we might today refer to as being post-communist, with its own particular history of pre-school education, its own particular experience of ECEC and its own specific position, not only in Europe but also in the world. In Europe, this tradition of ECEC has its own particular position and represents one strand of development in pre-school education on the continent. Let us now state what is characteristic of this particular strand of development.

“Golden Era” of post-communist countries

Post-communist countries are the countries in central and eastern Europe with decades of communist rule behind them and which fell under the influence of the Soviet Union. It was an era of centralised regimes, the non-existence of private property, the ideological dictates of Marxism and atheism, and universal state control. It was an era of the centralised control of human existence, of the illusion of social equality, of a collectivist mentality, of banishing unemployment and of ensuring artificial full employment. It was an era in which a unitary state model of education was introduced, in which the goal was to educate the very youngest members of society and provision was to be ensured by a single administration. The communist era really did create the conditions for the rapid development of institutional pre-school education in the countries concerned (Trubíniová 2009), and so today we sometimes now perceive this era as the “golden era of pre-school education”. Institutional pre-school education and centralised support for ECEC in Europe were in fact one of the main resources in former communist countries, particularly, the Soviet Union. At the beginning of the 20th century, the Soviet Union saw the expansion of state-controlled pre-school education with a keen emphasis on ensuring equality between men and women in economic production and public life. The state also sought to provide public education from a very early age (Taratukhina 2006).

Particular emphasis should be placed on the fact that post-communist countries have a unique decades-long experience of centralised state (national) pre-school education programmes. These programmes began to emerge in the 1950s. They developed over time and, by the 1970s, in Slovakia, had become detailed national centralised education programmes for children aged between 6 months and 6 years. Despite the lack of standards in pre-school education, the national curriculum found in former communist countries consisted of detailed standardised educational content broken down specifically for
all the different age groups. This tradition of detailed pre-school education programmes continues in post-communist countries today. The education programme from the communist era was still in place in Slovakia until 2008 (i.e. almost 20 years after the fall of communism), and remains popular among nursery school teachers today because it provided them with detailed guidelines on what, when and how to work with the children. In 2008 an entirely new pre-school education programme was adopted, even more detailed than the previous one, and this detail remains highly regarded by the majority of teachers. This new programme is based on defined standards for pre-school education, just like those found in current global mainstream pre-school education policies. Curiously, this global mainstream seems to have copied the style of the pre-school education programmes typically found under the communist regimes, and whose negative consequences we are now aware of (especially restricted teacher freedom and uniform models of child development). Whether the key element in the education programmes is the detailed defined educational content (inputs) or the performance standards (outputs) is not important.

**Going East in Pursuit of Aesthetics**

Apart from the centralised pre-school education policies typically found in former communist countries, the long-term experience of centralised education programmes and the pre-school education programmes developed from the former Soviet Union model, there is also another unique element that is ideologically or politically neutral. The well-known cultural pride Russians have in their arts (music, dance, theatre) is strongly reflected in the content of pre-school education, which is far more oriented towards art and aesthetic values than it is elsewhere. The strength of this tradition has made its way into children’s educational activities, and is notably present in the emphasis on the aesthetic (and also hygienic) environment of the nursery school and is strongly reflected in nursery-school teacher training. Music, the creative arts and aesthetic development are all a very important part of preparing teachers for their future vocation. For decades, it was the case that when applying for nursery-school teacher training, applicants had to first of all provide evidence of their talents for the creative and musical arts (and for the art of exercise) and success in these areas was a very important condition for being accepted onto nursery-school teacher training courses. It is still the case today that when you visit a teacher-training academy (historically the strongest group of schools that prepares teachers to teach in nursery schools and
equivalent to high schools), the sound (musical instruments can be heard being played everywhere) and the atmosphere of the school creates the impression that you have entered into an art school and not a teacher-training one. An inclination towards art is firmly embedded in the professional identity of the nursery-school teacher. Their informal teaching method groups, where they advise and inspire each other, are full of ideas about artistic activities, creating artistic artefacts for children, working with art materials and so on. Their pride is seen in the way they ensure the environment in nursery schools is aesthetic, with great emphasis being placed on personal cleanliness and hygiene. This emphasis on hygiene is another element specific to pre-school education in this region of Europe, and is associated, on the one hand, with the focus on the aesthetics of the environment and, on the other, with the long-term influence exerted by the education ministry on the healthcare system and in developing pre-school education.

The pre-school tradition in post-communist countries led to the emergence of a particular internal perspective of what quality pre-school education means. Conceptually, and in terms of policy, the required quality was sought through a prescriptive, detailed type of education programme, where the detail was designed to guarantee the immediate transfer of the anticipated outcomes into pre-school practice. In terms of content and values, the emphasis was, as previously noted, on aesthetic values in education content and in the environment, including a strong emphasis on hygiene. These values are also embedded in notions about the quality of pre-school teacher training and are part of the pre-school teacher identity and a typical feature of pre-school education in central and eastern Europe today. Here I will just point out that this long-term tradition of prescriptive national education programmes has now become a barrier to the future development of pre-school education in these countries. The stress on aesthetics and hygiene in pre-schooling has positive potential and corresponds to the nature of the cultural values in the countries emphasising them. Under certain circumstances, however, they can also lead to it becoming closed to new stimuli.

Contrasting Direction of the West

The western European pre-school tradition differs from the one I have just described. The differences I will highlight are ones we encountered when we accompanied selected Slovak pre-school teachers on trips to nursery schools in western European countries (Belgium, Sweden, Finland) as part of an EU-funded project, on which we were naturally Presented with
opportunities to compare our own traditions (and teacher identities) with other ones. The most visible and universal response of our teachers to the different methods used and the circumstances under which pre-school education was provided was one of evident shock. Their reactions always had a common denominator: the first thing they response was “chaos, disorder, lack of organisation”. Yes, it was the environment in western European nursery schools that most struck the Slovak teachers, used to careful organisation, environmental aesthetics and regular regimes, and the predictability of events governed by a centralised programme. The mentality of the post-communist teacher was confronted with this alien custom of working in an open environment with a flexible programme where improvisation and not having the situation firmly under control prevailed. The “openness” that is the principle behind this kind of pre-school education is also part of another European pre-school system typically found in northern, i.e. Scandinavian countries (Sweden, Finland, Denmark). It is a pre-school tradition and direction that places great value on a high degree of autonomy (teachers, schools), on minimising centralised control and on a high degree of flexibility in everyday practice that takes account of the child’s momentary interests and communicational and relational needs. Thus it is a tradition that has little in common with the notion of prescriptive education programmes or programmes where pre-school education is determined according to detailed performance standards for children. The conceptual basis and feeling of this particular European direction is comparable to the pre-school tradition built up in New Zealand as part of the Te Whāriki programme. It is more concerned with establishing the basic direction and the value principles on which the education should be based than with setting curricular inputs or outputs. It is not a programme based on strictly defined content, nor on performance units of pre-school education, but is one that seeks to coordinate the value settings of the environment within which the education is provided and of the teachers providing the education. In these different traditions, then, the teachers have different bases of identity and of professionality. The tradition of building a framework, an open, flexible national pre-school programme is one that values the autonomy of its teachers (and therefore also a high degree of professional responsibility). It requires its teachers to have professional skills that lead to a reflexivity in pre-school activities and to a detailed assessment of pedagogic practice and the development and individual progress made by each child.
The open/detailed dichotomy of traditional European pre-school education programmes is one that can be noted in our context. The forms of pre-school education currently in place in Europe also lead us to note a second dichotomy – one of “aesthetics” versus “crafts”. On one side, we have the already noted aesthetic tradition found in post-communist pre-school traditions and, on the other, a focus in western European countries where the value is placed on educational activities such as experimenting, investigating the surrounding environment, exploring natural science and learning technical skills. Western European nursery-school classrooms frequently resemble technical workshops, children’s laboratories or craft corners, in sharp contrast to the eastern European nursery school, with its clear emphasis on aesthetic organisation. It was this difference in emphasis in the two pre-school traditions that prompted feelings of “disorder” in our teachers when they visited the western European schools.

The “aesthetic/craft” dichotomy evident in the two different European approaches to pre-school education is not associated with a shift from open to structured education programmes. It is still present despite the ongoing global standardisation and tendency towards more centralised national programmes in pre-school education in Europe. Nonetheless, central European educational policies are leading to a decline in the “aesthetic” tradition and the generalised model of pre-school education is now one of “craft” and “exploration”. For teachers in post-communist countries this represents a challenge in which they must cast off their previous identity in favour of another one. In this sense, the globalisation of pre-school education is affecting the original distinctions in European pre-school traditions, and it is being encouraged by the neoliberal, economically motivated educational policies of the EU as well as other influential global institutions (Dahlberg, Moss 2005).

Difficult Challenges for ECEC in Developing Countries

At the point where the different European traditions of pre-school education meet stand countries known as developing countries, which, aware of the importance of ECEC, are seeking suitable models that they can use to strengthen and design pre-school education to best meets their needs. As examples, I will discuss the countries that I have professional experience of – Kenya and India.

The first country, Kenya, is a country that has great interest in developing its pre-school education (Mbugua 2004). It is the only African country to run a national pre-school education programme and
where pre-school pedagogy is beginning to achieve more important status in academia. Both in terms of structure and content, the national pre-school education programme corresponds to programmes found in Europe – from which they took their inspiration – and tend towards a more prescriptive curriculum. India also recently adopted a framework pre-school education programme, which truly is a framework programme, but nonetheless developmental standards for preschoolers are currently being developed which correspond to the western image of the mental development of the child (Hwang, Lamb, Sigel 1996). The interest in both countries in ensuring quality in developing pre-school education is evident and is embedded conceptually in the same structures and concepts currently used in the Western world. The strengthening of pre-school education is accompanied by the centralisation of ECEC administration and the use of across-the-board controls, and the model for these controls are countries in which pre-school education became a traditional part of education culture and where the centralisation of pre-school education emerged first as a product of the communist regime and then of neoliberal ideology. There are no other sources than countries in the developed world and there is no conceptual framework for pre-school education other than those found in the Western world. Yet building programmes on these resources may distance ECEC from the cultural context of the developing world and from the very different needs of the community (Kaul, 2013), even when it is done to build local capacity. Yet these countries are faced with the need to provide a culturally relevant pedagogy and to link pre-school education with the local culture and its values.

If the idea is that quality ECEC is linked with the centralised administration of pre-school education, then the question is whether there might not be different models of pre-school education models from those found in the European tradition (or American culture). For European experts there is no more difficult task than ascertaining how to help pre-school education in cultures that differ from our own. The notion of transferring “good practice” to other environments may appear attractive, but it has little in common with cultural sensitivity and appropriacy. Trying to establish what form a quality and, above all, a culturally relevant ECEC should take in a cultural environment one is unfamiliar with is almost impossible. Yet even for the local expert defining what a “culturally appropriate” early years education might be is not easy, if it is to be the outcome of ongoing and anticipated social and political reforms. If we are currently faced
with the fact that the originally very different European pre-school traditions are being homogenised and that their original roots are being stripped away, then implanting ideologically homogeneous requirements into very different parts of the world is a parallel rejection of the notion that respect should be paid to the social context of the child developing within its own environment and for that environment. This very same issue is also felt in European countries where for decades unsuccessful attempts have been made to resolve the almost unresolvable: how to educate Roma children living in extreme poverty in socially excluded communities.

References
What Can Early Childhood Teachers and Teacher Educators Learn from Childhood Research

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‘With your basket and my basket the people will live’, the Māori proverb can be translated into English to refer to the collaboration in a land geographically far away from any other land mass and country. This notion of pulling resources together relies on ideas of togetherness, and on narratives that have emerged from the historical collaborations and tensions between Māori, the indigenous peoples of Aotearoa New Zealand, and the settlers and immigrants, originally mostly from the British empire, but nowadays from all around the world. This Māori Whakataukī (proverb) reminds us of the histories and of pulling together stories from the past, to be looking forward. It also sets a direction for scholarship and experiences of Aotearoa New Zealand to be shared with scholars, teachers and student teachers in other countries, and allows the potentiality of learning from each other, while understand how early childhood education needs to be contextualised with its ontological, epistemological, ethical and political concerns. Only with this understanding we can look foreward.

However, to look forward, it is important to understand history, or to historicise, as Foucault’s work reminds us. As a colonialist settler state, Aotearoa New Zealand has a very specific history. Te Tiriti o Waitangi (The Treaty of Waitangi) was signed in 1840, and embedded key principles of partnership, protection and participation between Māori and the British Crown. In early childhood education, the development of Te Whāriki as a bicultural curriculum framework began in the early 1990s. Since its inception, the curriculum document has both witnessed and created a framework for resistance to continuing colonising and neoliberal ideologies. A strong focus on economic structures and individual rights, hegemonising and globalising practices, regulation and deregulation, have permeated the landscape of early childhood education in Aotearoa New Zealand.

Early childhood education in Aotearoa New Zealand

Every country defines and performs early childhood education differently, and within frameworks of different policies and histories. In New Zealand, the landscape of early childhood education is very complex and convoluted and refers to the range of services and ideas that allow children, mostly under the age 5, to be enrolled in early years services with diverse purposes, scope and focus on different philosophies and age groups. While the compulsory schooling age is 6, the majority of children start school the day after their 5th birthday, with only some staying in early years centres for longer. In recent statistics (OECD, 2015), most children, nearly 95% of 3 and 4 year olds, get some sort of exposure to early
childhood education, on average for 20 hours per week (Ministry of Education, 2015), and 40% of children under 3 years old. New Zealand early childhood education is governed by a number of bodies and policies, most notably by the Ministry of Education, quality assurance of teaching settings organisation, the Educational Review Office (ERO), the New Zealand Qualifications Authority (NZQA) that considers the levels and quality of qualifications, and the Education Council that governs teacher registration processes. A number of key policies have been developed in recent years in New Zealand that shape and regulate the sector, such as the national curriculum *Te Whāriki* (Ministry of Education, 1996) and the revised Education (Early Childhood Services) Regulations in 2008. Currently, with more than 4,000 early years settings in a country of less than 5 million people, the main categories of services are teacher led services where at least 50% of teachers must be qualified and registered early childhood teachers, and parent-led services such as Playcentres, Kohanga Reo and Playgroups. New Zealand has over 21,000 registered early childhood teachers, 98% of whom are female teachers (Education Council, 2015).

Early childhood education in Aotearoa New Zealand is grounded in an integration of education and care within the Ministry of Education, and in a clear separation from the compulsory schooling sector. While there has been continued investment in government spending on early childhood education in recent years, this spending needs to be considered in relation to the rapid growth in early childhood services, teachers, and children that are enrolled. Since the 1980s and the rise of neoliberalism, there has been a push for women to return back to the workforce and younger and younger children are entering services. Currently, infant and toddler education and growing enrolments of under 2 year olds has been one of the topics that have dominated the early years discourses. However, within the overall picture of early childhood education, despite positive statements by international scholars such as Moss (2007, 2008), there are many challenges and tribulations as illustrated by the papers in this special issue. May (2014), for instance, notes, “the statistics, however, reveal that not all children are beneficiaries of past policy initiatives. Government policy has classified some of these children as potentially ‘vulnerable’; a ‘risk’ to society and a ‘priority’ for ECEC” (p. 154).

This is the 20th anniversary of the release and wide implementation of *Te Whāriki*, which remains widely regarded around the world and used as an exemplar as a curriculum framework. *Te Whāriki* aspires for children “to grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society”, who have relationships with “people, places and things” (Ministry of Education, 1996, p. 9). The curriculum uses the metaphor of the woven mat that allows all actors – teachers, children, whānau (family) and community to be engaged in the process of weaving curriculum knowledges. This curriculum
framework does not set achievement standards, but uses aspirational statements that empower teachers to create the curriculum with children in any given community, allowing children to develop holistically, and create strong relationships and a sense of belonging. *Te Whāriki* allows us to see the world differently, to see the strengths in diversity and difference, to focus on a child’s interests and to work closely with families and communities. In a nutshell, in this very young country, this curriculum framework provides an aspirational ideal of ‘how to live well together’, with others, with the environment, with things, and it works with the historical heritage of Māori-Pakeha (settlers) relationships that dates back to the early 19th century (Jones & Jenkins, 2011).

**Te Whāriki’s childhoods**

*Te Whāriki*, as an early childhood curriculum framework, represents a partnership with Māori and Māori tikanga (values) and ideas, demonstrating the weaving that is represented by its metaphorical meaning, as the woven mat on which we can all stand. The development of *Te Whāriki* involved communities, scholars and early childhood teachers, at a time of neoliberal educational policies that were particularly focused on improving the lives of individuals and on developing the economy. These ideas have become increasingly dominant in early childhood education in Aotearoa New Zealand, elevating notions of choice, accountability, individual responsibility, and a focus on economic growth and business investment. The story of *Te Whāriki* is also a story of resistance (Tesar, 2015) as its strongly relational principles, strands and goals stand in the face of the neoliberal political climate. These relationships and politics are complex and have been well documented (May, 2009; Nuttall, 2013). *Te Whāriki* utilizes developmental and social cultural discourses (of Piaget, Erikson, Vygotsky, Bruner) and through the weaving metaphor, sets up a curriculum framework that is not dominated by one worldview of the child or childhood. This weaving model of learning conceptualizes childhood and the child’s learning as multiple intricate and diverse patterns that link experience, development and meaning, centred equally on cultural and individual purposes. It accommodates diverse approaches, and in this way it provides for cultural and learner diversity, and for bicultural knowledges and understandings. As ‘a mat for all to stand on’ it encourages each setting and teacher to develop their own unique programme within the framework, to suit local cultural traditions and environments, and to support and cater for children’s interests and aspirations. The curriculum framework invites teachers to weave themselves, the children, their cultures and settings into the curriculum, and it encourages dialogue and reflection. The resistance inherent in *Te Whāriki* lies particularly in its language and non-prescriptive curriculum, as the political language of the era shifted from rights to risk and vulnerability, or as May (2014) argues “from investment in inputs to accounting of outputs.” Nuttall (2013) summarises these concerns as early childhood
education being “no longer seen as a public good but as a vehicle for risk minimisation for government, now and in the future … The language of Te Whāriki is not one of risk, vulnerability and competition. It speaks, instead of opportunity, respect and relationships” (Nuttall, pp. 2-3). In this environment, children in early years centres are not subjected to formal tests or assessments, but are exposed to the formative approach that is characterised by the learning stories and other means of documenting learning, where children contribute to and proudly share their own portfolios.

A recent report by the Early Childhood Education Taskforce (2011) expresses concerns about Te Whāriki, and about its support of Māori and Pacifica children, and children with English as a second language. These concerns further perpetuate recent calls for measurable outcomes, clear guidelines, subject knowledge, and assessment practices that would prepare children for the future and for school. This shift can be conceived as a neo-colonisation of childhoods and children by institutions such as the OECD, implicating children in migrations from home to early childhood settings, so that women can return to a productive workforce. The nature of neoliberal and neo-colonialist policy, re-producing various histories, however can equally well mean that these women end up in low paid jobs, which barely cover the ever-rising fees for increasingly privatised childcare. Attempts to measure Te Whāriki’s effectiveness need, therefore, to embody the infinite intricacies and complexities implicated by these ideologies.

Early years centres in Aotearoa New Zealand are thus built on intersections of a colonial history, recent policy developments, and the growing number of business oriented, for-profit early years centres (May, 2009). These conditions have been influenced by women returning to the workforce, and the increased demand for more accessible services for parents. In the early 1990s, the bicultural curriculum framework Te Whāriki repositioned some of these spaces/places through its holistic thinking and child focus. Early years settings are not only embedded in the policy and discourse of early childhood, but their foundations can also be traced in the land and soil, in the materiality and things that surround and encompass the early years settings, as well as in global and local experiences (Duhn, 2012).

In 2015, the Education Review Office released a report Infants and toddlers: Confident and competent communicators and explorers, which provides an overview and an assessment of settings for under 2 year olds. What is interesting and intriguing about this report is that the teacher’s qualifications, ratios and group sizes made no difference to the data that ERO has produced and released. Furthermore, the report pushes the responsibility, in a sense of recommendations, on early childhood centres, away from the governing agencies. This report is scrutinised in depth in the most recent issue of the First Years Journal (Cooper & Tesar, 2015). The other major report in 2015 was released by the Advisory
Group on Early Learning that was established by the Ministry of education, to examine ways to ensure a successful transition from early childhood to school, and to explore potentialities for strengthening *Te Whāriki*. This report provided the sector with 20 recommendations, to be implemented within short, medium to long-term timeframes. The evaluations of this group led to recommendations to reconsider funding for professional development, to update *Te Whāriki*, to enhance mentoring and induction for early childhood teachers, and other structuring and policy changes. The waters of Aotearoa New Zealand early childhood education never stay still.

**Narratives from Aotearoa New Zealand**

Aotearoa New Zealand has been internationally recognized in the past twenty-five years as a particular productive place/space of discourses on childhood and early childhood education. Views on assessment have undergone a strong shift beyond traditional observation techniques and the psychological gaze on child development, to a fresh approach to viewing and learning about children and their lives, development and capabilities. Rather than focusing on a particular truth, singular category of development, or outcome, early childhood assessment practices in Aotearoa New Zealand have promoted opening up to possibilities of many truths, and to children’s learning and abilities as often fluctuating and unpredictable. This focus sees children’s lives and development as always entwined in intricately woven relational webs, with their peers, their physical surroundings, their teachers, families and wider communities. Such views on assessment arise within a strong history in early childhood education, and are crucially entangled in and affected by the greater contemporary discourses on childhood and the purpose and policies of education.

The early childhood sector in Aotearoa New Zealand has been shaped by conceptual challenges, social and cultural diversity and the rise of neoliberalism since the 1980s. It has been punctuated by rapid policy development, a strong focus on a knowledge economy and committed women leaders who have tirelessly advocated for a strong philosophy and vision for the sector, and challenged the governing system (Duhn, 2010; Hannigan, 2013; Mitchell, 2011). The sector has been a place not only of strength, but also of tensions, that have both shaped and been shaped by local societal shifts as well as global policy organizations such as the United Nations (UN), the Organisation for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and other global, political and economic partnerships. Assessment views and practices have not escaped the wider educational demands, and indeed are critical in demonstrating achievements and satisfactory adherence to benchmarks, expectations and funding prerequisites. Views on assessment are a vital, but not undisputed, element in the distinctiveness of Aotearoa New Zealand early childhood education,
reflecting particular cultural and social histories and relationships (Arndt & Tesar, 2016).

Socially, culturally and politically, Aotearoa New Zealand is a complicated place/space of neoliberal and neo-colonial, diverse childhoods. Its early years settings reflect its society’s histories, and various shifts from indigenous, through colonial, to free-market, contemporary neo-colonial and neoliberal realities. As has been extensively researched by May (1997, 2001, 2013) and others, these shifts have not been smooth, easy progressions, or equally felt by the diverse communities around the country. Rather, they have played out as complex localised stories of subjugation, dominance, and resistance. For early childhood education the major significance of the last twenty-five years lies in the development of Aotearoa New Zealand’s, and the world’s, first bicultural early childhood curriculum Te Whāriki (Ministry of Education [MoE], 1996), as a framework to guide teaching and learning in licensed early years centres.

As argued elsewhere, Te Whāriki has been both a witness and a resistant force alongside Aotearoa New Zealand’s societal, cultural and policy developments (Tesar, 2015). For scholars and teachers casting their gaze on this country, there is a certain fantasy and complexity of the ‘old world’ in the ‘new lands’, tensions between the easiness, seductiveness, simplicity and temporality of early years settings, and pedagogies that produce particular childhoods. These ideas have been explored in a number of studies, that have challenged and established Aotearoa New Zealand as a place where curriculum practices represent the continuous struggles of the neoliberal marketplace, are embedded in the quest for quality in early years settings, and drive recent debates about effective implementation of the curriculum. Indeed, Peter Moss takes a hopeful stance when he argues, that “New Zealand has, in short, understood the need to rethink as well as restructure early childhood education and care” (Moss, 2008, p. 5).

Te Whāriki has remained unchanged in its twenty years, within a society that is increasingly culturally and socially diverse (especially in urban settings). The shifts in the early childhood landscape and tensions with which it is surrounded have raised contemporary concerns about its implementation as an effective bicultural curriculum framework in the contemporary context (Ministry of Education, 2014). Concerns with the implementation of Te Whāriki, directly implicate assessment, as a key pedagogical application of the curriculum framework. The Education Review Office emphasizes this, stating “[t]he principles and/or strands of Te Whāriki were often more explicit in assessment information and in displays in the physical environment than in planning and teaching practices” (Education Review Office, 2013, p. 9). Similarly connecting implementation of the curriculum framework with assessment, an OECD report in 2012, Quality Matters in Early Childhood Education and Care New Zealand, argues that New Zealand should
consider strategies which include “‘curriculum’ as an integral part of assessment and evaluation” (OECD, 2012, p. 8).

But perhaps these ideas open up fresh possibilities, for reconceptualising views on early childhood education and assessment practices, to fulfil the social justice and rights concerns that have recently been emphasized. Opening up relational possibilities for dialogue across wider educational discourses has the potential to further elevate the strong collaborations and consultation that have marked the early childhood sector in Aotearoa New Zealand throughout the history of Te Whāriki and beyond.

References


Exploring Young Children’s Perspectives of Inclusive Education through the Use of Participatory Research Methods

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Abstract

This paper reports on two small scale research projects which were undertaken in the north east of England. The two projects engaged with pupils from the age of four up to the age of sixteen. However, it is only the children aged four to age seven whose views are going to be reported here. The studies aimed to listen to children’s views about how the practices of teachers helped or hindered their sense of inclusion in classrooms. Inclusion was understood here in a broad sense rather than specifically relating to children defined as having special educational needs. Participatory research tools were used as part of group interviews with children. The findings from this research are explored under four main thematic headings that relate specifically to teachers and teacher practices: characteristics and personality of the teacher; support and assistance that the teacher gives; the teacher’s use of discipline and finally the choices given to children by teachers. These themes are seen to be connected to each other under the broader headings of emotional support and instructional support and can be seen as crucial in terms of understanding inclusion in schools and further developing existing practices.

Keywords: Inclusion; participatory methods; child voice; emotional support; instructional support

Introduction

This paper reports on the data gathered during two separate, but albeit very similar, research projects undertaken by members of the Inclusion and Social Justice Research Group based in the Faculty of Education at the University of Hull. The focus here is on the data that was gathered from children between the ages of four and seven even though the projects themselves engaged the views of a much broader age range within primary, secondary and alternative educational settings.

The first research project was undertaken in an average sized primary school in an affluent village on the outskirts of a large city in the north east of England. The team of researchers worked with focus groups of children in different classes; aged five, aged seven, aged eight and aged nine using a range of different participatory tools (Adderley et al., 2014). However, it is only the data from the children...
aged five and seven which will be explored here. The children who formed part of these focus groups were chosen by the teachers in the school and were those who the teachers felt may be at risk of marginalisation.

The second project was undertaken in four settings in the centre of the same large city but this time the schools and educational settings were in areas of social disadvantage. The team of researchers worked with focus groups of children and young people in a primary school with an attached early years facility, a secondary school and two alternative educational provisions for young people who had been excluded from their secondary school. However, it is only the data from children aged 4, in the early years facility attached to the primary school, which will be explored here. Again, the children who formed part of these focus groups were chosen by the teachers and were deemed to be those who were disengaged or at risk of disengagement from formal education.

The broad research questions for the two projects were:

a. What are students’ views about the ways in which teachers promote inclusion in schools?

b. How can the use of various participative tools facilitate an engagement with students’ views?

This paper focuses on the first research question which relates to students’ views and perceptions about how teacher practices can help or hinder children’s feelings of being included within the setting. However, the second question is addressed through the fact that this research adopted a qualitative methodology and the fact that the data were gathered using focus group interviews with the addition of participatory tools. The children who participated in the projects raised many issues, most of which were positive and reflected the fact that they were happy with their school experience. In fact, one of the children in the early years setting, when asked what he liked best about being at school, replied ‘everything’. These positive views were not uncommon across all focus groups in both school settings however, children did raise some negative and more challenging issues in relation to their teachers and their experiences of school. The findings in this paper will focus on the views of the youngest participants in the research study who were aged between four and seven years of age. The particular views that will be explored in depth will be those that are aligned with views of teachers and teacher practices. Specifically, these relate to the characteristics and personality of the teacher; support and assistance that the teacher gives; the teachers’ use of discipline (punishment and
rewards) and finally the choices given to children by teachers. These factors that the children have raised in relation to teachers and teacher practices all can be viewed through the lens of emotional and instructional support which, it will be argued, impact on children’s views of inclusion within the school settings. This paper adds to a growing body of literature on how participatory tools can support children more effectively to explore issues in relation to educational inclusion.

**Developing Inclusion Though the Use of Child Voice**

Inclusion is a complex, multi-faceted and evolving concept which can be viewed differently by different people and in different contexts (Messiou, 2012b). It has been viewed as a move to allow access to education for all children, but also as a move to educate those with special educational needs and disabilities, within the mainstream setting (Florian, 1998). However, Messiou, (2006a) suggests that “inclusion cannot be concerned only with those children defined as having special needs” (p.313). Exclusion from and marginalisation within the educational system can happen as a result of many issues such as ‘race’, social class, religion, academic performance and behaviour. More recently however, inclusion is seen to relate to all children regardless of whether they are perceived to belong to a particular labelled group. This is further argued by Messiou (2012a) who states that the causes of marginalisation for some children can happen as a result of very subtle issues and are not necessarily related to having particular characteristics.

Inclusive schools “are concerned with how people learn together, how they treat one another and how they learn to live within the common world” (Ainscow et al., 2006, p.1). Inclusive education and the values which underpin it can present challenging opportunities for schools and teachers when responding to a diverse student population. However, if “educational provision [is going to] be informed by principles of equity [and] respect for others”, then importance needs to be attached to the scrutiny of school and classroom practices which may act to hinder the inclusion of some pupils (Hegarty, 2001, p.248). The experiences which children have on a day to day basis in the classroom will have an impact on their inclusion within the school as a whole: “inclusion and exclusion begin in the classroom” (Mittler, 2000, p.95).

Therefore, if researchers wish to discover more about the impact of school structures and organisation on the pupils and how these affect how they feel about their inclusion within the school, then it seems important to ask the children themselves. Ultimately, children’s views hold
particular importance in relation to inclusion because they experience first-hand the impact of exclusionary or inclusionary practices and can therefore “bring to the surface features that are important for promoting inclusive education” (Messiou, 2011, p.1). Messiou also warns that issues at the root of marginalisation for some learners may not be uncovered unless emphasis is placed on listening to children’s views and therefore this can be seen as preferable to assuming how children might feel based on other evidence. In the context of this study,

“by directly listening to marginalised and excluded people themselves, we might gain important insights in relation to inclusive education. In this sense, marginalised people’s voices should have a central role in the process of inclusion. Children could be considered as one of the marginalised groups whose voices have been neglected within inclusive education” (Messiou, 2006b, p.40)

Children themselves potentially formed part of a marginalised group, certainly when considering the view that they should “adhere to the dictum of being seen but not heard and to behave according to societal norms” (Rose and Shevlin, 2004, p.156). Research involving children has previously been conducted from the perspective of research on children rather than research with children (Greene and Hill, 2005; O’Kane, 2008). Indeed Hart (1992, p.9) states that “children are undoubtedly the most photographed and the least listened to members of society”, which would indicate that adults are interested in the ways in which children negotiate their world but, for a number of reasons, are more reluctant to engage directly with the children themselves. From this perspective children could be perceived as being ‘hidden voices’ which if accessed could provide valuable information in relation to inclusion (Ainscow et al., 1999). More recently there has been a paradigm shift towards the acceptance that children have views and opinions separate from the adults in their lives (James et al., 1998). The United Nations Convention on the Rights of the Child (UNCRC, 1989) has significant implications for the participation of all children in society. Article 12 and 13 present a pragmatic and moral perspective that children’s views must be both acknowledged and acted upon which reflects their entitlement within society to being recognised as valuable contributors and rights-holders (Federle, 1994). However, Article 12 of the UNCRC stipulates that only a child who is “capable of forming his or her own views [has]
the right to express those views freely in all matters affecting the child”. In addition to this, these views should be “given due weight in accordance with the age and maturity of the child”. The researchers in this study aligned themselves more with the views of Mittler who argues that inclusion means “listening to and valuing what children have to say, regardless of age or labels” (Mittler, 2000, p.viii). These research studies engage with the views of young children and therefore there was an understanding that these children would need support, through the use of participatory tools, to express their particular opinions. Tay-Lim and Lim (2013) state that, “while there is a positive move toward listening to children’s and young people’s perspectives, there is apprehension as regards eliciting the views of younger preschool children below the age of 8 years” (p.68).

This mirrors the view of the UNCRC regarding age and maturity and highlights the fact that more innovative approaches are required to ensure that these younger children able to express their views (Morrow, 1999).

Finding ways to access children’s voices can be seen as one element of inclusive practice and therefore works to minimise exclusion and marginalisation (Todd, 2007). Messiou (2006) argues that “listening to children in relation to inclusion is, in itself, a manifestation of being inclusive” (p. 305). Todd further argues that involving children in whole school decisions, although not a common practice, is vital within educational settings. She states that children should be consulted and involved in helping to make decisions that will ultimately affect them and that “education cannot be inclusive without collaborating with children … in ways that enables their perspectives to influence the development of schools and systems” (Todd, 2007, p.13). Casey (2005) also promotes the importance of action when following up on the views that have been expressed by children.

Based on this understanding it could be argued that accessing the opinions of children can provide valuable information that has the potential to lead to development of more inclusive educational settings and also be integral in changing and developing teacher practices.

**Research Method**

A qualitative approach was adopted for these research studies as this paradigm “accepts values and perspective as important considerations in the search for knowledge” (Anderson & Arsenault, 1998, p.5). Young children’s responses to their
educational experiences and how these impacted on their inclusion within the setting were sought and as a consequence the research was naturalistic and interpretative. It was important to understand the feelings and reactions of these children within the school context and how their direct experiences defined their view of inclusion and explained their perceptions of teachers and the approaches that they used (Basit, 2010).

Central to this research was the understanding that by engaging with children’s voices, information related to inclusion could be revealed and in order to ascertain the impact that certain approaches could have on inclusion, it was important to ask the children themselves. This is in preference to assuming how they might feel based on other evidence (Groundwater-Smith et al., 2015).

Therefore, working solely with young children to conduct this research study provided a challenge because “children are not used to expressing their views freely or being taken seriously by adults because of their position in an adult dominated society” (Punch, 2002, p.325). The use of participatory tools in research with young children attempts to challenge traditional adult-controlled power dynamics and to equalise the power between researchers and children. This suggests that conventional research methods which rely heavily on verbal language, such as interviews, may not be suitable or appropriate for some children. The unequal power relationships between adult researchers and children is an area that is widely debated and one which expresses concerns about developing an approach that considers the perspective and position of the child (Mayall, 2001; Morrow and Richards, 1996). Participatory research differs from other research in terms of the central role that the participants play in the process. It therefore challenges the perspective that children are vulnerable and innocent and require their feelings to be expressed by an adult (Devine, 2003). As such, participatory research provides children with a forum to talk about the causes and impacts of issues in their daily lives through a reflexive approach which adopts open-ended research goals and tools (Farquhar, 1990). Participatory research therefore is allied to ideals of democracy and children being agents of change and its epistemological framework links with a more liberating concept of power. It offers an opportunity for researchers to be more innovative in their research design so that children are able to be empowered and able to share their lived experiences (Malewski, 2005; Morrow, 1999; Veale, 2005). It has particular importance when accessing the views of those who are marginalised and can support these participants to
achieve a greater degree of emancipation as autonomous and responsible members of society (Freire, 1982). These methodologies reinforce the principles of the UNCRC (2005) which advised that patience and creativity was required when exploring and collecting children’s views. As such it was considered important to use language and research tools that were considered to be “intrinsically engaging” (IIED, 2004, p.68).

Ethical approval was gained from the University of Hull and informed consent was provided by the schools. However, the children were also asked whether they wished to be participants in the project as a way of creating a just and respectful relationship between the researchers and the children. Groundwater-Smith et al. (2015) refer to this more equal and democratic relationship as ethical symmetry. Respecting the children’s wishes related to whether they chose to be involved with the research was one of the strategies that was used to try and reduce the power imbalance. A further strategy was in the choice of tools for data collection which were participatory in nature. This enabled the children to have some “control over the process” and helped to ensure that what they said was valued (Thomas and O’Kane, 1998, p.342). In using activities which involved the participation of the children, it was hoped to provide the children with opportunities to be able to express their opinion using materials that they were familiar with, that were visually appealing and that prompted discussion. As such, the emphasis was on the conversation that was generated as a result of the activity rather than the focus being on questions and answers being exchanged between the researchers and the children as would have been the case in a traditional interview.

Darbyshire et al. (2005) recommend that a range of methodological strategies and approaches are used when engaging with children because these provide a greater breadth and depth of experience to be explored. Therefore, a number of participatory tools were used across the different age groups of children: unfinished sentences; picture prompt cards; photography; drawings; puppets and blob trees. These different methods were chosen in an attempt to provide the children with age appropriate resources to stimulate discussion and are explained below. The unfinished sentence activity involved the children orally completing sentences that had been started for them, such as:

a. My favourite teachers are the ones who……..

b. I wish that my teachers would……..

c. When ……………… I feel happy in class.
d. When ............... I feel lonely in class.

The picture prompt cards showed children exhibiting a range of positive and negative emotions and also showed pictures of children in different scenarios which related to situations which children might find themselves in at school.

Cameras were used by the children in the early years provision to take photographs of areas inside the classroom but also aspects of the outdoor environment which they liked or disliked. These photographs were then used as a focus for discussion to ascertain why the children had chosen to draw attention to these features.

The drawing activity engaged the children in creating a visual representation of aspects of their classroom experience that made them feel happy or sad. They were asked to consider both of these emotions in their drawings. The researchers spoke to the children throughout the process to gain additional information about the children’s feelings and about the content of their drawings. A voice recording was used to support the analysis of the photographs and the drawings and this provided a personal narrative which both described and explained the content of the visual images (Einarsdottir et al., 2009). This was important, particularly with the photography activity because sometimes the children had taken photographs of other children from their class but there was no way of knowing whether this was for positive or negative reasons or, in some cases, no particular reason. The conversations surrounding these photographs provided the clarification that was needed to fully understand the feelings that the child wished to share.

The puppets were used as a focus for some of the conversations with the youngest children and provided an opportunity to recreate imaginary scenarios that could be related though the puppet.

Finally, the blob tree activity involved the children in looking carefully at the picture and identifying a character in the picture which best represented how they felt about themselves or how they viewed themselves in relation to others in the class (see figure 1).

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**Fig. 1. An example of a blob tree**
Using a variety of tools also provided the researchers with other alternatives if one particular tool was not effective in generating discussion. This happened when the blob trees were used with the children aged seven. These representations were far too abstract and many children gravitated towards a more literal approach stating that they enjoyed climbing on or swinging from trees.

Other challenges arose in relation to the photography with the children aged four. The researchers had visited the children in the previous week and begun conversations about how they felt about their school and classroom using a teddy bear puppet and picture prompt cards. The cameras were introduced at the end of this session with the intention that the children would use them during the course of the week to take images of things they liked which made them feel happy and things they disliked which made them feel sad. Unfortunately, when the researchers returned the following week, no photographs had been taken. As such, the researchers provided time, during their visit, for the children to take the photographs before engaging them in discussion.

Conversations with all groups of children were recorded using a voice recorder and fully transcribed. A thematic analysis was then applied to the transcriptions and the researchers worked collaboratively to do this. In the presentation of the findings, all names used are pseudonyms.

Results and Discussion

Many themes emerged from the analysis of the data but the ones that are going to be discussed here are the themes that relate specifically to teachers and teacher practices and how these are seen to have a positive or negative impact on inclusion. This paper argues that children’s experiences within the classroom and particularly their implicit and explicit interactions with their teacher can impact on their feelings of being included. Central to this argument is the understanding that teachers’ interactions with children can be viewed within a framework of emotional and instructional support. Four themes arose from the data and these will be discussed in relation to these two types of support. The first three themes relate to emotional support: (a) the characteristics and personality of the teacher; (b) the teacher’s use of discipline; and (c) the choices given to children by teachers. The final theme of the support and assistance that the teacher gives relates to instructional support.

It is also important to note that these four themes emerged in all three year groups and in both school settings.
Emotional Support

Emotional support is signified by positive relationships between teachers and children (Curby et al., 2009; Hamre et al., 2013; Reyes et al., 2012). This paper makes the case that the provision of emotional support develops a more equal and respectful relationship between the children and the teacher. If children identify aspects of the teacher and their actions which support this respectful relationship, then this makes them feel more positively about their teacher therefore helping inclusion. Similarly, if children identify aspects of the teacher and their actions which undermine this respectful relationship then they are likely to feel more negatively about their teacher consequently hindering inclusion. The children identified several issues in relation to the first theme of characteristics and personality of the teacher. These traits made them view their teacher in a positive way. These included being nice, caring, not hurtful and being able to provide things that the children will like. In speaking about their favourite teachers, Thea and Melvyn present the following opinions:

Thea (aged seven): ‘……nice to me, never hurt anyone, and they’re caring.

Melvyn (aged seven): ‘…are always nice to us and do things that are always nice and give us things we will like.

Thea and Melvyn both mention the word ‘nice’ in relation to teachers that they like but they highlight the fact that consistency is important through the use of the words ‘always’ and ‘never’. It seems that it is not enough for teachers to sometimes or usually demonstrate niceness; it needs to be a characteristic that is always present and therefore reliable and predictable. These two children are also speaking about their view of their favourite teachers rather than their views of all teachers. This would indicate that there may be other teachers who they have encountered who may not provide the supportive characteristics that they have identified as being important.

Children also valued the teacher’s ability to cheer them up and sometimes this involved having a sense of humour and maybe telling a joke. For other children who had been involved in an accident on the playground they valued having a teacher that was helpful and nice:

Julia (aged five) – cause today I fell over and I bumped my nose on the floor and it really hurted so I went to tell the teachers and my friends
helped me ... and the teacher was nice to me.

One child compared his relationship with his teacher as being similar to relationships that he experiences with peers in his friendship group:

Lee (aged seven): I do work with them plus they are friends with me; we are like school friends but they're older, plus they are teachers, so kind of friends.

For Jessica these positive feelings were generated through the way her teacher looked:

Jessica (aged four): Because she is my favourite teacher......because I like her fringe.

It could be argued that if children find something attractive in the teacher’s personal appearance, this may encourage a positive connection in other ways (Alkan, 2013). The children in this research have been able to identify particular aspects of their teacher’s character and personality which they perceive to have a positive impact on the way that they view their teacher. These positive aspects are also present in the wealth of literature on emotional support, where emphasis is placed on teachers engaging in a positive way with children (Hamre et al., 2013; Curby et al., 2009; Curby et al., 2013; Hamre and Pianta, 2005; Reyes et al., 2012; Pakarinen et al., 2011). These positive ways of engaging are manifested in teachers showing sensitivity and demonstrating kindness, humour and friendliness. Kangas (2010) argues that “teachers should be kind, nice, agreeable, gracious, funny and friendly” (p.214). This concurs with a research study by Glazzard (2012) which concluded that children “perceived that good teachers are fair, kind [and] fun” (p.53).

The children focused in a positive way about the aspects of teachers’ personalities which helped them and also, in the context of this research, seemed to create a level of emotional support which aided inclusion. However, there were times when the ways in which teachers responded to pupils caused a fracture in the relationship between the teacher and the children and therefore seemed to hinder inclusion. These interactions were related to discipline issues which, when dealt with by negative reinforcement, were perceived in a wholly negative way by the children. They did not like being shouted at by their teachers and it could be argued that whilst the positive characteristics outlined above could be seen as establishing a more equal and respectful relationship, shouting emphasised the dominance of the teacher and a hierarchy emerged. The children were aware that being shouted at usually happened “when you have done something naughty” but they
also felt that the worst thing about school was “... getting shouted at” and that teachers should “never shout at us”. Other studies have also identified the use of anger, aggression, raised voices and shouting by teachers as being something that is viewed negatively by children (Kangas, 2010; Glazzard, 2012; Wyse, 2001). These forms of discipline seem to impact on the ways in which children viewed their relationship with their teachers and also hindered the level of emotional support which they perceive to gain from their teachers. As such, when children created this image of their teacher as someone who shouts this may well lead to this teacher being perceived in negative ways, even when they are not shouting. In these situations children seem to feel that their teacher is frightening and therefore unapproachable. This in turn leads to children feeling that they cannot explain their point of view even when they have important information to tell the teacher. This was seen to be the case when one child related their experience of being unable to tell a teacher that his friend had not been involved in a particular playground incident which the teacher had accused him of:

Luke (aged five): because it was Mr. Thomas and he is a really scary teacher so that’s why I didn’t tell him...

It is important to note that, in a previous conversation, Mr Thomas was a teacher who the children had identified as someone who shouts.

Children in this research study also valued the fact that sometimes teachers allowed them to make choices and this relates to the third theme that was identified. This opportunity to choose provides the children with a certain degree of autonomy and seems to establish a more respectful and emotionally supportive relationship between the teacher and the child:

Zach (aged seven): If we have two things to do and we don’t have time, she gives us a vote on which we want to do ... if she picks one only two people might want it, where the other 30 might not want to do it.

Kelly (aged five): I like it when the teacher telling us we get to choose because then we get to play with toys.

However, the children felt more negatively when these choices were not available and the only option was to comply with what was being asked of them by the teacher. In these situations it seems that the children felt restricted:

Sarah (aged five): when it is pouring outside, and when we watch a DVD I don’t like it when we just have to watch the DVD and we can’t colour.
Jessica (aged four): *When we have got to listen to the teacher, we can’t do what we have to do, we have to do what the teacher says.*

Jessica seems to be referring to an activity that she is prevented from completing due to the teacher placing priority on something different. Devine (2002) discusses the organisation of children’s time and space in school particularly through the use of the timetable which tends to highlight which activities are considered more important. This also raises issues of lack of choice and flexibility. She argues that “timetables establish boundaries on the nature and extent of children’s activity, classifying such activity into worktime and playtime” (Devine, 2002, p.309). These issues were not quite as apparent with regard to this study with the children aged four because of the flexibility of the early years approach and the fact that work and play appeared conflated and deemed to be of equal importance. However, with the other children issues of lack of choice were raised which seemed to impact on the relationship between the teacher and the child.

The older children (aged seven) in the study raised more sophisticated comparisons between choices that were made available to teachers but not to the children that for them seemed to highlight the dominance of the teacher and place the children in a position of inferiority; which again undermined the positive relationships between the teacher and the child. These children spoke about the fact that teachers should “*let us have drinks, not just water, they get Pepsi, Dr Pepper, Coke, tea and we don’t; they get biscuits and we don’t. All we get is water*. Also teachers should “*let us have drinks in the classroom, when it’s lesson time they get to sit at the side and drink their drinks, and we ask to go to the water fountain and they say you should have done it at break time*”. In these situations it seemed to be the overt reinforcement of these differences that caused the children to feel negatively. In the minds of the children it seemed that there was no logical reason for these unequal situations.

**Instructional Support**

Instructional support is signified by teachers interacting with children to develop understanding as well as providing feedback that is relevant and timely (Hamre et al., 2013). It also involves teachers engaging in dialogue with children about their learning (Curby et al., 2013). This paper makes the case that the provision of instructional support helps children to feel positively about their teacher and has a positive impact on inclusion.

Children in these research studies raised issues about instructional support that they
received in the form of help. They recognised that teachers were willing to support them in their work and provide guidance when they were ‘stuck’. Children valued the support that they received from their teacher, particularly if they were experiencing problems and were not sure how to continue:

Alice (aged seven): *they help me with my work when I get stuck.*

Matt (aged five): *the teacher comes to you ...you tell her the question that you are talking about and then she answers it.*

Jessica (aged four): *Like, if you can’t do something, you can’t find numbers, or you can’t count the right ones.*

One child compared how her own teacher responded to her requests for help and this made her feel very positive about the situation – “Mrs Smith is really really nice and she is like always always helping us and if we get stuck on something then we put our hands up, and she helps us”. However, this same child also described how she felt if her teacher was absent – “Sometimes though when she isn’t there I put my hands up and wait, but [the teacher] never comes”. Therefore, in the second scenario, the situation was viewed much more negatively because other teachers seemed less willing to help.

One child also commented that she enjoyed watching her teacher demonstrate a particular process so that she understood better:

Simone (aged four): *when she shows us what to do with our work, I like it when she does that because I really like watching her do it.*

The willingness of teachers to engage in play with the children was also valued and perceived as being supportive. These comments were specific to children aged four because of their access to a more flexible play-based curriculum. One child, when commenting about a photograph that he had taken of the sandpit, expressed that he took this picture because this was an area where his teacher had helped him through playing alongside him. Another child said that his teacher “Helps me with the toys”.

However, there were issues that were raised which showed the potential for children to develop more negative views in relation to the absence of instructional support or when they were worried about trying to access this support. One child commented on the fact that there were times when she did not feel supported by her teacher but recognised that the reasons might be related to the fact that she was getting older and this was
preparation for how the situation might be in the next year group:

Jessica (aged four): *No they won’t help us……because we are bigger children, but we are going into Year One soon.*

Sometimes this willingness to ask for and receive help was tempered by feelings of anxiety, even though the end result led to positive feelings:

Simone (aged five): *yeah I got frightened ... because mine went wrong and I got all scared to tell the teacher.... I told her but then I felt quite safe again....... (pause) because she told me that it doesn’t matter if you forget what to do because you don’t have to be frightened.*

This would indicate that even when teachers actively provide instructional support, children may still feel reticent about asking in case they receive a negative response. As such regular reassurance seems to be necessary.

**Conclusion**

Central to this research study is the understanding that

“*inclusion is a dynamic process and not a static position: it happens at the interface between teacher and pupil, pupils and peers and pupil and the school environment*” (Adderley et al., 2014, p.3).

This paper is focused on the specific interactions of teachers and children, and argues that it is vital that these interactions are scrutinised to evaluate the impact that they may have on inclusion. The issues that the children discussed can be perceived to fit within the broad framework of emotional and instructional support. These two elements of support can also be seen to be connected from the perspective that teachers who provide a high level and high quality of instructional support are likely to connect much more effectively with the emotional needs of their pupils because they will be spending time interacting with them in a positive way (Curby et al., 2013). Similarly, those teachers who provide a high level and high quality of emotional support are more likely to know their pupils much better and therefore will be able to provide a better quality of instructional support. From the perspective of developing inclusion, it seems that a focus on the quality of emotional and instructional support is important. Many of the issues that are raised in this paper with regard to children’s perceptions of their teachers would never have come to the surface without engaging in dialogue with the children themselves. Messiou and Ainscow (2015) argue that these dialogues with children can also be a powerful tool for teacher development “not least in creating interruptions that might encourage teachers to think in
alternative ways” (p.249). This is a challenging concept, particularly when considering previous evidence which suggests that when student voice has been employed in schools it has often been limited to peripheral issues involving the general environment of the school rather than on issues related to teaching and learning (Lodge, 2005). This is possibly because these peripheral topics could be considered less sensitive and the opinions related to these issues are not located in the actions of one particular person. Asking children’s opinion about classroom experiences, however, can reveal challenging and personal negative opinions that do relate to the actions of particular teachers and as such are much more sensitive. Research, located in classrooms may raise sensitive issues but is nevertheless important if factors that relate specifically to teachers and teacher practices, at the root of marginalisation for some children, are to be identified.

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The Influence of Cooperative Learning Toward Children Social Development in Group B of Widyamandala and Al Hikmah Kindergarten

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Abstract

The purpose of this study is finding the influence of the use of cooperative learning model toward children social development in group B of Widyamandala Kembang Bondowoso and Al Hikmah Bondowoso kindergarten. This study applies quantitative approach by using experimental research. Data collection technique is using observation methods. The research data are analysed by using some kind of test. The first test is to examine the validity and reliability of research instrument used in this study to ensure that the results of the measurement are consistent and stable. The second test is normality test by using the Kolmogorov Smirnov in order to test the sample suitability to a form of distribution of specific populations or sample that comes from two identical populations that further were tested for homogeneity by using levene test. The data validity test done by using Product Moment correlation (Pearson Correlation). The data is considered to be valid if it has a significant level of <0.05, and has coefficient correlation (in pearson correlation) >0.374. Data analysis technique applied in this research is using two lanes of Variance Analysis (Annova). Data of cooperative learning and social development that have been collected will be tested by using two lanes of Annova if it is eligible for normality and homogeneity test to see whether there is the influence of cooperative learning toward social development. Based on the data analysis of social development, it can be seen that the value of $F_{\text{count}}$ at the first meeting is 4,369, at the second meeting is 2,773, at the third meeting is 5,634, and the fourth meeting is 4,988. Thus, the calculation of $F_{\text{count}}$ at the first to the fourth meeting have the significant level of less than 5%. Therefore, based on the analysis of $F$ test shows that cooperative learning has a significant influence toward children social development.

The data were analyzed by using normality test of One-Sample Kolmogorov Smirnov, if it is showing normal distribution, so it is decent to homogeneity test by using levene. The calculation result which obtained is a double correlation coefficient which is said to be significant if $F_{\text{table}} < F_{\text{count}}$ with the degree of significance of $\alpha=0.05$. This shows that $H_0 = \text{accepted}$ if $F_h < F_{\text{table}}$ and $H_0 = \text{rejected}$ if $F_h > F_{\text{table}}$. This can be concluded that there is an influence of cooperative learning toward children social development in group B of Widyamandala and Al Hikmah Bondowoso kindergarten.

Key words: Cooperative learning, Social development
Introduction

The principle of study in early childhood are learning, playing and singing. The process of learning is arranged to be pleasant, happy, and democratic in order to attract children’s attention to engage in any learning activity. Learning in kindergarten should implement the essence of play which includes a feeling of fun, free, free to choose, and stimulate the children actively involved. Implementation of learning is the most important in educational activities. According to Suyono and Hariyanto (cited in Fadlillah, 2012: 131) says that learn is derived from study, that is an activity or a process to acquire knowledge, develop skills, improve behavior, attitudes, and reinforce personality. This understanding is directed to the individual changes of person, both related to science, attitude and personality in everyday life.

The early childhood can be interpreted as a child in 0-6 years old or 0-8 years old. Therefore, it can be said that early childhood learning is the learning process for children in 0-6 years old or 0-8 years old. This learning is intended that young children can acquire knowledge and develop their potential to the optimum. Through learning, it also expected to behavioral change of early childhood learners to have better attitude.

According to Fadlillah (2012: 133), learning happens when there is an interaction between learners and teachers, and supported by adequate learning sources found in learning environment so that certain behaviors can changed. For early childhood education, learning interactions are made to be fun and enjoyed by children. If the learning interaction is monotonous and boring, it will decrease children spirit in the process of learning.

Early childhood learning process cannot be separated from the teacher's role in creating learning atmosphere, learning strategies, media and learning model proposed by Yamin and Sanan (2010: 28). Among the teachers who teach should be created an effective and efficient correlation, therefore learning process for children are running well.

For 4-6 years old (Kindergarten) is a sensitive period for the children, this is because children began to sensitive in receiving various efforts throughout the development of all children’s potential. Sensitive period is a period in which the process of maturation of the physical and psychological functions prepared to respond to the stimulation provided by the environment. This period is the time to put the first foundation in developing physical abilities, cognitive, language of social emotional, self-concept, discipline, self-reliance, art, moral and religion values (Ministry of Education, 2005: 2).
Teachers should seek an appropriate learning model that can accommodate all differences on children and can make they feel comfortable in learning. One of learning models, which is cooperative learning model. In relation to early childhood education, cooperative learning is very helpful on the development of children social emotional and cognitive, (Fadlillah, 2012:190). In other words, children will learn to socialize, tolerance, and think, and express their opinions well. This is very good for their development because it can teach them how to live in a society and interact with the environment.

The development of learning models over the time is improved. Traditional teaching models are now replaced by the modern ones. In line with the constructivism approach in learning, one of learning models that is now being popular is a cooperative learning model or cooperative learning.

Isjoni (2011:5) argues that in a cooperative learning model, children are having opportunity to communicate and socially interact with their friends to achieve learning goals, while the role of the teacher as a motivator and facilitator of the children activity. This means that in this learning activity, the active activity with the knowledge is built by the children and they take responsibility for the result of learning.

Cooperative learning is a learning strategy with a number of children with different ability levels as members of small groups. In completing the task group, each child as the member of the group have to work together and help each other to understand playing activities. In cooperative learning, learning is considered to be unfinished if one of the members of a group have not mastered the activity yet, Isjoni (2011: 12).

According to Slavin (cited in Isjoni, 2011:12), cooperative learning is a learning model in which children learn and work in small groups collaboratively consisting of 4-6 people with a heterogeneous group structure. While Sunal and Hans (cited in Isjoni, 2011:12) argues that cooperative learning is an approach or a series of strategies that specifically designed to encourage the children to work together in the learning process. Furthermore, Stahl (cited in Isjoni, 2011: 23) states that cooperative learning can increase children’s willing to learn better and improve the helping attitude in social behavior.

In cooperative learning, children are actively involved in learning process so that it gives a positive impact on the quality of interaction and communication, it can also motivates children to get better achievement, Isjoni (2011: 13).
cooperative learning, children are taught specific skills to work together in a group. Thompson, et al (cited in Isjoni, 2011: 14) argues that cooperative learning also adds elements of social interaction in learning process. In cooperative learning, children are learning together in small groups and helping each other. Class is arranged in groups of 4-6 people with heterogeneous abilities. The heterogeneous group means a group consist of children with different ability, gender, and ethnicity. This is worthwhile to train children to accept differences and cooperate with friends in different backgrounds.

As a systematic learning model that grouping children for the purpose of creating an effective learning approaches, cooperative learning integrates academically social skills, Isjoni (2011: 23). Meanwhile, referring to Davidson and Warsham (cited in Isjoni, 2011: 29) opinion, cooperative learning is a teaching and learning activity by using small groups. Children learn and work together to get an optimal learning experience, both individual and group experiences. Therefore, cooperative learning is based on the theories of cognitive development, treatment, and social awareness.

Cooperative learning is specifically designed to direct children systematically and guide and help them through the certain steps or stages in order to get clear information when studying learning materials.

According to Arends: There is a syntax with six stages (phases) in cooperative learning that is, (1) communicate goals and motivate students, (2) Presenting information, (3) Organize students into study groups, (4) Guide the group to work and learn (begining with the provision of duty), (5) Evaluation, and (6) Reward, (Arends, 1989:80)

According to Arends, there are six stages in cooperative learning, they are: (1) Introduce learning goals and learning equipment, (2) Present the informations, (3) Organize the children into learning groups, (4) Help children to learn and work in groups, (5) Evaluation or provide feedback, (6) Give rewards.

There are six main phases when using cooperative learning. Learning begins by the teacher by giving learning goals and motivates children to learn. This phase is followed by presenting the informations. Furthermore, children are grouped into study groups. This stage is followed by teacher guidance when children are working together to complete their task. The last phase is the presentation of the group work or evaluation of what they have learned and giving reward for the efforts of groups and individuals. The table of syntax of cooperative learning is presented in table below:
### Table 1. The Stages of Coperative Learning (Fadlillah, 2012:196)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Teacher’s Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(^{st}) Phase</td>
<td>Outline the goals and motivate children Teacher delivers all lessons’ goals to be achieved and motivates children to learn.</td>
</tr>
<tr>
<td>2(^{nd}) Phase</td>
<td>Present informations Teacher delivers information to the children in demonstrative ways or using reading material.</td>
</tr>
<tr>
<td>3(^{rd}) Phase</td>
<td>Organize children into cooperative groups Teacher explains to children of how to make study groups and help each group to make the transition efficiently.</td>
</tr>
<tr>
<td>4(^{th}) Phase</td>
<td>Guide work group and study group Teacher guides the study groups when they are doing their work.</td>
</tr>
<tr>
<td>5(^{th}) Phase</td>
<td>Evaluation Teacher evaluates learning outcomes of the material that has been learned or each group presented their work.</td>
</tr>
<tr>
<td>6(^{th}) Phase</td>
<td>Give reward Teacher finds ways to appreciate either effort or result of individual and group learning.</td>
</tr>
</tbody>
</table>

Therefore, cooperative learning systematically can guide and help children through certain steps or stages, so that children will get clear information when studying learning material and then children will actively learn and try to do guided activities and being independently practice.

In the essence, cooperative learning same with group work, Isjoni (2011: 41). Many teachers say there is nothing strange in cooperative learning, because they think that they have been accustomed to use it. Although cooperative learning sets in groups, but not every work group is considered to be cooperative learning.

According to Bennet (cited in Isjoni, 2011: 41) states that there are five basic elements that can distinguish cooperative learning to work groups, they are: (1) Positive Interdependence, this is the mutual relationship based on their common interests or feelings among members of the group where one's success is the success of others as well, or vice versa, (2) Interaction Face to face, interaction that occurs directly between children without any intermediary, (3) The existence of personal responsibility regarding to
the material activity in group members, (4) Requires flexibility, (5) Improving the skills of cooperation in solving problems (group process).

According to Suyanto (2005:153), cooperative learning is widely used in early childhood learning because it is considered appropriate to train social and cooperation abilities.

In the context of group responsibility, feedback and communication will be more realistic and the character will be different from individual learning patterns that commonly applied.

In Suyanto (2005:153) he says that, if cooperative learning is more widely and frequently applied, then children will learn about science and math better, feeling better and has more healthy habits on the acceptance of the differences among classmates.

According to Suyanto (2005:155), cooperative learning for kindergarten children are learning in a group through cooperation that consist of a small group, medium, and large. The small group usually consists of two children. It was intended to be not too difficult to arrange. Experiment to planting seeds, decorating tree, or designing the plane using clay can use small groups. The medium group consists of four children, usually for more complex tasks, such as drawing on width paper. Large group activity (all grades) is also very important to bring children in the class as a team.

Activities that require a lot of children’s participation, such as setting up a tent, can be used in a large group.

Playing activities for a child has a significant role in developing his/her social skills before he/she has friends. Through playing activities, it will prepare the child to face his/her social experiences. In the game he/she done, child will learn to work together to achieve the same goal.

One of social developments that experienced by children is a process of social acceptance. This experience will make children adapt themselves in their social environment. The role of friend is very important in developing these skills.

In one study, Hetherington (cited in Nugraha, 2007:2.21) states that the role of friend is to help children learn to obey the rules through playing, to be a source of informations; friends can be the booster for positive or negative behavior of children.

The power of early social behavior as behavior patterns that tend to persist is able to influence children’s behavior in a social situation further. Therefore, children social experience should be facilitated with a positive social situation and can be accepted by a wider environment. Social situations are packed by parents and teachers should reflect continuity and consistency, so the social behaviors
of children will consistently continuous.

Early social experience also determines and influences the social participation of children. If the choice and variety of social activities that followed by children are fun, further children will be more active to participate in social activities because they are considered to fulfill their satisfaction.

The more children have positive behavior and social attitudes, the better social acceptance for them in their environment. Moreover, if their role shows the attitude favored by the social environment, they will become increasingly popular. Further, it will have an impact on the formation of children’s personality at that time or in the future. Children will be more confident to live their lives. By giving social behavior and social attitudes that increase the social acceptance, the attitude leading to antisocial behavior of children should be pressed.

Referring to those facts, it is needed for conducting a research to prove the influence of cooperative learning toward the social development of children in group B of Widyamandala and Al Hikmah Bondowoso kindergarten. The significance of this research theoretically is contributing to science education in developing education in Indonesia, while practically this research is being an alternative for teachers in implementing cooperative learning toward children social development.

One of learning models that can be applied to early childhood education is a cooperative learning model. Cooperative learning model is a model of learning that is the cooperation between children to another child, (Fadlillah, 2012:189). Another opinion says that a cooperative learning model is a series of learning activities done by children in certain groups to achieve learning goals that have been formulated before. If the number of children is large enough, make four or six study groups.

The principle of cooperative learning is that the children can share ideas and help each other in learning activities. This means, in this study each child more emphasis on mutual cooperation between one to another. Rusman (cited in Fadlillah, 2012:190) says that in this case, children have two responsibilities, they are: 1) they learn for themselves and help another member of the group to learn; 2) children learn in a
small group and they can do it themselves.

Slavin says that a cooperative learning environment is where children learn in groups, to participate, and cooperate in the learning activities and do the positive interaction to achieve the goals, Slavin (cited in Yamin, 2010:54). The ambiance of cooperative learning greatly help children to achieve success in participating learning activities, because cooperative learning is a learning process in which the participants are working together to help each other as a group or a team, to success together, to have positive interaction, all children can increase knowledge by working together.

Cooperative learning refers to the learning method by grouping children to work together in the learning process. Children are expected to work together, discuss, and mutual respect in giving understanding and help other children. Psychologist Jean Piaget was the first who use the philosophy of constructivism in the learning process. He explains how the process of a person's knowledge in the theory of intellectual development that is thinking of the concrete to the abstract. According to Piaget, these phases of thinking are definite and spontaneous yet chronological age given is flexible, especially during the transition from one period to the next period.

Slavin (cited in Yamin, 2010:56) asserts that the development of Piaget’s theory represents constructivism that saw cognitive development as a process in which children actively construct meaning system and understanding reality through experiences and their interactions. This means that children construct knowledge continually by assimilating and accommodating new informations.

The result of research conducted by Slavin (cited in Fadlillah, 2012:190) shows that implementing cooperative learning can enhance children learning achievement and improve social relationships, cultivate tolerance attitude and respect for other people's opinions. In addition, it can also meet the needs of children in critical thinking, problem solving, and integrate knowledge with experience.

According to Fadlillah (2012:190), he argues that in relation to early childhood education, cooperative learning is very helpful to develop cognitive and social emotional of children. In other words, children will learn to socialize, tolerance, and think, and express their opinions well. This is very good for their development because it can teach children how to live in a society and interact with the environment.

Johnson and Johnson (cited in Suyanto, 2005:153) explains that the research data shows that the use of
cooperative learning will encourage children to learn more, feel more comfortable and motivated to learn, resulting higher learning achievement, has a good ability to think critically, have a positive attitude toward learning object, shows a better ability in cooperation activities, has a healthier psychological aspect and be able to accept the differences that exist among friends in the group.

**Research Method**

Research about the influence of cooperative learning toward children social development in group B of Widyamandala and Al Hikmah Bondowoso kindergarten is using experimental methods with children social development as the main problem belongs to the dependent variable, while the independent variable is cooperative learning. This research is an experimental research designed with factorial design 2 x 3. Therefore, the data is analysing by using two lanes of Annova, if it is proven the existence of difference done by validity and reliability test to determine.

The participants of this study were 15 children in group B of Widyamandala kindergarten and 15 children of Al Hikmah Bondowoso kindergarten. Sampling technique is using non-random sampling, by using non-random sampling technique in the way of purposive sampling, by using this technique the researcher directly pointed who will be participants of this study, but the election is based on the specific goals of the research conducted by Riyanto (cited in Musfiqon, 2012:96). Researcher considers the appropriateness of the problem with the selected participants. The process of selection of participant to be the subject of this study was based on the knowledge and information obtained by researcher about them. In this study, the independent variable is a cooperative learning (X), while the dependent variable is a social development (Y).

Data collection technique is using observation technique. This is because the researcher will be focused to observe children social development, to collect data of research variables is the cooperative learning in science centre to the development of cognitive and social of early childhood in which whole activities are associated in the process of learning through playing in early childhood.

**Results and Discussion**

The process of data analysis that have been collected is using some kind of tests. The first test is to examine the validity and reliability of research instrument used in this study to ensure that the results of the measurement are consistent and stable. The second test is normality test by using the *Kolmogorov Smirnov* in order to test the sample
suitability to a form of distribution of specific populations or sample that comes from two identical populations that further were tested for homogeneity by using Levene test.

### 1. Validity and Reliability Test of Research Instruments

Data validity test aims to prove the validity of the data obtained from the questionnaire. Data validity test is done by using Product Moment correlation (Pearson Correlation). The data is considered to be valid if it has a significant level of <0.05, and has coefficient correlation (in Pearson correlation) of >0.374. The result of validity test of the data in this study can be seen as follows:

#### Table 1. Results of Validity Test of Widyamandala Kembang Bondowoso Kindergarten (Experiment)

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Pearson Correlation</th>
<th>Significance</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cooperative</td>
<td>Social</td>
<td>Cooperative</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>0.865</td>
<td>0.858</td>
<td>0.000</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>0.990</td>
<td>0.858</td>
<td>0.000</td>
</tr>
<tr>
<td>3.</td>
<td>Meeting I</td>
<td>0.990</td>
<td>0.751</td>
<td>0.000</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>0.990</td>
<td>0.833</td>
<td>0.000</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>0.913</td>
<td>0.609</td>
<td>0.000</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>0.871</td>
<td>0.553</td>
<td>0.000</td>
</tr>
<tr>
<td>7.</td>
<td>Meeting II</td>
<td>0.826</td>
<td>0.723</td>
<td>0.000</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>0.799</td>
<td>0.732</td>
<td>0.000</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>0.871</td>
<td>0.682</td>
<td>0.000</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>0.810</td>
<td>0.682</td>
<td>0.000</td>
</tr>
<tr>
<td>11.</td>
<td>Meeting III</td>
<td>0.970</td>
<td>0.723</td>
<td>0.000</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>0.670</td>
<td>0.660</td>
<td>0.006</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>0.839</td>
<td>0.662</td>
<td>0.000</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>0.788</td>
<td>0.668</td>
<td>0.000</td>
</tr>
<tr>
<td>15.</td>
<td>Meeting IV</td>
<td>0.813</td>
<td>0.574</td>
<td>0.000</td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>0.754</td>
<td>0.660</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Based on the table 1 above, it shows that all testing assessment in the school experiment for four meeting showed that all data obtained is valid. The data meets the requirements of significance value of <0.05, therefore, all assessment items can be used and trusted to collect the necessary data.

For the result of data validity in the control class at Al Hikmah Bondowoso kindergarten can be seen in Table 2 as follows:
Table 2. Results of Test Validity at Al Hikmah Tapen Bondowoso Kindergarten (Control)

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Pearson Correlation</th>
<th>Significance</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cooperative</td>
<td>Social</td>
<td>Cooperative</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>0.550</td>
<td>0.711</td>
<td>0.034</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>0.629</td>
<td>0.893</td>
<td>0.008</td>
</tr>
<tr>
<td>3.</td>
<td>Meeting I</td>
<td>0.884</td>
<td>0.731</td>
<td>0.000</td>
</tr>
<tr>
<td>4.</td>
<td>I</td>
<td>0.685</td>
<td>0.733</td>
<td>0.005</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>0.749</td>
<td>0.628</td>
<td>0.001</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>0.747</td>
<td>0.835</td>
<td>0.001</td>
</tr>
<tr>
<td>7.</td>
<td>Meeting II</td>
<td>0.591</td>
<td>0.548</td>
<td>0.020</td>
</tr>
<tr>
<td>8.</td>
<td>II</td>
<td>0.859</td>
<td>0.808</td>
<td>0.000</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>0.801</td>
<td>0.624</td>
<td>0.000</td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>0.699</td>
<td>0.711</td>
<td>0.004</td>
</tr>
<tr>
<td>11.</td>
<td>Meeting III</td>
<td>0.710</td>
<td>0.536</td>
<td>0.003</td>
</tr>
<tr>
<td>12.</td>
<td>III</td>
<td>0.683</td>
<td>0.872</td>
<td>0.005</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>0.731</td>
<td>0.835</td>
<td>0.002</td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td>0.791</td>
<td>0.886</td>
<td>0.000</td>
</tr>
<tr>
<td>15.</td>
<td>Meeting IV</td>
<td>0.816</td>
<td>0.771</td>
<td>0.000</td>
</tr>
<tr>
<td>16.</td>
<td>IV</td>
<td>0.890</td>
<td>0.746</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Based on the table 2 above, it shows that all testing assessment in the school experiment for four meeting showed that all data obtained is valid. The data meets the requirements of significance value of <0.05, therefore, all assessment items can be used and trusted to collect the necessary data.

The reliability test is done by finding the number of reliability of assessment items by using the standart formula of Item Alpha. After obtain the value (α), then compare that value to the reliable critical number on the table α, which is the table that shows the relationship between the number of the questions and the reliability of the instrument that can be seen in Table 3 below:

Table 3. The Relation of Number of the Questions with Instruments Reliability

<table>
<thead>
<tr>
<th>No</th>
<th>Number of Questions</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>0.20</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>0.33</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>0.50</td>
</tr>
</tbody>
</table>
Result of reliability test in this study revealed as reliable if the production of alpha is greater than the reliable critical number. In this study, the reliable critical number used is 0.20 because the number of assessment items is <10 points of assessment on each sub assessment. Reliability test results in school experiments can be seen in the following table:

### Table 4. Results of Reliability of Assessment Sheet of Widyamandala Kembang Bondowoso kindergarten (Experiment)

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Alpha Value</th>
<th>Reliable Critical Number</th>
<th>Test Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cooperative</td>
<td>Social</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.0,972</td>
<td>0,843</td>
<td>Cooperative 0,20 Social 0,20 Reliable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.0,872</td>
<td>0,744</td>
<td>Cooperative 0,20 Social 0,20 Reliable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.0,829</td>
<td>0,571</td>
<td>Cooperative 0,20 Social 0,20 Reliable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.0,620</td>
<td>0,661</td>
<td>Cooperative 0,20 Social 0,20 Reliable</td>
</tr>
</tbody>
</table>

Based on the reliability test in table 4 above, in which an instrument or assessment sheets on cooperative learning and social development in Widyamandala Bondowoso kindergarten (experimental) proved reliable. This proves that the results quite credible and same with reality, and the result remains the same despite doing assessment twice.

For the result of reliability in cooperative learning and social development in Al Hikmah Bondowoso kindergarten (Control) can be seen in the following table:

### Table 5. Results of Reliability of Assessment Sheet of Al Hikmah Tapen Bondowoso Kindergarten (Control)

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Alpha Value</th>
<th>Reliable Critical Number</th>
<th>Test Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cooperative</td>
<td>Cognitive Social</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.0,565</td>
<td>0,597 0,570</td>
<td>Cooperative 0,20 Cognitive 0,20 Social 0,20 Reliable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.0,587</td>
<td>0,590 0,671</td>
<td>Cooperative 0,20 Cognitive 0,20 Social 0,20 Reliable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.0,735</td>
<td>0,534 0,644</td>
<td>Cooperative 0,20 Cognitive 0,20 Social 0,20 Reliable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.0,721</td>
<td>0,611 0,813</td>
<td>Cooperative 0,20 Cognitive 0,20 Social 0,20 Reliable</td>
</tr>
</tbody>
</table>

Based on the reliability test in table 5 above, in which an instrument or assessment sheets on cooperative learning and social development in Al Hikmah Tapen Bondowoso kindergarten (control) proved reliable.
reliable. This proves that the results quite credible and same with reality, and the result remains the same despite doing assessment twice.

1. Test of Statistics Assumption

The results of cooperative learning and social development can be reached from the result of observation when the learning process takes place. Observation was carried out at Widyamandala kindergarten in group B as the experiment class and Al Hikmah kindergarten in group B as the control class. Data from the experiment class is the result of cooperative learning observation conducted in four meetings. The observation result of cooperative learning of children can be seen as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Meeting</th>
<th>Aspect</th>
<th>Average (%)</th>
<th>∑ Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experiment</strong></td>
<td>1</td>
<td>1. Shows tolerance act</td>
<td>96.67</td>
<td>93.54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Understand the rules</td>
<td>91.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Understand discipline</td>
<td>93.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Act cooperatively with friend</td>
<td>95.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1. Shows tolerance act</td>
<td>95.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Understand the rules</td>
<td>91.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Understand discipline</td>
<td>93.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Act cooperatively with friend</td>
<td>95.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1. Shows tolerance act</td>
<td>95.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Understand the rules</td>
<td>91.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Understand discipline</td>
<td>91.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Act cooperatively with friend</td>
<td>93.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1. Shows tolerance act</td>
<td>95.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Understand the rules</td>
<td>93.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Understand discipline</td>
<td>93.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Act cooperatively with friend</td>
<td>91.67</td>
<td></td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>1</td>
<td>1. Shows tolerance act</td>
<td>90.00</td>
<td>80.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Understand the rules</td>
<td>76.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Understand discipline</td>
<td>76.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Act cooperatively with friend</td>
<td>78.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1. Shows tolerance act</td>
<td>90.00</td>
<td></td>
</tr>
</tbody>
</table>
Based on table 6 it can be seen that cooperative learning at the meeting I, II, III, and IV have the difference percentage between the control class and experiment class. Average in the experiment class (93.54 %) is greater than the average of control class (80.21 %). To find the increase of cooperative learning outcomes in the experiment and control class can be seen in Figure 1 as follows:

**Figure 1 Histogram Results of Cooperative Learning of Experiment Class and Control Class in Meeting I, II, III, and IV.**

That cooperative learning data were tested for normality by using the One
Sample Kolmogorov-Smirnov that can be seen in Table 7 as follows:

Table 7 Normality Test Result of Cooperative Learning Aspect at the meeting I in Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>Normal Parameter</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>13,9333</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1,96404</td>
</tr>
<tr>
<td>The most real difference</td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>0,206</td>
</tr>
<tr>
<td>Positive</td>
<td>0,146</td>
</tr>
<tr>
<td>Negative</td>
<td>-0,206</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1,131</td>
</tr>
<tr>
<td>P</td>
<td>0,155</td>
</tr>
</tbody>
</table>

Source: Appendix

Normality test results by using the One-Sample Kolmogorov Smirnov in Table 7 shows that cooperative learning of children was normally distributed, so it is worth doing homogeneity test by using Levene with the following results:

Table 8 Homogeneity Test Results of Cooperative Learning Aspects in Meeting I in Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Statistical Test of Levene</th>
<th>df1</th>
<th>df2</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,736</td>
<td>1</td>
<td>28</td>
<td>0,398</td>
</tr>
</tbody>
</table>

Source: Appendix

Results of homogeneity test shows Levene test value is 0.736 with 0.398 of significance. This indicates that the data are homogeneous.

Table 9 Result of Normality Test of Cooperative Learning Aspect in Meeting II at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>Normal Parameter</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>13,8333</td>
</tr>
</tbody>
</table>
Normality test results are normally distributed, so it is worth doing homogeneity test by using Levene with the following results:

Table 10 Result of Homogeneity Test of Cooperative Learning Aspect in Meeting II at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Statistical Test by Levene</th>
<th>df1</th>
<th>df2</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0,443</td>
<td>1</td>
<td>28</td>
</tr>
</tbody>
</table>

Results of homogeneity test indicates that the data are homogeneous.

Table 11 Result of Normality Test of Cooperative Learning Aspect in Meeting III at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Normal Parameter</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avarage</td>
<td>14,0667</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1,83704</td>
</tr>
<tr>
<td>The most real difference</td>
<td>0,194</td>
</tr>
<tr>
<td>Positive</td>
<td>0,146</td>
</tr>
<tr>
<td>Negative</td>
<td>-0,194</td>
</tr>
<tr>
<td>Kolmogorof-Smirnov Z</td>
<td>1,064</td>
</tr>
<tr>
<td>P</td>
<td>0,207</td>
</tr>
</tbody>
</table>

Source: Appendix
Normality test results are normally distributed, so it is worth doing homogeneity test by using Levene with the following results:

Table 12: Result of Homogeneity Test of Cooperative Learning Aspect in Meeting II at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Statistical Test by Levene</th>
<th>df1</th>
<th>df2</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0,767</td>
<td>1</td>
<td>28</td>
</tr>
</tbody>
</table>

Source: Appendix

Results of homogeneity test indicates that the data are homogeneous.

Table 13 Result of Normality Test of Cooperative Learning Aspect in Meeting IV at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>Normal Parameter</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>13,9000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1,90009</td>
</tr>
<tr>
<td>The most real difference</td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>0,185</td>
</tr>
<tr>
<td>Positive</td>
<td>0,135</td>
</tr>
<tr>
<td>Negative</td>
<td>-0,185</td>
</tr>
<tr>
<td>Kolmogorof-Smirnov Z</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,015</td>
</tr>
<tr>
<td>P</td>
<td>0,254</td>
</tr>
</tbody>
</table>

Source: Appendix

Normality test results are normally distributed, so it is worth doing homogeneity test by using Levene with the following results:

Table 14: Result of Homogeneity Test of Cooperative Learning Aspect in Meeting IV at Widyamandala and Al Hikmah Bondowoso Kindergarten
Results of homogeneity test shows that Levene test value is 4.951 with 0.034 of significance. This indicates that the data are homogeneous.

a) Normality Test

Table 15 Normality Test Results of Cooperative Learning Aspects in Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Value</th>
<th>Average</th>
<th>Std. Deviation</th>
<th>Absolute</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal Parameter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>14.03</td>
<td>2.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The most real difference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>0.226</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>0.168</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>-0.266</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kolmogorof-Smirnov Z</td>
<td>1.454</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>0.029</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Normality test by using the One Sample Kolmogorov-Smirnov in Table 14 above, indicates that the data of cooperative learning aspect of children was normally distributed.

Table 16 Results the Average of Social Developments in Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Class</th>
<th>Meeting</th>
<th>Aspect</th>
<th>Average (%)</th>
<th>Σ Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment 1</td>
<td>1</td>
<td>1. Showing empathic feeling</td>
<td>93.33</td>
<td>92.81</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Knowing well behavior.</td>
<td>93.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Be Friendly.</td>
<td>81.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Respect to others.</td>
<td>85.00</td>
<td></td>
</tr>
<tr>
<td>Experiment 2</td>
<td>1</td>
<td>Showing empathic feeling</td>
<td>96.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Knowing well behavior.</td>
<td>98.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Be Friendly.</td>
<td>90.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Respect to others.</td>
<td>91.67</td>
<td></td>
</tr>
<tr>
<td>Experiment 3</td>
<td>1</td>
<td>Showing empathic feeling</td>
<td>95.00</td>
<td></td>
</tr>
</tbody>
</table>
1. Showing empathic feeling
2. Knowing well behavior.
3. Be Friendly.
4. Respect to others.

Control
1. Showing empathic feeling 88.33
2. Knowing well behavior.  76.67
3. Be Friendly.  81.67
4. Respect to others.  75.00

2. Showing well behavior.  95.00
3. Be Friendly.  95.00
4. Respect to others.  93.33

3. Menunjukkan rasa empati.  96.67
2. Mengenal tata krama.  93.33
3. Bersikap ramah.  95.00
4. Menghargai orang lain.  91.67

According to the table 16 it can be seen that there are the difference percentage of social development at the meeting I, II, III, and IV between the experiment class and the control class. Average in the experiment class is (92.81 %) greater than the average of control class (78.65 %). To find out the result of the increase of social development in the experiment class and control class can be seen in Figure 4 as follows:
Figure 4 Histogram Results of Social Development of Experiment Class and Control Class in Meeting I, II, III, and IV.

The data of that Social Development is tested normality by using One Sample Kolmogorov-Smirnov in the table 16 as follows:

Table 17 Result of Normality Test of Social Development Aspect in Meeting I at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Value</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>Normal Parameter</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>13,5000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1,69685</td>
</tr>
<tr>
<td>The most real difference</td>
<td></td>
</tr>
<tr>
<td>Absolute</td>
<td>0,183</td>
</tr>
<tr>
<td>Positive</td>
<td>0,178</td>
</tr>
<tr>
<td>Negative</td>
<td>-0,183</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1,000</td>
</tr>
<tr>
<td>P</td>
<td>0,270</td>
</tr>
</tbody>
</table>

Normality test results are using One Sample Kolmogorov Smirnov in Table 17 shows that the social development of children was normally distributed, so it is worth doing homogeneity test by using levene with the following results:

Table 18 Result of Homogeneity Test of Social Development in Meeting I at Widyamandala and Al Hikmah Bondowoso Kindergarten
Results of homogeneity test shows of significance. This indicates that Levene test value is 0,128 with 0,723 of significance. This indicates that the data are homogeneous.

Table 19 Result of Normality Test of Social Development Aspect in Meeting II at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>Average</td>
<td>13,7000</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2,03673</td>
</tr>
<tr>
<td>Absolute</td>
<td>0,192</td>
</tr>
<tr>
<td>Positive</td>
<td>0,129</td>
</tr>
<tr>
<td>Negative</td>
<td>-0,192</td>
</tr>
<tr>
<td>Kolmogorof-Smirnov Z</td>
<td>1,051</td>
</tr>
<tr>
<td>P</td>
<td>0,219</td>
</tr>
</tbody>
</table>

Normality test results are using One-Sample Kolmogorov Smirnov in Table 19 shows that the social development of children was normally distributed, so it is worth doing homogeneity test by using levene with the following results:

Table 20 Result of Homogeneity Test of Social Development in Meeting II at Widyamandala and Al Hikmah Bondowoso Kindergarten

<table>
<thead>
<tr>
<th>Statistical Test by Levene</th>
<th>df1</th>
<th>df2</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7,066</td>
<td>1</td>
<td>28</td>
</tr>
</tbody>
</table>

Results of homogeneity test shows of significance. This indicates that Levene test value is 7,066 with 0,013 of significance. This indicates that the data are homogeneous.

Table 21 Result of Normality Test of Social Development Aspect in Meeting III at Widyamandala and Al Hikmah Bondowoso Kindergarten.
Normality test results are using One-Sample Kolmogorov Smirnov in Table 21 and shows that the social development of children was normally distributed, so it is worth doing homogeneity test by using Levene with the following results:

**Table 22 Result of Homogeneity Test of Social Development in Meeting III at Widyamandala and Al Hikmah Bondowoso Kindergarten**

<table>
<thead>
<tr>
<th>Statistical Test</th>
<th>Levene</th>
<th>df1</th>
<th>df2</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,848</td>
<td>1</td>
<td>28</td>
<td>0,036</td>
</tr>
</tbody>
</table>

Homogeneity test shows that the result of Levene test is 4,848 with 0,036 significance. This is shown that the datum is homogenous.

**Table 23 The Result of Normality Test of Social Improvement Aspect Meeting IV in PAUD Widyamandala and PAUD Al Hikmah Bondowoso.**

<table>
<thead>
<tr>
<th>Value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td>Normal Parameter</td>
<td>Rate</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Most real difference</td>
<td>Absolute</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>0,217</td>
</tr>
</tbody>
</table>
The result of normality test by using *One-Sample Kolmogorov Smirnov* on the table 23 shows that the children improvement runs normal, therefore the homogeneity test is proper to used by using *Levene* with the result as follow:

**Table 24 The Result of Homogeneity Test of Social Improvement Aspect Meeting IV in PAUD Widyamandala and PAUD Al Hikmah Bondowoso.**

<table>
<thead>
<tr>
<th>Levene Statistic Test</th>
<th>df1</th>
<th>df2</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,994</td>
<td>1</td>
<td>28</td>
<td>0,003</td>
</tr>
</tbody>
</table>

Homogeneity test shows that the result of *Levene* test is 10,994 with 0,003 significance. This is shown that the datum is homogen.

1. The data distribution of the study result by the differenciation of analysis result.

Based on the analysis above, it can be known that there is a differenciation between a study by using cooperative approach in the term of sience to cognitive and social improvement of Kindergarten Student group B in PAUD Widyamandala and PAUD Al Hikmah Bondowoso which is explained as follow:

**Table 25 The Result of the Test of the Differenciation between Control Class and the Experiment of cognitive study of the children at the First Meeting.**

<table>
<thead>
<tr>
<th>(I) Class</th>
<th>(J) Class</th>
<th>Differenciation Rate (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-2,267</td>
<td>0,591</td>
<td>0,001</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>2,267</td>
<td>0,591</td>
<td>0,001</td>
</tr>
</tbody>
</table>

The result of *Levene Statistic of Defference* test on the table 25 shows that there is differenciation rate (2,267) between both classes which is shown significant differenciation (0,001).
Table 26  The Result of the Test of the Differentiation between Control Class and the Experiment of cooperative study of the children at the second Meeting.

<table>
<thead>
<tr>
<th>(I) Class</th>
<th>(J) Class</th>
<th>Rate Differentiation (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-2.333</td>
<td>0.599</td>
<td>0.001</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>2.333</td>
<td>0.599</td>
<td>0.001</td>
</tr>
</tbody>
</table>

The result of *Levene Statistic of Difference* test on the table 26 shows that there is differentiation rate (2.333) between both classes which is shown significant differentiation (0.001).

Table 27  The Result of the Test of the Differentiation between Control Class and the Experiment of cooperative study of the children at the third Meeting.

<table>
<thead>
<tr>
<th>(I) Class</th>
<th>(J) Class</th>
<th>Rate Differentiation (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-1.600</td>
<td>0.612</td>
<td>0.014</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>1.600</td>
<td>0.612</td>
<td>0.014</td>
</tr>
</tbody>
</table>

The result of *Levene Statistic of Difference* test on the table 27 shows that there is differentiation rate (1.600) between both classes which is shown significant differentiation (0.014).

Table 28  The Result of the Test of the Differentiation between Control Class and the Experiment of cooperative study of the children at the fourth Meeting.

<table>
<thead>
<tr>
<th>(I) Class</th>
<th>(J) Class</th>
<th>Rate Differentiation (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-2.067</td>
<td>0.588</td>
<td>0.002</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>2.067</td>
<td>0.588</td>
<td>0.002</td>
</tr>
</tbody>
</table>
The result of *Levene Statistic of Difference* test on the table 28 shows that there is differentiation rate (2,067) between both classes which is shown significant differentiation (0,002).

### Table 29 The Result of the Test of the Differentiation between Control Class and the Experiment of the children at the first Meeting.

<table>
<thead>
<tr>
<th>(I) Class</th>
<th>(J) Class</th>
<th>Rate Differentiation (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-3,200</td>
<td>0,548</td>
<td>0,000</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>3,200</td>
<td>0,548</td>
<td>0,000</td>
</tr>
</tbody>
</table>

The result of *Levene Statistic of Difference* test on the table 29 shows that there is differentiation rate (2,333) between both classes which is shown significant differentiation (0,001).

### Table 30 The Result of the Test of the Differentiation between Control Class and the Experiment of the children at the second Meeting.

<table>
<thead>
<tr>
<th>(I) Class</th>
<th>(J) Class</th>
<th>Rate Differentiation (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-2,067</td>
<td>0,652</td>
<td>0,004</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>2,067</td>
<td>0,652</td>
<td>0,004</td>
</tr>
</tbody>
</table>

The result of *Levene Statistic of Difference* test on the table 30 shows that there is differentiation rate (2,067) between both classes which is shown significant differentiation (0,004).

### Table 31 The Result of the Test of the Differentiation between Control Class and the Experiment of the children at the third Meeting.

<table>
<thead>
<tr>
<th>(II) Class</th>
<th>(J) Class</th>
<th>Rate Differentiation (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-2,333</td>
<td>0,599</td>
<td>0,001</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>2,333</td>
<td>0,599</td>
<td>0,001</td>
</tr>
</tbody>
</table>
The result of *Levene Statistic of Defference* test on the table 31 shows that there is differentiation rate (2.333) between both classes which is shown significant differentiation (0.001).

**Table 32 The Result of the Test of the Differentiation between Control Class and the Experiment of the children’s improvement at the fourth Meeting.**

<table>
<thead>
<tr>
<th>(II)Class</th>
<th>(J) Class</th>
<th>Rate Differentiation (I-J)</th>
<th>Std. Error</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAUD Al Hikmah</td>
<td>PAUD Widyamandala</td>
<td>-1,600</td>
<td>0.612</td>
<td>0.014</td>
</tr>
<tr>
<td>PAUD Widyamandala</td>
<td>PAUD Al Hikmah</td>
<td>1,600</td>
<td>0.612</td>
<td>0.014</td>
</tr>
</tbody>
</table>

The result of *Levene Statistic of Defference* test on the table 32 shows that there is differentiation rate (1,600) between both classes which is shown significant differentiation (0.014).

**There is the Influence of Cooperative Learning toward Social Development.**

**Tabel 33 Table of the Influence of Cooperative Learning toward Social Development**

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Value F&lt;sub&gt;count&lt;/sub&gt;</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>4,369</td>
<td>0.004</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>2,773</td>
<td>0.032</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>5,634</td>
<td>0.001</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>4,988</td>
<td>0.005</td>
</tr>
</tbody>
</table>

Based on the analysis of the data in Table 33, it can be seen that the value of F<sub>count</sub> at the first meeting is 4.369, the second meeting is 2.773, at the third meeting is 5.634, and the fourth meeting is 4.988. The calculation of F<sub>count</sub> in the first to the fourth meeting have significant level of less than 5%. So, based on F test analysis, it is showed that cooperative learning has a significant
influence on the social development of children. 

**There is the Influence of Cooperative Learning toward Social Development.**

To find out the influence of cooperative learning in science centre to the social development in experiment school or control school based on 4 meetings that have been done can be seen by using the F test on ANNOVA formula as follows:

Table 34 Table of the Influence of Cooperative Learning toward Social Development

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting</th>
<th>Value $F_{count}$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>4.369</td>
<td>0.004</td>
</tr>
<tr>
<td>2.</td>
<td>2</td>
<td>2.773</td>
<td>0.032</td>
</tr>
<tr>
<td>3.</td>
<td>3</td>
<td>5.634</td>
<td>0.001</td>
</tr>
<tr>
<td>4.</td>
<td>4</td>
<td>4.988</td>
<td>0.005</td>
</tr>
</tbody>
</table>

Based on the analysis of the data in Table 34, it can be seen that the value of $F_{count}$ at the first meeting is 4.369, the second meeting is 2.773, at the third meeting is 5.634, and the fourth meeting is 4.988. The calculation of $F_{count}$ in the first to the fourth meeting have significant level of less than 5%. So, based on F test analysis, it is showed that cooperative learning has a significant influence on the social development of children.

The conclusion of this data is there is a significant influence of cooperative learning of development and social of kindergarten children in group B of Widyamandala Kembang Bondowoso and Al Hikmah Tapen Bondowoso kindergarten. The difference of the result of research can be seen between the experiment class and control class. In experiment class which is using cooperative learning proved that it can improve social development of children. In this case, it can be said that cooperative learning is very effective to be used in learning activities.

The ambiance of cooperative learning greatly help children to achieve success in participating in learning activities, this is because the cooperative learning is a process in which to do something together to help each other as a group or a team, achieve success together, positive interaction, and all children can improve their knowledge by working together.

In other words, the right education for early childhood has a very significant influence for the growth and development of children and affect the learning achievement in the next education level, because
at this time the child has developed very rapidly, both the growth of physical and motor, the development of character and moral, language and social, as well as the emotional and intellectual.

In learning activities, children are the subject of learning that plays a major role so that in setting of learning process children are required to get full activity. In other words, teachers act more as facilitators, mastering many sources and facilities to be learned by children as well as make them is willing and able to learn.

From the result above, it can be seen that it is needed for learning that can empower all children’s potential to master the expected competencies; one of them by using cooperative learning that is proved can improve the social development of young children. By those learning activities can make the children more excited, happy and comfortable as well as feel safe when they are learning in kindergarten.

In a pleasant atmosphere, children will try to do a variety of activities whatever they want by searching and finding something they want to know. That condition is also very supportive for children in developing their confidence to perform activities as well as their social skills.

Early childhood learning is essentially a game, that playing is learning, where playing is an activity that is done repeatedly and create the pleasure and satisfy feeling for children, play as a means of social skills, get a chance to explore, express feelings, be creative, and find a fun learning tool, as well as a vehicle for self introduction and the environment around children’s life.

Early childhood learning is holistic and integrated. Learning is developing all aspects of development in early childhood. Learning is integrated, it does not teach the subject areas separately. One activity can be a place for learning a variety of things for children. Playing while learning, in which the essence of playing every activity is essential for early childhood learning. The essence of play includes feeling happy, democratic, active, not forced, and independence become the soul of every activity. Learning should be structured to be fun, make children interested in participating, and not forced. Teachers incorporate educational elements in the play activities; children do activities together, so that children unconsciously have learned various things.

Conclusion and advice

The influence of cooperative study to the children social ability can be seen in the ‘t’ test analysis. In this research, social improvement is measured by attending to the direct learning which involve empaty,
attitude, friendly, and respect to others.

Based on the research, it is known that social improvement of the children in PAUD Widyamandala Kembang Bondowoso is bigger than control school in PAUD Al Hikmah Tapen Bondowoso which can be seen on the picture 4.3. The rate of the first meeting of the experimental school is 88,33%, while the rate of the control class is 80,42%. At the second meeting of the experimental school, it is found that the rate is 94,16% and 79,17 % for the control school. The rate of the third meeting of the experimental school is 94,5% and 77,5% for the control school. At the fourth meeting, the rate of the experimental school is 94,17%, and 79,17% for the control class.

The rate of the experimental school is 88,33% is bigger 80,42% than the rate of the control school. Based on the activity term, it is shown that the activity of the children in the class of experimental school is categorically good (80% ≤ Pa ≤ 95%), while in the control school is categorically good enough (65% ≤ Pa ≤ 80%). It is shown that the children achievement in the experimental school by using the cooperative learning is more socially improved than the children in the control school. In other hand, the location of the experimental school which is located in the city compared with the control school which is located in the village is also a consideration.

Meanwhile, the score of $F_{\text{count}}$ at the first meeting is 4,369, 2,773 at the second meeting, 5,634 at the third meeting, and 4,988 at the fourth meeting. Based on this counting, the first until the last meeting have 5% significancy. Hence, it can be known that the cooperative learning in the term of science has a significance influence to children social ability.

A good social ability shows the adaptation ability of the children and attitude of the children. It means that the result of this research is congruent with the Sutarno’s idea (in Nugraha, 2007:1.22) there are two main factors which influence the social ability of the children, those are family and environment factors. It is also the same with the idea of Hurlock (1991:99) with the third factor, which is the earlier experience that children earn.

A factor which influences children’s social ability comes from family which is related with the social status of the family, family’s harmony, and the habit of the parents. All of those factor influence children’s social attitude.

Social experience outside the environment complete the social experience of the children. It is also very important to decide the attitude of the children. The social experienced in their home also influences the character to face the world.
Character of the children builds from the very beginning of their life. Children who already have a good social ability will have enough confidence to socialize with people. But children still need guidance from parents to have better character. Experience at school, relathionship with people, and other social activity give children the way to learn how to behave well.

It is important to understand that children who have open minded and friendly will be more easy to socialize with people, and vice versa. For a toddler, it is very important to teach them how to behave in the society.

Social behavior in the very beginning of the children’s life will influence children’s behavior for the next time. Therefore, children’s social experience should be facilitated by a positive social environment and can be accepted by people. If the environment cannot give good situation for children to grow, it will have a negative consequence for children.

Social situation which is served by parents and teacher should have correlated and concistance, so that the children’s behavior will be detected all the time. It means when the situation in the school is good, parents should give a good situation at as well.

It is important to keep consistency in serving a good situation for children. So that children will have good foundation to behave with people. Based on the research, it is proved that cooperative learning significantly influence the social improvement of the group B in PAUD Widyamandala and PAUD Al Hikmah Bondowoso.

Based on the result of the research, researcher gives some suggestions as follow:

1. To increase social ability of the children, teacher should practice cooperative learning.
2. Teacher should give cooperative learning to children by playing so that children will get a real experience based on the level of the children ability. In other hand, cooperative learning can avoid children from stressful situation when they are learning.

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Increasing Understanding of Family Members We On Children In Early Childhood Education Aisyiah Wirogunan Through Learning Method Game Guess My Family

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Abstract

Motivating the selection of the title of this study is the existence of a fact that the majority of children in Early Childhood Education Aisyiah when asked by the teacher about the identity of family members generally confused or do not know even cried. This condition is scientifically interesting to examine why this is so. I was thinking whether the way the teacher when ask less humanist, or the language used by teachers are poorly understood or ask when the time is not quite right. My mind ultimately boils down to the method used by the teacher is less precise, that's why I made the decision to examine scientifically by choosing a method of game "guessed my family members" can make it easier to understand a family member. The purpose of this study is to describe an improved understanding of family members through the use of Learning Method Game Guess My Family.

This research is qualitative research with research subjects: children Aisyiah Wirogunan Early Childhood Education, and the object of research: Understanding Family Members We On Children In Early Childhood Education Aisyiah Wirogunan. Source informant were teachers and children Didik In Childhood Education Disi Aisyiah Wirogunan, Kartasura. Data collection methods used were interviews, observation and documentation. To obtain the validity of the data used triangulation method, and for the sake of data analysis used descriptive data analysis techniques interactive that includes four stages: data collection, data verification, exposure data and drawing conclusions.

The results empirically showed that before the teacher using the game of guessing my family members, children in early childhood education Aisyiah Wirogunan, Kartasura when asked who the members kelurganya, children generally can not answer, there is no idea, there are confused and even there crying. Having used method of guessing game of my family members there are significant changes that the child can answer with a firm, precise and fast even dare to tell the class about their family members.

Keywords: Understanding Family Members Kita and Learning Method Game Guess My Family
Introduction

Getting to know the characteristics of learners for the benefit of the learning process is essential. The existence of a clear understanding of the characteristics of learners will contribute to the achievement of learning objectives effectively. Based on a clear understanding of the characteristics of learners, teachers can design and implement learning activities in accordance. Early childhood development in learning requires its own strategy. It is generally agreed that early childhood is a period ranging from birth to 6 years of age (National Education Act of 2003) and the development of children requires restrictions on activities up to the age of 8 years. Early childhood development includes physical, mental, social, and emotional aspects. Early childhood educators provide guidance and direction in this development.

Early childhood development requires its own strategy. It is generally agreed that early childhood is a period ranging from birth to 6 years of age (National Education Act of 2003) and the development of children requires restrictions on activities up to the age of 8 years. Early childhood development includes physical, mental, social, and emotional aspects. Early childhood educators provide guidance and direction in this development.

Characteristics of early childhood by Kartini Kartono in Marsudi Strain (2006: 6) include: Characteristically egoisantris naive, primitive social relations, physical and spiritual unity which is almost inseparable, living disigionomis attitude. Meanwhile, Santoso (2000) also argued some characteristics of preschool children, namely: a. Imitative, f. Playful, b. Want to try, g. Want to know (like asking), c. Spontan, h. A lot of motion, d. Honestly, i. Like pointed he admitted, and e. Cheerfully, j. Unique. As with the Deni (2013) suggests the characteristics of early childhood can be seen below: Having a curiosity which was great., Is a unique, Love fantasy and imagination, Masa most potential for learning, Shows egocentric attitude, have the power range of concentration short, and as part of a social being. Based on some early childhood characteristics mentioned above are the most important to be taken seriously in the learning process is at a critical point to note the development in early childhood. The critical point includes Requires a sense of security, rest and good food. Coming into the world programmed to copy . Need exercise and rutinitias. Have need to ask many questions and

Based on the basic concept of early childhood and its characteristics, in this study limits the context Galam age children in learning in the cognitive domain, especially in the understanding. This is based on their various complaints phenomena experienced by teachers of early childhood education that is the difficulty of understanding the concept menangkannya against something in early childhood. From the findings in the field and interviews beberapa early childhood education teacher turned out to be the main factor is the problem methods that are less precise and less varied. Based on studies lapangan itlah in this study was limited to an increased understanding of the concept of a family member through a method of playing tabak my family members.

Research Method

This research is qualitative research which is a way more emphasis on the in-depth understanding of the problem. Qualitative research is descriptive research studies and tend to use the analysis and further highlight the process and meaning. The purpose of this methodology is a deeper understanding of an issue being studied. And data collected more words or pictures instead of numbers. Qualitative research and the discoveries made in natural conditions. In conducting this research should have a lot of knowledge, master the theory and insightful. Qualitative research aims to describe a process of education that is based on what happens on the field as study materials to find weaknesses and shortcomings can be determined so improvement efforts; analyze the facts, symptoms and events that occur in the field of education; construct hypotheses relating to the principles and concepts of education is based on the data and information in the field. Qualitative research has Characteristics Using the natural environment as a source of data. Having a descriptive and analytical nature. Pressure on process rather than results. Is inductive. Prioritize and meaning. In this study, the research subjects were children Early Childhood Education Aisyiah Wirogunan Village, District Kartasura and objects of research are: Understanding Family Members On Children In Early Childhood Education Aisyiah Wirogunan. Source informant were teachers and children In Childhood Education in Aisyiah Wirogunan, Kartasura.

Data collection methods used were interviews, observation and documentation., Valditas qualitative
Results and Discussion

One of the characteristics of early childhood is the most dominant play. That's why teachers in early childhood education should amp up setting up learning with emphasis on methods of playing. Delivery of messages by the method of play will be more easily understood by younger children than by using other methods. Just need to understand ol ooh teacher is in giving the game to think in terms of safety, comfort, pleasure and togetherness. Sehingg children timdul pleasure to follow the learning that it provides. This is in line with the thinking bredekamp and rosegrant (1991/1992 in Sholehuddin, 2002) explains that the child will learn well and meaningful when; Children feel safe psychologically as well as their physical needs are met. Keep in mind that playing for kindergarten age children is an activity that is very unpopular. Therefore, the learning activities refers to the concept of learning while playing. Playing is an activity handpicked by children based favorite not because of the encouragement from outside the child as if expecting praise or reward. Semiawan (2002) states that the play is one of the main tools for children to exercise assessing growth. Play is the medium in which the child tries to train his ability dir. Patmonodewo (2002) classify the play activities into a free play, playing under the guidance and play with in point. Free play is a play activity in which children are given the opportunity freely to choose the means and form of the game. In the
play activities with the guidance of teacher supply, select it and then attempt to guide the children to use it so that children find a concept. In the play directed, teachers teach our children how to accomplish a task tetentu. Besides the classroom setting, learning environment outside the classroom also must get the attention of teachers to be organized in a systematic and planned. Outside the classroom environment which is well ordered will have a positive impact for children in learning, so that the environment can thus provide the right stimulus to stimulate the child and the child is responding well. Classroom management activities are discussed in detail in a separate chapter include room settings as well as the arrangement of the tools needed to play in the learning process. The following are the components of the integrated practice of proper education and not feasible in children (Appropriate and inappropriote) are close relation to early childhood management (Purnani and Subekti, 1995)

The game is an activity that can be integrated in the learning of Early Childhood. Characters children who love to play make a teacher manage learning must consider several things about the concept, purpose and terms of games for children, the classification of play activities of children, materials and equipment game to suit the child's development, and the implementation of the use of games and play equipment in activities learning. As the results of research conducted by the Sri Hartatik et al (2012) found that learning by using the method in accordance with the character of the game very early childhood. Learning Method through the game can be done in the classroom and outside the classroom. With proper management in the learning games can help a child in an effort to help the development of children as much as possible. In this context Suhendi (2001: 8), which explains that: All human beings, both children and adults there is a desire to play. As well as the need to socialize and groups, play a fundamental desire of the human person ... Kids want to play because that's when they get a variety of experiences through play through the exploration of nature d vicinity. Of these activities, they can know the nature and playmates in a pleasant atmosphere. While adults need the game as a means of relaxation and entertaining themselves. The game is organized in learning can improve the competence khususnya competencies are closely related to the development of children. Ralibi (2008: 23) argued about the competence of the results of the game are as follows: (1) Self Awareness, namely the ability to be aware of thoughts and emotions within yourself and be aware of what
action should be made on emotion that is being realized. (2) Self Direction the ability to use options in deal with problems. (3) self Management, ie ability manage or organize or task issues independently. (4) Empathy, the ability to realize the emotions felt by others. (5) Assertive, namely the ability to condition ourselves among the submissive behavior (likely to follow) and aggressive. (6) Followership, namely the ability to position ourselves to be led by others. (7) Creative Thinking, namely the ability to think with the car combining experience thoughts and actions in dealing with problems. (8) Work Team, the ability to cooperate in a team. (9) Problem Solving, namely the ability to solve problems. (10) openness, namely the ability to open up to other people. (11) Team Spirit. namely the ability to revive the spirit of collectively. (12) Effective Communications, ie the ability to interact with each other verbally and non-verbally. (13) Self Communication, namely the ability of interacting with one another both verbally and nonverbally. (14) Self Motivation, namely the ability to spur motivation within

Playing at first not received special attention from psychologists, because of the limited knowledge about the psychology of child development and the lack of attention to the child's development. One figure who is credited for laying the foundation of the play is Plato, a Greek philosopher. Plato regarded as the first to realize and see the importance of the practical value of play. According to Plato, the children will be easier to study arithmetic by distributing apples to children. Also through the provision plaything miniature beams to children three years of age will eventually usher the child become an expert builder. There are several theories that explain the meaning and significance of the game, which is as follows

1. Recreation theory developed by Schaller and Nazaruz 2 German scholar between 1841 and 1884. They claimed the game was a flurry of recreation, as opposed to the work and the seriousness of life. Adults looking for an activity to play around when he felt tired after work or after doing certain tasks. With so the game can last "me-rekriir" freshness back body being tired.

2. Ontlading theorie according to British scholar Herbert Spencer, the game caused by the discharge flow waterwheel, the power has not been used and piled apad child is demanding be used or employed. In connection with the energy of the "thaw" and "uploading" in the form of a game. This theory is also known as the theory of "redundancy" (krachtoverschot-Theorie). Then the game is a safety-valve for vital energy excessive.
3. Theory atavistic American scholar Stanley Hall with his view that the biogenetic stated that during its development, the child will experience all phases of humanity. The game was the appearance of all the factors heredity (inheritance, the nature of heredity): that all the experiences of human kind throughout history will be passed on to offspring, from the experience of living in caves, hunting, fishing, fighting, farming, , build a house up to create a culture and so on. All these forms of internalized by the child in the form of game-playing.

4. The biological theory, Karl Groos, the German scholar (later Maria Montesori also joined on this understanding): states that the game has a biological task, namely to train a variety of physical and spiritual functions. Time of play is a good opportunity for children to make adjustments to lingkunagn life itself. Bachelor William Stren declared a game for children is as important as tactics and manouvre- manouvre in war, for adults. So the humans have exploited youth by playing to train themselves and gain excitement.

5. In the Psychological Theory, according to this theory, the game is the appearance of impulses that are not recognized in anaka - children and adults. There are two most important impetus by Alder is: a boost in power, and according to Freud is sexual drive or libidi sexualis. Alder found, GAMES provides satisfaction, or compensation for feelings of self fictitious. In the game can also be channeled weak feelings and the feelings of humility.

6. phenomenological theory, professor Kohnstamm, a Dutch scholar who developed the phenomenological theory in pedagogic theory, it stated, GAMES THAT is a phenomenon / symptoms are evident. Which contain elements of the atmosphere of the game. The urge to play is an encouragement to live the atmosphere of the play, which is not specifically aimed at reaching certain achievements, but child’s play for the game itself. So the purpose of the game is game itself. The process of learning in early childhood today has lost its meaning. This is because their pesaingan on early childhood education and the wrong perception of the community and parents. In accordance with the curriculum for early childhood education should not be given mmembaca, writing and arithmetic. In early childhood the most important is to build
character and a good mental attitude. While the education of children uses Adini now compete with mnonjolkan abilities in reading, emenulis and counting. This is turning the world of early childhood that are in the world play. A wrong perception of the people or the elderly is a public / parents are proud to send their children in early childhood education that has taught reading, writing and arithmetic. This phenomenon must be overcome, so that early school education melaksankan education according to the rules. Playing is an activity that can never be separated from the child. These circumstances attract the interest of researchers since the 17th century to do research on children and play. Researchers wanted to show how far the effect on children's play, if only to gain recognition and social acceptance or just for leisure.

The first opinion is about playing by Plato noted that the child will be easier to understand arithmetic when taught through play. At the time of Plato teach subtraction and addition by distributing apples on each child. Event count more can be understood by the child when done while playing with apples. Experiments and research shows that children are more able to apply arithmetic to play compared with no play.

Opinion further by Aristotle, he said that there is a very close relationship between the activities of a child playing with a child to be taken in the future. According to Aristotle, children need to be motivated to play the game that will be occupied in the future. For example, children playing blocks-balokan, will be the architect of his mature. Children who love to draw it will be a painter, and so forth. Late 19th century, Herbart Spencer, argued that children play because the child has excessive energy.

This theory is often known as the theory of surplus energy that says that children playing (jumping, climbing, running, etc.) is a manifestation of the energy available from within the child. Played by Spencer aims to recharge a child who has been weakened. Sigmund Freud based Psychoanalytic Theory says that playing function to express encouragement implusif as a way to reduce excessive anxiety in children. Forms of play activities is shown in the form of fantasy play and imagination sociodrama or when playing alone. According to Freud, through play and fantasize child can express the hopes and conflicts as well as experiences that can not be realized in real life, for example, children playing at war to express themselves, children who
punched the doll and pretending to fight to show his frustration. Cognitive-Developmental Theory of Jean Piaget, also revealed that playing is able to activate the child’s brain, integrating the functions of the right and left hemispheres of the brain are balanced and form neural structures, and to develop an understanding neural pillars that are useful for the future. In connection with that, the active brain is a very good condition to receive lessons.

Based on these studies, the play is very important for young children because it is through play to develop aspects of child development. These aspects are physical aspects, social, emotional and cognitive. Playing develop aspects of physical / motor skills through games that gross and fine motor skills, the ability to control your body, learn balance, agility, hand-eye coordination, and so forth.

As for the impact if children grow and develop with physical / motor is good then the child will be more confident, have a sense of comfort, and have a positive self-concept. Development of the physical aspects of the motor to be one of the social aspects of the child's emotional shaper. Playing develop social emotional aspects of children, through play children have a sense of belonging, to feel part / accepted in a group, learn to live and work together in a group with all the differences that exist. By playing in a group of children will also learn to customize its behavior with other children, learn to master himself and his ego, learn restraint, able to regulate emotions, and learn to share with others. In terms of emotions, desires unspoken also increasingly formed when children play imagination and sociodramas.

Cognitive Aspects develops when children play is the child able to improve attention and concentration, is able to bring creativity, capable of divergent thinking, train memory, develop perspectives, and develop language skills. Abstract concept that requires cognitive abilities are also formed through the play, and soak in the child's life so that the child is able to understand the world around well. Playing contribute naturally to learn and grow, and there is no single program that can replace observations, activities and direct knowledge of children at play.

In terms of instilling the concept of understanding the family members, in the field teachers complain how difficult it is to instill the concept of understanding the family members. Based on observations in the field, supported by interviews of teachers, principals and obtained information that teachers understand the concept mmenanamkan family members only use the lecture method. This implies that what can not be explained by the
teacher responded with good children, children in the confusion, even when asked unpan bailknya many children were crying. Actually, many factors which cause, for example the language used by teachers so hard that it is easy to understand children, as well as the methods used by teachers more dominated lectures, so that the children listless and bored and tired of hearing it.

The existence of an event like this, the researchers offer for teachers to use methods of family play charades say to do in Rungan Rungan classroom and outside the classroom. In using the method of play charades my family there berapa thing that should be noted: Objective played: Play Scene: Determine Various activities Playing, Deciding Where and and Playroom. Determining Materials and Play Equipment. And Determine Sequence Step Play / In such a context, the purpose ebrmain guess my family, namely that children easily understand their family members along with their characteristics, themes of play is to instill the concept of my family members, a wide game is to guess what my family members, place and space to play guess my family members can do in the classroom and outdoors, materials and equipment needed is 5 boxes with different colors and with different writings as well, for example: a box of white labeled father, a red box reads mother, a yellow box reads brother, sister reads the green color box and black box inscribed with grandma and grandpa. The teacher send letter to the child to the parents of each so bring a colored photograph size 15X20 consisting of father, mother, brother, sister, and grandmother and grandfather. Teachers ordered that the Poto-Poto observed carefully in masinbg their homes. Furthermore Poto-Poto the order with the help of teachers included in accordance with their respective boxes. The teacher tell boys had lined up in the order and waiting for the cue from teacher to take members of their families. After all the children took the teacher asked each child about the characteristics of each family member:for example, the father is a man or woman of what characteristics your father, mother's male or female what traits exist in your mother, your sister laki- men or women what characteristics of your sister, your sister male or female what traits your sister, nenk it men or women what characteristics of your grandmother, grandfather was a man or woman of what traits you grandfather. After the boys completed followed by daughters and given the same question with the boys. Once finalized games teachers to reflect on the content of the game in relation to the understanding of family members.
Once teachers are doing the game, then I have an interview with the teacher and ask with children information obtained as follows: interviews with teachers; spontaneously teacher replied firmly that through the guessing game of my family members that helps to instill the concept of understanding terhadap family members, children feel happy, young son was not afraid. Furthermore, when I asked some kids about the understanding of the family members of the answers given everything right child and the child is having difficulty.

**Conclusion**

From these results it can be concluded that the method of play charades family I can improve significantly the understanding of family members. With such results is then should teachers in instilling the concept of what should be done with the game interesting and fun but still contain elements of education.

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Bringing Vygotskian Approach into Early Childhood Education in Indonesia: Empowering the Daycare

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Abstract
Studies and researches revealed the importance of early childhood education. Many theories of early human development have been developed and employed to provide better educational system in those early years. One of the prominent theories comes from Lev S. Vygotsky’s work. His theory, which is also known as the sociocultural theory, introduces several powerful ideas for understanding and facilitating young children’s development and learning. This paper will examine some of the ideas that have significant impacts on the early childhood educational system. Afterward, the paper will briefly explain about the early childhood system in Indonesia at the present time, including: (1) Short of the government policies and goals; (2) The type of early childhood services; and (3) The new curriculum (known as kurikulum 2013). Based on the examination, it will be evident that the Vygotskian perspectives are basically in accordance with the government’s vision. Furthermore, after examining the early childhood system in Indonesia, I suggest that daycare is the most appropriate form of early childhood services for promoting the Vygotskian approach, which will benefit most of the children.

Keywords: Vygotskian approach, sociocultural theory, early childhood education, daycare
Introduction

Early childhood education has had a long history before reaching to the point when the scientists and the policy makers finally realized the importance of it. Huge amount of researches and theories contributed to the recent early childhood education practices.

Along with, constructivism is considered as one of the influential theories among those. There are two important figures within the theory: Jean Piaget and Lev S. Vygotsky. They both have similar ideas regarding children development, even though there are slightly differences on the ideas. Their ideas are widely applied in many early childhood education settings. Various learning/teaching approaches and methods are adopted or derived from their theories.

The constructivist believes that children actively build their own knowledge. As the consequences, the constructivist educators often act as facilitator and partner to the children rather than a superior person who always tell the children what or how they need to do or learn. The early childhood educators reflect their belief through the way they treat the children and deliver their lessons. Stated simply, constructivism is a student-centered approach in early childhood education practices.

Early childhood education in Indonesia has been receiving serious attention from the government. One of the reasons is the demographic bonus issue. Based on the national census, Indonesia are facing demographic bonus from 2010 to 2045. It is a condition when “100 working age population support less than 50 people aged between 0-14 and > 65. The demographic bonus will become a demographic disaster if those working age population are lacking competence. They will become unemployed and hinder the national development. Therefore, a good education is one important key to optimize the demographic bonus in Indonesia and a good education should be started as early as possible. Theories, researches, and studies are in agreement that early childhood education is the basic foundation that can have long life impact on human development (Department of the Premier and Cabinet, 2008; National Scientific Council on the Developing Child, 2007; National Scientific Council on the Developing Child 2010).

Alongside with that, early childhood education national standard and curriculum were developed to guide the early childhood practices in Indonesia. The latest and current curriculum is called “Kurikulum 2013”. The learning principal guideline states that children should be at the center of the curriculum. Moreover, it states that the learning process should facilitate active experience for the
children (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2014.). Simply stated, the early childhood education curriculum in Indonesia is in line with the constructivist approach.

According to the new national curriculum document, there are three types of educational services: (1) Daycare and Satuan PAUD Sejenis (SPS); (2) Playgroup; and (3) Kindergarten/ preschool. Amongst those three, daycare is the most potential type to apply the constructivist approach, especially the Vygotskian approach which the writer believes will benefit the children the most. The reasons why the daycare is considered as the most potential type will be discussed ahead.

Research Method
This paper is not a research result but a literature study. Various journals discussing Vygotskian approach, specifically Vygotsky’s theory about children’s play, within early childhood educational settings will be summed up and presented here.

Results and Discussion
The Early Childhood Education’s Long Journey

If we look back to the history of the early childhood education, we will see that children were not treated as they are right now. Firstly, around the sixteenth century, children were treated as they were born evil and stubborn by the Puritan society (Shahar cited in Berk, 2009). During that period, the harsh and restrictive child-rearing practises were carried out to civilized the children.

Thereafter, in the seventeenth century, the child-rearing practices were administered in a moderately different way. The children were treated more humane on account of the philosophers’ ideas such as John Locke and Rousseau (Berk, 2009).

Following that, the nineteenth and the early twentieth century marked a new beginning of early childhood education field. The period of the scientific beginnings was emergent. The observations, improved methods, and theories concerning the child development set a firm foundation on the early childhood education field today.

Finally, the child-rearing practices entered the new chapter in the nineteenth and early twentieth century. The field of child development expanded into a legitimate discipline. Massive studies and researches on children’s development were conducted. Many theories emerged and are continued to be followed until today, such as the psychoanalytic perspective, the behaviorism and social learning theory, Piaget’s cognitive-developmental theory, the information processing, the ethology
and evolutionary developmental psychology, Vygotsky’s sociocultural theory, the ecological system theory, and the dynamic systems perspective (Berk, 2009).

**The Prominent Early Childhood Educational Theory: Constructivist Approach**

Constructivist approach in early childhood education leaves distinct marks. The fundamental belief of the constructivists is that children are not an empty vessel that has to be filled by adults’ guidance and teaching all the time (Woolfolk and Margetts, 2013). That fundamental idea grounds the educators’ teaching approaches. Simply stated, the constructivists approaches which more child-initiated are completely opposed the teacher/ adult-directed approach.

The question then, does the child-initiated approach really benefit children’s learning process? Various studies and researches answered ‘yes’ for that posing question. Active learning/ child-initiated learning benefit children’s cognitive outcomes in their later schools, even though at some cases the outcomes cannot be seen instantly but several years later (Akpan and Beard, 2016; Marcon, 1999; Marcon, 2002; Pfannenstiel and Schattgen, 1997; Stipek, Feiler, Daniels, and Milburn, 1995). Furthermore, child-initiated model also benefit children socio-emotional development. Several longitudinal studies documented that children who had been exposed to that model had higher socio-emotional intelligence (Schweinhart and Weikart, 1997; Schweinhart and Weikart, 1998; Tangdhanakanond, Pitiyanuwat, and Archwamety, 2006).

Furthermore, Stephen, Ellis, and Martlew (2010) mentioned that:

“The two theories of leaning that have dominated thinking in the early years literature and in the professional education of teachers – the work of Piaget and Vygotsky – can both be interpreted as offering support for an active learning pedagogy, or at least drawing attention to features of the learning process that require active engagement with the environment and the people in it” (p. 317).

From that excerpt, we can say that both Piaget’s and Vygotsky’s theories fit in the constructivism framework. Various literature studies discuss the similarities between the two. They both agree that children do not act as passive agents during the learning processes (Bodrova and Leong, 1996). Secondly, their theories describe the construction of knowledge in the mind. As an active agent, a child will independently and actively try to construct their own knowledge. They both agree that experiences and time contribute to the children’s understanding
acquisition over and over again. Finally, they both discussed the development of children’s symbolic thought which holds vital role in the development of children’s abstract thinking.

However, there are several main points that distinct Vygotsky’s ideas from Piaget’s. Piaget’s theory stated that children’s learning progress is determined by the maturation. It means that children have specific time to master and accomplice their learning; disregarding the role of adults’ guidance. On the contrary, Vygotsky believed that children’s learning can be extended beyond by the help of adults or more capable peer. This is a well-known theory of Vygotsky which is called as the Zone of Proximal Developmental (ZPD) and scaffolding (Berk, 2009; Winsler, 2003).

Vygotsky’s Legacy

Now, I will discuss another powerful idea of Vygotsky but remains unfamiliar in Indonesia’s context: the socio-dramatic play/ the make-believe play.

I examined various studies and research papers around early childhood education in Indonesia, specifically papers or studies that were grounded in Vygotsky’s theories, the term ZPD or scaffolding had been acknowledged as Vygotsky’s work. However, the sample papers or studies around socio-dramatic play were rarely connected to the Vygotsky’s work. The papers often mentioned that socio-dramatic play can benefit the children, but the discussion was not deep enough.

Even though the term socio-dramatic play was not solely came from Vygotsky’s idea (Piaget mentioned this kind of play as well), Vygotsky was the one who considered the vital role of socio-dramatic play in developing children’s cognitive and socio-emotional abilities (Berk, 1998; Berk, 2009). On the contrary, Piaget viewed this kind of play as spontaneously play which arises around the second year of life (Berk, 2009).

It is important to note that the term ‘play’ used by Vygotsky limited to the socio-dramatic or make-believe play typical for preschoolers. The play that Vygotsky referred to did not include object manipulation or movement activities. According to Vygotsky, play has two distinguish components (Berk, 1998; Bodrova, 2008):

1. Involving imaginary situation created by the children.

This characteristic significantly serves children’s mental ability development. For example, a child using a block as a phone separates the object (the block) from action (using it as a phone). That is a mental
action which can develop children’s abstract thinking or children’s symbolic thoughts.

b. Follow a set of rules determined by specific roles.

Piaget and other common belief assumed play as a release mechanism or “a way in which children attain immediate fulfillment of desires not satisfied in real life” (Berk, 1998, p. 228). However, Vygotsky opposed that idea. He argued that in order to succeed the play, children need to follow certain rules. For example, a child pretending to eat follows the rules of mealtime behavior. Another example, a child imagining herself as a mother conforms to the rules of parental behavior (Berk, 1998). In conclusion, the idea that “play is not totally spontaneous but is instead contingent on players abiding by set of rules was first introduced by Vygotsky” (Bodrova, 2008, p. 359).

The second characteristic, hence, supports the capacity to renounce impulsive action in favor of deliberate, self regulatory activity. For example, a child pretending as a baby acts against his immediate impulses to talk. He must subjects himself to the rules of a baby who cannot talk. Simply stated, play extensively assists children’s self-regulation development, a skill that is crucial in the social world.

Vygotsky’s theory about play enriches the early childhood educational field. Studies and researches around socio-dramatic play revealed the benefit of it in many areas of development. Socio-dramatic play benefit children’s cognitive development such as the development of problem solving and other cognitive strategies, abstract thinking development, language development, academic skill development such as literacy and numeracy, imagination and creativity skills. Furthermore, socio-dramatic play also promotes high social competencies: the emotion and self regulation development (Bergen, 2002; Berk, 1998; Bodrova, 2008).

Considering that socio-dramatic play serves influential developmental process, the early childhood services in Indonesia can adopt and implement this approach. However, some obstacles as we will discuss ahead hamper the development of socio-dramatic play in the preschool or play group services. Therefore, daycare services are the most potential settings for promoting the socio-dramatic play.

The Indonesian Early Childhood Curriculum

Early childhood curriculum has been developed individually since 2009 (Kementrian Pendidikan dan Kebudayaan, 2009). Before that year, early childhood education guidance and standard only occupied small parts in global (primary to tertiary) education national standard.
Moreover, there was no specific curriculum regulation (Kementrian Agama Republik Indonesia, 2003; Kementrian Agama Republik Indonesia, 2005). From 2003 to 2013, early childhood educational services were grouped into two types. The first one was formal form which was kindergarten/ preschool and the second one was non-formal form which covered the play group and the daycare. However, the term ‘non-formal’ gave an impression that daycare and play group were less crucial than preschools.

Fortunately, in 2014, the government released a new early childhood curriculum called ‘Kurikulum 2013’ (Kementrian Pendidikan dan Kebudayaan, 2014). The new curriculum is more comprehensive and detailed. Furthermore, in the new curriculum, the term ‘formal and non-formal’ is removed. According to the new curriculum, there are three types of early childhood educational services which are (1) Daycare and Satuan PAUD Sejenis (SPS) for children aged 0 to 6, (2) Play group for children aged 2 to 4; and (3) Kindergarten for children aged 4 to 6. The ‘formal and non-formal’ removal brings a new optimism that all types of early childhood educational services are now equally looked after.

However, the society still place high demands and expectations towards kindergarten services and less demands and expectations towards other services, specifically the daycare. The preschool year commonly employ for preparing the children in entering the school. Preparing means that parents and schools put high pressure on the children in mastering reading, writing, and mathematics skills.

On the contrary, daycare services are viewed as the substitution of baby-sitters only. Several studies examining the daycare services reveal poor quality services such as the teachers’ qualification which does not meet the national standard, the absence of lesson plans/ daily program, the inappropriate child-adult ratio, the poor learning materials and resources, and the poor condition of the room (Hidayah, 2008; Malinton, 2013). Nevertheless, parents less complain about the services.

Furthermore, the society expectations and demands on the kindergarten services raise another problem: discouraging play!

As we discussed before, Vygotsky’s theory has highlighted importance of play in children’s development. Moreover, the new curriculum document is accompanied by one chapter of learning guidance document which mentions about learning through play Therefore, play should be embedded within the curriculum and the lesson plans. Early childhood educational services
should leave some spaces so that play, specifically socio-dramatic play, can be carried out.

However, considering several factors, daycare are the most prominent services that can be expected to accomplish the task: bringing high quality play, specifically socio-dramatic play, into the services. Here are some of the main considerations:

1. The time

Children’s learning time in the play group settings is limited from 60 to 70 minutes each day (5 to 6 days attendance). Meanwhile, children’s learning time in preschool settings is limited from 150 to 180 minutes each day (5 to 6 days attendance). On the contrary, children’s learning time in the daycare services can reach 10 hours a day (for full type services), three times longer than the preschool services or ten times longer than the play group services.

That longer period of time leave large space to carry out play approaches. Sometimes, in the kindergarten services, children’s learning is limited with the time arrangement from the teacher. For example, Stephen, Ellis, and Martlew (2006) recorded that during active experiences provided by the teacher, there was one child who started on engaged in one task, yet the teacher said that it was about time for them to move into another table. That kind of scene is predicted to less occur in the daycare settings because of the longer time setting.

2. The lesson plan

Kindergarten and play group teachers often organize their semester, weekly and daily lesson plans. Even though they usually use one theme within a month and one sub-theme within a week, they normally plan different topic/ lesson plan from day to day. That condition potentially breaks up the children’s learning process.

One characteristic of high quality play is deep and meaningful experiences. Deep and meaningful experiences can only be achieved if the lesson plans leave some spaces so that children can carry out the same topic more than just one day.

Here are the examples of deep and meaningful learning experiences from my observation during my study in Australia:

Sample 1: The block area

The kindergarten indoor settings cover several areas such as block area, science area, book/ literacy area, drawing area, and several tables that can be set up according to the lesson plan. Children can freely choose an area that they can engage with. My observation took place on the block area.

One day, I noticed that several children played on the block area. They built something and spend almost the whole day there. I
overheard their chat and words such as ‘horse’ and ‘prince’ came up.

They apparently made up a big horse from the blocks. The figure below was taken in the early phase of their playing. The children on the pictures built the horse together. They negotiated and aimed to achieve the same goal.

Their play lasted for more than 3 days. Their horse construction got bigger and complex. Some other children joined to the play and brought complexity to story: the horse, the king, the prince, and the princess.

Fig.1. The beginning of the horse construction

The flexible time and loose structured lesson plan allows the socio-dramatic play there. The children experienced a deep and meaningful learning. It was deep because they engage in long period of time, developing the initial theme into more complex story. Moreover, it was meaningful for them. They construct their knowledge about collaboration, negotiation, building construction, and spatial concepts.

That kind of experience will be hard to happen if the teachers plan fragmented and different topic from day to day. Children’s learning process then will be shallow and limited. Daycare services teacher have not been mandated to prepare semester, weekly, and daily lesson plans; even though that is basically inappropriate according to the new curriculum.

Sample 2: The tent area

The kindergarten outdoor settings cover the sand pit area, the tent area, the Bali hut, the craft area, the painting area, the green field, the swing area, and the physical activity area.

During my block, I was assigned to work in the tent area. At the beginning of my planning, I set up nothing in the tent area.

Fig. 2. The beginning of the tent setting.

When children played around the tent, I overheard their conversation. Most of them had had a tent experience with their parents before the play. During the play, the enacted their previous experiences such as sleep, eat, and drink.

On the next day, I set up a circle stones as if it was the fire place.
Then for the rest five days, I extended their play by arranging various materials to enhance their play story. For example, when they discussed about the adventure they could have during the camping, we explored the idea of treasure hunt. We discussed, browsed in the internet, and made maps. When the children made their own maps, it was evident that they incorporated spatial awareness, numbers, and language into their play.

Those two samples indicate the same characteristic of deep and meaningful learning: children engaged in the same topic. They worked within the area for long period of time and the teacher extended their experiences from time to time. The unrestricted time gave them opportunities to explore various concepts such as language, problem solving, cooperation, numeracy, science, and even arts.

3. The pressure on academic achievements

As we discussed before, parents put high pressure on the kindergarten services regarding children’s academic achievement. Therefore, play is discouraged from the settings because play is considered unbeneficial for children’s academic achievements. Nevertheless, we know that is not true. Vygotsky’s theory points the vital role of play in children’s development. In that case, daycare services are the best chance to carry out the high quality play experiences because people still assume that children’s academic achievements and school preparation are not the duty of the daycare services.

Conclusion

Early childhood education field is growing perpetually. Continuous studies and researches have been
contributing in producing various theories that help optimizing the early childhood educational services. Among the theorists, Lev Vygotsky has left his remarkable ideas in early childhood educational practices.

Vygotsky’s famous theories cover Zone of Proximal Development (ZPD), scaffolding, and the role of language, play, and adults in children’s learning. Unlike other constructivists, his theories balance the children’s ability to actively construct their own knowledge and the significant roles of the teacher. Therefore, his theories are fit well in Indonesia early educational settings. As Indonesian education traditions and cultures believe that teachers play vital roles in children’s life achievements.

Among the three early childhood educational types in Indonesia, daycare service leaves potential space to adopt and apply Vygotskian approaches. Unlike other two services (the play group and the kindergarten), daycare usually serves children for longer period of time while the children attend the play group and kindergarten for short period of time in a day.

Furthermore, daycare services encounter minimum intervention from parents and public’s expectation. Parents commonly expect structured lessons that have actual results by the end of the day. Kindergarten services, specifically, face high pressures to get the children ready for the school. The preschool and the parents want to make sure that their children master reading, writing, and math skills by the end of their preschool time. Therefore, even though the early childhood national educational standard has regard play as the learning approach, the implementation face various complexities.

Finally, I insist more researches to be done in the daycare services. Even though the early childhood national curriculum has regulated the daycare services too, the implementation has numerous shortages. For example, the teacher qualification has been set up the same as the kindergarten but the control system has left a big hole there.

Moreover, the community also put the daycare services as the nanny substitution only. As long as somebody supervises the children, it is considered enough. The daily programs, the room - material management, the learning experiences, and the holistic curriculum are not established as well as the play group or the kindergarten, despite the fact that the children spend more time in the daycare services rather than other services.

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Identification of Challenges in the Development of Early Childhood Education Institution in Kendari, Southeast Sulawesi

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Abstract

Identification of challenges in the development of early childhood education institution in Kendari, Southeast Sulawesi. The problem in this research is: what are the challenges in the development of early childhood education in Kendari? This research aims to identify the challenges in the development of early childhood education in the city of Kendari. This type of research is qualitative research with descriptive analysis techniques. The data were collected using documentation and interview technique. The results showed: 1) limited understanding of parents about the importance of education for early childhood, 2) academic qualification of early childhood educators are still insufficient because there is still some educators who high-school graduates, 3) most teachers do not have adequate competence regarding their inappropriate educational background, have not obtained training-related concepts and practical science about early childhood education. It is suggested that (1) a high commitment be required from Government, community leaders and stakeholders to conduct socialization in society and parents about the importance of education for early childhood, 2) educators are facilitated to attend further education at an accredited study programs in early childhood education, and 3) educators are encouraged to attend various trainings, workshops and other scientific activities in order to increase the competence of educational progress, especially education for early childhood.

Keywords: Early childhood education, Formal early childhood institution, Non Formal Early childhood Institution, Early Childhood Educator Competencies, Academic Qualifications.

Introduction

Education is an important asset for the progress of a nation. Therefore, every citizen should and must follow the education both formal and non-formal education at all levels. All Indonesian children should be educated start from the level of Early Childhood Education, Elementary Education, Secondary Education, and Higher Education. Kendari city where the capital of Southeast Sulawesi province, is an indicator of the advancement of education in the Southeast sulawesi. However, most of the children in
Kendari star their formal education at the Primary School directly, bypassing the early childhood institutions. Parents ignore early childhood institutions for various reasons.

The main thing that causes low participation in education in a region is the social cultural society where education growing. The social cultural aspects of society have a double roles, when people in desperate need of education as a place to develop themselves, on the other hand education will not develop properly if people do not give adequate attention and contribution. Thus occurred the relationship of mutual influence between education and society.

Tirtarahardja (2005: 241) argues that the factors that influence the development of an education are: (1) the development of science and technology and art, (2) rate of population growth, (3) the aspirations of the community, and (4) culture and means of livelihood. This is understandable because education will not develop without the development in other fields, especially the fields related to the social dimension.

Based on existing phenomena, it can be said that in Southeast Sulawesi, early childhood education is not progressing as expected, especially in the city of Kendari. Participation of children in institutions following the early childhood, kindergarten / RA Raudhatul is very low. Many things can be suspected as a contributing factor, but one thing is for sure, that educators and early childhood institutions in Kendari has a quite serious challenges in its development.

Research Method

This research was a qualitative reaserch with descriptive analysis technique. Data collection used documentation and interview techniques. Researchers collected the data by studying the documents contained in each TK/RA that exist in 10 subdistricts in Kendari, both the number of educators and their education levels. In addition, to strengthen this data, researcher also analyzed the competence of educators in general, based on their diploma owned, training certificate and teaching experience.

The factors studied were composed of:
1. The number of children who participate in early childhood institutions
2. The level of education of early childhood educators
3. The Competence who owned by early childhood educators

Results and Discussion

1. The number of children who participate in early childhood institutions in Southeast Sulawesi
Especially for Southeast Sulawesi province, there are 333,223 children aged 0 to 6 years. The children who become learners of early childhood institutions are 214,802 children with the number of rough participation were 64.46%. When compared with the target of rough participation number in national early childhood was 75% in 2015. It is expected the participation of all the components to be able to realize these targets.

2. The Level of Education Early Childhood Educators

Through the study of the documentation which is reinforced by interviews could conclude between academic qualifications possessed by early childhood educators, especially educators from formal early childhood education, which is consisting of three designations, namely caregivers early childhood, Assistants teacher, and Teachers of early childhood education in accordance with the Ministerial Regulation No. 58 of 2008.

Data obtained showed that the number of TK / RA in Kendari of Southeast Sulawesi Province is 72 with the number of teachers 552 people, can be described as follows:

a. There are 114 early childhood educators (20.65%) referred as early childhood caregivers because they have High School / equivalent academic qualifications.

b. There are 200 early childhood educators (36.23%) referred to as the assistants teacher because it has diploma academic qualifications.

c. There are 235 early childhood educators referred to as Teacher of early childhood/ kindergarten/RA (42.57%) because it has academic qualification as Bachelor (S1) and there are 3 people (0.54%) have qualified Masters (S2).

Seeing this phenomenon, it can be said that the qualification of formal early childhood educator in Kendari of Southeast Sulawesi province is quite adequate. However, to determine the competence of early childhood educators in Southeast Sulawesi, other indicators that can be used as a benchmark is the participation of educators in various trainings, seminars and training stages as well as indicators of teaching experience of the educators.

3. Competence owned by early childhood educators in Kendari city, Southeast Sulawesi

In general, the educators who were subjected of this study has a small part of having training certificate and education in early childhood education, especially those with a high school diploma or equivalent. Nevertheless, most are alumni SPG (School of Teacher
Education) or SPGTK (School of Teacher Education Kindergarten).

Furthermore, the work experience in the field of early childhood education on average owned by educators are over 10 years, primarily for educators who just have senior of high school certificate level or equivalent. Reviewing the work experience, adjusted to the Ministerial Regulation No. 58 of 2009, early childhood teachers should have a minimum of 2 years teaching experience.

However, more study is needed to confirm the assumption that the competencies associated with an educational qualifications of educators.

Conclusion

Until now, there are still some issues that could inhibit the development of early childhood education in Southeast Sulawesi, but it can be considered as an interesting challenge. Thus, to overcome this issue is needed creativity and innovation continuously. These things are:

1. Limited understanding of parents about the importance of early childhood education so that the numbers of children who have not attended early childhood institution are still quite large.
2. The academic qualifications of early childhood educators are still inadequate. It is proven by the educator background are still graduation from senior high school (SMA) or equivalent.
3. Most of early childhood teachers’ competence are still inadequate because most of them are not derived from a background of early childhood education, and they have not received training related to the concept and the practical knowledge about early childhood.

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School Environment Management as The Learning Resources to Develop Student’s Motivation in Learning

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Abstract
School environment is the most important thing for growing and developing children in their learning, so they can get the knowledge easily by observing and exploring in their school environment. However not all school have manage and prepare their environment well as a learning resources for children to learn. This literature review aim is to manage the school environment as the learning sources for children of 5-6 years to develop their all potential. The method of this research is descriptive with qualitative approach. The data analysis result showed that objective condition of outdoor environment as the learning resources had well prepared by the teacher before it is used for teaching learning activities. By managing the environment including: planning, implementation and evaluation, children showed their enthusiastic with their environment, so they could be more active in their learning, they also got meaningful learning through their interaction with their environment. The result indicated that using the school environment giving the effectiveness in teaching learning to develop the student’s motivation in learning

Keywords: environment management, learning resources, student’s potential

Introduction
These days, the effort to improve the early childhood education’s quality is more crucial, because early childhood education as a fundamental for children to learn. Teaching children social and emotional skills during the early childhood years is critical for later success in school and in life. It means that early childhood education should be managed well. It is composed of several sub dimensions including physical arrangement of school environment, organization of relation in classroom, behavior management, planning the courses and time management.

One of dimension that is always forgotten is the implementation of school environment as a learning resources for developing the student’s potential. The environment
management is the key component in any educational setting to motivate student’s learning, if the students are in a comfortable environment, they can learn well. Having the right environment for the student to learn is the major goal of implementing good school management. (Reid, Bafadol, 2014:2)

Making the classroom and environment safe and challenging and engaging the student through the curriculum as well as getting to know them and interacting with the environment will increase motivate student’s learning well (Moeslichatoen, 2009:3)

However not all early childhood educations have managed and prepared their environment well, the problem is they are not aware to implement their school environment as a learning resource to increase student’s motivation in learning. It recent years the emphasis on academic accountability and focus on children’s cognitive skills has led to a decline in the occurrence of play in early education setting.

Some studies have shown that certain types of play can help engage children in learning influence their motivation to learn, improve self-regulation, and focus their attention. (Mulyasa (2005:20).

Research also indicates that play on several areas in school environment have some Beneficial’s, it can make students are readiness in academic competencies, social emotional development and physical development.

Research Objective
The research study aims to improve student’s motivation through learning environment as a learning resources.

The Benefit of Research
1. Students get more very learning experiences that help them think critically and get more knowledge by observing and exploring their environment.
2. Teacher taught more effectively and efficient to make students learning in a good condition.
3. The institution can implement this model to manage the school environment as a learning resources.

What is School Environment Management?
School environment management as a process of managing the school environment in harmony in which curriculum is planned, the learning and teaching process and source are organized (Mulyasa E. (2005). The Development of Student is observed and potential problems are predicted (Erdogan, et al, 2010).

School environment management is an attempt to achieve the educational goal through the implementation environment as
learning resources. (Gaylord C. 2000).

The effectiveness strategies of school environment management can achieve the educational goal through the coordination of teaching sources and students, while this is a process of maintaining and providing the optimal learning environment. (Celek, 2002).

Environment as the Learning Resources

Environment should be designed and giving opportunities for early childhood is learn. There are three mains of environment as the learning sources, they are: nature, culture, society. Through the nature, students construct a holistic concept that can drive the knowledge of the natural world as well as emotions, disposition, skills (Miller, 2007) found that when student participated in the nature activities, students develop important skills in a breadth of domains, including a personal growth and academic learning.

Preschool is an ideal time for learning about the environment that given children’s interest in the natural environment and their developmental readiness for observation and hands on learning (Witt S.D, Kemple, K.P, 2008).

Environmental education is early childhood includes the development of a sense of wonder, appreciation for the beauty and mystery of the natural world, opportunities to experience the joy of closeness to nature, and respect for other creatures, students are also costumed to develop the problem solving (Wilson, R. 2000)

The benefit of environmental education for early childhood, by exploring nature they have a complete sensory experience and get early experience with the natural world has been positively linked with the development of student’s imagination and their senses of wonder and curiosity. (Wilson, Ed 2002)

Environmental experiences for early childhood encourages children to explore, discover and communicate in expressive ways and provides an introduction to environmental education as a key developmental period on children’s life. Learning environment is an important and powerful teaching tool and giving the positively support in teaching and learning.

How to manage the school environment as the learning resources the best practiced in creating a positive support in teaching and learning.

How to manage the school environment as the learning resources the best practiced in creating a positive early childhood environment should be observed: (Brantas, 2009)

1. The classroom should be organized to develop the
exploration with learning materials.
2. Learning materials should be concrete and relevant to a child's own life experiences.
3. Learning experiences should be set up for choices.
4. Learning experiences should be planned by teacher / student initiated.
5. Schedules should reflect active and quiet learning activities.
6. The activities can be done in indoor or outdoor.

How to Manage the Classroom Arrangement (Asmani, 2009)
1. Provide a large floor space for group activities.
2. Create an area for teacher – directed small group activities.
3. Separate quiet and noisy activities.
4. Create logic traffic patterns so students can move easily from one area of the room to another without disturbing others.

Bixler, R Carlisle P.L (2000)
Environmental education for early years should be based on a sense of wonder and joy of discovery, the guidelines as a framework for developing and implementing an environmental education programs are:
1. Begin with simple experiences, so student can learn best through experiences that related to the familiar and comfortable for them.
2. Provide frequent positive experiences outdoors, because students learn best through direct, concrete experiences, they need to be immersed in the outdoor environment to learn about it. The exposure should be provided on an almost daily basis, a one time trip to a park or nature preserve will have very limited impact student, the others care provide simple experiences with the grass, trees, and insects in environments close to school than spend time and energy in making arrangement for field trips to unfamiliar places that students may seldom visit. The investigating elements of the natural world can be presented in an outdoor setting, by adding bird feeders, winds socks, flower and vegetable gardens, tree houses, rock piles, logs and provide students with tools for experimenting and investigating with magnifying glasses, water hose, backed, rakes, etc.
3. Focus on experiencing not teaching because student learn through discovery and self-initiated activities, the teacher should be a facilitator than a teacher.
4. Model caring and respect for the natural environment, teacher should also model caring and respect to the nature environment
by handling plants and animals gently and talking to students to taking care of Earth.

Research Method

The literature review has the design of qualitative research and specifically students in kindergarten school. The total number of the students are 22 students distributed in two classes.

The participant were observed during their doing the activities in school. The period time of these observation is one semester, there aspects is observed are, curiosity, challenge, active, enthusiasm, involvement, satisfaction, attention, confidence, and relevance.

Results and Discussion

- Environmental education at early childhood level have some positive impacts for them to motivate their learning it is shown from these result, the aspect of curiosity and active got 80% from 22 students, the others aspect, enthusiasm 77%, challenge 72%, involvement 77%, satisfaction 72%, attention 72%, confidence 63%, relevance 52%.

- The aspects of curiosity and active are shown higher motivation than other aspects. It is indicated that all aspects of motivation got more than 50% of 22 students are observed in environmental education.

Conclusion

Environmental education opportunities for early childhood education should be offered on an on going rather than a sporadic term. Children who are close to nature tend to have a good motivation in learning because they learn direct and concrete experience from school environment as a learning sources. The other side of impact is students learn about caring and respect for the world of nature, so providing opportunities for such experiences is the essence of what environmental educational is all about. The success of these education depend on how good to manage of that school environment itself.

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Early Children’s Healthy Behavior

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Abstract

Early childhood is the investment of the nation, because they are the future generation. The quality of the nation in the future is determined by the quality of early age children today. Efforts to improve the quality of human resources have been done since the early systematic and continuous. Growing development of optimal early childhood depends on healthy behaviors that do. Healthy behaviors observed are nutrients as needed, regular exercise, rest and enough sleep, perform dental and oral care, personal hygiene and the environment, as well as to prevent accidents. The purpose of this study is to describe the healthy behaviors early childhood in the village of Batur subdistrict Getasan as a recommendation for early childhood institutions to be followed up nearby. Early childhood institution as a partner for parents should educate about healthy behaviors early childhood and into second place for the conduct of habituation healthy behaviors. Because research shows that healthy behavior is not implemented perfectly by the parents to be in a range adequate criteria.

Keywords: behavior, nutrition, healthy, early childhood

Introduction

The first four years of a child is very important for the formation and development of the network is very fast (Gardner, 2003: 52-56). One of them is in the process of formation of the brain and its impact on the level of intelligence. The human brain is one of the very rapid growth of capital (Abdoerachman, 2005: 388-389). According Sutjiningsih (2002: 29) the growth and development require protein and fatty acids are balanced and needed proper stimulation and quality. The growth is the increase in the number of cells and tissue that is characterized by an increase in physical size and structure of the whole or part of the body, increasing the length / height or weight and grow full body structure. The development means increasing the body's functions and capabilities more complex the coarse motion capability, smooth motion, speech and language and socialization, in other words psychosocial. That is to say that early childhood is an investment of the nation, because they are the future generation. The quality of the nation in the future is...
determined quality early age children today.

Efforts to improve the quality of human resources to do since the early systematic and continuous. Growing development of optimal early childhood services depending on three pillars, namely health care, nutrition, and psychosocial stimulation. The provision of appropriate services and quality to do well when parents, caregivers and early childhood educators have the knowledge and understanding of health, nutrition, and psychosocial stimulation in accordance with the needs of growth and development of early childhood. Early childhood health education not only change and promote growth and development but understand the level of normal growth and development and optimization of all the potential mechanisms of early childhood.

Good cooperation between educators and parents are needed to optimize the growth and development of one of them with through healthy behaviors performed by younger children. The benefits of developing healthy behaviors early on is a child will have a healthy lifestyle later in life. Early childhood accustomed to healthy behavior is not easily lost on the next stage of development. Besides early childhood has had a healthy lifestyle, then they will be free from attack various diseases that often occur in early childhood, such as diarrhea, fever, cough/cold, measles. Tuberculosis, ear infections, and skin diseases. Protected from potential accidents that always exist in the environment around them, such as falls, drowning, poisoning, stabbing sharp objects or thorns. Various capabilities of early childhood will be excavated and can be developed properly, so that young children can grow and develop optimally.

According Syahreni (2011: 3) behavior is an activity performed by an individual (person), both of which can be observed (visits) directly or indirectly. Health is a condition or good state, including physical, mental and social, not just free of the disease only. So that healthy behavior is the act of an individual or activity carried out by a person, either directly or indirectly, to maintain and improve their health and prevent the risk of disease.

According Notoatmojo (2007: 118-121) behavior is an activity of man himself. Healthy behavior is a response to a person / organism to stimuli associated with illness and disease, health care systems, food, and environment. Health according to the Law on Health of the Republic of Indonesia Number 39 of 2009 is good health, both physically, mentally, spiritually and socially to enable more people to live socially and economically productive.
Based on the above understanding concluded that healthy behavior is a response individual (organism) to the stimulus or object associated with illness and disease, health care systems, food and beverage as well as the environment, so that a person must obtain the substances in accordance with their needs, exercise routine, time to rest and enough sleep, perform dental and oral care, personal hygiene and the environment, and prevent accidents.

Establish a healthy lifestyle is easier than changing the health seeking behavior. Once again forming healthy behaviors in early childhood is not the duty of parents alone, but also the school. Between school and home must work together so that young children receive education about healthy lifestyles, so it can be a guarantee for the future of a healthy body. Of course, compared to the school, the parents have a greater role in shaping healthy behaviors. Because parents are educators first and foremost.

Early childhood have the ability to learn very quickly. Modeling theory Bandura (Alwisol 2009: 292) states that children learn from how adults treat them. Early childhood also learn from what they see, hear, and experience of an event. Early childhood learning through its observations on an activity undertaken of parents or teachers. Kids learn from what they hear from their parents and the adults in their neighborhood. Early childhood will imitate the activities of the parents so that they gain experience on an activity. If parents familiarize healthy behaviors early on, then the child will be familiar with these healthy behaviors. For example, parents get children to dispose of waste in place, then these habits will persist until the next development stage.

Factors Affecting Healthy Behavior

Some things that need to be taught to children to develop healthy behaviors, namely maintaining personal hygiene and cleanliness of the environment and keep the things that are dangerous to health. Environmental hygiene is the cleanliness of the place of residence, work or play, and public facilities. Children can be taught about the cleanliness of the environment early on. The simplest of activities that can be done early childhood is littering in place; put a shoe in place; put the dirty cutlery in place; footwear if you want to leave the house; shut your mouth when coughing and sneezing; away from cigarette smoke, cooking smoke, burning garbage, smoke in motor vehicles; clean up toys; and defecation (BAB) and urination (BAK) at toilet. Additionally parents can involve early childhood in activities associated with the maintenance of environmental
hygiene such as tidying up toys, sweep the house, raking, mopping the house, and others.

Personal hygiene is the cleanliness of the body and clothing. The activities to maintain personal hygiene will be described as follows, bath performed at least two times a day in morning and afternoon. The child is bathed with soap and clean water. Shampoo, wash hair with a special Shampoo for child regularly performed at least two days. Combing the hair with a comb so proper use of natural oils in hair can spread to all parts of the hair. Combing the hair can also clean and stimulate hair growth and improve blood circulation to the hair and scalp.

Clean the outer ear every day using a washcloth in the bath. Do not forget to clean behind the ears. Avoid cleaning the hole in the inner ear may be harmful. Because earwax can come out by itself when we chew food. Dental care, by brushing your teeth to remove food debris attached to the teeth. The rest of the food was not cleaned can cause broken teeth that interfere with children's ability to chew food. In order for children accustomed to taking care of their teeth, rub your child's teeth as soon as the first tooth erupts and do brush your teeth regularly two times a day, at morning and at night before bed. In order for your child's teeth healthy, keep children from food / sugary and carbonated drinks, such as candy, chocolate, and soft drinks (soft drinks containing soda).

Washing hands, because germs and viruses can survive up to two hours on the surface of the skin, desks, doorknobs, toys, and others. So that can cause diseases such as diarrhea, cough, runny nose, and fever. Foot hygiene can be maintained used to wash the feet every time after traveling, after wearing shoes for long, when it was about to get into bed or when going off to sleep. Change clothes, to teach early childhood replace clothes that are worn while out of the house and replacing clothes that are worn all day. Although apparently not dirty but there a lot of dust, sweat, and dirt.

Nutritional needs, providing the right foods at school-age children should be viewed from many aspects, such as economic, social, cultural, religious, besides the medical aspects of the children themselves. The food in early childhood should be harmonious and balanced. Proportional means in accordance with the level of development of the child. Harmonized in accordance with the conditions of the economic, social, cultural and religion of the family. While balanced means that the nutritional value should match the needs based on age and the type of foodstuff such as carbohidrat, protein and fat.
Need for sleep and activity, with age, a child needs to sleep on the wane. If as a baby, most of the time spent with the child's bed, then after three years of age, most children no longer nap. The change is due to the need sleeping child has been "transformed" into a figure that is very active. This happens because the child is developing all the capabilities that exist within him, including satisfy curiosity great.

Research Method

This research is a descriptive study by Sugiyono (2012: 29) is a method used to describe or analyze the results of the study but not used to make broader conclusions. The research method is a survey that is used to measure symptoms that exist without investigating why the symptoms are there and to obtain an overview of the characteristics of the population. Selecting a population using probability sampling techniques as sample gives an equal chance to be taken to every element of the population, character differences that may exist on any element or elements of the population is not an important thing for plan analysis. PAUD Purwomukti so selected for the sample population. Data collection techniques using research instrument in the form of observation sheets are arranged in the form of a questionnaire. Data have been collected and analyzed and processed using simple statistics that percentage. Assessment criteria health behaviors divided into three: high, low and medium.

<table>
<thead>
<tr>
<th>No</th>
<th>Value Range</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68 – 100 %</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>34 – 67 %</td>
<td>Medium/adequate</td>
</tr>
<tr>
<td>3</td>
<td>0 – 33%</td>
<td>Low</td>
</tr>
</tbody>
</table>

Results and Discussion

The results of a questionnaire distributed in Purwomukti, apparently the result of eating and drinking behavior 75%, 78% self-cleaning behavior, 82% of personal hygiene behavior, and the behavior of the balance of sports and activities 65%. Fourth these behaviors are in high criteria. Environmental hygiene behavior being 58% are in sufficient criteria / medium. The results of these data has been input for Purwomukti to evaluate the activities or programs related to healthy behaviors early childhood.

Evaluation suggested by looking at the behavior and environmental hygiene are still in pretty criteria. According Notoatmojo (2007: 122) Attitudes toward environmental hygiene is a person's response to the environment as a determinant of
human health. Humans are always alive and in an environment, such as the neighborhood, a place to learn, a place to perform physical activities and sports or recreation place. Humans can change, improve, and develop the environment to obtain maximum benefit from that environment. However, it often happens that man, consciously or not due to ignorance and negligence or reason for some reason, even pollute the environment even sometimes also damage the environment.

In order to continue to achieve good health healthy people have to live on a regular basis. Healthy living required environment clean and healthy. Wherever human beings will always be together with the environment, both at the time of learning, working, eating and drinking and the rest remained united with the human environment. Therefore, the environmental conditions need to be properly addressed in order not to damage your health as prevention efforts that do start early, both in the family and school environment.

Purwomukti early childhood as a partner, parents should continue fostering environmental hygiene practices through parenting programs, causing continuity in learning and habituation of environmental hygiene behavior of young children. Because children see, hear, and modelling an activity that occur repeatedly and will form a specific pattern on the child so that they are good at doing it. Parents and educators should continue to give examples of environmental hygiene behavior in early childhood so easily imitated and followed by children. Doing ways interesting and fun, like a child's play because the world is a world of play. Through the game, children will feel delighted in imitating so willing to do the healthy behaviors.

Healthy behavior the other, the behavior of eating and drinking, the behavior of self-cleaning, conduct personal hygiene, and behavior of sports and balance activities are within the criteria of the high does not mean negligible, but need the efforts of the school to continue to support that healthy behaviors more perfect. Among other things that needs attention is the breakfast in the morning before going to school, drink milk every day, shower twice a day, brushing teeth morning and before bed, wash every other day, wash hands before eating, cutting the nails, take out the garbage, cleaning feet after play, making the bed, helping clean up the home environment, clean up the dishes after meals, tidy up toys, and take a nap.

Early childhood program Purwomukti already held washing hands before eating and continued eating together in the form of rice,
vegetables and side dishes every day. After that the children wash dishes and glasses are worn. Brushing your teeth after meals. Once a week, cutting nails and also always remind children to put toys away and dispose of waste in place. Other healthy behaviors that can not be done at the agency should be made by parents in the home such as bathing, shampooing, brushing your teeth before go to sleep, drink milk, and take a nap.

**Conclusion**

Healthy behaviors early childhood in PAUD Purwomukti been counted fairly well, and should continue to do the coaching and mentoring so that healthy behaviors can become a lifestyle for early childhood. Program activities in Purwomukti could also be a reference for other agencies if found healthy behaviors early childhood in a poor condition. The need for cooperation between the school and parents for shaping the behavior of early childhood can not be done by one party alone. Healthy behaviors should be done systematically and continuously in order to create the next generation successor to the nation that qualified for growing development of optimal early childhood depends on healthy behaviors that do.

**References**


Undang-Undang Republik Indonesia No 36 Tahun 2009, Tentang Kesehatan
The Influence of Video Game to Children Behavior and Human Rights Respects

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Semarang, Indonesia
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Abstract
Children are the next generation of nation. This condition is same with Indonesia which has high expectation to the children. Therefore, parents, government, researcher and teachers should be aware to children development on behavior and human rights respects. Then, inline with the development of technology and communication, game is the famous products for children. The variety of video game could influence behavior of children. Based on this research, it was found that good game, such as Marble Muslim Kid, Pou, Happy Pet Story, and Spot The Differences could give good influence to children. The good game has linear influence to children behavior and human rights respects.

Keywords: video game, children behavior, human rights abuse

Introduction
Indonesia is one of developing countries which still try to make development for human rights protection for citizen. According to the data of National Commission of Human Rights of Indonesia, the cases of human rights abuse are increase in each year. In 2012, human rights complaints were 6.284 cases, 2013 with 6.658 cases, and 2014 with 7.285 cases. Due to the increase of human rights abuse cases in Indonesia, the education system to develop children should be revised in line with the United Nation Program, namely human rights education.

Unfortunately, human rights education is not exist in Indonesian curriculum, but the message of human rights knowledge and respect of others cannot be omitted from children development.

Children are the nation’s future; therefore the development of children should be cared by their parents, teachers and also government.

Inline with the development of technology and communication, children also become a consumers of those technology, it can be seen from the ability of children to use video game as one of technology product.

According to Rideout et al. (2010), seven and a half hours are spent in a day by youngster to use media; this habit can direct the youngster into psychological effects.
Moreover, the youngster plays video game around 2 hours per day. Then, according to Bailey et al. (2011) the young males play video game around 4 hours per day. It means that young males played video game around 28 hours in a week.

Based on the phenomena of video game using by children, this situation is debatable between parents, government, video game makers, and researchers (Kirsch, 2010). Even though the use of video game is still debatable, the function of game is very beneficial for children because game has effect for children’s life development (Misbach, 2006). Rogers and Sawyer’s (Iswinarti, 2010) added that game can influence the ability of children, such as problem solving, stimulate words and verbal development, stimulate social development and to be the place to express their emotions. Therefore, it can be seen that game can not be separated with children development.

On the other hand, game has multidimensional effect to the players such as academic performance and obesity (Cordes and Miller, 2000). Then, the use of violent game gives worse effect to the players such as negative cognition, and bad behavior (Anderson and Bushman, 2002). Therefore it can be stated that game also give bad impact to children behavior.

Based on those research result about game, there were research gap between researcher which found that game is very important for children and the researcher which said that violence game is bad for children.

In the context of Indonesia condition, according to National Commission of Children Protection, there were 6006 law cases faced by children in 2011-2015, pornography and cybercrime were 1.032 cases.

Therefore, due to the crisis condition of children character and behavior, the development of children should be monitored especially through the use of game because in this digital era, children cannot be separated with the technology used.

Based on the controversy of video game, the problem statements of this research are as follow: 1) What are the impacts of video game for children? 2) What are the safe game for children in this digital era? 3) What are the impact of video game to human rights respects?

Research Method

This research was conducted with experiment research approach especially with static-group pretest-posttest design. This research used two groups, namely experiment group (16 children) and control group (16 children). The sample of this research was chosen randomly.
from fifth graders of elementary school with Islamic education background (Madrasah).

**Results and Discussion**

This research was conducted with experiment research especially static group pretest-posttest design; therefore this research was started with pretest for all children, then treatment for experimental group and posttest for all children which were used in this research.

**Pretest**

In the pretest, all of children (32 children) are tested with the fundamental basis of whole culture of human rights by Compasito (2009). The fundamental basis of whole culture of human rights are as follow: 1) value self and others, 2) recognize and respect human rights, 3) understand one’s own basic rights 4) appreciate and respect differences, 5) acquire attitudes to address conflict in nonviolent ways, 6) develop confidence.

The 32 children which divided into 2 groups were tested for their behavior and human rights respect with Compasito (2009) indicators, then the result of pretest are recorded in the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Initial Name of Children</th>
<th>Wrong Behavior and Human Rights Respects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IY</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>JN</td>
<td>9</td>
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<tr>
<td>3</td>
<td>BA</td>
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<tr>
<td>4</td>
<td>MK</td>
<td>12</td>
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<tr>
<td>5</td>
<td>FW</td>
<td>11</td>
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<td>6</td>
<td>NY</td>
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<td>14</td>
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<td>15</td>
<td>YC</td>
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<tr>
<td>16</td>
<td>DO</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: Research Result (2016)

Then, the result of experiment group are as follow:

**Table 2. Pretest Result for Experiment Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Initial Name of Children</th>
<th>Wrong Behavior and Human Rights Respects</th>
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<tbody>
<tr>
<td>1</td>
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<td>14</td>
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<td>2</td>
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<td>4</td>
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<td>BA</td>
<td>10</td>
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<tr>
<td>9</td>
<td>DA</td>
<td>8</td>
</tr>
</tbody>
</table>
Based on research result in Table 1 and 2, it can be seen that many children still have bad behavior in terms of respecting human rights. The majority of children did not respect differences, namely they did not want to play together with the friend who had different physic, different gender, different hobby and different race. Then, they did not know their basic rights, especially the rights to eat, and to pray; they wanted to do it together with their friends because they do not want to miss their friends. Moreover, the children mostly solved the problem with their friends with violence way such as fights, quarrel. Then, the children had no confidence to explain their needs and their feeling. They just followed their friends and became followers because they did not know what to do.

**Treatment**

This treatment was given to experiment group that consist of 16 children. The treatment was conducted four times with two hours duration to play game per treatment. In the context of treatment implementation, children were explained how to play the game, then the researcher gave the children to play video game in the class for two hours. Then, to make sure that children did the game well, the researcher were asked how they played game.

The games were played in this research were Marble Muslim Kid, Pou, Happy Pet Story, and Spot The Differences. Those games were chosen with the following reasons: Marbel Muslim Kids was chosen because this game content of Islamic basic knowledge, such as rukun iman, rukun Islam and this knowledge are very beneficial for children development. Through this game, children will know which is bad and good according to Islam.

Pou was chosen because this game content sense of caring for Pou’s condition, sense of fashion and this game also content other games which safe for children. Happy Pet Story was chosen because this game could make virtual pet, gave pet name and decorate the cage. Spot the Differences was chosen because this game showed us that the difference between others would not make problem to make good pictures, and this game would develop accuracy of children.

In the first treatment, children were asked to play Marbel Muslim
Kids. This game was chosen for the first treatment because religious is the basic knowledge for every person to increase behavior and human rights respects. Then, in the next week were held second treatment with Spot The Difference. The third week treatments were given Pou and the last treatment was Happy Pet Story.

Posttest

Posttest were conducted for all children in this research, namely 32 children. The results of posttest are as follow:

Table 3. Posttest Result for Experiment Group

<table>
<thead>
<tr>
<th>No</th>
<th>Initial Name of Children</th>
<th>Wrong Behavior and Human Rights Respects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AT</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>AL</td>
<td>3</td>
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<tr>
<td>3</td>
<td>WL</td>
<td>2</td>
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<tr>
<td>4</td>
<td>AN</td>
<td>2</td>
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<tr>
<td>5</td>
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<td>AR</td>
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<td>7</td>
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<td>9</td>
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<tr>
<td>10</td>
<td>NI</td>
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<td>11</td>
<td>DV</td>
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<tr>
<td>12</td>
<td>ZF</td>
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<td>13</td>
<td>FR</td>
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<tr>
<td>14</td>
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<tr>
<td>16</td>
<td>SV</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Research Result (2016)

Then, the result of control group is as follow:

Table 4. Posttest Result of Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Initial Name of Children</th>
<th>Wrong Behavior and Human Rights Respects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IY</td>
<td>12</td>
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<tr>
<td>2</td>
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<td>15</td>
<td>YC</td>
<td>7</td>
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<td>16</td>
<td>DO</td>
<td>8</td>
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</tbody>
</table>

Source: Research Result (2016)

Based on the research result Table 3 and 4, it can be seen that game gave significant effect to children. The children in control group did not get any treatment, therefore their behavior showed lower quality compared to children in experiment group. Six children in control group showed that they did not have sense of caring to others, did not know their basic rights and
could not implement Islam rule. Three children from control group always fight and quarrel to solve problem, could not appreciate difference and could not implement Islam rule. Then, seven children from control group showed that they did not have confidence, could not implement Islam rule and did not know their rights.

Homogeneity and Normality

Homogeneity test that has been conducted was divided into two parts, namely pretest and posttest.

a. Pre Test

**Table 5. Pretest Homogeneity**

<table>
<thead>
<tr>
<th>Experiment Group</th>
<th>Control Group</th>
<th>X^2</th>
<th>Y^2</th>
<th>XY</th>
</tr>
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<tr>
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<td>121</td>
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<td>100</td>
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</tbody>
</table>

F = \frac{S_x^2}{S_y^2} = \frac{1.82}{1.4} = 1.3

b. Posttest
### Table 6. Posttest Homogeneity

<table>
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<th>$XY$</th>
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<td>62</td>
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<td>280</td>
<td>1408</td>
<td>545</td>
</tr>
</tbody>
</table>

\[
S_{X}^2 = \sqrt{\frac{\sum (X_2 - \bar{X})^2}{n(n-1)}}
\]

\[
S_{X}^2 = 1.6
\]

\[
S_{Y}^2 = \sqrt{\frac{\sum (Y_2 - \bar{Y})^2}{n(n-1)}}
\]

\[
\frac{16.1408 - (148)^2}{16(16-1)} = 0.16
\]

\[
S_{Y}^2 = \frac{22.28 - 219.94}{16(15)} = 2.6
\]

\[
S_{Y}^2 = 1.6
\]

\[
F = \frac{\text{High Variance}}{\text{Low Variance}}
\]

\[
F = \frac{1.6}{1.6} = 1
\]

Degree of Freedom (df$_1$) = n-1 = 16-1 = 15

Degree of Freedom (df$_2$) = n-1 16-1 = 15

Table F (0.05; 15; 15) 2.40

Result = F Obtained < F Table (1 < 2.40). So, post test for this research has homogeneity.

In normality for this research was conducted through Kolmogorof-Smirnov. The result is as follow:
Table 7. Pretest Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th></th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Normal</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.8750</td>
<td>9.3125</td>
</tr>
<tr>
<td>Parameters(^a)</td>
<td>Std. Deviation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.82117</td>
<td>1.44770</td>
</tr>
<tr>
<td>Most</td>
<td>Absolute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.160</td>
<td>.193</td>
</tr>
<tr>
<td>Extreme</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.160</td>
<td>.193</td>
</tr>
<tr>
<td>Differences</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-.090</td>
<td>-.128</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.641</td>
<td>.771</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.806</td>
<td>.592</td>
</tr>
</tbody>
</table>

\(a\). Test distribution is Normal.

The result of Kolmogorov-Smirnov for Posttest are as follow:

Table 8. Posttest Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th></th>
<th>Experiment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Normal</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.0000</td>
<td>4.1875</td>
</tr>
<tr>
<td>Parameters(^a)</td>
<td>Std. Deviation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.71270</td>
<td>1.64190</td>
</tr>
<tr>
<td>Most Extreme</td>
<td>Absolute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.220</td>
<td>.203</td>
</tr>
<tr>
<td>Differences</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.220</td>
<td>.203</td>
</tr>
<tr>
<td>Negative</td>
<td>-.129</td>
<td>-.115</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.881</td>
<td>.811</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.519</td>
<td>.526</td>
</tr>
</tbody>
</table>

\(a\). Test distribution is Normal.

Table 9 T Test for Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Initial Name of Children</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>D</th>
<th>(d^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>At</td>
<td>14</td>
<td>4</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Al</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>Wl</td>
<td>12</td>
<td>2</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>An</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>Ant</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Ar</td>
<td>12</td>
<td>2</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Lr</td>
<td>11</td>
<td>3</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>8</td>
<td>Ba</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>Da</td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>10</td>
<td>Ni</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>Dv</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
Based on the result of the T test calculation, the T obtained was 9.32. The T critical came from df(n-1) → df(16-1) → df(15) → 1.753 with 5% significance. It could be seen that T obtained fell in Ha area. Based on the result, it could be concluded that there was significant different between pre test and post test for experimental group by using four games to increase their behavior and human rights respects.

Then, the result of T Test calculation for control group is as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Initial Name of Children</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>D</th>
<th>d²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IY</td>
<td>10</td>
<td>12</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>JN</td>
<td>9</td>
<td>10</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>BA</td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>MK</td>
<td>12</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>FW</td>
<td>11</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>NY</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>DS</td>
<td>8</td>
<td>9</td>
<td>-1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>AN</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>RG</td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>DS</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>FI</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>TY</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Based on the result of the T test calculation, the T obtained was 0.57. Moreover, the T critical for this test was 1.753 which came from df (n-1) \rightarrow df (16-1) \rightarrow df (15) \rightarrow 1.753 with 5% significance. It could be seen that there was no significant different between the result of pre test and post test because the T obtained fell in Ho area.

Analysis

In the pretest, children were not introduced the game, they behaved normally inline with their background; therefore they answered indicator of human rights respects from Compasito (2009) inline with their knowledge.

Then, the experiment group was treated with four games which could give effect to children. The impact of games to children were proven in the posttest, namely children in control group still solved the problem through fighting and quarrel, children in control group did not have sense of caring, sense of fashion, did not know basic rights, did not appreciate difference of others and did not implement the rule of Islam in the real life. On the other hand, children in experiment group had good knowledge in Islam rule. Moreover, the children in experiment group had good sense of caring, sense of fashion after they played Pow game, they cared the need of other because during Pow game, they had to take care of Pow’s condition.
Based on the research result, it could be seen that good game and safe game were the game which were not contain violence, fighting and killing each other because the game would influence children’s character. Moreover, the game which could increase children good behavior and human rights respects were game which gave good impact to children.

**Conclusion**

The conclusion for this research are as follow: 1) Game would influence children character, therefore inline with children development in the real life, the environment should know which game were good for children; 2) The safe game were game which not contain violence, fighting and killing; 3) The game could increase human rights respects of children were the game which contain good perception and good behavior of children how to respects others.

**References**


Video for Character Value Learning toward Childhood in Kindergarten

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Email: wisnukristanto@gmail.com

Abstract
The background of this research is concentrated on efforts to develop learning media “Short Movie” that contains lots of character building in it, in order to apply character learning process. The story or the idea of the Movie is made by childhood itself, the production made by the writer. There is formulation on this research: 1) How to develop learning media “Short Movie”? 2) “Short Movie” by Childhood able to develop character building toward childhood?

This research is aimed to develop audio visual media increasing character which was taken from regulations of National Education Ministry about Morality and Religion, Concerning on the Morality and Religion: 1) knowing the religion they believe; 2) habitual devotion; 3) knowing good manners such as honesty, respectful, helpful; 4) being able to differ good and bad manners; 5) knowing ritual and religions holidays; 6) respect other religious believers, toward childhood of TK Benih Kasih Surabaya group B.

This research was conducted in ten steps according to the theory of developing research of Dick and carey (Bory and Coall, 2001), (1) Identity Instructional Goal, (2) Conduct Instructional Analysis, (3) Analyze Learners and Contexts, (4) Write Performance Objectives, (5) Develop Assessment Instruments, (6) Develop Instructional Strategy, (7) Develop and Select Instructional Materials, (8) Design and Conduct Formative Evaluation of Instruction, (9) Revise Instruction, (10) Design And Conduct Summative Evaluation.

Examination area was conducted for four times meeting by comparing test result between experimental class using media “Short Movie”. The writer has developed and control class using early system to teach character. Based on analysed data toward examination area, it is shown that T calculation is smaller than on the T tabel (0,75 > 2.110). As a result, Ho is rejected and Ha ia received. In conclusion, there is significant different between experimental class and control class, that is by using “short movie” can improve children ability on the field of morality and religion according to the indicators on regulations of ministry no.58

Keywords: Short Movie, Childhood, Character Building

Introduction
A well-known motto of Mandela (2000) is Education is the most powerful weapon which you can use to change the world. With education we can change everything including this world, since education has a very important role in the
process of increasing the quality of human resource. The better the quality of education the better the quality of human resource will be, and vice versa, since the quality of education is a process related to the process of the quality of human resource itself.

Based on the goal of national education stated in the Law number 20 of 2003 on National Education System chapter 28 verse 1, early childhood education is given to children with the age of 0 (newly born) to 6 years and it is not the prerequisite for the elementary education. In Section 1 chapter 1 verse 14, it is stated that early childhood education is an effort of building up newly born children until they reach 6 years done by giving stimuli of education to help them grow physically and spiritually in order to prepare them for the next level of education. (Departemen Pendidikan Nasional, 2004:4).

Early childhood education is a part of the efforts of achieving the goal of national education. It is also regulated in the Law number 2 of 1989 on National Education System that the goals are to enlight the life of the nation and to wholly develop Indonesian, that is faithful and obedient to the one and only God, having dignity, possessing knowledge and abilities, physically and spiritually healthy, having a firm personality and indepence, and also accountable to the society and the nation (Sujiono, 2011:8).

According to the Law number 23 of 2002 chapter 9 verse 1 on child protection, every child has rights to receive education and teachings in order to develop their personality and their level of intelligence in accordance with their interests and talents (Suyadi, 2010:9). The writer sees that nowadays the government is vigorously making efforts to achieve that goal, proven by the efforts of developing the curriculum, repairing the educational equipments and tools, revising the lesson materials, and particularly developing the ability of the educators and their assistants.

Because the early childhood education is very important, Moore, Goltsman dan Iacofano (1992) in their article entitled The Importance of Free Play to Children’s Development stated: All children have a right to play. Play is a process by which children learn. Good quality play opportunities have a significant impact on child development. Playing is compulsory for childhood.

Wilson (2008) emphasize this matter, saying: Childhood are busy people. They like to touch, taste, poke, dig, tear, shake, pull, push, and climb. They’re curious and eager to follow the path of curiosity. They’re observant and imaginative—often seeing patterns, shapes, and possibilities that adults rarely notice.
Childhood are also intense, sensitive, and highly competent. Childhood is a period of playing.

For that reason, early childhood education has to be done in playful way so that they would not be burdened by materials that they may not be ready to cope with. By playing, they will not feel that they are learning. It was done by Loris Malaguzzi when the WW II had been over. He wanted to invite children to play along to reduce their stress but in his plays Loris was delivering information or lessons without the children being aware of it and it did not make the children confused. This following statement was stated by Loris which is well-known as Reggio Emilia approach (in Vea Vicci, 2010): Learning is a process of knowledge building, recognizing that knowledge so produced is inescapably partial, perspectival and provisional and not to be confused with information.

Virginia (2010) emphasizes this matter, saying: Play helps children figure out the physical and social worlds, as well as how to express and manage their feelings. Thus playing is a very important thing for young children in their early ages in order that they can interact and know the world around them.

The success of education mostly depends on the learning process. Thus, educators as the messengers have to do their best to convey their message or information. In doing this, it is also important for them to pay attention on parents’ personalities, buildings and behavior since these things have a very big impact on the children’s development, especially in the first years of the children’s.

In Australian journal entitled “Behavior Problems Across Home and Kindergarten in an Australian sample”, Herrera and Little (2005) stated that parents and teachers are important sources of identification of children’s behavior problems. It explains the important role of parents and educators in educating their children and preventing them of behaving in a way that is against character buildings.

In the learning process, an educator is expected to deliver the information in the best clarity. But in one or two particular subjects, s/he does not have a capability and an adequate knowledge of the materials. Therefore, media is needed to help them sending information. The media is commonly called as learning media.

Learning media is essential component in a learning system. According to Pranata (2011:22) learning media is any form of materials containing material guidance and method, packaged in the printed forms, electronics or digital, to help educators conducting their lesson. Those materials can be used by the learners to study every
compulsory competence. This definition is in line with that of Sofyan and Lit (2010:159) stating that learning media is a package containing materials or methods that can be used for helping educators conducting lessons in the class.

Based on the writer’s observation as an educator in Surabaya (TK Benih Kasih, Surabaya Grammar School and Great Crystal International School) the most common learning media being used nowadays is Short Movie or Movie. Short Movie has a very big potential in increasing the effectiveness of a learning process. Short Movie is the most effective media especially for the lessons that needs direct example.

The writer sees that character building in schools (especially in one of the international school where the writer taught and in a private national plus school having English as the daily language) is only done by teaching the theories written in the textbooks without practicing what they have learnt. It causes them to know only all good characters without applying them in daily life. Nowadays the news about character degradation in this nation is getting more and more, starting from the leaders to the society of all levels. It causes anxiety of many people concerning what happen to this nation in the future. These occasions go to show that this nation is having a problem of character. This becomes a basic idea for the writer to write this thesis. The writer hopes that through character building, many people especially educators can raise up children with good character and new generation that is better in all aspects of life, that in the future these children will become leaders with good character.

The writer observes that the news nowadays shows that the quality of the young generation’s social life especially that of the young children’s is very poor. Betuel (education practitioner) in a seminar entitled “the effect of modern games on young children” held on March 8, 2014 at Gedung MDC Surabaya, stated that the children are lacking of interaction with one another. Although they are being in the same room, they tend to choose to focus on their own gadget. Almost all games played by the young children nowadays are individual games (played without the need of communication with other players), containing violence, pornography, and individualism elements.

Seeing this, the writer is interested to develop a way of introducing or passing on good characters using s accompanied by games. The writer has also received a very good input from a community in West Java focusing on preserving games namely Communities Hong. In their site, this community conveys that through singing games and playing games the children will not
only be taught to have good character but also be brought to know God and to love their neighbor (http://indonesiaproud.wordpress.com, February 18th, 2012). With this in mind, the writer is interested to develop a Short Movie containing s accompanied by games to build children’s character.

Mukhlas (2012) has an opinion that a nation’s character building should not be simply taught only as a lesson but it has to be made understood, made habit, set example and continuous. Character building in general is the responsibility of all citizens, in the family, society and nation. School is a part of society having important role in young children’s character building. Character building in schools can be implemented through the learning process and has to be integrated to all games or plays. All those character buildings can be planted by an educator and for the best result, media is needed.

Character building is one of national education goals. It is stated in the National Education System Act of 2003, chapter 1 that one of the goals is to develop the potential of learners so that they can acquire intelligence, noble personality and morality. From that view it can be concluded that education does not only build intelligence of Indonesians but also their personality and character, so that in the future a generation of good character with lofty nationalism and religious buildings would be raised up.

That kind of education was also brought up by Martin Luther King (Muchlas 2013) stating that intelligence plus character is the goal of true education. The success of the character building at this time will determine the future of the young children as well as that of this nation’s since the young children will grow up to be leaders of this nation. The future of this nation is in their hands.

Character building given to the young children through s accompanied by games is expected to prepare them to be men with good character and understanding and also lofty moral having a vision to build this nation up to be better, as the goal of national education written on the Law number 20 of 2003 on National Education System is to build up men that are faithful and devoted to the only God, having noble moral, good health, knowledgeable, capable, creative, independent, democratic and responsible.

In 2010 the ministry of national education released 3 programs, that are, character building, active learning, and entrepreneurship and creative economy. The Minister of NationalEducation, Moh.Nuh, in a ceremony celebrating national education day said: “Character building is very crucial to this nation. We now see that many of law
upholders are even punished, public ministries even demand to be served. Those all end up on character”. He stated that this character building would become the national program which also will be the programs done by other ministries and public institutions (Kompas, 2010).

Megawangi (2010:717) supplements with 9 pillars of character which are important to be planted in forming children’s personality. Those pillars are in line with local wisdom buildings containing universal noble buildings, including: 1) the love of God and the universe, 2) responsibility, discipline and independence, 3) honesty, 4) respectfulness and politeness, 5) love, care and cooperativeness, 6) confidence, creativity, hardworking and perseverance, 7) justice and leadership, 8) kindness and humility, 9) tolerance, love of peace and unity.

According to the Regulation of the National Education Minister number 58 of 2009 on the standard of early childhood education, the buildings included in moral and religiosity development are: 1) knowing the professed religion, 2) getting accustomed to worship, 3) understanding noble behavior (honest, helpful, polite, respectful, etc), 4) discerning good and bad behavior, 5) knowing religious festivals, 6) respecting other’s religion.

Hughes (1999) said that the character of young children will be built well if in the process of their growth, they are given opportunities to freely express themselves according to their interest without compulsion, which is through playing. There are five essential characteristics of playing in relation to the early childhood education: increasing motivation, free choice (without compulsion), nonlinear, fun, and the active involvement of the players. If one of them is not fulfilled, for example the education dominates the class by setting example to the young children, the learning process cannot therefore be called playing. That type of learning process makes the educator insensitive to the level of difficulty experienced by each of the young children.

Based on the exposition above it can be concluded that character building is very important to be planted from the early childhood. In order that the character building be delivered and put to practice in daily life, the writer tried to develop a media for teaching character through s accompanied by plays which can be used later in the learning process.

The writer chose to use s as media based on the theory proposed by Pound and Harison (2003): Since music king is a universal feature of human endeavor we can speculate that it has a biological purpose. In all societies, music plays a number of important functions or roles in
human living and learning. This becomes one of the reason why the writer uses s as media of character building, since they have important functions and roles in human living and learning.

This research focus on the effort of developing learning media in the form of Short Movie containing s accompanied by plays to help early childhood educators conducting the learning process of character building. A great Javanese lyricist namely Raden Ngabehi Rangga Warsita, well-known as Ronggowarsito, in the middle of of the 19th century stated that he made use of Javanese s called tembang to deliver teachings to other people.

The writer concludes that a Javanese (tembang) contains so much wisdoms useful for building character. For this reason the writer chose Javanese s to deliver character building which later can be put to practice in daily life. This research focuses on the effort of developing learning media in the form of Short Movie containing s in which character learning is contained in order that the process of character building be made easy to be done by the early childhood educators.

This character building through s accompanied by plays is expected to prepare the young children to be men with good character and understanding and also noble moral, having visions to build this nation up to be better.

Statement of the problem
Based on the background of the research explained above, the statement of the problem of this research is:
1) How is the development of learning media containing and accompanied by plays that is used for building young children’s character?
2) Can the media develop the character of young children?

The Purpose of the development
1) This development research aims at producing learning media in the form of: 1) Short Movie of s accompanied by plays, and 2) the manual book of the VCD. Both have been validated and tried out.
2) This media can later be used for improving character learning for young children and also for facilitating the educators in conducting character lesson for the young children.

Research Method
This research is categorized as developmental research since it main purpose is to produce a validated and tried out product. Developmental research according to Pranata (2009:39) is a systematic effort to design a product, to validate and try out the product so that it can be worth using to solve particular problem.

According to Sugiono (2010:407) developmental research
is a research method used for producing certain product and trying out the effectiveness of the product. The learning equipment developed by the writer is a Short Movie containing a Short Movie accompanied by a Short Movie in the form of a manual book packaged in the form of weekly activity plans and daily activity plans. The next step would be to describe the variables, which is what is happening, symptoms or situation being observed (Arikunto, 2005:310). This research aims at describing the effectiveness of the earning process using the Short Movie that has been made.

Since this is a type of R&D research, the collected data were analyzed using descriptive qualitative technique. Short Movie was made afterwards. The research of developing Short Movie earning media followed the cycle and stage of R&D from Dick and Carey found in Borg and Ga (2003:571).

Dick and Carey mode (Borg and Ga, 2003:570) is one of procedural modes suggesting that the application of the instructiona design principles is to be adjusted to the followed steps chronologically. Dick and Carey stated that instructiona design according to this approach has severa components that will be gone through in the process of development and planning. The steps are shown in this following picture:

Dick and Carey’s product development procedure (Borg and Gall, 2003)
These are the steps of instructional design development according to Dick and Carey:
1. Identifying instructional goals
2. Conducting instructional analysis
3. Analyzing learners and contexts
4. Writing performance objectives
5. Developing assessment instruments
6. Developing instructional strategy
7. Developing or selecting instructional materials
8. Designing and conducting formative evaluation of instruction

Type of the data
The data retrieved from content validity and material experts are in the form of quantitative and qualitative data. Quantitative data were retrieved from the instruments given to the try out subjects (media and content experts) whereas the qualitative data were in the form of revising suggestions.

The type of data retrieved from groups of individuals, small and bigger groups were in the form of quantitative data calculated using percentage formula.
Data collection instruments
The instruments for collecting the data are:
1. Interview script
2. Questionnaire

Data analysis technique
1. Descriptive-qualitative
   The technique of analyzing the data being used to process the data retrieved from questionnaires given out in the first stage to figure out the need of the society is descriptive qualitative analysis. The recent society problems and needs on character building were viewed afterwards.
   Descriptive qualitative analysis is also used for processing data retrieved from the experts’ review. This data analysis technique is used by classifying information retrieved from qualitative data which are in the form of responses, critics or suggestions of revision found in the questionnaires that are used to revise the product.

2. Quantitative
   In quantitative research, the writer uses data collecting instrument. The data retrieved from the experts through questionnaires were processed using Guttman scales. According to Sugiono (2012:96) Guttman scales provides firm answers, such as “yes-no”, “true-false”, “done-not yet done”, “positive-negative”, etc. There are only two intervals in this kind of scale which are “agree” and “disagree”. Research with Guttman scale is only done to retrieve firm answer towards certain stated problem. The result of this questionnaire would later be used for revising the product. The data retrieved from the try out applied to individual groups, smaller and bigger groups would be analyzed using the following formula:

\[ P = \frac{f}{N} \times 100\% \]

Picture: Percentage Formula, Sugiyono (2009)
Notes:
- \( P \) = percentage building
- \( f \) = frequency of each answer in questionnaires
- \( N \) = total of question

Next, the data retrieved from field try out both from experimental group and control group were compared. Thus the experimental model can be figured as follows:

\[ 0_1 \ X \ 0_2 \]

Picture: Experimental design with control group (Sugiyono, 2012)
Notes:
- \( O_1 \) : experimental group
- \( O_2 \) : Builing of control group
- \( X \) : treatment to experimental and control group
Experiment was done by comparing the experimental group that uses the product and control group that uses conventional media, which is book. Picture 3.4 explains that the learners were divided randomly into two equal groups (equal in the sense of social-emotional capability, moral, physical, cognitive, language and motoric). The two formed groups were experimental group (O1) and control group (O2).

Experimental group received treatment of the new system which was using audio-visual media whereas to the control group old system given. Later it would be observed whether or not the young children achieve more with the new media. If O2 building is significantly higher than that of O1, the new system will be considered more effective and efficient.

To statistically prove the significance of the effectiveness and efficiency of the product, t-test is applied using pooled variance formula:

\[
t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}
\]

Picture : t-test pooled variance formula (Sugiyono, 2013:138)

The result of the development

This development refers to Dick and Carey’s research and development design found in a book entitled “Educational Research” written by Borg and Gall (2007:590). As it has been explained before, the development procedure includes 10 steps that are:

1. Identifying instructional goals

The first stage of the research is analyzing the society need concerning character building. The writer identified problem and reason why this audio-visual media needs to be made in character learning. Questionnaire had been distributed to 10 teachers and 10 parents resulting that mostly agreed that nowadays character building is deteriorating because of the lack of character planting efforts. Sixteen respondents mentioned that there is a problem in conducting character lesson to young children.

Eleven respondents said that nowadays schools are still using question-answer to deliver the lesson. Eighteen respondents agreed to have media used for planting character buildings that is adjusted to the recent curriculum. For that reason, the writer developed this Short Movie media. Two other respondents agreed and added a note that character building should not only be taught but also to be applied.

2. Conducting instructional analysis

The competences that the children need to acquire in this research is adjusted to the character buildings found in the Regulation of National Education Minister number 58 of 2009 in the scope of moral and religiosity development, such as 1)
knowing the professed religion, 2) getting accustomed to worship, 3) understanding noble behavior (honest, helpful, polite, respectful, etc.), 4) discerning good and bad behavior, 5) knowing religious festivals, 6) respecting other’s religion.

3. Analyzing learners and contexts
   Analysis is done by identifying children’s behavior and character through observations and interview. Young children were taken out of playgroup class of B, thoroughly observed and inquired from the educators. Some of the characters to observe are: whether or not the children belong to special needs, are able to eat and drink on their own, are able to go to the toilet without teachers’ supervision, family social status. They are also asked whether or not they have watched Short Movie media teaching characters or containing l s. All the characteristics above have been fulfilled and randomly the sample of both control group and experimental group are stated equal. Thus they are to be stated ready to be involved in all try outs.

4. Writing performance objectives
   The aim of this research is generally to develop a media for improving children’s character. Specifically this research aims at applying and various good character to children mainly as stated in Regulation of National Education Minister number 58 of 2009 on the standard of early childhood education in the scope of moral and religiosity development, such as: 1) knowing the professed religion, 2) getting accustomed to worship, 3) understanding noble behavior (honest, helpful, polite, respectful, etc.), 4) discerning good and bad behavior, 5) knowing religious festivals, 6) respecting other’s religion.

5. Developing assessment instruments
   Based on the goals stated above, the next step is to develop assessment parallel items to measure the capability of the young children according to the predictive goals. The emphasis is on the buildings of character stated in the Regulation of National Education Minister number 58 of 2009 in the scope of moral and religiosity development. The try out is done according to the attached daily activity plan in appendices.

6. Developing instructional strategy
   In this part the researcher develop strategies to help the young children achieve each goal commonly known as lesson plan. The lesson plan being used is in the form of daily activity plan made for 4 meetings. They can be found in appendices.

7. Developing or selecting instructional materials
   The design of the product was made after the first questionnaire from the educators and parents (on
their need in teaching character) and also suggestions from the experts had been collected. This design followed the stages of learning multimedia production, such as, deciding general objective of the lesson, deciding the specific objectives, children characteristic analysis, content outlining, writing treatment (synopsis of the material description). In this part the help of experts is needed to result good and accurate concept, materials, description and storyboard. Once the design was approved, the writer proceeded to develop the product.

Storyboard was made based on the input the writer had received from all parties. The storyboard contains synopsis and scenario (script of the conversation) of the Short Movie to make.

8. Designing and conducting formative evaluation of instruction

This research attempts to test the properness of an audio-visual learning media. To do such a test, five stages have been gone through that are: validation from the experts, individual test, small group test, big group test and field test.

This following are the detailed result:

a. Validation from the media expert

Expert validation is done to test the worthiness of the media before being tried out to individual group, small group and bigger group. The data retrieved is qualitative data in the form of questionnaire with the selection of “suitable” and “not suitable” containing comments and suggestions. The result from Dr. Bachtiar S Bachri (the media expert) shows that this media has no need of revision and therefore can be stated worthy from the point of view of attractiveness, narration, motivation, relevance, accuracy and technical quality. The validator stated this Short Movie can straight away be used in character lesson.

Before gaining approval from the expert, the writer had to revise the product.

b. Validation from the material expert

The following validation was done by L.Hendro Wibowo, M.Pd as an expert of learning material for early childhood education. The result shows that most of the variables and indicators are suitable and therefore the media is usable in terms of content and material.

Before gaining approval from the experts, the writer had to revise this product one due to incompatibility issues especially in terms of the clarity of the Short Movie concerning the character being displayed. Having gone through some revisions according to the suggestions of the validators, the product was ready for try outs.

c. Individual try out

The validation of this try out is found in appendices (section 11-12). The result shows that 95 % of the members of this group answered
“yes” and the other 5% “no”. Thus this Short Movie can be stated worth using and proceed to small group try out.

d. Small group try out

The validation was applied to small groups consisting 4 young children each. The result shows that most of the members, 90% answered “yes” and only 10% “no” and thus the media can be used and proceed to bigger group try out.

e. Bigger group try out

The validation was done to big groups consisting 6 young children. The result shows that 96% of the big group members answered “yes” and only 4% “no”, thus the media can be counted worth using and proceed to field test to examine whether or not it helps to improve the learning process on the subject of character building according to the indicators found in Regulation of National Education Minister number 58 of 2009 on moral and religiosity.

f. Field test

In this stage the validated learning Short Movie was used in kindergarten B lesson. Two groups were formed: experimental group consisting 9 young children and control group consisting 10 young children. The retrieved data have been processed using SPSS 20 software and presented as follows:

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<th>Output One Sample Statistic with SPSS 20 software</th>
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<td>experimental group</td>
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<td>control group</td>
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<th>Output One-Sample Test with SPSS 20 software</th>
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<tr>
<td>Experiment Class</td>
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<td>Control Class</td>
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</table>

It appears on the table above that the biggest variance (squared of SD) is 3.80 and the smallest one is 2.75. To decide which T-test to choose for hypothesis test, homogeneity of both sample variances need to be tested. The homogeneity of variances is tested using Fhitung test with this following formula:

\[ F = \frac{\text{biggest variance}}{\text{smallest variance}} \]

Fhitung test (Sugiyono 2013:175)

\[ F = \frac{3.80}{2.75} = 1.38 \]

To decide the homogeneity, the building of Fhitung has to be compared to that of Ftabel. The result of the Fhitung test shows that the homogeneity of the variance is of 1.38. With numerator of dk
According to Sugiyono (2013:139) if $F_{hitung}$ is smaller than $F_{tabel}$, it will be considered homogen, and vice versa. Here, $F_{hitung}$ is smaller than $F_{tabel}$ ($1.38 < 3.23$).

According to Sugiyono (2013:141) the rule applies that if the building of $F_{hitung}$ is smaller than or equal with that of $F_{tabel}$ ($F_{hitung} \leq \_\_\_$) $Ho$ is accepted and $Ha$ rejected, and vice versa.

It appears that $F_{hitung}$ building is smaller than that of $F_{tabel}$ ($1.38 < 3.23$). Thus $Ho$ is accepted and $Ha$ rejected, meaning that the variance is homogen. Being found out that the variance is homogen ($\alpha_1^2 = \alpha_2^2$) and that the number of sample of experimental group is not equal with that of control group, according to guidance found in chapter 3, pooled variance $t$-test was applied as follows:

$$\text{t}_{hitung} = \frac{d - \frac{1}{2}(\frac{1}{\text{numerator}} + \frac{1}{\text{denominator}})}{\sqrt{\frac{\text{n1} - 1 + \text{n2} - 1}{\text{dk}} \cdot \frac{\text{numerator} \cdot \text{denominator}}{\text{numerator} + \text{denominator}}}}$$

The application of pooled variance $t$-test (Sugiyono 2013: 38)

According to Sugiyono (2013:139) $dk = n_1 + n_2 - 2$. Thus, $dk = 9 + 10 - 2$, which is 17. Based on that calculation, it appears that $t$-hitung is of 0.75 and $t$-tabel 17. In Sugiyono (2013:372) two-party test for $T$-tabel with the building of 17 is 2.110. In hypothesis test involving two-party test the rule applies that if the building of $T$-hitung lays on the area of $Ho$ acceptance or between the building of the table, $Ho$ is accepted and $Ha$ rejected. Therefore, if $t$-hitung is smaller than or equal with the building of $t$-tabel, $Ho$ is accepted. The building of $t$-hitung is absolute, having no plus (+) or minus (-) (Sugiyono, 2012:96)

The application of two-party test (Sugiyono, 2013:99)

The area of $Ho$ rejection, the area of $Ho$ acceptance, the area of $Ho$ rejection

The figure above shows that $T$-hitung is smaller than $t$-tabel ($0.75 < 2.110$). Thus $Ho$ is rejected and $Ha$ accepted. Therefore the conclusion is that there is a significant difference between experimental and control group meaning that using audio-visual learning media can improve children’s ability in the field of moral according to the indicators stated in the Regulation of National Education Minister number 58.

1. Instructional revision
After all the try outs and tests had been done, instructional revision was done in 5 stages: 1) revision from media expert, 2) revision from content-material expert, 3) revision from individual try out, 4) revision from small group try out, 5) revision from big try out which later would be done until each approval is gained. If approval is not yet gained, revision has to be kept being done in order to make the instructional instrument more effective. The revision done by the writer has been discussed in the previous stage and the result is attached.

2. Designing and conducting summative evaluation

The result on the above stages were made basis of writing the necessary instrument. The instruments had later been validated and tried out or implemented in the classes using summative evaluation. However, according to Borg and Gall (2007:591), this stage is not included in the designing process since it does not involve the designer but an independent evaluator instead. Therefore, in this development summative evaluation is not done. The stage was only done up to stage 9 which is to the stage of revising product design in order to make the product ready to use.

Discussion of the development result

1. The result from media expert’s try out

The questionnaire filled and validated by the media expert stated that viewed from all variables of this developmental, revision is of no need to be done and thus the media is no need to be done and thus the media is worth using viewed from media aspect. It includes the clarity of the statement of the goal of the character lesson mentioned in this Short Movie, relevance of the lesson objectives according to the Regulation of National Education Minister number 58 on early childhood education, the accuracy of the Short Movie being displayed, the precision of the sound, the suitability of the supporting resources, the clarity of the Short Movie and the sound, the introductory part of the Short Movie. The final note from the media expert is that there is a need of making additional guidance to guide teachers in explaining the introductory part of the revised Short Movie.

2. The result from content-material expert’s try out

The questionnaire filled and validated by the content-material expert also shows that viewed from all variables of this media development, revision is not needed and therefore this media is considered to be worth using based on lesson material point of view. It includes: material and lesson objectives relevance, suitability with the stage of young children’s development, the relevance to the achievement of the children’s development, the
relevance to indicators development, the suitability with the lesson theme, the attractiveness of the display, sound, picture size, and the ability of triggering curiosity of the children, and the suitability for the young children.

3. The result from individual group
   The filled-up questionnaire shows that 95% of the group members answered “yes” and 5% “no”. Therefore, the media is worth using and ready to be passed on to small group try out.

4. The result from small group
   The filled-up questionnaire shows that most of the group members, that is 90%, answered “yes” and only small part which is 10% answered “no”, and therefore the media is worth to be used and passed on to be tested to bigger group.

5. The result from the bigger group
   The filled-up questionnaire shows that 96% of the group members answered “yes” and only 4% “no”, and thus the Short Movie is worthy to be used in field test, to see if the Short Movie improves the learning process according to Regulation of National Education Minister number 58 of 2009 on moral and religiosity.

   Based on the first research question in chapter 1 concerning how good this learning media is, it is shown that the results of media expert, content-material expert, individual, small group, bigger group try outs have proven that this media is worth using to improve character learning process.

   From the field test applied to both experimental and control group a t-test calculation has been retrieved, showing that T-hitung is smaller than that of T-table (0.75>2.110). Thus Ho is rejected and Ha accepted. The conclusion is that there is a significant difference between the two groups. It shows that using this audio-visual media improves children’s ability in terms of moral based on the indicators mentioned in Regulation of National Education Minister number 58 of 2009. The calculation above goes to show that the young children’s ability in the field of character (belonging to group A of TK IT AL-USWAH Prigen) has improved with the help of this media.

   Based on the second research question mentioned in Chapter 1 concerning whether or not the usage of this learning Short Movie improve young children’s character buildings, field test results show the effectiveness in learning activity with the improvement of the children’s ability based on the indicators stated on the Regulation of National Education Minister number 58 of 2009 on the development of moral and religiosity, such as: 1) knowing the professed religion, 2) getting accustomed to worship, 3) understanding noble behavior (honest, helpful, polite, respectful, etc), 4) discerning good and bad
behavior, 5) knowing religious festivals, 6) respecting other’s religion.

The indicators being used in this developmental research taken from the Regulation of National Education Minister number 58 of 2009 were limited only to the moral and religion part. This research is also limited to kindergarten B of TK IT AL-USWAH Prigen. Considering the limitations, the field test result proved that this media is effective in improving children’s ability in terms of character described on the Regulation of National Education Minister number 58 of 2009.

This developmental research considers the theory proposed by Hellen G. Douglas in Muckhlas (2012:41): character isn’t inherited. One builds it daily by the way one thinks and acts, thought by thought, action by action. Character is understood as way of thinking and behaving which is unique and by that every individual can live and cooperate in the scope of family, society, nation, and country. Individual with good character is an individual who can always make decisions and be ready for consequences.

The result of this research is in line with the opinion of Hamalik (2008:123) stating that learning media is tools, techniques and methods which are used for increasing the effectiveness and teaching in schools. By using this media, communication will be more effective since there are a lot of conversations and movements (dances) that can be done together.

The use of this Short Movie in the learning process is also in line with the statement of Trianto (2009:255): learning process that uses media will trigger excitement in learning and therefore the young children will develop rapidly according to their own interest and pace, direct interaction with the environment and give stimuli and experience creating perception of the same concept.

See and Rickey (1994:10) stated that learning technology is conceptually defined as a theory and practice of designing, developing, making use of, managing and evaluating process and learning sources. It is also suitable as tool of communication used for increasing the effectiveness of learning process. The theories above show not only the importance of character for the nation but also of media for the success of learning activity. For that reason the writer took this developmental research which aim is to produce media useful for teaching character.

It is in line with the opinion of Daryanto (2010:86) that Short Movie is a very effective media in supporting learning process both in classical and group learning and also individual learning. According to Daryanto (2010:87) the intake and
memorizing ability of children toward a certain subject matter will increase significantly if the information is mostly acquired through hearing and seeing.

Thus the result of this research is proven to support the theory of Elizabeth B. Hurlock (in Susanto 2011:38) stating that children development can be speeded up or stimulated using audio-visual media in the form of learning Short Movie. As mentioned above, the result of the questionnaire from both validators stated that this media is already suitable and presentable for character lesson which would be published as DVDs. The result also showed that this Short Movie is in accordance to Regulation of National Education Minister number 58 of 2009 on moral and religiosity education and presentable to the young children.

Using this Short Movie, we can give real examples of characters. With this Short Movie, educators can also teach dances without inviting the original dancers. With those dances we can teach not only characters but also Javanese culture to young children in an attractive way.

Thus it can be concluded that the media that has been developed is worthy to be used for improving children’s ability in the field of character according to the Regulation of National Education Minister number 58 of 2009 on the standard of early childhood education in the scope of moral and religiosity development, such as, 1) knowing the professed religion, 2) getting accustomed to worship, 3) understanding noble behavior (honest, helpful, polite, respectful, etc), 4) discerning good and bad behavior, 5) knowing religious festivals, 6) respecting other’s religion.

Conclusion

Based on the statement of the problems, the research, data and discussion, it can be concluded that:

a. The buildings of characters mentioned on the Regulation can be delivered well to the young children using this product.

b. The implementation of the audio-visual media is very attractive to the young children and able to support the ongoing learning process so that the development of character including the buildings of moral and religion mentioned in the Regulation can be increased.

c. The result retrieved through T-test shows that T_hitung is smaller than T_table (0.75>2.110). Thus Ho is rejected and Ha accepted. Therefore, the conclusion is that there is a significant difference between the experimental and the control group, meaning that using such audio-visual media
can improve children’s ability in the field of moral and religion according to the indicators mentioned in the Regulation.

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Correlation Socio-economic Status, Family Culture of Food Pattern to Early Childhood  (Research in Pos PAUD Kusuma at Kelurahan Sekayu, Central Semarang, Kodya Semarang)

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Abstract
The purpose of this study is generally to obtain an empirical overview of the socioeconomic status of parents related to the family culture to food pattern of early childhood. The method used survey method described the relationship between the variables, while samples of the research is the children in the family who are in the Pos PAUD Kusuma, Semarang Tengah, Kodya Semarang. The conclusion of this study are: (1) there is a positive relationship between socioeconomic status with a food pattern in a correlation coefficient of 0.620; (2) there is a positive relationship between family culture with a food pattern in a correlation coefficient of 0.561; (3) there is a positive relationship between status socioeconomic of the parents and family culture to food pattern in double correlation coefficients of 0.723.

Keywords: socio-economic status, culture, food pattern of early childhood

Introduction
Children often have problems with food habits usually occurs in 2-5 years old, who often have difficulty in healthy food, because the food pattern given by parents just the same menu that children become bored and eventually forming the wrong food pattern.

The wrong food pattern can affect the growth process, children who have problems with food habits tend to not be able to get a good nutrition. Relationship with the children, there is a tendency that the level of mental development is required are usually lower and temporary changes in the study of immune system, balance and also development of golden age, concentrated harder.

Forming a good food pattern for a child requires the patience of a mother. At preschool age, children often have a difficulty in eating phase. If the meal problem is a prolonged, it can interfere with the children development because of the number and types of nutrients enter to the body less.

Food problems can occur because children imitate their parents food habit that may be not good. Parents of picky eaters and are not fond of vegetables will indirectly cause the child to behave like their
parents. Eating culture can also arise from food habits to do from the home such as food habits that use coconut milk in the family will make children happy with the milky food. Some children were accustomed to eating sweets, it causes children to become obese.

Family socioeconomic status such as income is lower than the head of the family and have less knowledge of nutrition coupled with a family culture, among others, food habits and customs will affect the process of selecting and processing of food by the mother, because the processing of good food will affect the nutritional status of a child.

Early childhood physically and psychologically dependent on his parents and they still can not take care of himself very well. Children still need a balance nutrition for growth, because of the role of parents is very important because of the mothers provide foods for his family, especially his children. Based on the explanation, the researcher is interested to conduct the relationship between socio-economic status, family cultural and food pattern of early childhood.

The issues raised are: (1) is there any relationship between socioeconomic status with food pattern of early childhood?, (2) Is there any relationship between family culture with food pattern of early childhood? (3) Is there any relationship between socioeconomic status and family culture with food pattern of early childhood?

Review of Related Literature
Food Pattern

A food pattern is a variety of information gives an idea of the kinds and amounts of food eaten each day by one person and it is typical for a particular group of people as expressed by Andriani and Wirjaatmadi (2012: 460). A food pattern is not balanced will cause imbalance nutrients that enter the body and cause malnutrition in versa unbalanced consumption also lead to excess of certain nutrients and causes more nutrition. Proper nutrition plays a role in creating an early childhood health optimally.

In addition, the definition of the food pattern according to Goan Hong Lie in Santoso (2008: 7.4) is a variety of information gives an idea of the kinds and amount of food eaten every day by one person and it is typical for a particular group of people. This food pattern will be affected by several things, among other habit, pleasure, cultural, religious, economic level, and the natural environment.

Suharjo (2003: 22) also explained that the amount of food and the type and amount of food stuff in a in a country or a particular region called a food pattern. Scarcity of food and work habits of the family, influenced on food pattern.
According to anthropologist, Margaret Mead in Almatsier (2002: 281) that the food pattern is the way of a person or group take advantage of available food in response to economic pressures and socio-cultural experienced. Food pattern is related to food habit.

The influence of industrialization brought many changes in food pattern of various populations. The population in industrialized countries no longer rely on food produced itself as farming, but also in industrially processed foods. Food pattern changed in accordance with the changing times. It can be seen from a variety of foods are now processed by the industry. It also added the influence of print and electronic media as well as technological development raises a variety of processed foods.

Food Pattern of Early Childhood

Food habits are formed between one to five years. Providing food for toddlers and preschoolers is a very important task. Parents and teachers can promote good food habits in two ways according Marotz, and the Cross (2004: 423)

1. Providing services and enjoy a variety of nutritious foods
2. Having dinner together with the kids and show enjoyment of a variety of nutritious foods

One of the most important goals in developing good food habits is to teach toddlers and preschoolers to receive a variety of foods from each in a variety of food groups. It is especially important to enthuse children to love the group of fruits and vegetables, because there is a big difference in nutritional contribution of individual foods in this group. children should be encouraged to accept a variety of new foods and food must be prepared in a different way. Toddlers and preschoolers love things that are sweet but not like most vegetables. It's a real challenge for teachers to reduce food such as sweets and increase children's interest in vegetables. Teachers should eat a variety of vegetables in front of children, commented on how delicious vegetables and familiarize featuring pleasures (like smilling).

Socio-economic Status

Social status is taken by someone in the community. Social status can be termed a social position. Social position can be divided into two kinds, namely; (1) The formal status is taken from the position of a person whose socio-cultural unit all sides of the receiving environment is good and formally recognized; (2) the position of informal status that one's position in the social and cultural environment that is not official. The person in question is generally accepted by the
norms and social values in the cultural environment. This was disclosed by Soekanto (2000: 216).

Krech and Crutchfield (2006: 338) also explains that socio-economic status is a tool that describes one's position in the social system in society. Status describes the place/position of individuals in a certain pattern or a family in a certain foods pattern. It is in line with the thinking Krech who explained that the status is the ranking of an individual position in a hierarchy of groups or society.

The concept of socio-economic status is generally measured by the three main components, namely; parents’ education, status and position in the work, and income in the calculation can be done individually or used as an integral and inseparable. This is explained by Borstein (2003: 31). In its history, the achievement of one's social status is classified into two ways, namely; (1) ascribed status and (2) achievement status. Status acquired through heredity is an inherent status when a person is born, concrete example is the son of the king who will be the successor to a king, or in terms of our national known as nobility. This group is socially has been directly get admission to occupy the social status in society, not seen whether they will be educated, have abundant wealth, success or other life as measured using the standard developed at this time.

Achieved status is positioned to achieve someone pursued with deliberate effort or struggle within its capabilities. This occurs in modern society democratically opened, which allows the socio-economic mobility both horizontally and vertically within the society.

On the basis of some of the above theory, synthesized that socioeconomic status is a condition that describes the family of social and economic life. Socioeconomic status views of parents’ education, occupation of parents, family income, housing conditions, social activities of family members, daily activities of family, and the amount of expenditure to meet the needs of family members.

**Family Culture**

The word "culture" comes from the Sanskrit "Buddhayah", the plural of "budhi" (sense). So culture is all things concerned with sense. The word "culture" can also mean "the mind and culture" or "the power of the mind", namely creativity, taste and intention. Thus, culture is the result of work on creativity, taste and intention.

In English, the culture is "Culture" derived from the Latin word "Colere" which means "cultivate" mainly cultivate or work the land or farming. From this sense then the "culture" can mean all the
power and activities of humans to cultivate and change the nature, described by Koentjaraningrat (2000).

Santrock (2008: 191) explains that Culture refers to a pattern of behavior, beliefs, and all things produced of a certain group of people who passed on from generation to generation. It is produced naturally “This comes from the interaction between groups of people and their environment expressed by Chun, Organista, and Marin (2002) and Shiharaev & Levy (2007).

Culture is broadly defined as the values, beliefs, attitudes, and practices accepted by members of a group or society. This is explained by Sizer (2012: 15)

Foods is not just something to eat; it is an integral part of the culture of a community, region nation. Food is arelative concept. On a global level, humans eat everything that is not immediate toxic, described by Hartog, Van Staveren , Brouwer (2006 : 10)

**METHOD OF THE RESEARCH**

The study is to obtain an empirical overview of the socio-economic status of parents related to the family culture to food pattern of early childhood at Pos PAUD Kusuma Jl. Sekayu Raya No. 200, Sekayu, District of Central Semarang, city of Semarang, Central Java. The main purpose of this study was to determine the relationship between:

1. Socio-economic status with food pattern of early childhood
2. Food habit in families with food pattern of early childhood
3. Socio-economic status and food habit with early childhood food pattern.

The method used is a survey method, this method can be described and explained the phenomenon of study, namely the relationship between the study variables. Schematically the constellation of problems in this study can be described as follows:

Figure 1. Constellation of Relationships between variables

Description:

X1 = Socioeconomic Status
X2 = Food Habit
X3 = Food Pattern

The study used simple random sampling in a lottery. Sampling is the process of sampling as a representative
population. The sample in this study was 30 families.

**Data Collection and Techniques of data analysis**

For the needs of data collection in this study used three (3) pieces of the instrument, which is the instrument used to collect data on the food pattern of the family, family socioeconomic status and family culture in the form of a questionnaire to the mothers with response patterns used a Likert scale score 1 – 5.

**Results and Discussion**

Hasil perhitungan statistik deskriptif dari ketiga variabel penelitian dapat dirangkum dalam tabel 4.4 berikut:

<table>
<thead>
<tr>
<th>Keterangan</th>
<th>Variabel Y</th>
<th>Variabel X₁</th>
<th>Variabel X₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>135.17</td>
<td>53.40</td>
<td>110.90</td>
</tr>
<tr>
<td>Standard Error</td>
<td>2.42</td>
<td>1.15</td>
<td>2.06</td>
</tr>
<tr>
<td>Median</td>
<td>136.50</td>
<td>53.32</td>
<td>112.88</td>
</tr>
<tr>
<td>Mode</td>
<td>142.50</td>
<td>53.72</td>
<td>114.88</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>13.28</td>
<td>6.28</td>
<td>11.26</td>
</tr>
<tr>
<td>Sample Variance</td>
<td>176.3506</td>
<td>39.4207</td>
<td>126.7138</td>
</tr>
<tr>
<td>Range</td>
<td>52</td>
<td>27</td>
<td>53</td>
</tr>
<tr>
<td>Minimum</td>
<td>110</td>
<td>42</td>
<td>85</td>
</tr>
<tr>
<td>Maximum</td>
<td>162</td>
<td>69</td>
<td>138</td>
</tr>
<tr>
<td>Sum</td>
<td>4055</td>
<td>1602</td>
<td>3327</td>
</tr>
<tr>
<td>Count</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

1. Normality Test Error Estimated regression of Y on X₁

From the calculations, the value of $L_{hitung} = 0.0783$, this value is smaller than the value of $L_{table}$ ($n = 30; \alpha = 0.05$) of 0.161. Given $L_{hitung} < L_{table}$ then the data spread the food pattern on socioeconomic status tend to form a normal curve.

2. Normality Test Error Estimated regression of Y on X₂

From the calculations, the value of $L_{hitung} = 0.0965$, this value is smaller than the value of $L_{table}$ ($n = 30; \alpha = 0.05$) of 0.161. Given $L_{hitung} < L_{table}$ then the data spread the food pattern on family culture tend to form a normal curve.

<table>
<thead>
<tr>
<th>Gakat Taksiran Regresi</th>
<th>n</th>
<th>$L_{hitung}$</th>
<th>$L_{table}$</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\alpha = 0.05$</td>
<td>$\alpha = 0.01$</td>
<td></td>
</tr>
</tbody>
</table>
Based on the calculation, it can be concluded that all the null hypothesis (H_0) which reads sample come from populations with normal distribution can not be rejected, in other words all the samples were chosen from the population in normally distribution.

Research Hypothesis

Hypothesis testing is performed in order to test the correlation between variables also to know how big the correlation between independent variables with the dependent variable.There are three hypotheses have been formulated and tested empirically in this study, namely:

1) There is a positive relationship between socioeconomic status with food pattern.
2) There is a positive relationship between family culture with food patterns.
3) There is a positive relationship between socioeconomic status and family culture with food pattern.

1. First Hypothesis

The research hypotheses were tested formulated as follows: "there is positive relationship between socioeconomic status with food pattern".

The statistical hypothesis is formulated as follows:

H_0 : \rho_{y1} \leq 0
H_1 : \rho_{y1} > 0

Based on the results of these calculations also obtained regression coefficient b = 1.31 and constant a = 65.20. Thus the form of the relationship between socioeconomic status with food patterns indicated by linear regression equation is \( y = 65.20 + 1.31X_1 \).

2. Second Hypothesis

The research hypotheses were tested formulated as follows: "there is positive relationships between family cultures with food patterns ".

Hypotesis are statistically formulated as follows:

H_0 : \rho_{y2} \leq 0
H_1 : \rho_{y2} > 0

The result of the calculation as the hypothesis testing attachment, shows that the regression equation that occurs between Y on X_1 is Y = a + bX_1. Based on these calculations also obtained regression coefficient b = 0.66 and constant a = 61.82. Thus the relationship between the family
cultures with food patterns indicated by linear regression equation is  \[ y = 61.82 + 0.66X_2 \].

3. Third Hypothesis

The research hypotheses were tested formulated as follows: "there is positive relationship between socioeconomic status and family culture with food pattern".

The statistical hypothesis is formulated as follows:

\[ H_0 : R_{y,12} \leq 0 \]
\[ H_1 : R_{y,12} > 0 \]

The result of the calculation as the hypothesis testing attachment, shows that the multiple regression equation that occurs between \( Y \) on \( X_1 \) and \( X_2 \) is \( Y = a + b_1X_1 + b_2X_2 \). Statistical analysis of the results also obtained multiple regression coefficient \( b_1 \) of 0.74 and \( b_2 \) of 0.34 with a constant (intercept) of 45.04. Thus the relationship between the two independent variables with food pattern shown by multiple regression equation by an equation \( Y = 28.63 + 1.03X_1 + 0.47X_2 \) which implies that:

If there is an increase of one unit on the socio-economic status and to control for the family culture, then the increase is followed by a rise of 1.03 units in the food pattern.

If there is an increase of one unit on the family culture and to control for socioeconomic status, then the increase is followed by a rise of 0.47 units in the food pattern.

1. The Relationship between Socio-Economic Status with Food pattern

Results of testing in the first hypothesis can be concluded that there is a positive relationship between socioeconomic status with food pattern, which resulted in a correlation coefficient of 0.620 obtained \( t_{count} = 4.18 \) is greater than \( t_{table} = 2.76 \) at \( \alpha = 0.01 \). The conclusion shows that the higher of the socioeconomic status rises the food pattern.
The correlation between socioeconomic status with food pattern showed its significance, either through product moment correlation even partial correlation. The results of this analysis indicate that socioeconomic status is one of the main factors which contribute to the food pattern.

2. The Relationship between Family Culture with Food pattern

Results of testing the second hypothesis can be concluded that there is a positive relationship between family culture with food patterns, which produce a correlation coefficient of 0.561 obtained \( t_{\text{count}} = 3.58 \) is greater than \( t_{\text{table}} = 2.76 \) at \( \alpha = 0.01 \). The conclusion shows that the higher of the family culture rises the food pattern.

Correlation between family cultures with food patterns showed its significance, either through product moment correlation and partial correlation.

3. The Relationship between Socio-economic Status and Culture with Food pattern

The third hypothesis testing results can be concluded that the socio-economic status and family culture have a positive relationship with the food pattern. The correlation coefficient between the two dual independent variable and the dependent variable \( R_{y.12} \) at 0.723 meghasilikan \( F_{\text{count}} = 14.76 \) is greater than \( F_{\text{table}} = 5.49 \) at \( \alpha = 0.01 \). From the correlation coefficient was calculated in the coefficient of determination \( (R_{y.12})^2 \) at 0.5231 means that 52.31% proportion of the food pattern variance can be explained jointly by socio-economic status and family culture.

Conclusion

Results of testing the hypothesis has given three findings which can be used as the basis for exciting conclusion of this study, namely:

1. There is a positive relationship between socioeconomic statuses with food pattern of early childhood

2. There is a positive relationship between family cultures with food pattern of early childhood

3. There is a positive relationship between socioeconomic status and family culture with food pattern of early childhood.

Thus, the three findings of the study mentioned above, it can be summed up as follows: First, the greater of the socio-economic status which is owned by the parents in a family rises food pattern of early childhood, second, the greater of a culture that prevailed in the family will give a positive impact on the food patterns of early childhood. Third, The greater of the socio-economic status of a family and the prevailing culture in the
family will improve the food patterns of early childhood.

References


Seven Edition (United States of America).


Outdoor Education Model For Children With Special Need Through The Natural Way Of Outbound With Family

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Abstract
Children with special needs is a child with special characteristics. The education for children with special needs can be taken in inclusive education. The goals of education for children with special need that they were able to have a life skills. The Outdoor education model is one of solution to build life skill for children with special need. The outdoor education model for children with special needs can use outbound designed with the family. The purpose of writing this paper is to know about the outbound performed to describe education for children with special needs and their family. The outbound can implemented in order to be effective when there are teacher as a facilitator, and then the teacher must integrated with the family of children with special need. There are some games which can implemented to this outbound such as the games for build intimacy, build cooperation and develop creativity. The education method is very suitable for children with special needs for children with special needs are able to explore the learning with the surrounding environment.

Keywords: Children with special need, Outbound, Outdoor education,

Introduction
Children with special needs is a child with special characteristics that differ from the majority of children without always showing on mental disability, emotional disability, and physical disability. Children with special needs consists of visual impairment, hearing impairment, mental retardation, physical disabilities, tunalaras, learning difficulties, behavioral disorders, gifted children and children with health problems (Geniofam, 2010). According to Shea & Bauer (1997), children with special needs are sorted based on the conditions of specialization, they are: (1) a learner who vary in their interactions; (2) a learner who vary in accessing the environment; (3) a learner who vary in their learning styles and rates.

The number of Children with Special Needs in Indonesia is quite large. It is estimated that there are approximately 4.2 million ABK in Indonesia if the assumption of the
PBB which states that at least 10 percent of school with children (5-14 years) bears special needs. According to the Head of Badan Kependudukan dan Keluarga Berencana Nasional (BKKBN) Fasli Jalal said that in 2013 the number of school with children in Indonesia based on BPS data exist that there are 4.2 million children with special need in Indonesia. The analyzes of these statements can be said that the number of children with special needs in Indonesia is quite large. Thus, education as a means to help children with special needs are to run their lives properly.

The right to education for persons with disorders or hereditary stipulated in the law No.20 of 2003 on National Education System article 32 states that "special education is an education for learners who have difficulties in following the learning process because of physical, emotional, mental, social. The law no.20 of 2003 that epidemic for children with disorders are very meaningful because it gives a strong foundation that children with disabilities should have equal opportunities accorded to other kids in the right to education and teaching (Effendi, 2006).

Education for children with special needs to take lessons in schools be right for all children with special needs to develop the skills, become independent, adult human, it can work well, and can provide prosperity for himself in terms of both psychological and financial.

Education for children with special needs can be taken in inclusive education. Inclusive education is an innovative education and positioned to expand access to education for all children with special needs, including the disabled. According to Mohammad (2011), Inclusive education can also be interpreted as a form of education reforms that emphasize the attitude of discrimination, the struggle for equal rights and opportunities, fairness, and expanding access to education for all, improving the quality of education, a strategic effort to complete the compulsory of 9 years, and efforts to change people's attitudes towards children with special needs.

The goals of education for children with special need that children with special needs were able to have the life skills. The concept of life skills in the school system, according to the Directorate General Education, 2002 (in Anwar, 2004) classifies into two parts, they are: (1) general life skills / GLS (skills generic), which include: personal skills (skills know myself / self awareness, skills rational thought / thinking skills), social skills; and (2) the specific life skills SLS (specific skills) include: academic skills and vocational skills.

The most of the children with special needs have obstacle in
physical development that will affect his health. But one way or strategy that could serve as a model for the development of life skills in school children with special needs inclusion is to use outdoor education models. Outdoor education is one of the scope of the subject of Physical Education, Sport and Health For children with special need in inclusive school. Outdoor education are conducted outside the classroom or outside school buildings, or in the wild (open space), such as: camping and adventure. Tus, it will be many Obtained knowledge and values from outdoor activities. Form of activity that is now Often Carried out by many students and held in out class education is outbound. Generally Outbound can be defined as joint activities outside the classroom, or outside the room. In other words, outbound activities are joint activities in the wild or open area. A physical education teacher or facilitator should be Able to create interesting outbound activities, especially for children with special need in inclusive school. This will lead students who following outbound activities feel fun and they are able to get the benefit from these activities.

Research Method

The approach used in this paper is a qualitative descriptive study based literature. In the selection of this approach is expected to provide an overview carefully about the state or certain symptoms of the object of study. In this case I tried to describe about the outbound education models for children with special need through the natural way of outbound with family in inclusive school.

The data collected in this paper is secondary data, there are, the writing of data sources obtained indirectly through an intermediary medium. Secondary data generally in the form of evidence, records, or historical reports that have been compiled in the archive (documentary data), both published and unpublished.

Data collection methods used in this study is the method:

a. Literature, literature study was done by reading the literature related to and support of this writing, in the form of print and electronic library (internet data).

b. Documentary, documentation studies done by reading the previous writing reports and articles that are accessible from the Internet, books and journals in accordance with this method the authors with the problems. The relevant data from a source or document required.

c. Subjective intuitive, subjective intuitive is the involvement of the authors' opinion on the issue with discussion the topic.

The preparation of this paper has been through stages or steps that
systematically in order to obtain complete results of the study and structured. The steps were performed in the writing of this paper are as follows:
a. Finding and formulating the problem.
b. Searching for and selecting data sources relevant literature.
c. Analyze the data to answer the problem.
d. Formulate alternative solutions to problems.
e. Describe the conclusion and recommend suggestions.
f. Develop the papers.

Result and Discussion

Outdoor education is outside school activities that include activities in the outside classroom or school and others in the wild, such as: playing in the school environment, parks, village or fishing, camping, and other adventure activities, and the development of relevant knowledge aspect (Arief Komarudin, 2007). According to Tandiyo Rahayu (2009), the outside classroom is an education conducted in the outside the classroom or outside school buildings, or in the wild, such as: playing in the neighborhood schools, in parks, in villages or coastal fishing, the farmer town / paddy fields, camping, adventures, so it will be Obtained knowledge and values associated with outdoor activities.

Outbound generally itself can be defined as joint activities outside the classroom, or outside the room, (Suparlan, 2008). In other words, outbound activities are joint activities in the wild or open areas, for instance, outbound activities held by a particular school. In consideration that the students do not know how to live in the countryside, like how the farmers grow rice, milk the cow, and so on. Physic teacher and parents' expectation is that Reviews their children need to Participate in outbound activities in order to have a life experience in the countryside or in the open space.

Outbound is an adventure that is a challenge, meet it with something that is not known but it is important to study, learn about themselves, about others and all of the potential yourself. Children with special need can learn to recognize their own abilities and weaknesses through outbound activities.

The Goals Of Outbound Outdoor Education And Activity For Children With Special Need

According to Jamaladin Ancok, (2002: 43-44) that the benefits derived from outbound activities include: 1) creative thinking, 2) having good interpersonal relationships, 3) communicating Effectively, 4) motivating self and others, and 5) having the ability in self-management. Besides the benefits of
outbound, According Hanik Liskustyawati (2008: 209), Among others are: 1) getting to know more about self ability, 2) emerging tighter the sense of togetherness, 3) understanding more the meaning of a team building, and 4) eliminating the sense of saturated due to overloaded working.

For residents in the group of children, leisure and play are two things that are difficult to separate, so that the benefits of recreation is also a combination of play and recreational activities. Some functions of recreation and play function which can be obtained groups of children when they do recreational activities are as follows: Recreational functions, which are: 1) to escape from the daily routine with the intention of having fun or simply release tension or out of kebosanan.untuk restore physical fitness and spiritual (Soekadijo, 1995); 2) to express and develop themselves, energy return and recovery of function (Kelly, 1990). While the function of play are: 1) to optimize the growth of all parts of the body such as bones, muscles, and other organs; 2) teaches self-control or self-control in children; developing the creativity of children; 3) along with others, especially from a group of children; 4) controlling nature is less commendable such as anger, worry, jealousy, envy, sorrow; etc; 5) introduction of the environment; 6) learn to understand or know new things (Megalini, 2004); 7) learning physical coordination and social adaptation and get the satisfaction of participation and achievement obtained (Kelly, 1990).

According to Adrianus and Yufiartiantara said that the goal of outbound are (1) identify the weaknesses and strengths of students (2) expression in accordance with its own way an acceptable environment (3) to identify and understand feelings, opinions of others and to understand the differences (4) raise spirit and motivation for continue to engage in those activities (5) more independent and act as you wish (6) more empathetic and sensitive to the feelings of others (7) able to communicate well (8) know how to learn effectively and creatively (9) provide an understanding of something about the importance of good character (10) to instill positive values that formed the character of students through several examples of real life experience (11) to build the quality of life of students of character (12) to apply and gives examples of good character to environment.

In general, the holding function outbound activity itself which are 1) to develop the existing physical health in children with special needs; 2) to develop psychological health is in itself ana disabilities; 3) to introduce environmental knowledge in children with special needs; 4) developing
creativity in a child with special needs; 5) exercise sensitivity to the situation in the environment; 6) training on children with special needs co-operation with the people around him.

The Several Outdoor Education Program Model has already Implemented

The concept of education in the open then evolved since the 1970s throughout the world, including Indonesia. Many institutions that implement outbound in the process of teaching. Its use began to contribute positively to the success of learning. 4 Year 2007 on disabled people and Government Regulation 43 of 1998 on efforts to improve the social welfare of the disabled, as well as the National Action plan sebgai follow-up to the Indonesian government in implementing the commitments Nations in Asia fasifik or Millineum Biwako Framework (Ministry of Social Affairs, 2009). In the Republic of Indonesia Act Number 23 of 2002 states that every child has the right to rest, recreation, playing, hanging out with their peers in accordance talents, interests and level of intelligence for self-development. Also the Act No. 10 of 2009 which states that residents with disabilities are entitled to a special facility in accordance with their needs. In the city of Bandung there Regional Regulation Number 26 of 2009 on Gender Equality and Empowerment of Persons with Disabilities. Also Regulation of West Java Province. Number 10 of 2006 on the Implementation of the Protection of Persons with Disabilities. Bandung area, there is also a recreational patterns developed for disabilities. Recreational pattern is similar to outbound activities written in this paper. because the pattern of recreational opportunities in the area of Bandung has been able to develop a good children with special needs in terms of both physical and psychological. At ITB, in order to provide a service to visitors and academicians mixed then some buildings, especially those built after 2005, is equipped with facilities for people with special needs.

The implementation of Outbound in Inclusive School

In the implementation of outbound, it takes integration from various parties who are able to control the outbound activities. The parties involved in outbound activities are teachers, students in school inclusion, as well as the families of the students terseebut. Families here took part in the execution of outbound activities for families also participate in monitoring and learning to educate children well. In this case, the teacher as a facilitator made has several characteristics that must be met in order for outbound activities
can do well. According to Abubakar Ancok (2002), the characteristics of outbound facilitator that must be met include: 1) Have the competence, as well as in the field of group dynamics; 2) Understand the game plan to uncover the behavior of the participants or students; 3) Has powers of observation and good communication abilities; 4) Has interesting and authoritative (adequate education, an attractive personality, and having a good sense of humor); 5) Master the technical problems outbound activities, including safety issues.

Outbound means implemented in order to be effective include:

1. Teachers in this case serve as a facilitator, set the location first in conducting outbound activities
2. The teacher works with families of students at school inclusion to conduct outbound activities shared between students with family
3. The teacher divides between the groups of students with special needs students is the norm for blended together into groups according to the balance of the strengths and weaknesses of the student.
4. Teachers provide instruction related to the family around the existing knowledge through a variety of games that can be solved by families and students.

This is consistent with solving the existing problem cycle include: The cycle through the five-step of problem solving that problem identification, obtaining resources to solve problem, complement and strategy issues, monitoring, and evaluation of coping. In this case the modeling strategy obtained by the students. In modeling, the students learn to follow the behavior of other people as models. Modelling is very effective for affective and psychomotor domains. Because modeling can be used to teach academic skills and motor usage of children with special need. Strategies for special needs must be tailored to the child's condition. For children with special need feel difficult to control the emotions anger, should be given a model how when he or she was angry and control the feeling.

5. Teacher gives understanding to each other associated with problem to be discussed.

In the implementation of outbound, there is a learning process. According DJamaladin Ancok, (2002: 6), argued that every effective learning process requires the stages including:

1) Shaping experience stages: At this stage the of participants are
Involved in a game activity with another person.

2) Stages of meditation experience: This stage aims to process the experience gained from the activities that have been done.

3) Shaping concept stages: At this stage the of participants find the meaning from the experience of intellectual, emotional, and physical activity. Obtained from Reviews These activities.

4) Testing concept phase: At this stage, the of participants are invited to reflect on and discuss how far concepts that have been formed in the formation stage can be applied in daily life in the community, the family and at school as well.

The Games Of Outbound Activity
There are many outbound games that can be played in primary school, for the example:

1) The games for build intimacy, like zip – zap games, etc.

2) The games for build cooperation, like the ball rolling, a ball and bambboo, etc.

3) The games for develop creativity, like play mirror, or hypnosis, etc.

Conclusion
The outdoor education model by using outbound designed for children with special needs is a learning model that was created to attract children with special needs to be able to cope with the psychological problems well. In this case, applied for an outbound learning children with special need given to special needs are integrated with their families. It is intended for children with special needs families able to obtain adhesion to one another and parents are also able to understand more about child development. Learning outbound done by the teacher as a facilitator divides the children with special needs based on the characteristics. After learning that outbound done outdoors and the teacher give a game to them so that later they were able to finish the game and able to work well together. The education method is very suitable for children with special needs for children with special needs are able to explore the learning with the surrounding environment.

References
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Early Childhood Creativity

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Abstract

Creativity is the ability to provide new ideas and implement them in problem solving, therefore it is important to develop one's creativity from an early stage. This study aims to see how the creativity of young children who attend early childhood institution which is located in Pontianak, Indonesia. This study uses qualitative research method, which uses data analysis technique is descriptive percentage. Results of research conducted by observing 100 children in ten early childhood institutions show that 66.4% of children are already showing their creativity during the study done.

Keywords: creativity, early childhood

Introduction

Most people believe, that creativity is important in the life. But not everyone can understands what is creativity realy mean and can develop itself. For an example, everybody know that Thomas alva edison famous as a man who found the lamp. How can he found it?! it is one of the benefits of human creativity. he had a different idea of the most, he dare to manifest his idea, and do work hard to reach it.

However it was not the only one owned by the findings of this creative, but there are many more. Without the ability to see and interact with the world in a different way than most, Thomas alva Edison will not be able to make different kinds of discoveries. In an article written by Biantoro in merdeka.com, there are at least 2332 Thomas Alva Edison invention that has been patented throughout his life. That's one of the benefits of creativity in life.

Simply, creativity can be defined as the ability to provide new ideas and implement them in problem solving. Although there will be differences of meaning between creativity in adults and creativity in children. However base on its meaning, creativity is defined by finding something new or modify existing into something new. So it does not always have to be completely new.

Basically everyone has the potential to be creative, the difference lies in the degree and the field being expressed. Maxim (1980) revealed that in certain children can display a higher degree of creativity than other children, however it must be understood that no child who has
no creativity at all. Therefore, a teacher must be sure that their proteges are all creative, just how the environment stimulates the appearance their creativity.

It must be understood specifically that creativity in children is different from creativity in adults. Creative in the sense of an adult means the existence of expertise (expertise), skills (skills), and the main motivation (intrinsic task motivation). Creative adults indicated as an individual who has excellent technical skills, artistic ability, and have the talent. They also have a charming style of work, openness awesome idea, and the concentration and perseverance outstanding.

While, creativity of children in the corridor by the uniqueness of the idea and the growth of imagination and fantasy. Children who are creative are sensitive to stimulation. They are also not limited by any frames. This means that they have the freedom and flexibility on the move. Creative children also tend to have fun in activity. Creativity of young children was also marked by the ability to form mental images, the concept of things that are not present in front of children. The young children also have a fantasy, the imagination to form a concept similar to the real world (Isenber & Jalongo, 1993). in children, it can be said to be adequate if it fulfills two conditions of creativity, the fluency and flexibility.

because of the importance of creativity that has been presented, it is necessary to know how big the creativity of children, especially the children who are in Pontianak city. to be able to determine an effective measure in order to further enhance the creativity of children.

Creativity

According to George & Zhou (in Ashkanasy & Rowe, 2008) creativity is a product idea or solution that is both novel and useful. Creativity is not only related to novelty, but also to be useful, it also expressed by Stokes (in Gerlovina, 2011) that creativity is the process of creating something new that is appropriate, generative, and influential. So creativity is not only related to something new and appropriate, but also to be generative and influential.

Campbell (in Mangunhardjana, 1986) argued that creativity as an activity that brings results that are:

a. Novel, which is defined as an innovative, have never been there before, fresh, interesting, strange and surprising.

b. Useful, which is interpreted as a better, more practical, facilitate, encourage, develop, educate, solve problems, reduce barriers, overcome difficulties, to bring good results.
c. Understandable, which means that the same result can be understood and can be made at a later time, or otherwise the events that just happened, incomprehensible, unpredictable and can not be repeated.

From some of the above opinion, it can be concluded that creativity is the ability to produce a real product or idea as a solution to the problem, even it's the new or a combination of several existing, appropriate, and helpful.

The characteristics of a child's creativity

To describe the characteristics of a child's creativity, Munandar (1992) describes the characteristics of creativity she shared into two traits associated with creative thinking abilities and characteristics that relate to attitudes or feelings. In detail described as follows:

a. The characteristics associated with creative thinking or cognitive ability (aptitude), among others:

1) The fluently thinking skills, which is sparked a lot of ideas, answers, solving problems, questions, or suggestions give you many ways to do things and always think about more than one answer.

2) Flexibility or flexible thinking skills, which is generate ideas, answers or questions varies, it can look at things from the viewpoint of different, look for many alternatives or different directions, and to be able to change the approach or way of thinking.

3) Originality or original thought ability, which is able to create new and unique expressions, thinking unusual way to express themselves, and be able to make unusual combinations of parts or elements.

4) Elaborating, that enrich and develop an idea or product, and add or itemize in detail the notion of an object, or situation so that it becomes more attractive.

5) Ability to evaluate evaluate skills, which is determines benchmark their own assessment and the determination of whether a question correctly, a positive plan, or an act of wise, capable of taking decisions on an open situation, and not only sparked the idea but also implement them.

b. The characteristics concerning attitudes and feelings or affective (non aptitude) include:

1) Efforts Curiosity, covering an urge to know more, ask lots of questions, always pay attention to other people,
objects and situations and sensitive observation and want to know or investigate.

2) Imaginatively, including the ability to demonstrate or imagine things that are not or have never happened, and using imaginary but knowing the difference between fantasy and reality.

3) Feeling challenged by the plurality, including the urge to solve difficult problems, feel challenged by complex situations, and more interested in tasks difficult.

4) The attitude of risk-taking, including courage answer though not necessarily true, not afraid to fail or be criticized, and do not be hesitant because of the vagueness of things unconventional, or less structured.

5) Respect, includes measures can appreciate the guidance and direction in life, and appreciate the abilities and talents of its own thriving.

Research Method
Subjects in this study are 100 preschoolers were taken randomly from ten pre-school institutions, including formal and informal early childhood institution, for each is taken ten children. The method used in this research is descriptive qualitative which the observation technique used for data collection and a data collection tool is observation guidelines. Data analysis using descriptive analysis using the percentage of five levels of criteria. the formula to make the level is levels the percentage / amount of the percentage level x 100%. The presentation of five criteria used are:

<table>
<thead>
<tr>
<th>No</th>
<th>The percentage of success categories of students who shows creative behavior</th>
<th>category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 % - 100 %</td>
<td>Very high</td>
</tr>
<tr>
<td>2</td>
<td>60 % - 80 %</td>
<td>high</td>
</tr>
<tr>
<td>3</td>
<td>40 % - 60 %</td>
<td>sufficient</td>
</tr>
<tr>
<td>4</td>
<td>20 % - 40 %</td>
<td>low</td>
</tr>
<tr>
<td>5</td>
<td>0 % - 20 %</td>
<td>Very low</td>
</tr>
</tbody>
</table>

Results and Discussion
The results of observations conducted on a hundred children in ten schools for three times, showed the following results:
### Table 2. Observation Result Of Children’s Creativity

<table>
<thead>
<tr>
<th>indicator</th>
<th>observation 1</th>
<th></th>
<th>observation 2</th>
<th></th>
<th>observation 3</th>
<th></th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
<td>%</td>
<td>frequency</td>
<td>%</td>
<td>frequency</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>fluency</td>
<td>49</td>
<td>49</td>
<td>60</td>
<td>60</td>
<td>50</td>
<td>50</td>
<td>53.0</td>
</tr>
<tr>
<td>flexible</td>
<td>36</td>
<td>36</td>
<td>46</td>
<td>46</td>
<td>44</td>
<td>44</td>
<td>42.0</td>
</tr>
<tr>
<td>original</td>
<td>32</td>
<td>32</td>
<td>36</td>
<td>36</td>
<td>31</td>
<td>31</td>
<td>33.0</td>
</tr>
<tr>
<td>elaboration</td>
<td>17</td>
<td>17</td>
<td>29</td>
<td>29</td>
<td>24</td>
<td>24</td>
<td>23.3</td>
</tr>
<tr>
<td>evaluation</td>
<td>38</td>
<td>38</td>
<td>32</td>
<td>32</td>
<td>49</td>
<td>49</td>
<td>39.7</td>
</tr>
<tr>
<td>Curiosity</td>
<td>48</td>
<td>48</td>
<td>52</td>
<td>52</td>
<td>55</td>
<td>55</td>
<td>51.7</td>
</tr>
<tr>
<td>imagination</td>
<td>39</td>
<td>39</td>
<td>29</td>
<td>29</td>
<td>36</td>
<td>36</td>
<td>34.7</td>
</tr>
<tr>
<td>challenged by a plurality</td>
<td>58</td>
<td>58</td>
<td>51</td>
<td>51</td>
<td>46</td>
<td>46</td>
<td>51.7</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>48</td>
<td>48</td>
<td>47</td>
<td>47</td>
<td>46</td>
<td>46</td>
<td>47.0</td>
</tr>
<tr>
<td>respect</td>
<td>62</td>
<td>62</td>
<td>64</td>
<td>64</td>
<td>61</td>
<td>61</td>
<td>62.3</td>
</tr>
</tbody>
</table>

Based on the data above, it can be seen that only about 24-61% of the 100 children who raises creativity behavior when the learning activities in the classroom. the data above shows that of the ten indicators creativity observed only one indicator alone is in the high category, it was respect, where the average in each study showed that 60 from 100 children who demonstrate the ability to self-respect, as would accept a suggestion from others and looking for opinions or information to enhance its capabilities.

Meanwhile less from 60% of children who indicates the ability to think flexibly, Curiosity, challenged by a plurality, and dare to take risks in each of the learning process in the classroom. then only less from 40% of children who can raises original thinking skills, elaborating, assessing, and imaginative.

Different from the above discussion, the results of validity test through time triangulation shows that children who show creativity indicators both that always comes or occasional as follows:
Table 3. Time Triangulation Test Results

<table>
<thead>
<tr>
<th>Indicator</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>73</td>
</tr>
<tr>
<td>Flexible</td>
<td>65</td>
</tr>
<tr>
<td>Original</td>
<td>54</td>
</tr>
<tr>
<td>Elaboration</td>
<td>39</td>
</tr>
<tr>
<td>Evaluation</td>
<td>62</td>
</tr>
<tr>
<td>Curiosity</td>
<td>81</td>
</tr>
<tr>
<td>Imagination</td>
<td>57</td>
</tr>
<tr>
<td>challenged by a plurality</td>
<td>74</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>68</td>
</tr>
<tr>
<td>Respect</td>
<td>91</td>
</tr>
</tbody>
</table>

From the above data indicates that every indicator of creativity varies between one another. There are high and some are low. If averaged in general it was found that 66.4% from 100 children observed already show their creativity.

For each indicator are observed, the self-respect shown by 91 children in 100 children, then the most rarely raised by children is the ability to elaborate, only 39 children from 100 children are capable of elaborating ideas or works that they have made or argued.

Creative children is a child who has a mind of initiative and not rely on others and empower the mind to produce a something (Suratno, 2005). In this case contained in the indicators were observed that thinking skills are Fluently, flexibility, and the original that has been shown by more than 50% of children who were observed.

Children's ability to assess the results of his work and the work of others in an objective and fair has also been shown by most children, they can recognize the excess and lack something that they had create and compare it to others. besides that, the children also showed a high curiosity by asking questions and observing that they want to know.

Children also showed interest in things that are difficult and complicated to be resolved and strive to finished. Children also have the good confidence, not afraid to fail, and the courage to express ideas and opinions very well, but only 57% of children who can demonstrate an ability to imagine, to do or express his thoughts were different from other children or unusual, and they can distinguish where is fantasy and reality. whereas imagination and originality are important components to create something new, and it is the main characteristic of creativity.
Hurlock (1992) explains that creativity is a mental process that undertaken to create something new, different and original. Hurlock add creativity emphasize on creating something new and different. Maslow (in Schultz, 1991) states that creativity is equated with creativity and imagination possessed naive children, in a way which is not prejudiced, and immediately see the things or being assertive. so, it can be concluded that there is still less children will be able to produce something new, either in the form of ideas or work.

**Conclusion**

From the research that has been done, it can be concluded that only 67% of children who indicates creativity, especially children in institutions PAUD Pontianak city, where creativity is measured from the aspect think Fluently, flexibility, original, elaboration, evaluation, Curiosity, imaginative, challenged by a plurality, dare to take risks, and appreciate.

The result is showed that not all children of 67% raises each creativities indicator in learning process. it is hoped that the child can show their creativity as much as possible by varying methods, techniques, and media learning in the classroom. Santrock (2007) wrote about some of the conditions that promote creativity among other encouragement, facilities, stimulating environment and so on. So teachers should be able to make this happen to improve children's creativity.

**References**


Maxim, G.W. (1980). The Very Young: Guiding Children from Infancy through the
Early Years. California: Wodsworth.
Improving the Children’s Speaking Ability Through Role Playing Method

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Abstract
This paper describes that the children’s speaking ability does not appear suddenly, but through several stages, and it needs to be formed and nurtured from an early age. The children’s speaking ability can also be improved through a variety of ways including through method of role playing.

This paper describes and explains the processes adopted to optimize the children’s speaking ability through role playing method. This paper is based on the results of a Classroom Action Research (CAR) conducted in Playgroup of Aisyiyah at Mangli, with the stages of planning, action, observation, and reflection.

The Method of role playing improves children’s speaking ability, as shown from the scores increasment in pre-cycle which reaches an average of 57, the first cycle of 64.5 and the second cycle of 75.75. The increasment of the speaking ability is followed by children’s attitude changes, are: unembarrassed, speaking expressively, daring to express opinions, expressing various questions, answering multiple questions, and fluently expressing ideas.

Keywords: speaking ability, improvement, role playing

Introduction
Early Childhood Education (ECD) is held in an attempt to optimize the child's development in order to improve the quality of human resources. Early childhood is often called as “the golden age” of the children at the age of 0 to 8 years, a period that is very potential to install and form the basis of attitudes, values, good and noble life, as well as basic skills needed to achieve the next stage of development. It can be said also that in order to produce qualified human resources for the future of the nation depends on the efforts made to prepare the children to optimize their readiness to enter the stages of development from their early age.

Theoretically, the development of children in their early age can be grouped into several age groups. The Children’s education in the age range of 3-4 years included in Play Groups. One of the children’s ability which rapidly expands in the preschool age is the speaking ability. Speaking is one of the aspects of the language. Mastery of a language is closely associated to the children’s cognitive. The
children’s speaking systematics describe the systematics of thinking. The children’s language development in the preschool age is still unperfect, but their potential can be stimulated through active communication by good language and valid one. The quality of the people’s language around children will affect them in speaking skills. The teachers of Play Group are who close and affect the children’s language development. The teachers if Play Group should be able to seek a variety of learning strategies to develop the children’s language ability.

Learning at the Play Group of Aisyiyah Mangli Jember centered on the teacher, where the teacher speaks from the begining of learning to the end, and only occasionally the teacher asks the children for the yes and no answer. The teacher does not offer opportunity for students to speak, telling story or just to express their opinions. This causes the students tend to answer with a short or one word with no expression, or with the head down and rarely to ask questions or express their opinions.

Based on the explanation of descriptive data from the previous observation on the children’s speaking ability in the Playgroup of Aisyiyah Mangli, it should be relized a development and innovative learning activities from the existed. The use of role playing method can change the learning activities become active, creative, and fun for the children, which ultimately can improve children's speaking ability.

Research Method

The aims of this research is to describe how to optimize the children’s speaking ability through the method of role playing, as well as to understand the stages of early childhood development. To understand the early childhood development, pursued in collaboration with the Play Group of Aisyiyah Mangli Jember, among others, to describe conditions and learning of early childhood age. The data collected through observation, interviews, and records as steps to get data. The gotten data then analyzed to describe speaking ability of the children in early age.

Through the classroom action research (CAR) which was qualitative and quantitative one, it is known how the learning is undertaken. What meant with the qualitative is natural process of learning, and the quantitative is by measuring the increasement of learning among the children.

To get a good results in this study, an action research done collaborative through a cooperation and good relation with the teachers. In this case, the teachers perform the action while the researcher observes the ongoing process of action.

The research was conducted in the Play Group of Aisyiyah
Mangli Jember. Here, the researcher dealt directly with the research object, namely early children of the Play Group, then looked carefully and observed the issues examined together with the teachers of the Play Group of Aisyiyah Mangli Jember, in subject to the conditions of early age children. This research conducted in three processes of activities, namely planning, action, and reflection.

The data collection done by using the documentation techniques, that is taking the written sources. The technique of documentation is collecting data from sources such as notes, data in books, magazines, and more (Arikunto, 2009: 131 and 253).

In addition, other techniques of data collection done with observation, interview, and recording. The observation is to observe the learning process, eg about the behavior. Arikunto (2009: 156) reveals that the observations can be done through sight, smell, hearing, touch, and taste. To make an observation it needs an observation guide which contains a list of types of activities done that may observed. The interview is a dialogue conducted by the interviewer toward the speaker in order to obtain information. Through the interview, the researcher may make a contact to the children directly so as to reveal the precise speaking ability for communication activity.

Results and Discussion

A Pre-research activities conducted in order to understand the circumstances of learners how they make a good interaction, so that with method of role playing the data obtained are natural.

A deeper introduction to the school institution and the teachers also performed, as the collaboration between the researcher and the teachers is needed. Discussions with the teachers, especially teachers of the Play Group (hereinafter referred to as the teachers) is also done during the preparation for the material presented in the learning activities. In addition, helping the teachers teach in the classroom and come into play with the children in the break time so that the researcher can adapt with the children and school environment. The researcher also being a counselor, when the teachers have difficulties in dealing with children as well as the material taught. Conditioning of the childrens to electronic items brought by the researchers for making documentation needs to be explained to children so that they are not surprised by these objects. This needs to be done so that the children well-adapted and the learning activities done naturally.

In the pre-research found that the preliminary data of the children’s speaking ability in the Play Group of the 20 children, with detail category of 3-3.5 years are as many as 10
children, and the ages of 3.5-4 years as many as 10 children. The difference of ages in this class due to the differences of parents’ views regarding the school entry age. However, such differences do not interfere with the activities of this research.

Based on the observation, the teachers stand as source of information for they talk much about the instructional subjects so that they give instructions of what activities should be performed by the children. The learning activity process in a Play Group should be performed in the classical style, the teachers talk from the beginning to the end of the lesson. Occasionally, the teachers ask the children whose answer is simply yes or no, or a single word utterance.

Such activities are often carried out by teachers so that the children feel bored to learn. In turn, the teachers offer games that has nothing to do with the development of the speaking ability just to make them speak up.

The researcher was assisted by the teachers hold a pre-test to obtain preliminary data. The data become the initial assessment data as a benchmark to assess the ability of a child to talk. This activity is done naturally and included in the learning process so that the children do not know that it was a test. The activities to be carried out by the children are having micro role playing as fruits.

The researcher assessed during the test by observing the appearance or expression of the children when playing a role. Assessment was done with three criteria: a score of 3 if the child is capable of doing well and being expressive, score 2 if the child is capable of doing without expression, as well as a score of 1 if the child is not able to perform an assigned task.

Based on the observation and assessment of the assignments done by the children, the score obtained is 45 for the lowest and 75 for the highest on the children’s speaking ability. The datum is then communicated to the principal and the teachers. Then the researcher offer an alternative program to make learning more interesting activities and can increase the children’s speaking ability in the Play Group using role-playing method. The program is conducted in the form of cycles. The researcher pointed out that each cycle rated its success thus achieving an increase from pre-test score. The school agreed and conducted through discussion on having more integrated and concrete learning to do together.

1. Data Presentation on Cycle 1

   The first cycle covers four parts; planning, action, which is divided into three meetings, observation, and reflection.

   a. Planning

   The first phase, the researcher explains some theories of
development and education of children associated with learning to speak for children aged 3-4 years. Speaking skills must be prepared physically and related to the children's age. The children are given the opportunity to practice by giving the opportunity to speak, and then be motivated through appraisal, they are also given examples and guidance of how to speak nicely.

The second phase, the researcher together with the teachers select activities that can develop the children’s speaking ability using role playing method. The teachers then listed several activities to develop speaking skills in the form of program activities. The program is then translated into a concrete plan of lesson plan, to make it easily understood and applicable. The items of the lesson plan contains themes, forms of activities, learning steps, methods and media required.

The fourth phase is the last stage in the meeting of the researcher and the teachers in planning activities to prepare these measures, to prepare a media needed. The researcher and the teachers create media that are tailored to the theme agreed while discussing of things that become engrossing conversation between children and the habits of what is done by a children.

The researcher and the teachers agreed to choose a theme of plants with a sub theme of fruits. The arrangements of the room referring to immersion learning for the children in an environment of rich fruits image.

b. Action

Before starting cycle 1 the researcher and the teachers already had discussed to plan what activities are carried out in the first cycle. On the day the learning activity take a theme of plants with a sub theme of fruits. The action in the first cycle was conducted in three meetings so that teachers are able to use these approaches and the children were also given the opportunity to make adjustments to the program that has been carried out with the same theme.

(1) First Meeting

The first meeting was held on Monday, December 7, 2015.

Once the children were ready to learn, the teachers explained the lesson for the day is familiar citrus fruits. The day program was patterned, calling the names of fruits, all the children to name their favorite fruits.

The role playing activity began with examples, where a teacher portrayed an orange, so the teacher invited the children to be an orange fruit. Afif raised his hand signed he want to play a role. With his head down Afif said: "I am an orange, grapefruit is my name, I am sweet, I am green. Then Ari said: My name is orange, I am sweet orange, I am yellow."
The closing activity carried out by recalling, messages and advice to children. The teachers guided the children reciting the after study pray, getting out of the house pray, and the last was riding vehicle pray. The teachers greeted the children and then going home.

(2) The Second Meeting

The second meeting was held on Tuesday, December 8, 2015. Learning materials provided are to get familiar with apples through drawing, singing and pattern clapping.

The activity begins with the introduction of fruits through the name of the image. Teachers encourage children to sing about fruits and poetry of the apple. After the teacher explained, there was a question-answer session about apples. In the activity, the children were asked to portray as apples and oranges. At this time in the role playing activities there are two children who introduce themselves to each other and communicate. "I am an orange, and you? "My name is apple, my skin is red, yellow, and I have skin".

Each learning activity ends with a prayer. At this meeting, after reading the prayer, the teacher pointed out his gratitude to farmers, because they have been growing rice that we eat.

(3) The Third Meeting

The third meeting was held on Wednesday, 9 December 2015. Learning materials provided were to get familiar with banana through images, singing, poetry, and pat patterned as well as an answer-question session and role playing method.

On the day, many children wanted to play a role. This was because of the children had dared since the third times this activity held. Moreover, using bananas as a topic encouraged them as well, because the children were familiar with bananas and most of them like bananas. The reasons were what exactly encouraged the children to speak. But because the time was limited, there were only six children who got their turn. This activity began with jumping (to express a happiness). Novi: "My name is banana, my skin is yellow when ripe and green when unripe, I taste sweet and delicious ................ (while expressing with a gesture that she liked the fruit).

The teacher appreciated the students for being good and had to keep learning. Then the teacher asked them to recite prayers together. Then the learning activities ended with prayer.

(4) Observing

Based on the observation done in the three meetings, it can be concluded as follows:

a) The Children were happy with the activities. They seem interested in drawing with fruit
images as the learning media at the time, but it was only brief.

b) The teachers began the learning activity while the children were not ready to learn. The learning, therefore, were not conducive.

c) The teacher’s compliment towards the children effectively encouraged their motivation. During the answer-question activity, the children more likely to be passive, and the teacher lacked to encourage them to ask questions. The Positive appreciation, therefore, built the children’s confidence, so they were encouraged to express opinions and desires in the classroom and to share what they had experienced.

d) The teachers released the children to develop ideas and imaginations for speaking in the role playing. The appreciations given to the children encouraged them so that they felt happy and comfort during the activities.

e) In quantitative terms, the following shows an increase of the children’s speaking ability through role playing:

Table 1. Increase of The Children’s Speaking Ability

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre- Cycle</th>
<th>Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
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</tr>
<tr>
<td>3</td>
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<td>75</td>
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<tr>
<td>19</td>
<td>65</td>
<td>70</td>
</tr>
</tbody>
</table>
(5) Reflecting of Cycle 1

Reflection was conducted to see the effect of the learning process through a method of role playing in the speaking ability at the Play Group of Aisyiyah Mangli, Kaliwates. It was done by analyzing the observation result and compliance between the implementation and the programs created through an action instrument. The impact seemed directly on the test results conducted at the end of the cycle.

The researcher and the teachers evaluated the first cycle of the action, there are several things should be considered in the process of learning activities.

a) The teachers should choose activities that are interesting and varied so that the children are not bored.

b) The teachers should try to choose the learning activities that involve motor activity as one of the children's characteristic in the age of 3-4 years that they would prefer moving more than sitting.

c) The teachers should make a more better preparation especially in preparing media equipment and setting up the room.

d) The teachers should pay more reinforcement or appreciation for children who are trying to be serious in performing their duties.

e) The teachers should facilitate or provide more opportunity for children who want to express themselves.

f) The teachers should invite the children to sing and move more so that they are happy.

g) The teachers should not intervene more in what is done by the children.

The average value of the first cycle is 65. This is because the spirit and learning activities is not maximized. The teachers are still hesitant to use the methods of role playing because they have not had adequate knowledge and previous experiences. Because of the test results in the first cycle did not meet the value standard specified in an average of 75, so that the study continued in the second cycle.

2. Data Description of Cycle 2

a. Planning

Before conducting the second cycle, the researcher and the teachers had a discussions about what must be done to improve the implementation
of the second cycle. The preparations made in the planning are:

a) discussions to select interesting and varied learning activities for the children that involves motor activity both rough and smooth one.

b) creating media equipment for the learning together.

c) preparation for equipments and setting up the room used in learning activities together.

d) the researcher explained the effect of appreciation (giving compliment) to the children.

e) the researcher directed the teachers not often intervene in what done by the children. Therefore, it was necessary to say the children to make agreement on the rules in the activity.

f) the teachers should facilitate the children more or provide an opportunity for children who want to express themselves.

b. Action

On the implementation of the second cycle, the researcher and the teachers decided to hold three meetings with the same theme, namely "Plant" with sub-themes of “different fruits” to provide an overview of method of role playing in improving the children’s speaking ability with simple media around them and bring the real objects.

(1) The First Meeting

The first meeting was held on Monday December 14, 2015. Learning at this meeting was to get familiar with strawberries through real objects with the activity of making strawberry juice.

This activity began by playing pat and the teachers told the benefits of fruits for the body. The teacher explained: today we know the strawberries. The activity performed on this day are playing in group activities involving motor activities. The activity was making fruit juice with the material prepared.

The activity began with the exercise to peel fruits, the teachers send children cut up fruit and put into a blender and then adding water, sugar, and milk. After the children finished their job, the teachers asked what they have done, and the children had an opportunity to play the role of being the strawberries and the juice seller.

The role playing activity carried out in the name of the fruits. "Look! ... I am a red strawberry", I'm a sweet yellow banana, strawberry .... has no skin, no need peeled, cut into pieces and put into a blender, in a click .. . it feels fresh juice"

In the closing activity, the teachers appreciated all the children because they were all smart children, who have made fruit juices, and encourage the children to drink juice together. In addition, the teachers invited the children to pray that vitamins in the juice they drank will make the body healthy.

(2) The Second Meeting
The second meeting was held on Tuesday, 15 December 2015. Learning at this meeting is to get familiar with the tomato and the rambutan through real objects with the activity of making tomato juice.

The activity of a role play: “I am an orange tomato. I taste good... who likes me?” His friend replied: “I do not like you, because you taste sour”. “Make me a juice and I will taste good, then, cut me into pieces, put enough sugar and milk and then put me into a blender, then click, then I become the tomato juice that tastes sweet and fresh. My brother likes tomato juice”.

From the role playing of the rambutan: “I have got a piece of hair, my name is rambutan, I have red hair, and I have a big seed”.

As the closing activity, the teachers appreciated all the children for they were smart, they have made fruit juices, and encouraged the children to drink juice together. In addition, the teachers asked them to pray that vitamins in the juice they drink will make the body healthy.

(3) The Third Meeting

The third meeting was held on Wednesday, December 16, 2015. The meeting had a sub-theme of familiar forms of fruits. The teachers began the activity by telling about plants in surrounding. The previous day, they saw and touched the fruits, peeled, ate, and made juice together. At the day, the teacher gave a stimulus with a question, “who's ever made juice at home?”; and the children were asked to tell it. The children became very enthusiastic, as they share the experience of what they have done.

The teachers appreciated all children, then explained that each fruit has health benefits. The children were eager to listen to the teacher's explanation.

At the end of the activity, the teachers led to pray. The children were invited to pray for health.

(4) Observing

The researcher observed during the second cycle of the study in all the three meetings. The researcher observed during the preparation and the learning process. During the preparation, the observation made was related to the teachers’ choice of the activities, media preparation, setting up the room, reading material preparation stories, and tasks to be given to the children. In the learning process, the researcher observed the activities from the beginning to the end, the learning done by the teachers, and the children's activities as well as responses to the activities.

a) The children were very excited when entered the classroom, They looked very enthusiastic while showing equipment used in role playing activities.

b) The children are enthusiastic when answering questions about fruits (name, taste, color, texture, and shape).
c) The children were very happy to recount their experiences in the process of making juice, either at home or at school.

d) Based on the action taken in cycle 1 and cycle 2, the following

Table 2. Increase The Speaking Ability

<table>
<thead>
<tr>
<th>No</th>
<th>Pre Cycle</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
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<td>75</td>
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<tr>
<td>∑ value</td>
<td>1140</td>
<td>1290</td>
<td>1515</td>
</tr>
<tr>
<td>Mean</td>
<td>57</td>
<td>64.5</td>
<td>75.75</td>
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</table>

From the table above it can be concluded that there is an ability increase of both individual and classical. In the pre-test of the cycles, the average grade shows the value 57 with the individual ability of at least 50 and maximum of 70. These conditions increased in cycle 1 with an average grade of 64.5 with a minimum individual abilities of 55 and a maximum of 75. There was an increase in the average 75.7 in cycle 2, with the individual ability of at least 70 and a maximum of 85. The average value of grade 75 have demonstrated mastery learning classical, so does the value of at least 70 in cycle 2 also shows the achieved individual learning. Based on these observations, it can be concluded that
the role playing method can improve the children’s speaking ability.

(5) Reflecting of Cycle 2

Reflections in the second cycle has been done the same as a reflection upon the first cycle which is carried out after the action and observation ended. Reflection has been done through the instrument of action, the data of field notes, observations, and analysis of the findings during the activities. Based on these observations it appears that the relative learning activities is accordance with the program that has been agreed. The teachers are consistent in applying the method of role playing by involving motor activity in the language learning, mainly the spoken one. The chosen activity will be more attractive by using the media in the speaking activity, making preparations more, multiplying gains, and reducing the intervention, giving children the opportunity to express themselves, being an example of a confident, managing the classroom in varied ways, and making agreement to make rules to be adhered together with the children.

By the changing the planning and implementation of the program, the researcher saw in the process, there is an increase in the learning activity, thereby enhances the children’s speaking ability of the Play Group of Aisyiyah, Mangli Kaliwates.

From some of the activities in this research cycles, it shows the changes that have been made by the teachers in teaching and learning activities.

a) After learning activities through the method of role playing, before the research activities in the learning of language skills, especially speaking given by the teacher is monotonous and yet provide an opportunity for the children to speak and express in storytelling and the teachers only used books, rarely used the real media.

b) Before the study was conducted, the teachers admitted that they taught the speaking with no theme (not related to any theme), but after the action research they taught the speaking skills by associating with the theme intact so that learning become easily understood. Not only in developing the speaking ability, but also linking to the theme, which is reflected from the start of operations until the end of the activity.

c) Before the study, the teachers taught speaking without involving other aspects of language to develop the speaking ability, such as watching, listening, and speaking.

d) Before the study, in selecting activities for development of the speaking ability, the teachers did
not involve the children’s motor activities in learning to speak, but after the study, they chose activities that involve motor skills of the children.

Before the study was conducted, the teachers used only a coding method in teaching the speaking for the children, but after it, the teachers used a role playing in developing the language skills. In the researcher’s observation, there were changes in the children, namely; the children are not embarrassed, they can speak with the expression, more daring to express their opinions, asking more questions, answering questions with diverse, more smoothly expressing ideas, having a different way of thinking with his friend, and giving various interpretations to something.

Conclusion

The children’s speaking ability can be improved through the role playing method. The method can change previous learning activities into the active ones. It, moreover is fun for the children, which ultimately can improve the children's speaking ability.

References


Teachers’ Quality of Work Life in Early Childhood Education

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Abstract
The high demand for the education in early childhood, is demanding the quality of early childhood program itself, starting from quality of curriculum, facilities and infrastructure, and also the quality of teaching, assisting and educating the early childhood students. Early childhood teachers are required to have competence in various fields, including personal, professional, pedagogical and social competence. The aim of this research is to describe teachers’ Quality of Work Life in Early Childhood Education. The concept of teacher quality of work life was measured with a QWL (Indonesian version), which refers to eight dimensional construct of Walton and five sub-dimensions of Hackman and Oldham (Walton, 1980). The composition of QWL instrument including: a) adequate fair and compensation, b) safe and healthy working condition, c) balance of work and family (non-work-life), d) social integration in the work organization, e) supervisory (the social relevance of work life), f) constitutionalization in the work organization, g) opportunity for career growth, h) opportunity to use and develop human capacities and i) job characteristic. This research uses descriptive statistic analysis method and the results in which shows that the teachers’ quality of work life in early childhood education in Jakarta is in the average category. The dimensions of quality of work life, which are included in the high category, are the dimensions of co-worker, personal development, work life balance, work culture, supervisory and job characteristic. Otherwise, the dimensions of quality of work life, which are included in the low category, are the dimensions of pay and benefit, promotion and working condition.

Keywords: Quality of Work Life, Early Childhood Education Teachers

Introduction
In a previous study, the researcher (Monika, 2014) conducted a research on "Quality of Life Overview Early Childhood Education (ECE) in Jakarta". Results from these studies showed that the quality of life of ECE in Jakarta were quite good, in the sense of ECE in Jakarta has already met the standard of all the positive dimensions of Quality of School Life which are
general satisfaction, social integration, achievement, opportunity, adventure and teacher. One of the findings in that study showed that teachers were instrumental in the formation of the quality of school life. Thus the required qualified teachers in assisting and educating early children (early childhood) in entering their education for the first time.

In carrying out their duties as ECE teachers, the teachers are required to have competence in various fields including personal competence, professional competence, pedagogical and social competence. Demands like these are certainly not easy faced by ECE teachers in Jakarta today, given their educational background are very diverse, the lack of attention of the government and private sector on training to equip the various competencies required by these ECE teachers (Aqib, 2011).

Pedagogical competence is a person's ability to manage the learning of learners that includes the understanding of the learners, the design and implementation of learning, evaluation and learning outcomes and the development of learners to actualize various potentials. Personality competence is the steady, stable, mature, wise and authoritative and noble personality, which could become role models for the learners. Professional competence is the ability of a person in control of the learning materials widely and deeply in guiding the learners and meeting the standards of competency. Social competence is the ability of a person as a part of the community to communicate and interact effectively with learners, fellow teachers, staff, parents/guardians of learners, and surrounding communities (Aqib, 2011).

In addition, to become ECE teachers, the established academic qualifications are a minimum education level of Diploma or Undergraduate, the background of higher education in the field of ECE, other education, or psychology, as well as professional certificate for ECE teachers. Given the many demands of ECE teachers, of course is not an easy thing to be able to meet all the competence and qualifications expected. This condition is very influential on the quality of work life of ECE teachers.

The study of job stress and job satisfaction in the context of the quality of life of teachers is an important research area to do as it relates to the welfare of teachers in the present and future (Leonard, 2008).

In general, according to Walton (1980), quality of work life (QWL) is the term used to evaluate and improve various activities or work activity. Quality of Work Life essentially aims to make working life more positive and reduce the
negative things perceived by workers. In addition, the quality of work life aims to reduce social and psychological discomfort felt by workers at work.

Walton (in Srivastava and Kanpur, 2014) proposed eight criteria of quality of work life, namely: a) adequate fair and compensation, b) safe and healthy working condition, c) immediate opportunity to use and develop human capacities, d) opportunity for continued growth and security, e) social integration in the work organization, f) constitutionalization in the work organization, g) work and the total life span and h) the social relevance of work life.

Research Method

The subject of research that acts as participants in this study have the characteristics of ECE teachers in Jakarta, who have worked as an ECE teachers at least for 1 year. This study successfully gathered as many as 58 participants, with a participation rate of women more than the male participants. The details are as follows: a) female participants amounted to 57 people (98.3%) and b) male participants numbered 1 (1.7%).

The study design was a non-experimental quantitative research. As this study was a descriptive study that describes the quality of work life in ECE in Jakarta. Measuring instrument used in this study is a measure QWL (Indonesian version), which refers to the eight-dimensional constructs of Walton and the five sub-dimensions of Hackman and Oldham borrowed from Research and Measurement Section of the Faculty of Psychology of Tarumanagara University, Jakarta.

Results and Discussion

Measuring instrument of Quality of Work Life has a scale of 1-5, which shows the mean hypothetical owned by measurement tool for 3. From the data processing, known minimum value of 2.05 and a maximum value of 4.37 with DS value of 0.50742 and the empirical mean value of 3.0549. Thus, we can conclude that the variable overview of Quality of Work Life of ECE Teachers tend to be high because the empirical mean score is greater than the hypothetical mean score.

Table 1. Descriptive Statistics of Quality of Work Life Dimension

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Dev Std</th>
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<tbody>
<tr>
<td>Job Characteristic</td>
<td>1.29</td>
<td>4.14</td>
<td>3.16</td>
<td>0.62</td>
</tr>
<tr>
<td>Pay and Benefit</td>
<td>0.00</td>
<td>4.50</td>
<td>2.36</td>
<td>0.93</td>
</tr>
<tr>
<td>Work Life Balance</td>
<td>1.00</td>
<td>4.67</td>
<td>3.58</td>
<td>0.81</td>
</tr>
<tr>
<td>Co-Worker</td>
<td>1.67</td>
<td>4.67</td>
<td>3.71</td>
<td>0.59</td>
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</table>
Based on the above table can be seen that the highest level of Quality of Work Life of the participants are the dimensions of Co-Worker (M = 3.71, SD = 0.59) and Personal Development (M = 3.71, SD = 0.69). The second highest is the Work Life Balance (M = 3.58, SD = 0.81), followed by Work Culture (M = 3.50, SD = 0.54). Then the fourth highest is Supervisory (M = 3.44, SD = 0.58) and the fifth is Job Characteristic (M = 3.16, SD = 0.62). These six dimensions have a mean score above the hypothetical mean, meaning that the participants have a high level of Quality of Work Life on the six dimensions.

The highest dimension is the dimension Co-Worker and Personal Development to the value of the empirical mean score of 3.7. The high dimension of co-worker shows high social relationships or friendships with colleagues, existing communication or intimacy among peers, existing emotional and non-emotional support from colleagues, and mutual help among peers. Meanwhile, the high score in the dimension of personal development shows the opportunities for training, the opportunity to improve career or promotion, an opportunity to increase the skills required and the reward system to employees.

The second highest dimension is the Work Life Balance premises a score empirical mean of 3.58, which indicates the availability of time to perform the role as a member of the family (at home), the availability of time to accompany the family, time or opportunity to be together (communicating) with family, their institutional support in resolving problems in the family, the opportunity to work on a hobby outside of work, as well as the opportunity to work out a deal or household tasks.

The third highest dimension is the Work Culture with a score of empirical mean of 3.50, which shows their culture or value of the orderliness or discipline in work, their culture or values to always learn to be better, cultural or value to be creative or find a new way of working, culture or the value of honesty in work, culture or values respect among peers, cultural or value of tidiness or cleanliness of the work space, the recording system or
the orderly administration, the implementation of the vision and mission of the company, as well as the implementation of the Labor Law.

The fourth highest dimension is the Supervisory with a score of 3.44 empirical mean. The high scores on these dimensions indicate the ability of the supervisor to direct subordinates, their concern for the boss to the personal problems of subordinates, their exemplary of superiors, their confidence superiors to subordinates, their opportunity to submit suggestions or opinions to the boss, the willingness of superiors to support subordinates, their attitude of respect from superiors to subordinates, and their consistency in implementing the regulations.

The fifth highest dimension is Job Characteristic with empirical mean score of 3.16. The amount of scores on this dimension indicates a clear duties and responsibilities in the work, the clarity of the system and work procedures, their flexibility in determining how to work, the opportunity to use a special expertise in working, the availability of feedback by superiors to subordinates, feedback submitted amicably without offending.

Other three dimensions of Quality of Work Life are Working Condition (M = 2.80, SD = 0.94), Promotion (M = 2.44, SD = 1.00) and Pay and Benefits (M = 2.36, SD = 0.93). These three dimensions have a mean score under the hypothetical mean. This means that participants have a low level of Quality of Work Life in these four dimensions.

The first dimension of Quality of Work Life, which is included in the low category is Working Conditions with the empirical mean score of 2.80. The low score on this dimension indicates that ECE teachers feel the lack of security and health in the workplace, lack of facilities of information technology (such as computers, signal, and the Internet), as well as the lack of comfort in the workplace.

In addition, the next lowest dimension is the dimension Promotion with an empirical score of 2.44. The low score on this dimension indicates a lack of clarity of career enhancement mechanisms, the lack of opportunities to develop or improve careers or promotions, as well as the lack of a reward system to workers in accordance with the performance.

The lowest dimension of Quality of Work Life is Pay and Benefit with an empirical score of 2.36. The low score on this dimension indicates low wages or salary in accordance with the needs of everyday life, the lack of facilities/health insurance, lack of medical aid facilities, lack of financial support for recreation (family gathering), lack or absence of pension plans.
Conclusion

This study aims to determine the Quality of Work Life of the ECE teachers in Jakarta. Measuring tool used in the study is Indonesian version of QWL (Research and Measurement Section, Faculty of Psychology, Tarumanagara University) which includes the following criteria: a) adequate and fair pay, b) safe/healthy working conditions, facilities, and work environment, c) balance of work and family (non work-life), d) social integration in the work organization, e) supervisory (social relevance of employers), f) constitutionalism in the work organization, g) the opportunity for career growth, h) the opportunity to use and develop human capacities and i) job characteristic (skill variety, task identity, task significant, autonomy, and feedback from the job).

The results of this study indicate that the quality of working life of ECE teachers in Jakarta tend to be high with the empirical mean value of 3.0549. From the data processing, known minimum value of 2.05 and a maximum value of 4.37 with DS value of 0.50742. The mean value of the hypothetical in QWL measurement tool (Indonesian version) is 3.

Dimensions of Quality of Work Life that are in the high category are the dimensions of co-worker, personal development, work life balance, work culture, supervisory and job characteristic. Thus, we can say that in general the ECE teachers in Jakarta are quite satisfied with the quality of social relationships with colleagues in ECE, the ECE teachers also feel a pretty good chance to improve the skills required and the availability of sufficient time to balance the role as workers and as members of the family (at home). In addition, ECE teachers also feel the culture or values that exist in the workplace is in conformity with her, their own leadership role to meet their expectations, as well as the clarity of duties and responsibilities at work.

The dimensions of Quality of Work Life that are included in the low category are Working Conditions, Promotion and Pay and Benefit. Thus, in general it can be concluded that ECE teachers feel less uncomfortable in the workplace (for lack of safety, health, or technology), the lack of clarity regarding the mechanism of career advancement, lack of reward system to the workers in accordance with the performance, as well as low income or salaries according to their daily needs.

References


Using of English Instructional Media for Elementary School Students

A. Halim Majid

Abstract
The objective of the study was to determine the influence of teaching English before and after using transparencies, videos, and tape recorders on the January 2, 2015 at Elementary School, Yayasan Abulyatama, Banda Aceh. The design used was one group pretest and posttest design. To find out whether there was a statistically significant difference on student’s learning achievement before and after using the instructional media, the t-test analysis was used. The result showed that the mean score of the pretest was 60.52 and that of the posttest was 94.35. It was found out that the difference between the two scores was significant of 0.1. This means that the use of various English instructional media had positive effects on the students’ learning achievement.

Keywords: media, overhead projector, video, tape recorders.

Introduction
Nowadays, English as a foreign language is one of the subject taught to the second year students of elementary school up to university in Indonesia. Today, it is also considered as a subject for local instructional instruction in elementary in Nanggrooe Aceh Darussalam. According to the Local Optional Content Curriculum of Nanggoe Aceh Darussalam, the aims of local optional content of instruction conducted in elementary as follows:
1. To lead students to clear concepts of their environment, to develop their attitude and behaviour towards the maintenance and development of their natural resources, the quality of their social life and culture that support both the national and the local development.
2. To give student basic knowledge, ability, and skills needed for living in the society in order to help both themselves and their parents in fulfilling the needs of their family life.

As an optional local content subject, English is taught in most of our school in Indonesia is not interesting, especially for young learners. The reason for this is that the language has probably been exposed to students only through the use of the printed words (books) without any use of instructional...
media, such as pictures, flashcards, games, overhead projecters, video, and tape recorders can assist students in understanding and mastering the language. For instance, by using an overhead instructor, teachers can use transparencies to create images of many kinds. In this case, if teachers want to explain the differences between count nouns and mass nouns they can draw directly onto the transparencies such as pens, watches, books, apples for count nouns and milk, ink, bread for mass nouns. Alternatively, teachers can photocopy many kinds of pictures onto the transparencies, or they can prepare pictures by using water proof pens. The creativity of the teachers plays an important part in supporting and encouraging their students’ motivation. Furthermore, the lack of success in teaching English has also happened in Yayasan Abulyatama, Banda Aceh. In the school, English has been taught as an optional local content subject, beginning from the first year. It is given twice a week. The allocation is about 80 minutes for each meeting. The main aim of the teaching of English in the school is to enable the students to use English for oral communication or basic writing. It means that they are also expected to be able to speak English.

After observing the English teaching and learning process at the school, it seemed to the researcher that the students faced the difficulties in learning English. For example, when they had difficulties distinguishing the use of a and an, the teacher simply wrote a and an on the blackboard and asked the students to differentiate them. It is assumed that using the media in this kind of activity would be helpful to make the students interested in learning English.

Actually, in general English language teaching in Indonesia, teachers have already applied various media and various techniques. The various media, which can be used in teaching, such as flannel boards, wall pictures, work cards and games, can help the students understand the meaning of words. Other techniques that have been used in teaching English, such as drills, dialogues, role-plays, sentence completion, etc., can also help students understand a lesson more easily.

According to Sujana and Ahmad (1990: 2-3), instructional media support the students in their learning processes. The could help the students to achieve the goal of teaching, that is they get high scores of the results of instruction. There are two reasons why instructional media could improve the process of learning:

1. The first reason relates to the advantages of using media in terms of students motivation. The process of instruction is more interesting. Instructional material can be easier to
understand so that the students may be able to achieve the desired goal, the instructional methods can be varied so that the students would not get bored in following the instruction; the students could be more active in identifying, demonstrating, etc.

2. The second relates to the systematic process of thinking. In this case, the students will tend to think systematically starting from the simple to the complicated ones from the concrete to the abstract. In addition, the process of thinking could be reversed, that is, ones students would be able to describe the abstract to the concrete and the complicated to the simple matters.

Considering the statements above, the researcher concluded that instructional media could help in creating a good environment for learning, where the students actively participate in learning. Instructional media could also motivate the students in the teaching and learning process.

There are many ways of making the students interested in what they are learning. Relating to that, teachers are strongly advised to use media, for example, in teaching vocabulary. In this case, teachers are to prepare pictures or other media, which can help them or their students in understanding the meaning of words. Furthermore, the teachers can also use sophisticated technology in teaching. The process of instructional activity will be concerned with the so-called instructional technology, such as the use of overhead projectors, videos, and tape recorders. According to Schwen (2000), cited in Clark and Salomon (2005:464), media are parts of instructional technology. They are replicable “means” forms or vehicle by which instruction is formatted, stored, and delivered to the students. The media can be replicated. For example, the picture of a flower on a transparencies can be replicated easily to facilitate teaching by any number of teachers. The Association for Educational Communications and Technology (AECT, 1997) cited in Sulaeman (1998:3), state that instructional technology is a sub-set of educational technology. Instructional technology is complex, integrated process involving the people, procedures, ideas, devices, and organization for analyzing problems and devising problem and implementing, evaluating, and managing solution to these problems in situations, in which learning is purposive and controlled. The above statement is based on a view that the learning-teaching processes have many problems which have to be solved. Instructional technology gives solution to methodology problems by involving human or non-human factor, hardware or software in order that the process of teaching and learning could be
implemented more effectively and efficiently. If teachers face problems, they have to collect data for the redefinition of those problems. This analysis of the data will be a guidance for designing and developing teaching. For example, if teachers want to improve certain student’s behaviour, such as getting bored of learning or getting bored or lacking of the motivation, perhaps, teachers only need to change the psychological environment or redesign the instructional media, or may be teachers only need to change the methods of improving students’ motivation, for example, by changing their ways of giving reward, or not giving out of additional exercises or homework to their students which may discourage students and add pressure and stress to their learning experience.

From the above explanation, it can be concluded that the media are used for communication in instructional activity. By using media it is hoped that the students can understand the materials given systematically. The instructional technologies help the students in solving comprehension problems. Overhead projectors, transparencies, tape recorders, videos, etc. involves any subset of the educational technologies above.

According to Curriculum Local Pendidikan Dasar, Departemen Dasar dan Kebudayaan Propinsi Nanggroe Aceh Darussalam (2014), the goal of teaching English at elementary school are as follows:

a. To give students basic knowledge of vocabulary and simple English structures, reading ability, and speaking ability relating to subjects and environment.

b. To enable students to communicate actively in English or at least to display some general understanding of English.

In order to teach well, teachers should understand the use of media and their advantages. Glatthorn and Coble (1993: 161) say that certain planning considerations are crucial for the effective use of media and materials. First, select media and materials for their instructional value, not for their entertainment value. Reflect about the objective and your students; ask yourself which media and materials will best help their learn. Second, keep in mind the special nature and value of the classroom. Reverse classroom time primarily for activities that require teacher interaction. Third, select media and materials on the basis of objective evaluations.

Considering the effective use of media mentioned above, teachers should select media tailored to students’ learning need. For example, the objectives of a listening lesson are to accustom students’ ears to the foreign accents, to imitate accurately
foreign language pronunciation, and to understand or to comprehend stories or dialogues from the tape. In this case, teachers use a tape recorder in teaching listening. Overhead projectors and videos can also be used in teaching foreign languages, such as English. Teachers should focus on the advantages of using media rather than on entertainment value. It is sometimes very easy to play a video for its entertainment value, hoping that students will gain something from the passive experience of simply watching a film or short extract. If there is no clearly guided instructional goal, the learning/teaching point is lost or obscured by entertainment value. The value and the advantages to be gained by using media effectively in the classroom are enormous. Use of media that is carefully planned and targeted at students’ needs can help encourage students interaction with the learning process.

Media can add a dynamic aspect, which is often missing from the lessons. Teachers should allocate sufficient time in the lesson for the use of media and know their material well. Inefficient use of media or insufficient time in the lesson for the appropriate use of such media can have a very negative effect on a lesson. A badly presented lesson can create confusion and even frustration. Furthermore, teachers should select instructional media that are appropriate to the age of a student in order that the information from media is easily to be understood by them. For example, showing statistics which contains data and numbers is useless for the transparencies and by using an overhead projector those pictures and synthesis and posters could be reflected on the wall. This way of presentation, hopefully will make the students interested in learning. If they are already interested in learning, we can hope that the goals of instruction consisting of knowledge, comprehension application, analysis, and synthesis can be achieved.

On the basis of the background mentioned above, the researcher is interested in doing the research which treats “Using English Instructional Media for Students of Kindergarten used in this research are as follows: (1) overhead projectors, (2) videos, and (3) tape recorder.

The problem of this research was formulated in the following question. Can the teaching of English through the use of media such as transparencies on an overhead projector, videos, and tape recorders help students improve their achievement?

The objective of the research was to determine the influence of teaching English before and after using transparencies on overhead projectors, videos, and tape recorders
on the second year students of Yayasan Abulyatama, Banda Aceh.

The hypothesis of this research was alternative hypothesis. The hypothes is as follows: There is a statistical difference between the students’ achievement before and after using transparencies on overhead projector, videos, and tape recorders.

Frames Of Theories

Definition of Media

According to Webster (1999:897) media are all the means of communication and teaching to show or help a person learn how to do something. Glatthorn and Coble (1993: 153) say media are several audio and video communication modes used at times to facilitate the following: films, televisions, computers, video cassette recordings, audio recording, compact discs, and hypermedia, interactive combinations of the preceding types. According to Richards, et.al (1992:224), media are general terms for television, radio, and newspapers considered as a whole and as ways of entertaining or spreading news or information to a large number people. In language teaching, teaching material which involve the use of different kind of media such as visual and printed media, are sometimes known as multimedia or mixed media. Mixed media or mixed covers, for examples, films, videos, transparencies, pictures, books, magazines, newspapers, etc.

Operational definition of the key words

The key words which need explanation in this research are media and English learning achievement. According to Heinich et al. (1982:8), media are used in general as a means of communication. It is derived from the Latin word medium. The term refers to anything that carries information between a source and a receiver. So, media in teaching a foreign language are tools or teaching aids which can be used to make the communication and interaction between the teachers and the students in teaching and learning process more effective. In this research, the media in operational definitions of key words include: (1) overhead projector, (2) video, (3) and tape recorder. First, overhead projector is a device which makes larger images on a flat transparent sheet and shows them on a white screen or wall (Cambridge
International Dictionary of English, 1995:1008). In this research, the overhead projector allows the teachers to show the class a large image selected to illustrate an aspect of the lesson more clearly. Second, a video is a recording of moving pictures and sounds that have been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television (Cambridge International Dictionary of English, 1995:1622). In this research videos refer to moving pictures which can be help the students to understand the lesson more easily. Through these media, the students see and hear directly. For example, the students can see and hear the actions of the people on the beach or the native speakers of English in using greetings. Third, tape recorder is a medium of instruction consisting of recorder (Suparno, 1980:37). In this research, tape recorders give the students the chance to get a feel for the sounds of the language, the stress and intonation. In addition, these media can be used for dictation, spelling, and repetition practice.

According to Brown (1987:6) learning is the acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. The word achievement is derived from the word to achieve, meaning to gain or reach successfully by effort (Hornby, 1989:8). In this research English learning achievement refers to the students’ English scores that are taken from the scores the pretest and the posttest given by the researcher.

Research Method
The method used in this research was the group pretest/posttest design. The one group pretest/posttest design was one of the three kinds of pre-experimental designs. The three pre-experimental designs are the one-shot case study, the one group pretest/posttest, and the intact group comparison designs. According to Borg and Gall 1977:377), the one group pretest-posttest design involves three steps. The first is the administration of the pretest measuring the dependent variable. The second step is the application of the experimental treatment (independent variable) to the subject, and the final step is the administration of a posttest also measuring the dependent variable. Differences due to application of the experimental treatment are then determined by comparing the pretest and the posttest scores.

In this design, the population was the students of elementary school of Yayasan Abulyatama, Banda Aceh. The total number of the
The sample of this research was taken randomly from the population. Each individual in the population had the same opportunity to be selected as the sample. Initially, eight students from three parallel classes were chosen randomly among the students; that is eight students from each classes chosen as the sample of the research. After six lessons one of the students dropped out due to the moving to Lhokseumawe, thus, the total number of students in the sample who joined this research was twenty-three.

There were no control group and the students were given some experimental instruction or treatment (labeled X) for a given period of time (Hatch and Farhady 1982:21).

The tests were used in order to know the students’ achievement in learning English. In this research, the researcher gave the pretest and a posttest to the group. The form and the content of both tests were exactly the same. The researcher created a multiple choice-test which consisted of fifty questions. Those questions focused on color, to be, yes/no questions, vocabulary, singular and plural, numbers, verb + s, possessive, the use of this, that, these, those, negative/interrogative question and greetings. The reason for choosing those materials was that students had already studied English since the first year of the elementary school. In addition, the material were relevant to their textbook.

There were two kinds of test which had been used. They were pretest symbolized as T1 and posttest symbolized as T2. The pretest was given to the students before the instruction or the treatment began while the posttest was given after the treatment. The schematic representation this design was T1 X T2. The two tests were compared in order to the students’ learning achievement.

The research found the reliability of the test was 0.7345 by using Alpha method. It means that the test was considered normal (Sevilla, 1988: 187).

In doing the research, the researcher had carried out the teaching by using media such as overhead projector, video, and tape recorder. Other facilities were transparencies, permanent ink pen and a whiteboard. The teaching was held for one and a half months or 18 meetings at Abulyatama University, Lampoh Keudee, Banda Aceh. Each meeting took one hour. It was held every Tuesday, Thursday, and Saturday from 4.00 to 5.00 p.m. In giving the materials, the researcher used the following books.


In addition, the writer also used a video entitled “Play It Again” by John Clark, published by Longman, 1995.

The procedures used in presentings by using an overhead projector are as follows:

1. Tell the students the theme of the lesson they are going to learn.
2. Put a text or a picture on the overhead projector.
3. Turn the overhead projector and explain the lesson. If the researcher explains the vocabulary, she can use two transparencies. The first transparency contains pictures, while the second transparency contains words associated with the pictures. Furthermore, the researcher puts the two transparencies on the overhead projector, but here the teacher could obscure or reveal part of the second transparency containing words associated with the pictures by putting something opaque on the screen, for example, a book, or removing it. This was done in order that students’ learning attention is focussed on the pictures and the names of the pictures. After that, the researcher could the students only by projecting the pictures on the overhead projector and asking them to guess the names of the pictures. Then the researcher shows the pictures and the names of the pictures together.
4. Identify the differences about colors. The researcher uses a piece of paper or card to obscure the right hand half of the color pictures. The students have to guess the missing part of the color pictures.
5. Focus on the students attention of learning. The researcher a pointer (such as a pen) on the transparencies. The use of the pointer is to point to the parts of the lesson which are being explained by the teacher.

The procedures used in presenting the materials by using the tape recorder are as follows:

1. Tell the students the theme of the lesson they are going to learn.
2. Ask them to listen and follow the instructions from the tape recorder carefully.
3. Turn on the tape recorder and let them listen; if they still do not understand the lesson, the teacher can repeat it.
4. Turn on the tape recorder again and ask them to repeat phrases or pronounce/practice the intonation of the words.

5. Remind them to give some responses in relation to the lesson. For example, they have to answer the questions by writing on a piece of paper. When students have finished, play the tape recorder, pause it from time to time, so that they can listen and check for their answers.

The procedures used in presenting the materials by using video are as follows:

1. Tell the students the theme of the lesson they are going to learn.
2. Give them the instructions before watching the video. For example, to look carefully at the objects of the film, the environment, the atmosphere (may be busy or happy), what the people are doing, what the people are talking about or observe the story of the film, etc.
3. Let them watch the video.
4. Ask them questions relating to the theme of the film. If they still don’t understand the materials, the researcher turns on the video pause it from time to time, so that they can see the pictures and answer the questions.

The t-test analysis was used to find out if they were a statistical difference between the students’ achievement before and after the use of transparencies on an overhead projector, videos and tape recorders. To find out whether the hypothesis was confirmed or rejected, the researcher compared the students’ scores before being given the treatment. In addition, the analysis about was calculated by means of statistical Program for Social Science (SPSS) (Santoso, 2000:155-g).

Results and Discussion

The findings of this research showed that the use of English instructional media for students of elementary School, Yayasan Abulyatama, Banda Aceh had positive effects on the student’s learning achievement. This was seen from the difference between the mean scores before being given the treatment (pretest) and the mean scores after being given the treatment (posttest) which is considered in the following pages.

The Description of the Students’ Pretests

The total number of the sample was 23. The lowest score of the pretest obtained by the students was 50 while the highest one was 84. The total score was 1392 with the average score of 0.52.

The t-test analysis showed that there were two students who got the score 50 there was only one students who got the highest score
80. The rest of the students’ score were in the range of 54 to 78.

Before analyzing the data, the normality of the data was measured. In determining of the data, the values of kurtosis was used. The values of kurtosis of the data was 1.038 with standard error (std of kurtosis) of 0.935. The value of ratio-kurtosis was 1.038 : 0.935 = 1.110. If the ratio-kurtosis is between -2 and +2, the data obtained are considered normal (Santoso, 2001:80). The data of the students’ pretest are referred to above were normal.

The Description of the Students’ Posttest

The total number of the cases was 23. The lowest score of the posttest was 84 while the highest score was 100. The total score was 2170 with the average score was 94.35. There was one student who got the lowest score 84 (4.3%) and eight students (34.8%) got the highest scores 100. The rest of the students scores were in range of 86 to 98.

The value of kurtosis was -1.138 with the standard error 0.935. The value of ratio-kurtosis was 1.138 : 0.935 = -1.217. It means the data of the posttest were normal.

The Comparison of Students Pretest and Posttest

The following table (Paired Sample Test) shows that the t-obtained of the students’ pretest and posttest was 21.899 while that of the t-table was 2.8188. The degree of freedom (df) was 22 with the degree of significance .01. Since the t obtained exceeds that of the t table, the hypothesis that there was a statistical difference between students’ achievement before and after using transparencies on overhead projectors, videos, and tape recorders is accepted. This can be seen from the scores of pretest which are lower than the posttest. In other words, the media used in teaching English for the first year students of elementary school, Banda Aceh, such as overhead projector/transparencies, tape recorders, and video influenced students, learning achievement as a result of the treatment using the three media integratedly.

The Result of the Observation

During the teaching and learning process, the researcher also observed that the students were enthusiastic, especially when the researcher ask them to put their exercises ig onto the overhead projector. For example, coloring pictures with difference kinds colored pens on the transparencis and then the researcher gave the students opportunity turn on the overhead projector and show the color of the pictures to their friends. They were very proud if the color of the pictures was true and those pictures could be hung on the wall.
The other contributing factor that interest them in learning English was the method of error correction proposed by the students themselves, for example, if they were lazy in studying or made mistakes in their lessons. They even agreed to sing in the class or explain in the part of the body which they already studied. This correction was proposed by them after three time of teaching and learning process. Furthermore they seemed to be happy and enthusiastic when the researcher asked them to watch the video (play it again). They competed with each other to retell what they had already watched by using own words and they felt proud they cots gained both from the pretest and the answer the researcher’s questions about what they watched. In addition, tape recorder reinforced what they had already listened to. They seemed to be delighted and enthuiastic when the researcher asked them to imitate the pronunciation from the tape and they were also very happy when the researcher recorded their simple conversation such as greetings.

Conclusion

Based on the findings and interpretations of the previous chapter, it could be concluded that teaching of English by using media for the first year students of elementary, Yayasan Abulyatama, Banda Aceh seemed to have positive effects on their learning achievement. The difference score which the students gained from the pretest and the posttest seemed to indicate that had to improved their learning.

In addition, the researcher can say that the use of media such as overhead projector/transparencies, video, tape recorder in teaching English for the first year students of elementary school increase their learning improvement.

On the basis of the conclusion above, the researcher would like to suggest that in order to build up students’ curiosity in learning English, the English teachers at kindergarten use media in teaching. These media are used not only to help the students understand the meaning of the English words and the structures of the English language, but also to make their learning active and manage the class in a good way in order to reduce the students’ fear, anxiety, and timidity in learning. Besides media, interaction, and the management mention above, the familiarity and the patience of the teacher in the css will help the students in understand the English language better.

Finally, the researcher suggests that this research be conducted again either by the teachers of English or by other students who are interested by gaining additional information and knowledge about the first year students of elementary school.
learning English by using the same media but involving experimental and control groups with larger numbers of students with in a long time period.

References

The Effectiveness of Touch / Don’t Touch Technique to Improving the Understanding of Sexual Abuse Prevention for Primary School Students Number 060885 in Medan City

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Abstract

There are currently efforts to resolve cases of child sexual abuse in Indonesia by manage legally laws that provides penalties for those who engage in child sexual abuse cases. However it is still less attention in the education field, educational institutions have not been able to play an active role and become a shield to prevent child sexual abuse. In other words, it should be emphasized that prevention efforts have to be comprehensive, which is mean that not only done by one party (parents or relatives) only, but must be integrated with the government, community organizations, schools, professionals, who does have a concentration on growth and child development. In Indonesia, the Indonesian Child Protection Commission (KPAI) admits received many complaints of violence and sexual abuse of children, based on KPAI data that has been collected in the period January to March 2014. During those three months, there were 379 cases reported to the KPAI, one of which is sexual violence that afflicts kindergarten students at the Jakarta International School (JIS). Based on the data described above is carried out preventive measures to prevent the occurrence of child sexual abuse in the form of education and research. The research conducted by the author with the title "The effectiveness of touch / don’t touch technique to improving the understanding of sexual abuse prevention for primary school students in SDN No 060885 Medan ". This research is quasi-experimental research, using scale to collected the sexual abuse prevention understanding among elementry student. The research showed that the average value of the pre-test = 58.41 with a highest score of 77 and the lowest value of 49 and a standard deviation of 8.7, while for the data obtained posttest average value of post test = 75.30 with a highest score 89 and the lowest value of 61 and a standard deviation of 6.3. Based on the above data it can be concluded there was an increased understanding of the elementary school students grade 3 Elementary School SDN No. 060 885 of the hazards and sexual abuse. This means that by using the techniques touch / dont touch can enhance students’ understanding and the prevention of sexual harassment preventive efforts.

Keywords: Touch/Dont Touch Technique, Sexual Abuse In Children, Preventive
Introduction

Sexual abuse of children is a form of child abuse in which an adult or older adolescent uses a child for sexual stimulation. Forms of child sexual abuse include asking or pressuring a child to engage in sexual activity (regardless of outcome), providing exposure indecent from the genitals to a child, displaying pornography to a child, sexual intercourse against children, physical contact with the child's genitals (except in certain non-sexual context such as medical examination), look at the child's genitalia without physical contact (except in a non-sexual context such as medical examination), or using a child to produce child pornography (Martin et al, 1993). The effects of child sexual abuse include depression (Roosa, 1999), post-traumatic stress disorder (Widom, 1993), anxiety, a tendency to become more victim in adulthood, and physical injury to the child and other issues (Levitan, 2003). Sexual abuse by a family member is a form of incest, and can result in more serious impacts and long-term psychological trauma, especially in the case of incest parents (Messman, 2001). In North America, approximately 15% to 25% of women and men who were sexually abused when they were children. Most perpetrators of sexual harassment is a person known to them; approximately 30% are relatives of the child, most often brothers, fathers, uncles, or cousins; approximately 60% are other acquaintances such as 'friends' of the family, caregivers, or neighbors, while foreigners only about 10% in cases of child sexual abuse. Most child sexual abuse committed by men. Studies show that women perform 14% to 40% of offenses reported against boys and 6% of reported violations against women. Most offenders who sexually abuse children before puberty is a pedophile, even though some offenders do not meet the clinical diagnosis standards for pedophilia. According to Maria North Sumatra region into an area of law that relate to the case of children throughout the past two months. In fact, noted in the last three years are 3500-3600 cases handled by KPAI from all over Indonesia (http://www.republika.co.id/berita/nasional/umum/14/04/19/n4af39-kpai-925-kasus-pelecehan-seksual-anak-terjadi-di-2013). There are three types of cases to date continue to increase in frequency, namely the case of the seizure of children, children in conflict with the law and child sexual abuse. This is confirmed by the data Pusaka Indonesia Foundation, an institution that cares for child protection issues, noted that at least as many as 236 children who are victims of violence in North Sumatra during 2013.
This number has increased from the previous year as many as 118 cases. Abuse cases took first place as many as 138 victims, followed by 46 cases of abuse victims and 14 victims of rape cases, the remaining cases of theft, murder, kidnapping, neglect. The age of children who are victims are on average from 4 to 18 years, but the most dominant the victims are children aged 6-8 years with 66 victims, aged 15-18 years as many as 107 victims.

It is quite astonishing fact many sexual harassment cases that have occurred, apparently perpetrator is a person who has been recognized by children as friends, neighbors, relatives, teachers and even parents themselves. Many factors cause this to happen such as the lack of awareness of adults that children should receive adequate protection and not as an object of sexual abuse, poverty, too many watch porn and mental disorders.

Research Method

1. Types of Research.

This research is a quasi-experimental, ie research that provides treatment to a group of students. Such treatment is the technique of touch / no touch.

2. Research Subject.

The study was conducted on SDN No 060 885 in Medan. The study subjects were students in 3rd grade amounted to 30 people.

3. Data Collection Technique

Researchers spreading the questionnaire contains statements that have been prepared beforehand. The type of questionnaire used in this study is a closed-type questionnaire is a questionnaire that has been provided the answer, so just choose the appropriate selection of the respondents answer. Number of statement that given to students is 25 items that were previously validated. Scoring questionnaire in this research that used into the scale that has been modified as follows:

<table>
<thead>
<tr>
<th>Table 1. The Alternatives of Answer in Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale Scoring</td>
</tr>
<tr>
<td>Sexual Abuse Prevention Understanding Scale</td>
</tr>
<tr>
<td>Options</td>
</tr>
<tr>
<td>Strongly Agree (SA)</td>
</tr>
<tr>
<td>Agree (A)</td>
</tr>
<tr>
<td>Disagree (D)</td>
</tr>
<tr>
<td>Strongly Disagree (SD)</td>
</tr>
</tbody>
</table>

Table 1. The Alternatives of Answer in Score
4. Validity and Reliability Data.

The technique used to test the validity of the data in this study is the product moment correlation proposed by Carl Pearson. Implementation of the pilot questionnaire conducted to 30 students. With \( n = 30 \) at significance level \( \alpha = 5\% \), it is known \( r_{table} = 0.361 \). Based on the calculation, the correlation coefficient obtained valid items of 25 items, while invalid by 5 items. For more details, grating questionnaire after the test is shown in Table 2 below:

<table>
<thead>
<tr>
<th>NO</th>
<th>Indicator</th>
<th>Favourable</th>
<th>Unfavourable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Child is able to recognize his limbs</td>
<td>1,6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Children understand parts of the body that are private</td>
<td>13,15,21</td>
<td>11,25</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Teach children to say &quot;Not Allow Touched&quot; or (Touch / Dont Touch)</td>
<td>2,4,7,9</td>
<td>12,16,17,22</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Children understand that not everything that adults ask should be followed</td>
<td>5,8,20,24</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Being able to distinguish between secret things that must be kept, where it must be notified in others</td>
<td>3,19</td>
<td>10,14,23</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>

For testing the reliability of internal consistency using Cronbach Alpha formula, based on calculations, it is known \( r_{11} = 0.95 \) and after compared with the correlation index value \( r_{11} \) classified in the category very high. It can be concluded that the questionnaire instrument Sexual Abuse Prevention Understanding Scale as preventive measures to prevent sexual harassment at the student has met the criteria of reliability to be used as a data collection tool.

5. Data Analysis Research

5.1 Pre-test results Values

From the calculation of the data obtained by the number of respondents 30 people, turned out...
that obtaining high-value category 2 (two) people, the average categories were 24 people while obtaining a lower category four (4) people. This means that if the students who have high-value category means having a good level of understanding of the techniques touch / no touch as preventive measures to prevent sexual harassment. Conversely, if the student has a low value means tend to have a low understanding anyway. Based on calculations of pre-test data showed the moderate value of pretest = 58.41 with a highest score and the lowest score = 77 = 49 and standard deviation = 8.7. For more details, pre-test results can be seen in Table 3 below:

### Table 3. Frequency Distribution of Pre-Test Values

<table>
<thead>
<tr>
<th>No</th>
<th>Score Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76-100</td>
<td>2</td>
<td>6.67%</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>51-75</td>
<td>24</td>
<td>80.00%</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>25-50</td>
<td>4</td>
<td>13.33%</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>30</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

#### 5.2 Post-test results

From the calculation of the data obtained by the number of respondents 30 people turned out that obtaining high-value category as many as 22 people, the moderate category 8 (eight) while obtaining low category did not exist. Based on the calculation of post-test data showed the average value of the post-test = 75.3 with 89 the highest value and the lowest value of 61 and a standard deviation of 6.3 For more details, post-test results can be seen in Table 4 below:

### Table 4. Frequency Distribution of Post-Test Values

<table>
<thead>
<tr>
<th>No</th>
<th>Score Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76-100</td>
<td>22</td>
<td>73.33%</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>51-75</td>
<td>8</td>
<td>26.67%</td>
<td>Moderate</td>
</tr>
<tr>
<td>3</td>
<td>25-50</td>
<td>0</td>
<td>0.00%</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>30</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Results and Discussion

To answer the hypothesis that the variance analysis technique was used a mixture (mix design) which is an analysis of variance with doing twice the same measurements on each subject. In this study, analysis of variance technique was used to
measure the effect of a mixture of techniques touch / no touch of improving understanding of the dangers of sexual abuse committed twice: in the pre-test and post-test. According to the table tests of within-subjects effects can be summed up results of interaction between touch/don’t touch technique with a factor. Results of data analysis obtained value of $F = 46.866$, $p = 0.000$ ($p < 0.050$). Based on the results of data analysis showed significance test $p < 0.050$ indicates that there is an interaction between touch/don’t touch technique with the factor. Effect of interaction between touch/don’t touch technique by a factor of 35.3%. According to the table tests of between subjects effects, it can be concluded that there is influence between subjects variables (variables touch/don’t touch technique) to variable increased understanding of the dangers of sexual abuse. The results of the analysis of the significance of test data shows the value of $F = 6.540$, $p = 0.012$ ($p < 0.050$). Based on the analysis, we can conclude that there is influence of touch/don’t touch technique with an increased understanding of the dangers of sexual abuse.

Based on the results of the research data showed the average value of the pre-test = 58.41 with a highest score of 77 and the lowest value of 49 and a standard deviation of 8.7. As for the post-test data is obtained by the average value of post test = 75.3 with 89 the highest value and the lowest value of 61 and a standard deviation of 6.3. Based on the above data it can be concluded there was an increased understanding of the students in grade 3 (three) SDN No. 060 885 of the hazards and sexual abuse after the education or training touch/don’t touch technique, so that with increased understanding of students is expected to be one way to prevent sexual harassment in elementary school students.

The increasing cases of violence is clear evidence of a lack of knowledge of children about sexual education and sexual abuse which they are obtained from the first year by their parents. Meanwhile people’s perceptions of sex education that is still taboo to talk with the children was the cause that must be addressed together to provide children against globalization is increasingly transparent in a wide range of issues including sexuality. Sex education should be a concern of parents for the child’s future in maintaining what has become of hono. Sex education and information on sexual harassment becomes important considering the number of cases that occur on sexual violence against children and adolescents. However what happens if parents being apathetic and do not play an active role to provide sex education to their children from an early age because parent assume that sex
education will be obtained over the age of the child when he was older. They handed as sex education to the school as a source of knowledge for children. Though sex education itself has not been implemented specifically in the school curriculum. It is seeming to be a dilemma, because between parents and educational institutions hurling the responsibility of which party is supposed to provide an understanding of sexual education and the form of sexual harassment. Educational institutions as one of the main shield to prevent child sexual abuse can provide information on various issues related about the shape, the dangers, effects and ways to prevent child sexual abuse.

These data were confirmed by interviews conducted by student, Y (8 years) at the beginning of the study began Y said that she is not aware of what the private areas, but after getting information Y more understanding about what it is private. Another student A (9 years) said that now she knows if she should not join with others who are not known although awarded prizes. The results of observations conducted by researchers during the study, the children seemed often ask when there is information that they do not know, some student also talk to others student the things that they see and know that seems weird for them, but so far they do not know that it is dangerous for them.

Conclusion

As an educational institution, the school is also responsible to prevent child sexual abuse. To overcome the need to apply a technique that will be used to improve children's knowledge and understanding of the steps that must be done to prevent cases of sexual harassment. Through this research will be applied, the child will get information about touch/don’t touch technique where in this technique the child will gain an understanding of the private areas of the body, reproductive organs in the body, limb be touched or should not be touched.

Application techniques touch/no touch is teaching efforts, awareness, and providing information about sexual problems. The information provided in whom knowledge of the functioning of reproductive organs by instilling morals, ethics, commitment, religion to prevent "abuse" to their reproductive organs. The application of touch/don’t touch technique is very important given early stage of children. Knowledge of the sex in children can prevent child sexual deviation. Sex education to children can also prevent children from becoming victims of sexual abuse, and comes with knowledge about sex, they become more understand which behaviors are classified as sexual harassment.
References


Development of Early Childhood English Learning Based Character

Suwardi

Introduction

Early age is the golden age where the child is potentially learn a lot of things quickly because at this time the actual child's brain has grown to 80% of the adult brain, then this period is a period that most potential for learning. One of them is to learn the language. Language is a form of communication, whether oral, tertulis or mark that is based on a system and the existing symbols (Santrock, 2001: 30).

Language development is one of the child's development is very important and must be considered from an early age. According to Eli Tohanan (2009) that the language denote essential tool for everyone, because it is through speaking person or a child will be able to develop the ability to get along with others. Further that early childhood education requires the development method of language learning that essentially has a noble character to uphold moral values, politeness, honesty, uphold creativity, humility, be tolerant and so on, it will be implemented in the behavior of early childhood. Regard it is of interest not only of character education has noble character, but it also improves their academic success.

Some research indicates there is a close connection between the success of character education with academic success as well as pro-social behavior of children, so that the necessary learning environment pleasant and conducive to the learning process' especially learning English early childhood. As this study aims to determine how the strategies and methods of learning fun in the process teaching language learning, especially learning English early childhood by combining with the character education that will shape the character in early childhood. Aside from that research stretcher will be Model Language Learning English at the early childhood institutions, both formal nor non-formal, and more than the well will be the Development Model of Learning English early childhood character based on the level of High Education as Compulsory Course in early Childhood Studies Program level. Thus this research into teaching and enrichment materials contained in an accredited journal articles. The purpose and urgency of this study are to:

1. Provide input in the direction of government policy in the Ministry of Education and Culture Directorate-General of
Education, Directorary Research and Community Service

2. Contribute to the general public that is useful to make the character of the nation.

3. Contribute to the development of science, especially for the field of science education in early childhood', especially regarding the importance of the strategies and methods of learning English in order to achieve maximum results.

4. Input for teachers to develop learning English early childhood based fun characters.

This research is expected to be useful both theoretically and practically, as follows:

1. Benefits theoretically from this study is expected to produce useful research on models of character-based English language learning for young children.

2. Benefits practice for school, that with the results of this research can be used as one contributing factor to further increase the quality of schools in terms of the learning process. For teachers can develop the learning process by using innovative methods to better provide insight, knowledge and analytical skills to students so that the material is inserted with a given character can be fully accepted.

3. For students, this study is expected to increase interest in learning to instill character and learning outcomes of students during the learning process.

Research Method

1. Model Development

This research is aimed at the development of the products with the English language-based learning model character in Early Childhood Education. According to the Sugiyono Borg and Gall (2009: 9), research and development is the method used to develop or validate the products are used in education and learning. The measures used in this study using seven main steps, namely:

1. Conduct preliminary research and collection of information, including field observation and study of literature,

2. Develop an initial product form the model of learning the English language-based characters,

3. Evaluation of the experts by using two experts and one expert Early Childhood Education learning English, as well as small scale trial using a questionnaire and consultation and subsequent evaluation of the results were analyzed in depth,

4. Revision of the first product, a revision of products based on the results of the expert evaluation and small-scale trials. This
revision is used for improvements to the initial product made by researchers,

5. The large-scale trials using learning model development that has been revised on the results of small scale trials carried out previously,

6. Results of the final product which is based on large-scale testing,

7. The final result of the development of English language-based learning model code generated through the revision of large-scale trial.

2. Procedure Development

Procedure development on English language learning model based on this character, done in several stages. These stages include:

a. Needs Analysis Needs analysis. This step aims to determine whether the development of the English language-based learning model code is needed or not. At this stage the researchers conduct observations of the Early elementary students about the implementation of the English language by conducting field observations about the learning process and student activities.

b. Making Home Products Based on analysis of these needs, the next step is the manufacture of a product development model of character-based English language learning. In the manufacture of the products developed, researchers make products based on the study of the theory which is then evaluated by two experts and one early childhood learning experts. The subjects of this study is the beginning of elementary school students.

c. Trial Products Implementation of product trials conducted through several stages, namely: (1) a set design trials, (2) determining the subject of the trial, (3) develop data collection instruments, and (4) establish data analysis.

d. First Product Revision After testing the product, then the product revision of the first results of the expert evaluation and testing of small scale as an improvement of the products that have been tested.

e. Large-Scale Trial At this stage, large-scale testing of the products developed using the subject test Early elementary students.

f. End Product Revision Revision of the products from large-scale trials that have been tested students in the elementary grades Beginning totaling 41 students.

g. Final Results The final results of the trial product development in the form of large-scale development of English
language-based learning model character.

3. Trial Product

   Product trials, this study aims to gain effectiveness, efficiency and usefulness of the product. Steps which is taken in the implementation of the test product is as follows:

   a. Trial Design

      1. Design of a test carried out aiming to determine the level of effectiveness and in terms of utilization of the products developed. Design trials that consisted of the following: Expert Evaluation Before learning products developed tested to the subject, the products made are evaluated (validation) in advance by two experts ECD. Trial Small Scale

         At this stage products have been revised from the evaluation of experts then tested the Early elementary students. In this small-scale trial using 12 students in the subject. The first students were given an explanation of the variation of learning the English language and then to test English language learning model development. After completing the test the students filled out questionnaires about the learning that has been done. The purpose of this small-scale trial is to determine the initial response from the developed product. Revised First Product data from the evaluation results of two experts and one early childhood learning experts, as well as small-scale trials were analyzed. Furthermore, as a reference for revising the products have been made. Large-Scale Trial Results of analysis of small scale testing and revision of the first product, further large-scale trial. This large-scale trial conducted on Early elementary students totaling 42 students. The first students were given an explanation of the variation of the English language which is then tested development model of learning English. After completing the test the students filled out questionnaires about the learning that has been done.

      2. Subject Test Subject trials in this study are as follows: Evaluation of experts consisting of two experts and one early childhood learning experts, Small scale trials comprising 12 students of class II Elementary School, Large-scale trial that consisted of 41 students of class II Elementary School.

      3. Data Types The data obtained are quantitative data and qualitative data in the form of reason in selecting answers and suggestions.

      4. Data Collection Instrument The instrument used to collect data is shaped evaluation sheets and questionnaires. Evaluation sheet
used to collect data from early childhood experts and learning experts. A questionnaire was used to collect data from the expert evaluation and testing. The reason for choosing the questionnaire is a relatively large number of subjects so that the data can be retrieved simultaneously and a short time. To experts and students are given a different questionnaire. Questionnaires experts put emphasis on the first product created, while the student questionnaire emphasis on convenience products.

The questionnaire used for the expert form a number of aspects to be assessed for feasibility. Factors used in the form of a questionnaire quality of teaching model of English language skills. As well as general comments and suggestions, if any. The range of evaluations ranging from "good" to "very good" by the mark "\( \sqrt{\text{n}} \) in the column provided.

Information:
1. Not good
2. not good
3. fairly good
4. Good
5. Excellent

Here is a factor, an indicator, and the number of grains of questionnaires that will be used on the questionnaire experts:

<table>
<thead>
<tr>
<th>No.</th>
<th>Factor</th>
<th>Indicators</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality Model</td>
<td>Product quality to competence standards, student activity, and eligibility to teach students</td>
<td>ECD</td>
</tr>
</tbody>
</table>

Table 1. Factors, Indicators, and Expert Questionnaire Item Number

5. Data Analysis Techniques

Data analysis techniques used in the development of this research is using descriptive analysis techniques percentage form. While the data in the form of suggestions and reasons for choosing the answers were analyzed using qualitative analysis techniques. In the processing of the data, the percentage obtained by the formula of Sukirman, et al. (2003: 879), namely:

Information:
\[
f = \frac{\text{relative frequency} / \text{percentage}}{	ext{N} = \text{the total number of data}}
\]

100 \% = constant From the results obtained and the percentage for the conclusion classified data.
6. The approach used
This study uses descriptive qualitative approach. A qualitative approach was used to emphasize the efforts to study, observe, assess normal in phenomenal is happening in the overall complexity. This research is deskriptif because trying to explain a phenomenon, an event that is now where researchers trying describes events occurring that are the focus of research for later described as such.

7. Information Collection and Analysis
The collection of data is a systematic procedure and standards to obtain the data necessary data collection is none other than a proses procurement of primary data for research purposes. The collection of data is a very important step in the scientific method. There is always a relationship between the method of data collection, with the problems of the research to be solved. Problems give directions and affect data collection methods.

Data analysis in qualitative research performed at the time of data collection berlangsung and after data collection. In this study, the analysis technique used consisted of 3 phases model of Miles and Huberman, namely: 1. Data reduction Data 2.Display 3. Withdrawal Conclusion

8. Interpretation and Conclusions Research
In qualitative research finding might be able to answer the problem formulation, but maybe not, because problems in qualitative research is still tentative and will grow tired doing research in the field. Conclusions in qualitative research is a new finding that had not been there, the findings can be interactive relationship hypothesis or theory.

Results and Discussion
1. Data Requirements Analysis
English grader II is very different from the English high class or classes of four to five. English for such a low grade two classes with more emphasis on listening and speaking ability. Graders generally have not been able to read and write. They are still in the learning process calistung (reading, writing and arithmetic). English in the first grade of primary school 90% focused on aspects of listening and speaking.

In the teaching of a teacher should familiarize with phrases or expressions, although simple English, English as a concomitant action. To be more varied and not monotonous teachers can teach an English word or sentence in the form of English songs. Of course this would be fun for them.

To know the problems of learning that occurs in the field, especially with regard to the learning process of the English language, as
well as forms of solving these problems, it is necessary to do a needs analysis. This activity is done by analyzing the actual process of learning that takes place in the field, learning and observation to study literature/review of the literature. The fact that there is in the process of learning English in primary school is still far from the expected. In the process of learning English encountered a few things, one of which is the location to carry out teaching and learning activities in the classroom only. So that found students who feel unhappy, bored and lazy to speak and practice English. In addition, students pay less attention to the attitudes and behavior for the word in the English language. Therefore it can be concluded that learning English is given by the teacher is less effective and less active growing interest in order to practice and apply the ethics and character in learning.

English grader II is very different from the English high class or classes of four to five. English for such a low grade two classes with more emphasis on listening and speaking ability. Graders generally have not been able to read and write. They are still in the learning process calistung (reading, writing and arithmetic). English in the first grade of primary school 90% focused on aspects of listening and speaking. In the teaching of a teacher should familiarize with phrases or expressions, although simple English, English as a concomitant action. To be more varied and not monotonous teachers can teach an English word or sentence in the form of English songs. Of course this would be fun for them.

Based on the above, the study decided to develop a model of learning English outside the classroom that are appropriate for elementary students, in addition, the authors also insert good attitudes / character in learning English. Researchers expect the products produced later can improve the quality of learning the English language, which is expected to help teachers early childhood / elementary school in providing a more varied learning English using the resulting product of this.

2. Description of Draft Initial Product

After determining which products will be developed in the form of a model of character-based English language learning with study outside the classroom are appropriate for elementary students. The next stage is done is the product using the following steps: Analysis of the purpose and characteristics of English language learning, Analysis of the characteristics of students, Reviewing the literature on the principles or how to create or develop a model of learning English, Establish principles for the
development of English language learning model, establish objectives, content and learning management strategies. Development of producer measurement of learning outcomes, prepare initial product model of learning English.

Once through the design and production of the product produced early development of English language learning model is appropriate for elementary students. As attached in annex the draft early English language learning product that is appropriate for elementary school students before being validated by experts and early childhood teachers / Primary School: INITIAL PRODUCT DEVELOPMENT MODEL-BASED LEARNING ENGLISH CHARACTER.

Validation Expert
1. Validation Draft Initial Product

The initial product development model of learning and teaching English to elementary school students before been tested in a small-scale test, the product needs to be validated by experts in accordance with this research field. Researchers involving two ECD expert and one of the experts in English language learning.

Validation is done by providing a draft of the initial product development model of learning English, along with an evaluation sheet for experts and skilled early childhood learning English. Evaluation sheet in the form of a questionnaire containing quality aspects of model development pembelajaran English, suggestions and comments from experts. The results of the evaluation in the form of value and quality aspects of the development model of learning by using a Likert scale of 1 to 5 how by checking one of the numbers provided in the evaluation sheet.

2. Description of the data validation expert

Data obtained from the questionnaires by experts, a guide to state whether a product pembelajaran English language teaching model can be used to test small-scale and large-scale testing. The results of questionnaires from experts and skilled early childhood learning English. Based on the results of questionnaires from early childhood experts and experts in English language learning gained an average of more than four (4) or into the category of assessment "good". Therefore it can be concluded that the development of English language learning model for students of classes II can be used for small-scale trials. Put in the form of suggestions and comments on the products pembelajaran model of English learning, indispensable development model of learning English.

3. Small-Scale Trial Data
After the product development of English teaching model is validated by early childhood experts and experts in English language learning and revision, then the product is tested to grade II Elementary School of Islamic Al Azhar Centre. This trial aims to determine and identify the various problems such as weakness, shortage or effectiveness of the product when used by students. The data obtained from the test are used as a basis for revising the product before it is used on a large-scale trial. This small-scale trial also aims to determine students’ increasing mastery of the material before and after the learning and the initial response from the developed product.

This small-scale trial also aims to determine the initial response from the developed product. Small-scale trial data collected using a questionnaire. Data of small scale trials of learning English. Based on data on the results of questionnaires filled the students obtained the percentage of responses in accordance with aspects valued at 93.33%. Based on predetermined criteria then the English language learning has met the criteria of "very good" that can be used to grade II Elementary School of Islamic Al Azhar Centre.

Overall the data obtained and the evaluation of early childhood experts and learning experts and small-scale trials are used as a basis for improving the quality of products before entering the stage of large-scale trial.

4. Large-Scale Trial Data

Based on expert evaluation as well as small-scale trials the next step is a large-scale trial. Large-scale trial aimed to determine the effectiveness of the changes that have been made on the expert evaluation and testing small-scale development of learning whether it can be used in the actual environment. Large-scale trial conducted by students of class II Elementary Shool of Islamic Al Azhar Centre which amounted to 41 students. Large-scale trial data collected using a questionnaire. Data large-scale trial of learning English. Based on the obtained data on the average percentage of selection of an appropriate response 91.95%. Based on predetermined criteria then learning the English language very well have met the criteria that can be used to grade II Elementary Islamic Al Azhar Centre.

5. Data Analysis
   a. Analysis of Small-Scale Trial

Small-scale trial results obtained through questionnaires can be summarized as follows:

1. Aspects of quality English language learning model development obtained a percentage of 100%. Based on pre-defined criteria, the quality
aspects of English language learning model development based character meets the criteria very well that this aspect can be used.

2. Aspects may or may not have trouble doing English language development instructional model obtained a percentage of 91.67%. Based on pre-defined criteria, the aspect can make English learning model development has met the criteria very well that this aspect can be used.

3. Aspects find it easy to develop English language learning model obtained a percentage of 83.33%. Based on pre-defined criteria then find it easy development aspects of English language learning model has met the criteria very well that this aspect can be used.

4. Aspect afraid to develop English language learning model obtained a percentage of 100%. Based on pre-defined criteria, the aspect afraid to develop English language teaching model has met the criteria very well that this aspect can be used.

5. Aspects feel happy in implementing an English language learning model obtained a percentage of 100%. Based on the criteria established in implementing aspects of the development of English language learning model has met the criteria very well that this aspect can be used.

b. Analysis of Large-Scale Trial

Based on the data analysis tables in annex large-scale trial results obtained through questionnaires can be summarized as follows:

1. Aspects of quality English language learning model development obtained a percentage of 100%. Based on pre-defined criteria, the quality aspects of English language learning model development based character meets the criteria very well that this aspect can be used.

2. Aspects may or may not have trouble doing English language development instructional model obtained a percentage of 92.68%. Based on pre-defined criteria, the aspect can make English learning model development has met the criteria very well that this aspect can be used.

3. Aspects find it easy to develop English language learning model obtained a percentage of 80.49%. Based on pre-defined criteria then find it easy development aspects of English language learning model has met the criteria very well that this aspect can be used.

4. Aspect afraid to develop English language learning model obtained a percentage of 97.56%. Based on pre-defined
criteria, the aspect afraid to develop English language teaching model has met the criteria very well that this aspect can be used.

5. Aspects feel happy in implementing an English language learning model obtained a percentage of 100%. Based on the criteria established in implementing aspects of the development of English language learning model has met the criteria very well that this aspect can be used.

Discussion
The results of analysis of data from the first expert evaluation of early childhood education on a small scale obtained an average percentage of 70%. Based on the criteria for English language learning model development has met both criteria so that it can be used to grade II Elementary School of Islamic Al Azhar Centre. The results of the data analysis of the expert evaluation of both early childhood on a small scale obtained an average percentage of 72%. Based on pre-defined criteria, the development of English language learning model has met both criteria so that it can be used to grade II Elementary School of Islamic Al Azhar Centre. The results of the data analysis of the expert evaluation of learning on a small scale obtained an average percentage of 75%. Based on pre-defined criteria, the development model of learning English in this meet both criteria so that it can be used to grade II Elementary School of Islamic Al Azhar Centre.

The results of the analysis of small-scale trial data obtained on average percentage corresponding answer choice 93.33%. Based on predetermined criteria, the development of English language learning model has met the criteria very well. Factors that make this model acceptable elementary students are from all aspects of existing trials, more than 90% of students can practice well. Neither of understanding of the regulation of learning, the application of attitude in learning and motor activity of students in accordance with the level of growth and development. Overall the model of development of model of learning English in an acceptable students well, so that a small scale trial of this model can be used to grade II Elementary School of Islamic Al Azhar Centre.

The results of the data analysis of the expert evaluation of ECD 1 on a large scale obtained an average percentage of 81%. Based on the criteria of the development model of learning English in this meet both criteria so that it can be used for the second grade students of Al Azhar Islamic Center.

The results of the data analysis of the expert evaluation of ECD 2 on a large scale gained an average of 80%. Based on pre-
defined criteria, the development model of learning English in this meet both criteria so that it can be used to grade II Elementary School Islamic Al Azhar Centre.

The results of the data analysis of the expert evaluation of learning on a large scale obtained an average percentage of 76%. Based on pre-defined criteria, the development model of learning English in this meet both criteria so that it can be used to grade II Elementary School Islamic Al Azhar Centre.

The results of the data analysis of large-scale trial gained an average percentage corresponding answer choice 91.95%. Based on predetermined criteria, the development model of learning English in this meet criteria excellent. Factors that make this model acceptable elementary students are from all aspects of existing trials, more than 90% of students can practice well. Neither of understanding of the regulation of learning, the application of attitude in learning and motor activity of students in accordance with the level of growth and development. Overall development model of learning English in an acceptable students well, so that large-scale testing of these models can be used to grade II Elementary School Islamic Al Azhar Centre.

Conclusion

The end result of the research activities are product development of English teaching model based on the data while testing a small-scale (N = 12) and a large-scale trial (N = 41). Based on the analysis of learning outcomes, research and discussion in this paper, it can be concluded that:

1. Based on the development of English language learning model can already be put into practice on the subject of the trial. It was based on data analysis of small scale trials of early childhood expert evaluation obtained an average percentage of 71%, the data analysis of the expert evaluation of learning obtained an average percentage of 75%. Based on pre-defined criteria, the product development of English language learning model has met both criteria so that it can be used for elementary students of Al Azhar Islamic Center.

2. Based on the development of English language learning model can already be put into practice on the subject of the trial. It was based on the results of the data analysis of large-scale trial of the expert evaluation of ECD obtained an average percentage of 80%, the data analysis of the expert evaluation of learning obtained an average percentage of 76%. Based on pre-defined
criteria, the product development model of learning English in this meet both criteria so that it can be used for elementary students of Al Azhar Islamic Center.

3. Product development model of learning English in can already be used for elementary students. It was based on the analysis of small-scale test data obtained on average percentage corresponding answer choice 93.33% and the data analysis of large-scale trial gained an average percentage corresponding answer choice 91.95%. Based on predetermined criteria, the product development of English learning model has met the criteria very well so it can be used for elementary students of Al Azhar Islamic Center.

4. The factor that makes the development of English language learning model can be received by elementary students are from all aspects of existing trials, more than 90% of students can practice well. Good understanding of the variety of learning, the application of attitude in learning and motor activity of students in accordance with the level of growth and development. Overall development of English language learning model can be accepted students well, so that both of the small and large-scale testing of large-scale testing of this model can be used for elementary students of Al Azhar Islamic Center.

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The Correlation of Parenting Style with Children Social Emotional Development in Kindergarten School At Xaverius 1 Jambi

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Abstract

Parenting style is the way for parents interact with their children. Some styles that can be done for applying in parenting style, they are: authoritarian, permissive and authoritative. These parenting styles should be dealt with family needs. Later, it will help to impact to child development. Some children raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, children who share a home and are raised in the same environment can grow up to have astonishingly different personalities. The findings of this study indicated that parenting styles influence the formation of children behavior and personality.

Keywords: Parenting style, children social emotional development

Introduction

Family is a small social unit related by blood, marriage, or adoption and having a shared commitment to the mutual relationship. Family is also the first stage a child's growth, both physical, social, moral, intellectual and even spiritual. A family environment where children develop themselves before the child interacts with the outside (Sigit Maryono, 2009). According to Eung Fatimah (2006), family environment is one of the important factor because in family became a media to have socialization for children. The process of socialization and social interaction is the first and foremost individual lived in a family environment. The results of those socializations are then developed in the school environment and the general public.

The mental health experts claim that a good home is a home which introduces all the needs of children and the challenges are to be able to freely and assist and motivate to the fullest and provide some opportunities and advice which leads to freedom (Al-Migwar, 2006).

The family established an intimate relationship of love, pure and natural character. In family life
applies rules that bind its members. The rules adopted and adhered together and it becomes a way of life for the families concerned. Based on Kavin and Dantes (1991), family not only successor descent, but also has the function of social, economic, educational and cultural functions. The family as a whole biogenetic serves to maintain the continuity of descendant (reproduction) from one generation to the next. As a social unit, the family consists of individuals in his/her social family members interact and influence each other in accordance with their respective states. As a family, unity is a collaboration that arranging the needs of family members. The family is also a source of primary education and especially into the container forming good values of social values, cultural values, and the values of mentality.

**Research Method**

The research methodology used in this study used correlation. Correlation or correlational study is a study to determine the relationship and the level of relationship between two or more variables without any attempt to influence these variables so there is no manipulation of variables (Faenkel and Wallen, 2008: 328). Correlational research using instruments to determine whether, and to what extent, there is a relationship between two or more variables that can be quantified.

The sample population was 170 parents. Sampling techniques using proportional random sampling that was 25% of the total population. Data analysis technique using product moment correlation formula.

**Results and Discussion**

Hypothesis test of authoritarian parenting style with children social emotional development. Reviewed hypothesis testing in obtained correlation coefficient between authoritarian parenting style with children social emotional development amounted -0.015 with significant value or probability 0.921 (p>0.05), it can be inferred that the hypothesis is accepted. It means that there is a negative correlation between authoritarian parenting style with children social emotional development. Due to the correlation coefficient is negative, this means that an authoritarian parenting style associated negatively and significantly to the children social emotional development.

Hypothesis test of permissive parenting style with children social emotional development. Reviewed hypothesis testing in obtained correlation coefficient between permissive parenting style with children social emotional development amounted 0.047 with significant value or probability 0.750 (p>0.05), it can be inferred that the
hypothesis is accepted. It means that there is a positive correlation between permissive parenting style and children social emotional developments. The result of this relationship is negative and significant correlation between permissive parenting and children social emotional development, can be seen from the correlation coefficient of 0.047 which means that this relationship has a very weak correlation.

Hypothesis test of authoritative parenting style with children social emotional development. Reviewed hypothesis testing obtained a correlation coefficient between authoritative parenting style and children social emotional development amounted to 0.367 with significant value or probability 0.367 (p>0.05), it can be inferred that the hypothesis is accepted. These findings indicate a positive correlation of authoritative parenting style with children social emotional development. It is also supported by the correlation coefficient of 0.367 that showed a positive relationship and tends to be high.

Conclusion

The correlation of authoritarian parenting style with children social emotional development was -0.015 with significant value or probability 0.921 (p>0.05), in sense that there is a negative correlation between authoritarian parenting style with children social emotional developments. This parenting style showed that an authoritarian parenting style associated negatively and significantly to the children social emotional development.

The correlation of permissive parenting style with children social emotional development was 0.047 with significant value or probability 0.750 (p>0.05), it can be declared that the hypothesis is accepted. It means that there was a positive correlation between permissive parenting style with children social emotional developments. Although the result of this relationship has a very weak correlation.

The correlation of permissive parenting style with children social emotional development was 0.367 with significant value or probability 0.367 (p>0.05), it can be presented that there was a positive correlation of authoritative parenting style with children social emotional development. It is also supported by the correlation coefficient of 0.367 that showed a positive relationship and tends to be high.

References

High/Scope Educational Research Foundation.


Fun Math Learning With Montessori Method

Scholastica Gita Ajeng A, Ivone Susan J, Hanny KT Wijaya, GaluhNindita

Introduction

Montessori believes that children learn by exploring their environment by themselves, while the teachers are as their facilitators. The role of Montessori teachers is different from the role of the conventional teachers. Here the teachers only provide an environment in which the children can learn, guide, and maintain order. The aim of Montessori methods is not merely to make the children understand and to force them to memorize, but to touch their imaginations to enthuse them to their inmost core (Journal, AIMS, 2013).

Montessori class consist of mixed-age group from 2,5 years old to 6 years old. This class situation permits the younger children a graded series of models for imitation and the older ones opportunity to reinforce their own knowledge by helping the younger ones (Aline D. Wolf, APARENT'S GUIDE TO THE MONTESSORI CLASSROOM, 1995). It makes such a difference that if one were to put all the children of the same age together there would be no success and it would be impossible to apply Montessori Method. Montessori is divided into five area, they are PracticalLife, Sensorial, Math, Languages, and Culture (Biology and Geography). In Montessori Method, in order to learn there must be concentration and the best way a child can concentrate is by fixing their attention on some tasks they are performing with their hands. It is also important to observe the children sensitive periods. These are periods of intense fascination for learning a particular characteristic or skill such as going up and down steps, putting things in order, reading, or counting. The Montessori classroom takes advantage of this fact by allowing the child freedom to
select individual activities and materials which correspond to their own period of interests.

Mathematic Montessori

Dian Asih Montessori is the first Montessori School in Semarang. It aims to educate children in a fun learning way by using Montessori Method. As we observe, Math is an important subject and commonly it can be frustrating when the children are pushed to learn Math at that early age, especially for the kids with special needs. Therefore, we apply Montessori Method to help the children learn Math easily and fun. In Montessori class, children always use materials that are designed to understand the concept of concrete to abstract and have control of error. The children become accustomed to correcting their own mistakes so this self-correction becomes the habit of life. The Montessori apparatus are also designed based on the children point of view and ability, so the children become accustomed to do their work independently. The Montessori apparatus used in Dian Asih Montessori are Sand-paper Numerals, Spindle Box, Card and Counters, Small Number Rods, Sequin Board, Division Board, Multiplication Board, etc. Here are some examples of Mathematic Montessori apparatus:

<table>
<thead>
<tr>
<th>Small Number Rods</th>
<th>Sequin Board</th>
<th>Spindle Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand-paper numerals</td>
<td>Small Beads Frame</td>
<td>Multiplication Board</td>
</tr>
</tbody>
</table>
Results and Discussion

There are 34 Kindergarten students and 9 Elementary students in Dian Asih Montessori School that learn with Montessori Method. Here we will present 6 students that have special case in learning Math

1. Student 1 : VF
   VF is a 7 years old Elementary student. He has learnt in Montessori Class since 5 years ago. He is one of the slow learners. He also encounters mental and emotional growth delay because of mistreatment. It affects his academic development. He is difficult to understand the abstract concept and logical thinking, such as decimal system, counting backwards, addition-subtraction concept, pattern concept. We apply a set of Golden Beads to assist him understand decimal system, Number Charts to assist him understand counting backwards, Small Number Rods to assist him comprehend addition and subtraction concept. Now, he has shown progress in Math. He’s able to catch up the lesson but his logical thinking hasn’t worked well yet.

2. Student 2 : DA
   DA is a 6 years old Kindergarten student. He has speech delay and has problem in understanding instruction and utterances, therefore he has difficulty to grasp instruction and abstract concept, but he is good at recalling lesson through his visual ability. Working with Montessori apparatus helps him to understand Math through concrete objects. Now, he’s even able to do the addition in tens using Small Beads Frame and division concept with Division Board.

3. Student 3 : MM
   MM is a 6 years old Kindergarten student. She has learnt in Montessori Class for 3 years. At the first, she had difficulty to recognize numbers 1-10 and showed no interest to work with Math. But when she was 4,5 years old, she suddenly showed significant progress. She showed interest in working with Sandpaper Numerals and Card and Counters. It helped her to understand number symbol and quantity. Now, she is able to recognize decimal system. She is
even able to solve division and multiplication problems with Division and Multiplication Board. This case shows that student’s sensitive periods over something is also important step in Montessori Method.

4. Student 4 : MD
MD is 6 years old Kindergarten student. He has learnt in Montessori Class since a year ago. MD has communication problem, he has difficulty to understand abstract concept and explanation. His logical thinking also hasn’t worked well yet. At the first time he learns simple addition he doesn’t understand the concept. We apply Small Number Rods to help him understand it. Through some practices, now he can do simple addition without apparatus

5. Student 5 : BI
BI is 4 years old Kindergarten student. She has learnt in Montessori Class since 8 months ago. At the first, she doesn’t know Math much. Through Montessori apparatus she gains the progress gradually. She knows symbol and quantities by working on Sand-paper Numerals and Sequin Boards. Now, she starts learning about clock

6. Student 6 : AS
AS is 5 years old Kindergarten student. She has autism and has learnt in Montessori Class since 2 years ago. The mental disorder that she has hampers her to work in order. It also hampers her social interaction and makes her difficult to catch up the lesson accordingly. Montessori methods assist her to be accustomed to the environment and train her to be independent though she has mental disorder. Now, she has achieved a significant progress in social interaction, order, and math concept through pattern. When learning math with Montessori apparatus, she is able to grasp the very basic math concept with pattern.

Conclusion
Unlike the conventional methods, Montessori Method provides freedom for each student to work on their own willingness according to their sensitive period, so that the students can learn Math in a fun way. The use of concrete apparatus is also able to help children with special needs to overcome mathematic difficulty. As we observe and experience, the advantages of Montessori Method are:

a. For Students
Montessori Method can help the students understand the lesson and become more independent. It also reduces negative attitude. As we observe that when students follow the work cycle of each Montessori apparatus, it helps them to develop their independence, patience, good
order, persistence, and focus because they are accustomed to do everything in order and precisely until they finish their works. Besides, the students’ sense of responsibility derives from themselves. It is not because of the reward or parents and teachers’ demand.

b. For Teachers
As teachers we are helped much by Montessori apparatus and we can build a fun atmosphere in teaching and learning process. Besides, Montessori Method can assist teachers understand students’ need and cope with students with special needs, because in Montessori class students learn based on their interests and ability so each students has different achievement from each other.

c. For Parents
Montessori Method helps the parents to understand more about their children’s need, so they exactly know how to make the right decision for their children education. It also eases the parents to direct their children based on their interest and ability since the children’s character is shaped naturally. Therefore, parents do not need to worry about their children’s character and intelligence development.

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Garden Based Learning Strategy Instilling Environmental Consciousness in Early Childhood

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Abstract

Serious environmental problems being faced today is the problem of environmental quality degradation. Global natural environment faces an increasing pressure as the exploitation of natural resources is not controlled. Then the awareness is need to be grown to maintain and preserve the environment through education. At school, the knowledge and values of environmental awareness can be introduced to early childhood so that the child's confidence about the value will be getting stronger. Environmental awareness should be developed in early childhood education through appropriate learning strategy. Early childhood is an active learner and learning through concrete case and very happy to be outside the classroom to do activities. Therefore, using garden based learning strategy or outside the classroom learning strategy by using the land or the school garden with the aim of instilling environmental awareness to the children is highly appropriate to be used. The garden based learning aims to develop some life skills and multiple intelligences and to generate the early children's awareness to love the environment.

Keywords: environmental awareness, early childhood, garden-based learning

Introduction

Serious environmental problems being faced today is the problem of environmental quality degradation. Global natural environment faces an increasing pressure. Consumptive lifestyle has a strong influence. The exploitation of natural resources is not controlled to fill the desires and todays’ need without thinking of the future generations that will come in the name of development (Susilastri & Rustaman, 2015: 263).

Therefore, environmental awareness on education needs to be grown through appropriate learning strategy and can be started when the child sits in kindergarten, this is explained by Iskandar (2013: 213) that the delivery of environmental material can be given since these children are in kindergarten. While playing, children can be invited to know about a plant or animal. So did with other environmental problems, such as the problem of waste. Knowledge and values about the environment can be introduced to the child so that the child's confidence about the value will be getting stronger.

The garden based learning (GBL) strategy is a form of learning
management for early childhood which is done outside the classroom. *Garden-based learning* is a learning model which aims to develop some aspects of intelligences and developments for children in kindergarten. Even more, the *garden based learning* strategy aims to sensitize children to love the environment, especially plants that are nearby. By exploring and jump directly to maintain the plants, it will foster the values of awareness of protecting the environment around them.

Through *garden based learning* (GBL) strategy, the values of the child's awareness to keep the natural environment around them until the next development period will grow because the young learner will learn very well and absorb all the information when they are interacting actively with others and the environment instead of being the passive recipients of information. In the learning activity, children are the subject of learning who play the main role in the learning process setting, so that the children are required to be completely active in the physical environment.

In connection with the thing above, Desmond, et al. (2004: 17) explained that the *garden based learning* (GBL) is not only defined as the use of the park or the garden as a teaching tool, but more than that in which the children will find an interesting experience that can make them contribute to ecological literacy and sustainable development. This was confirmed by Woolorton, S & Marinova, D (2006: 4), Waliczek, T & Zajicek, J (1999: 180) that increasing environmental awareness and concern for the environment is needed in society or education.

However, in the real life, some schools have not utilized their schoolyard to be used as a school garden. There are still some schools which closed the school yard area with paving blocks or cementation. The school teachers or even the elderly guardians of the students thought that learning outside the classroom are not so important and relevant to be implemented and developed in school. They reasoned that it does not contribute significantly to the development and the intelligence of the students.

This condition is also reinforced by some teachers, who reasoned that the activities outside the classroom will only make the child soiled and add the workload of teachers. Plus, the hot weather outside, the special time setting to learn outside the classroom and various other challenges. So, many learning activities done in the classroom, with the presentation of a monotonous learning model so it is oriented to the academic learning. The learning process is no longer in accordance with the characteristics of early childhood learning.
The purpose of writing this article is to explain about the garden based learning (GBL) strategy and its components which are interrelated and contained therein, so as to provide solutions and open up horizons of global phenomena related to the environmental degradation issues this time.

Discussion

Some functions of early childhood education that must be considered according to Mursid (2015: 18) are: first, to develop all the capabilities of the child in accordance with the stages of development; second, to introduce the children to the world around (e.g: a field trip to the safari park, in addition to be able to recognize various animals, it also can recognize a variety of plants and animals as well as to know the difference of hot and cold air); third, to develop the children’s socialization; fourth, to introduce the regulation and discipline to the children; fifth, to give the children an opportunity to enjoy playing; sixth, to provide the cultural stimulus in children.

The Explanation above can be interpreted that through a good management of learning environments that will support the development, it will create the children interaction and creativity in learning. Managed learning environment does not have to be always in the classroom, it can also be done outside the classroom (outdoor). By learning outside the classroom, so many benefits that will be gained by the children. One of them is to increase the children’s understanding and knowledge about the environment outside the classroom.

A. Learning Outside the Classroom (outdoor)

Talking about the environmental management as a learning resource is not only in the classroom (in door) but there is also environmental management of learning outside the classroom (outdoor). Learning outside the classroom is a learning prosecco which is designed outside the classroom up in such a way that is tailored to the child's learning characteristics. Wooltorton, S & Marinova, D (2006: 1) considered that children are active learners who extend their physical, cognitive development and social-emotional through play and other first-hand experience in the indoor and outdoor learning environments.

Outdoor activities are an integral part of the early childhood education program. According to the view of an expert who supports this activity, Froebel said that "the educator's role is to observe the natural maturation process of children and provide activities that make them learn what they are prepared to learn when they are ready to learn" (Morrison, 2012: 66).
Froebel considered that children's playground is natural. Children maintain a garden, build water dams, take care of animals, and play a game they do outside the room or outdoor space. Besides the children like free air and the area is extensive, outside the classroom activity is much more provides various facilities that can be utilized for the children development.

Keep in mind that learning outside the classroom is important for optimizing the early childhood physical development, the development of social skills and cultural knowledge, emotional development and intellectual development. Learning outside the classroom must meet the safety standards and improve the child's natural characteristics, based on their needs and the most important is it should be fun aesthetically (Maryana ddk., 2013: 109).

This is reinforced by Henniger's opinion (2013: 264) which said that playing outside has a very important role and integral to the better children development. The routine of playing outside is regarded as important for children from birth to the age of eight years to give because it will help the development of stronger muscles.

From the description of the experts above, it can be concluded that learning outside the classroom provides many benefits to the children. Learning outside the classroom with a happy feeling gives a lot of knowledge to children so it is not only beneficial for physical development but also other aspects of children development. It can be implemented through various activities such as gardening and others.

B. Garden Based Learning (GBL) Strategy

1. Definition of Garden Based Learning (GBL) Strategy

   The idea of combining outdoor place as an integral part of the educational curriculum of children is not a new thing. The philosophy behind the garden-based education is actually an amalgamation of the philosophy behind the experiential education, ecological literacy, environmental awareness and agriculture literacy. In other words, it involves children through the teaching of personal discovery in nature with the concept of learning, in which they learn about the ecological principles that set all of life, and develop a sense of connection with the land (Subramaniam, 2002: 1).

   Decade of the last 20 years, "school gardening" has become a national movement. Texas and California state departments of education and university extension programs actively encourage gardening school to
provide curriculum and evaluative research (Blair, 2009: 15). Learning strategies based schools that use a garden of some types of plants as a teaching tool that is often referred as the garden-based learning. Started from the mid-1990s, some researchers began to explore the effects of school garden program (Maltese & Zimmerman, 2015: 53).

Expert opinions above can be interpreted that Garden based learning is basically a learning strategies that take advantage of the garden as a teaching tool. Garden based learning practice is a global phenomenon that is growing. Desmond, et al. (2004: 17) added that the Garden Based Learning (GBL) is not only defined as the use of the park or the garden as a teaching tool, but more than that in which the children find an interesting experience that contribute to ecological literacy and sustainable development.

Maria Montessori (1870-1952) was one of the first educators who recognize that children need experience. She created a certain environment in which the children can build their own knowledge. From her work with children in the city of Rome, Montessori believes that teaching children to work in the garden will direct them to the contemplation of nature intelligent, and moral education. She wrote of Teachers of English, also, who believe that the participation of children in the garden are fertilized as "the first idea of domestic life" (Alexander, et al. 1995: 124).

According to Nimmo, J & Hallett, B (2008: 4) it is different from the world of nature in the woods, garden exist because of human interaction with the plant. The park is a focal point for children to develop a lasting relationship with other adults in the outside community, parents and teachers. The survey results from HFSSGH (2012: 2) showed that science is the main subject being taught in the school garden, followed by mathematics, health, language arts, and social studies.

School garden offers educators, community, and especially the students the opportunity to learn, in terms of academic, about the world that represent perspectives than their own, namely, to have an attitude in making continual change, and to acquire the habit of thinking or consciousness that promotes a sense of self in the culture and socially interconnected and rapidly changing planet (Wolsey, T & Lapp, D, 2014: 53).

From all the explanations of experts above, it can be concluded that the garden based
Garden Based Learning (GBL) includes a program of activities and projects in which the garden is as a basis for integrated learning and is across the disciplines implemented through the activities of interest so as to provide real-world experience so it has a personal meaning both for children, adolescents, adults and the community.

2. Characteristics of Garden Based Learning (GBL) Strategy

Many choices of plants that can be grown in a school garden. For example, planting flowers for the park is full of color and beautiful. Then planting a garden of lettuce, tomato, carrot, cucumber and herb. The thing that should be considered is to plant crops that will grow quickly and easily, such as sunflower, pumpkin, beans or tubers. However, it should also consider whether the plants which will be planted grow well in school climate.

Characteristics of school gardens should complete some of the things that have to be considered. First, it requires a place and a good ground in the school’s garden, where it can be exposed to sunlight for six hours every day, a place away from the reach of school children. Because maybe school children could trample the park unconsciously while playing or during games or other activities. Second, that the school may not provide a large land for a garden. Maybe the school will provide a point of land which is rather small, so in dealing with small holdings in school is by making a rectangle garden. Make a garden in a long line of each box can be filled with the two plants in a row. With this idea, all students can reach all the boxes and practice to grow their own plants. This long garden is able to fill in the middle of two lanes or long park (Andi, 2010).

3. Stages of Garden Based Learning (GBL) Strategy

Maltese & Zammerman (2015) explains that the school garden consists of four large and two small raised beds surrounded by a small road and fences. In this garden, teachers, students, and parents can plant vegetables such as peas, tomatoes, and carrots. Planting herbs such as basil, and so on. Grow fruit such as blueberries and strawberries. Planting flowers such as zinnias, marigolds, cosmos and maintain the park. Fence lined with internal and external borders of annual plants. One part of the border containing annual plants that are a source of food for local butterflies.

Children's activities that can be performed on the garden
based learning strategy to plant seeds and observe the growth of the plant is a learning experience that is very interesting and amazing. Here the teacher facilitates the surroundings which are light enough to be used as a mini garden where children can plant flowers and seeds.

Then Mariyana et al. (2013: 38) added that for the safety, the school garden should be fenced off to protect it from animals or from trampled inadvertently. Gardens should be narrow – maybe two feet wide, to minimize the children who want to gardening stepped into the garden (particularly important when the field is muddy). Narrow garden can create a form that is aesthetically pleasing if the garden is parallel with the straight fences or trees are circular.

Here are the tools and equipment that can be provided and used in the garden area for students by Mariyana et al. (2013: 127) some of them are: several sets of garden tools, a wheelbarrow, seeds or plants, access to water, water hose, shovel, hoe or ground fork, bucket and dipper, yarn and wood to give a sign, and a storage area.

The stages of the implementation of garden based learning (GBL) can be described through activities in early childhood farming activity in detail in the research Hidayatulloh, M (2012) is as follows:

a. The first stage

Teachers determine the activities that stand for the core learning. For example, the main activity in the RKH (daily activity plan) with Environmental themes can be filled with "Mr. Ahmad Nurturing Field". Teachers here connect the environment as a central theme of the field as a tool to give the concept of gardening. General purpose of this activity is to get the planting of an experience. Suggestions for the implementation of the first step is, at the beginning of the semester, the teacher asked for help from a parent who works as a farmer to voluntarily help children learn in the field (the fields or gardens). Occasionally, they may become informants and participate in the class. In this case, scheduling cycle is necessary. For example, A participated in week-1 for the 1st semester, and at week-3, etc. Meanwhile, the type of media and learning resources that are used for gardening including plants (such as pepper seeds, flower seeds, etc.), a spoon for spading up land, a bucket for watering immediately. While the
steps include early learning, core, and an end.

b. The second stage

With Mr. Ahmad learning arrangements in the field, the activity can be started to be filled by introducing a variety of things in the environment. In this case, Mr. Ahmad’s park is an example. The method that can be used here is telling a story, describing the condition of the park at that time. This introduction can stimulate the cognitive development of the children. Furthermore, the method of giving the assignment, in the core activity, the children were asked in groups to plant pepper, flowers, and others. The teacher asks them to use a spoon to dig the ground, while a bucket is used for watering. This activity is essential to develop their physical and mobility. Learning is completed by a story about the teacher propagation of plants and the importance of what they have planted.

c. The third stage

The last stage stimulates children’s social-emotional. In addition to the method "gives the task", there are other methods as an alternative to the provision of agricultural or gardening concept for children. This method includes demonstrations, catechizing, dialogue, telling stories, and singing. Demonstration, for example, can be used as a means of maintaining and watering the plants. Catechizing is a suitable method for the teachers to ask the children to disclose the origin of rice. Dialog is used to investigate a variety of plants and animals. Story telling is used when teachers stimulate the children's knowledge of where farmers work. It can also be used to notify the propagation of fish or livestock. The teachers can also use singing to stimulate the artistic spirit of children. The song "Lihat Kebunku" is a concrete example.

d. The fourth stage

As the final step of the implementation of the concept, in order to maximize the authentic assessment in the learning process and thereafter, teachers have to be active to observe and assess the ability of the children. After seeing the example above, teachers assess children's ability to understand things in their environment. They also able to assess the mobility of children during cultivation or watering, as well as evaluating the response of children or the emotion of the importance of taking care of God's creatures.

In the implementation of the school gardening model it is necessary to note the preparation of teachers before plunging into the garden or park. This relates to
the preparation of the action plan which was prepared as RKH, even the security preparations when the children are doing the activity in the garden. The use of tools for gardening, to the design of the garden activities are made as comfortable as possible so that children feel happy to do the activities.

4. The purpose of the Garden Based Learning

The goal of most school garden program shows that garden-based learning is intended to provide meaningful and relevant learning, in a natural context. By moving away from the philosophy that is focused on accountability ratings only, one design to improve learning, there will be further steps to create the ethical development of youth in the garden class (Subramaniam, 2003: 11).

The purpose and benefits of garden-based learning, Mariyana et al. (2013: 127) said that "through gardening activities children will be trained to have an attitude of responsibility and love of nature. Kids can recognize the direct result of his actions. For example, if the children is diligent in watering and maintaining the plant, it will grow and bloom, otherwise if they are lazy in watering the plants, the plants will die. This will be a rewarding experience for the child".

This is explained by Suyadi and Dahlia (2014: 105) that by taking the children to school gardens and farming, such as growing corn, the children will be taught to maintain plants by watering, weeding and fertilizing, and so on. Then it can develop a naturalist intelligence. Not only that, through gardening activities can also elaborated their interpersonal and even musical intelligence. Then added by Mardiana’s research results (in Mustaqim, 2012: 4) said that "learning by utilizing the school's garden gets better results in learning the ecosystem".

For more details on the benefits of garden based learning (GBL) can be seen in the application and use of garden-based learning proposed by Subramaniam (2003: 7-8) namely: Academic skills, personal development, social and moral development, sustainable development, vocational education, Vocational or subsistence skills, ability to live, community development, and food security.

Benefits of the school gardens may include the increasing of motivation to come to school every day to experience planting, caring for, and collect the results. Anxiety that arise
from the environmental hazards can be lowered when children have a sense of belonging, a sense of control over their environment, because they are within the park project. (Blair, D. 2009: 15).

The urban environment around the turn of the century, often without the natural surroundings. The proponents of school gardens believe that the lives of children improved with each spent time working and generate production rather than hanging out. Resulting in lower levels of delinquency, beautify the urban environment, and to improve the work ethic (among the immigrant population), and improving health practices (Trelstad in Wolsey, D & Lapp, D, 2014: 54). A survey also showed that parks or gardens are also beneficial to health and address the problem of obesity in children. The survey was conducted by Gardens School of Sonoma County (2012: 3).

Referring to all of the above description it can be seen that there are many benefits as well as the very useful purpose for the future of not only the students but the entire community and even the world will receive the impact of the garden based learning strategy. It is inconceivable if we left the gardening activities, no longer grow any dietary needs. If humans only rely on technology for the future, it is conceivable that there will be no food available, food runs out. Even worse in the absence of human consciousness to maintain natural conditions. Then it would appear a condition of a global problems or permanent destruction of the earth.

C. Cultivating the Early Childhood Environment Awareness Through Garden Based Learning (GBL) Strategy

Gardening activities give children the opportunity to practice how to be patience, fostering responsibility, build emotion and empathy. Through an understanding of the process of growing crops, can stimulate children’s learning cognitive aspects related to natural phenomena and the cycle goes on living creatures (Herrianing and Syarief, 2014).

Surya (2007: 103) described that the functions of the park is to create a garden in the kids; everyday environment apart from providing fresh air and views are also useful for children to see the sights with the background of plants due to natural state of relaxation that can be realized with a great view. Green plants and flowers give a sense of life and comfort and increase the knowledge for children.
Not only that, but that the school garden also serves as a natural context for learner-centered pedagogy, enabling educators to develop curriculum that includes all the components necessary for a more meaningful learning outcomes (Subramaniam, 2003: 6). Similar opinion was expressed by Nimmo, J & Hallett, B (2008: 2) that they saw the park as a play environment where children can create a new world that use sensory elements of the natural environment to create drama and fantasy. By the existence of the park, they will be curious and want to investigate various types of plants.

Alexander, et al. (1995: 113) said that all the children respond with a sense of fun to enjoy the presence of the park. Benefits of the garden is used both as a reward for their hard work during the school day as well as a supplement to the curriculum. Children must learn to work as a team to complete all the necessary tasks such as weeding, watering, and fertilizing. They also learned the importance of maintaining and caring for the garden.

Explanation above can be interpreted that through gardening activities using garden based learning in which the activities were conducted children like planting, fertilizing, watering, treat or perhaps harvesting of crops will bring the child's desire to keep the crops they had planted, it is the thing which raises awareness to maintain the natural environment so that future children do not do the destruction of the environment and natural surroundings.

Conclusion

Many people are aware that garden-based learning is in order to provide power for the development of children and adults. Apparently many benefits gained by the children through this learning such as helps them to optimize the aspects of child development, instilling the awareness to utilize and conserve the environment in children who eventually useful for the continuity and safety of the earth globally.

It can be seen that there are many benefits as well as the very useful purpose for the future, not only for the students but also the entire community and even the world will receive the impact of the garden based learning (BGL) strategy. It is inconceivable if human left the gardening activities, no longer grow any dietary needs. If humans only rely on technology for a future, it is conceivable that there will be no food available, food runs out, the issue of health or nutrition. Even worse in the absence of human consciousness to maintain natural conditions. Then it would appear a condition of a global problems or permanent destruction of the earth.

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Socio-Cultural Values of Early Childhood Parenting
(Ethnographic Research on Bugis Makassar South Sulawesi)

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Abstract

Socio-cultural values of the Early Childhood Parenting (Ethnographic Research on Family of Bugis Makassar in South Sulawesi). This research aimed to determine the socio-cultural values of early childhood parenting in families Bugis Makassar. The study was conducted in the form of ethnographic studies by focusing on the care of children in a family environment. Data collected through participant observation, interviews focused, and documentation of ethnographic records. The data were then analyzed using a model of the domain analysis and time series. The results showed that the family Bugis Makassar South Sulawesi still adhere to a number of socio-cultural values of care as the values considered important to be preserved and handed down in early childhood parenting.

Keywords: social-cultural values, early childhood, ethnography, Bugis Makassar

Introduction

Education is a shared responsibility between families and government communities. So parents should not assume that a child's education is just the responsibility of the school. Parents as the first and principal environment in which children interact as the oldest educational institutions, which means that this is where the beginning of a process of education. So that parents act as educators for their children. Family environment is also said to be the most important environment, because most of the lives of children in the family, so education is the most widely accepted is the child in the family.

Families as social groups are influenced by the context around them and family relationships and parent-child interactions are each influenced by cultural context. Depending on the culture therefore there are differences in child rearing practices. It has also been suggested that if parenting behaviour is consistent with socio-cultural values then children in that culture will accept it, and if certain goals or expectations or attributes are preferred more in one culture compared to another then parents will likely place more emphasis on those particular attributes that are preferred in their culture for their children to acquire. The implication here is that the culture in which one
lives will likely impact on the particular type of parenting style that one uses or practices (Cigoli & Scabini, 2006).

The contribution of family and parental variables to adolescents’ value acquisition has been a subject of interest for the scientific community (Schwartz et al. 2010). A large body of studies points to family relational climate and parenting practices as operative mechanisms in the formation of children’s values and the familial transmission of values. Positive parenting, which is characterized by parental practices embedded in affect, support and discipline focus, seems to be strongly associated with family relational climate, namely, cohesion, conflict management and expressiveness (Kolak and Volling 2007, Stattin et al., 2011).

Family relations play an essential role in value transmission, as families select and emphasize the values that better contribute to the maintenance of family identity (Trommsdorff, 2012). The topic of familial transmission of values, namely the roles of parental practices and of family relations on adolescents’ values, has not been sufficiently investigated (Roest et al. 2009). This topic deserves additional investigation for several reasons, which are highlighted below.

In this regard, Morrison (2008) argues that the family should be able to deal with the ongoing changes in value. Changes in value that took place will stimulate new needs in the way of family or themselves each family member. Family functions as a center for forwarding the norm taking the child will recognize and appreciate the social and socio-cultural values that apply to preparing children born to become civilized creatures. Departing from the various analyzes and as scrutiny of the above, it is necessary to do research and study on the socio-cultural values of early childhood parenting in families Bugis Makassar in South Sulawesi.

Determine on Bugis Makassar family as the object of study is based on several reasons namely Bugis Makassar is the largest tribe in South Sulawesi is known as a strong community because challenging accustomed to life with the philosophy of life that upholds the social and socio-cultural values.

Socio-cultural values is seen as important values that guide the lives of a group or society. This is in line with the concepts put forward (Rudy & Grusec, 2001) which says that the concept of socio-cultural values as a system that contains the values that are important in human life. The values that are considered important this becomes able to regulate and control the pattern of life, especially in relation to one human to another.

According Lou Lu et. al (2010: 28) described in a study on
socio-cultural values and happiness of looking at major force in determining the conception of happiness and with all its consequences. Similarly, Schwartz (2006: 14) defines the value of culture as devices that shape and able to justify the confidence of individuals and groups regarding the measures, and the achievement of life goals as a guideline to approach the norm in a life. Holden (2009: 102) argue that the culture is an abstract values that govern how an individual collected as groups and communities.

Socio-cultural values are also used to establish a link between the present and the past has been a political, ethnic, and linked to other ways of living together. As used in this typology, the value of culture as a symbolic reference to the shared meanings associated with what has been handed down mainly meaning or value of something (Perioste, 2015).

Socio-cultural values have a number of orientations that examines how people in a culture in action by looking at the past, today and future. According Galinha et. al (2012), there are some six socio-cultural value orientation, among other things: First, the problem of the nature of human life in which humans live cultures looking at a bad thing and should therefore be avoided or customize it to be good. These views were greatly affects insight and meaning of life as a whole. Instead many cultures that found life was good if done correctly.

The concept of parenting is the ability and durability of a family or household and the community to give attention, time and support to meet the needs of the physical, mental, social and children who are in a period of growth as well as for other family members (McQuilland & Coleman, 2007: 137 ). Family is the main instrument in the life of an important part in shaping and determining the child's life.

Therefore, parents should support and do an effective and constructive when caring for children in times of growth and development (Friedlmeier & Friedlmeier, 2012). The effectiveness of care must be supported by the entire family through forms of discipline of parents and families. Besides, it takes a strong relationship between parents and children. The relationship can be manifested in the form of effective communication and emotional relationships and motivation (Brofenbrenner , 1986).

Thus we can conclude that parenting includes diverse activities intended for children to develop optimally and can survive well. The principle of parenting is no emphasis on who (actors), but more emphasis on the activities of the development and education of children. Therefore care includes physical care,
emotional care and social care, where the role of parents in the family has a very important meaning in developing the child's life.

Before discussing a glimpse of the culture of the Bugis-Makassar, first described the linkage word Bugis and Makassar. Ethnic Bugis and Makassar are two of the four major ethnic groups residing in South Sulawesi. In essence, the culture and way of life of the Bugis are generally the same, and in harmony with the culture and way of life Makassar. Therefore discusses Bugis culture is difficult to remove with a discussion about the culture of Makassar. This is in line with the views of Abdullah (1985: 129) which says that the family system or the kinship of human life and human Bugis Makassar, it can be said there is almost no difference. Further stated that the two groups of this tribe (Bugis and Makassar) is basically a cultural unit. Therefore, social and socio-cultural values prevailing in the Bugis family, also applies to the tribal family Makassar.

Studies Relevant

Studies relevant to this research are among the research Stattin, H., Persson, S., Burk, W. J., & Kerr, M. (2011) who found that educational social and socio-cultural values in shaping social values of children is important that children have a strong social competence. Education social and socio-cultural values play an important role in efforts to achieve the whole child's personality and can be a strategic tool in counteracting the negative effects on children.

Research on socio-cultural values and cultural characteristics ever conducted by Watson (2002) concerning the difference between the value of culture in New Zealand (New Zealand) and in the United States. These findings reinforce previous research conducted by Wosinska (2001). In America in general is more concerned with the value of conservatism than in New Zealand. When examining how differences in socio-cultural values associated with the property, for respondents from both countries regard as an important and yet, though it seems the same, but there are differences in perspectives toward wealth. This study found a fact that in the perspective of socio-cultural values turns out Americans are more concerned for the value of the individual, on the contrary, people are more concerned New Zealand intermingling or more open.

Uttal (1988) in his research on socio-cultural values, beliefs parents as well as children's achievement showed that parents in China who insists on his achievement. The conclusion that parents are making a high standard so that children in China fail to meet the expectations of parents. It turns out that the extrinsic motivation is precisely to give effect to encourage children's performance
in China to take the exam at school. Extrinsic motivation in the form of awards play a role in the values of Chinese parents communicate with their children. Socio-cultural values in China seems to instill children with a belief system that focuses on internal objectives. The results of this study indicate that the difficulty in an attempt to characterize China or other Asian philosophy on education, achievement, and intelligence with the analysis come from Western psychology.

Research Method

The method used in this study is an ethnographic study. Citing the views Spradley (1980) that an ethnographic study is a qualitative research approach which aims to explore the cultural phenomenon in a context by using various data sources. This ensures that the issues are not explored by the view, but rather a variety of perspectives conducted to reveal aspects of the phenomenon that wants to be known and understood (Malinowski, 1960).

The informant in this study is the key informants and informant support. Key informants selected by purposive sampling corresponding feasibility considerations and purposes of the study, which is the case of three families Bugis Makassar in Bone regency, Soppeng, Takalar and Makassar. While supporters informants are people who are considered worthy to provide information related to the purposes of research, such as community leaders, religious leaders, educators, and government officials.

Data collected through observation participation, focused interviews, and documentation of archival footage. In this study, analysis and interpretation of the data used is the domain analysis model as proposed by Spradley (1977). Furthermore, to ensure the validity of data, examination of data credibility, transferability, dependability and confirmability and triangulation as well as focus group discussions.

Result and Discussion

1. Application of Socio-cultural values in the Family of Bugis Makassar

Socio-cultural values in the process of parenting are considered important in a family environment. Socio-cultural values are shown in Table 1 below:

<table>
<thead>
<tr>
<th>Socio-cultural value in Bugis Makassar</th>
<th>Meaning Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siamasei</td>
<td>Affection</td>
</tr>
<tr>
<td>Siraga-raga</td>
<td>Loving</td>
</tr>
<tr>
<td>Sipetangngari</td>
<td>Respect</td>
</tr>
</tbody>
</table>

Table 1. Socio-cultural values of parenting in the family
<table>
<thead>
<tr>
<th>Situngka/sipatuo</th>
<th>Caring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sijampangi/sipatokkong</td>
<td>Nurturing</td>
</tr>
<tr>
<td>Sisenge</td>
<td>mutually remember each other</td>
</tr>
</tbody>
</table>

Source: Analysis of the findings of the study, in 2015.

Based on Table 1, showed that Bugis Makassar community has a number of socio-cultural values and educational upbringing in a family that values meaningful siamasei affection or love each other. This socio-cultural value is essentially emphasized the need for love, affection and loyalty to the care of the family. The meaning of love and compassion in the care of a study conducted by Gerhardt (20090 are emphasized that the love and affection become very important in a child's life.

The next value is siraga-raga that literally means love. In terms of more meaningful siraga-raga means of mutual sacrifice and closeness to one another in the concept of parenting. The meaning of love is the mirror of happiness in one's life. Similarly, in a family. Faithfulness means happiness that is so very deep, the ship sailed home. Happiness so meaningful precisely not in the fun, but when his family being tested or have a problem. The power of love because it will be able to go through all the pain, the burden in joy and sorrow, to live together in the family in child care.

Characteristics of a strong family in child care next is sipetangngari'. In etomologi this word means mutually put in place. The sense is that a person must be regarded as appropriate. This is because the value of humanizing each other because of their respect (respectful). Research Akabas (1990: 12) written in "Respectful Parent - Child Respectful" reinforces that if parents do care in an atmosphere of respect it will have an impact on the birth of a child respect. Therefore, in order to establish an atmosphere of harmony in the family members in the family then the relationship must be created in a relationship that is respectful. Mentioned that strategy to maintain the stability of respect in the family needed a consistent and continuous manner.

The findings next value is called sijampangi (each take care of one another). Socio-cultural values it emphasizes the need to give attention and time in terms of upbringing and education of children. Children who received less attention, which means in their lives tend to feel alien and alienated. As a result, sometimes children do compensated or her own actions are considered as retaliation.

The next value is sisenge’ that recalls meaningful language and always remembered. Further
understanding of this mean value *sisenge* always look or glance, and not ignore. The value of parenting is manifested in the form of attention and sympathy. In a parenting then the value of attention can not be ignored. Meaning the value of this culture is that in the family takes the form of caring for each other. Cohen et.al (2012) argues that the attention will give the effect of consciousness, but it is further concern mentioned was strongly influenced by the perception of someone in judging something is perceived.

Values in the family as found in Makassar Bugis community are values that are significant in the context of family education Makassar Bugis community was also mentioned that in order to support the child's learning process, it is a very important strategy is to develop partnerships and commitments. Partnership parents is an absolute must, especially in the context of ethnic diversity of ethnic backgrounds in child education program (Zhang & Ingersoll: 2007). Thus the family values as socio-cultural values are seen as an important value in the context of the Bugis Makassar family education is a thing that supports the achievement of children's education.

Yi and Chang (2004) asserts that family behavior patterns, beliefs, values, and emotional reactions can be observed through the generations and are passed on to subsequent generations. Emotional bonding system family consists of two power between, individuality and togetherness. Individuality refers to an individual and a person's ability to function independently, while togetherness refers to the emotional closeness and agreement.

### 2. Parents Behavior In Parenting Perspective of Socio-cultural values

Parents (father/mother) in Bugis Makassar families continue to demonstrate the performance (behavior) in accordance with the socio-cultural values that are important implanted as a process of education and upbringing as shown in Table 3, below:

<table>
<thead>
<tr>
<th>Main value in Bugis Makassar family’s</th>
<th>Mean Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabbara</td>
<td>Patience</td>
</tr>
<tr>
<td>Lempu</td>
<td>Honesty</td>
</tr>
<tr>
<td>Sitinaja</td>
<td>Feasibility</td>
</tr>
<tr>
<td>Getteng</td>
<td>Firmness</td>
</tr>
</tbody>
</table>

**Table 2. The main value in the family**

Source: Analysis of the findings of the study, in 2015.
Based on Table 2 above shows that in the implementation of child care in the Bugis Makassar uphold socio-cultural values as the value that has been crystallized in people's lives is universal.

Socio-cultural values (sabbara) literally means patience or take lessons from an event and take thankfully. Furthermore, this value can be interpreted as an attitude that is always to be patient and try to take forward the value of wisdom or positive thoughts (positive thinking). Embodiments of the value of patience and find wisdom behind an incident is caused by the birth of a positive mind towards an event or events.

Naseem and Khalid (2010: 44) in his research on positive thinking asserts that positive thinking is very closely related to human psychology in which they form is done by eliminating suspicion or negative thoughts in man. It is further mentioned that the implications of this positive thinking will give birth to balance yourself emotionally and affects a person in the act and behave. Sabbara value as the value in the Bugis Makassar appears to indeed be a phenomenon into human character Bugis Makassar.

Value lempu literally means honest. The value of honesty is a value that highly upheld in traditional community life such as the Bugis Makassar. Embodiments of the value of honesty in research Somanathan and Rubin (2004: 1-17) need to be disseminated through habituation and modeling in an environment where parents always called "hide" dishonesty. Furthermore, it was found that if children are taught early the value of honesty then will lasting and durable in the pattern formation of the child's behavior. Honesty value through socialization will evolve in line with the efforts of parents in shaping children's personalities are honest in life.

Further found that socio-cultural values named getteng or firmness / firmness. This value is meaningful language did not waver or unchanged. In a further understanding. Getteng meaningful as a manifestation of the values that are not easily changed or firmly in principle considered to be true. The value of persistence or compliance by the Bugis Makassar in the context of parenting is to teach children to have principles in life.

3. Methods of Education Socio-cultural values in Parenting

In terms of growing methods of socio-cultural values in education and childcare in the Bugis Makassar there are a number of methods as shown in Table 3 below:

Table 3. Methods of Education Socio-cultural values in Parenting
Based on Table 3 above shows that there are a number of methods of cultivation in internalize the socio-cultural values in parenting and early childhood education.

_Akkacuereng_ literally means emulated or imitated, was in significant terminological exemplary values or things to be imitated. This exemplary value according to the conception of Islam as the source of the concept of a Muslim (as well as the Bugis Makassar) makes the concept of role models as one of the methods in educating children. Modeling your own behavior to provide a consistent, positive example for your child. It’s a bittersweet statement for a parent to hear. On the one hand, it’s touching to have your child look up to you in this way; on the other, being a role model comes with great responsibility (Guttmacher, 2001).

The next socio-cultural value is _abbiasang_ or habituation. Schoner, & Thelen (2006) explains that there are many psychologists who know about the baby's perception and cognition are based on habituation, but the process itself is still poorly understood. In his research, about the visual dynamic simulated baby with a feature known as habituation. Habituation is seen as familiarity and novelty effect of birth because of the intensity of the stimulus. White & Matawie (2004) says that, to change the social norms that is not good is difficult and for that we need the exposes community through message norm to change the behaviors that are considered negative through an approach that is done by repeatedly and intensive.

The next conception as part of the conditioning and the habit is the custom value. Seong & Kim (2013) says that one of the systems of social control in public life in outline governing community complexity is customs. It was the complexity of behavior that contains ideals, norms, establishment (the principle of) beliefs, attitudes rule of law, legislation and so that drives human behavior. This latter conception is called Tradition. Like many academic terms 'tradition' is seen as the accepted common sense and included in scientific studies.

The term tradition is often used in a descriptive way, while sometimes required to generate events or history. Tradition is considered by conservatives consists...
of accumulated wisdom that should emerge organically from the experience in the form of trial and error. Tradition is seen as a network of beliefs people who inherited and embraced and respected.

Tradition is a way of life with the awareness models look past that used insider identity development. Inheritance by defining in terms exemplifies objectification. Is the discovery of a symbolic building. Tradition is selfconscious As a category, which "created.", "Invent" tradition is not the whole thing, but rather, a dynamic content and interpretation. In this case a tradition, but a priori models that make up the experience for individuals and groups are constantly changing due to the process of forming the next. So the tradition is a reflection of the quality, which is of constantly undergoing modification of dialectical discoveries (Edden, et. al, 2011).

So the concept of habituation therein include habits, customs and traditions are more oriented to the good values. In the sense that habituation is only done on the job a positive and valuable and meaningful that can bring benefits and aims for humans. It is significant of these was custom or tradition which contain legal rules governing how to do a favor or tradition bequeathed noble values that contain the truth.

The next value is pangaja ’or advice. Value is the delivery of messages worth kindness both orally and in writing as moral messenger delivered either directly or indirectly. The essence lies in the advice of a good message. So if there is anything events sometimes meaningful advice and tried to take the lessons also called wisdom. So conception advice as one of the methods in the education of children. Pangaja is conception in the context of the pangaja same meaning in the context of pangaja in Bugis Makassar community.

Conclusion

Based on the findings of the study and discussion of the few things that the Conclusions of this study are as follows:

1. Application of socio-cultural values in the process of parenting are considered important at the family environment in Bugis Makassar is siamasei (affection), siraga-raga (loving), sipetangngari (respect), situngka or sipatuo (care), sijampangi or sipatokkong (nurturing) and sisenge (mutually remember each other). Socio-cultural values are thus need to be excavated and preserved as values that is very noble that can not be ignored in the education and care of early childhood parenting.

2. Some of the patterns of implementation of the core values as socio-cultural values highly the care of children in the
family Bugis Makassar include *sabbara* (patience), *lempu* (honesty), *sitinaja* (feasibility) and *getteng* (firmness). Socio-cultural values should be applied in the care of children in the family as a manifestation of awareness of parents in preserving the socio-cultural values that have been practiced by people before.

3. The method used in instilling socio-cultural values by the Bugis Makassar include *akkacuereng* (modeling / exemplary), *abbiasang* (habit/habituation) and *pangaja* (advice). Therefore, the need to adopt socio-cultural values such as planting model of socio-cultural values in the education and care of young children.

**References**


Developing an Interactive Media through Flash for Kindergarten in the Academic Year of 2013/2014

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Abstract
The use of the interactive media is important to support teaching and learning process. It also help the teacher and the students in getting better achievement in teaching english for a kids. This aim of this study were to find out what media is needed and how it gave significant progress in teaching learning process. This study is presented the developing flash media for enhancing kindergarten’ English skill. The result found that the mean of pre-test was lower than the post test. The critical value with the degree of freedom 19 at the 5% alpha level of significant is 2.093. The observed t-value is higher than critical value (2.88 > 2.00). It means that there is a significant difference after using flash media in teaching English. Based on the students and the teacher’s perception which gave possitive responses on the Flash media and the result of calculating students’ work, it can be concluded that the Flash media is effective and can be used in teaching learning English in Kindergarten.

Keywords: flash; media;

Introduction
English is one of the international languages used as a means of communication which is used in many countries. It is basically a means of both oral and written communication. So it is very important for people working in global era.

In Indonesia, for example, English as the first foreign language has been given a special attention and role especially in education. This is why the Indonesian government chooses English as the first foreign language to be taught at the formal schools (Ramlan, 1992: 3). English is introduced as a compulsory subject to be taught from the seventh year of high school up to the twelfth year of students and as a local content subject at elementary schools. TEFL in Indonesia has changed from time to time based on what curriculum is used. A curriculum may change once in five years or once in ten years. Now we use 2013 curriculum.

As stated in school based curriculum (2006:36) the purpose of English language teaching education are to develop student’ competence in spoken and writing communication, to reach the informational literary level in which
the students can understand the importance of English, their understanding of relationship between culture and language. There are four skills that have to be supported by English component such as grammar, vocabulary, fluency, content and spelling. Those four skills are listening, speaking, reading, and writing. The teacher should teach those four skills so that the student can master all these four language skills.

Because of it, some efforts have been done to solve the problem. Kreidler (1965:34) also suggests that if visual aids are to help a teacher write the tasks of teaching a new language, they must be suitable for the classroom situation in which the teacher to achieve the instructional goals of teaching and learning process and they can be easily found in our daily lives.

An effective learning material is required to solve the problems in teaching. Unfortunately, the availability of the materials sometimes cannot fulfill the students’ need and motivation to learn. However, many teachers still depend on the material presented in available textbook or worksheet.

The teacher needs to improve learning material which do not only improve the student’s mastery of English but also develops students’ motivation in learning English especially speaking skill. It should be able to attract the students’ attention and make them more creative and active in learning process. The students’ involvement in the classroom activities hopefully is increased by the use of it. Moreover, the students are able to solve their problems concerning with their learning by using an effective learning material.

An attractive learning material will probably make a difference in the classroom. The international Reading Association (2000) reported that making a difference in the classroom means making teaching different. Flash media can be a good option to make teaching different. Every level of education can used this media in delivering the learning material. Flash consist of audio and video so that the students can enjoy the teaching learning process.

Research Method

One of the popular research approaches today is R & D which is have closed relationship to the field of instruction technology since 1960s and 1970s. Research and development also refers to the industry research development and business development. The basic aims of education research were not only to develop product, but also to discover the knowledge (through basic research) or to answer specific question about practical problems (through applied research) (Borg and Gall, 1983: 772).
According to the purpose of R & D research, the writer decided that the approach which is appropriate with this study is educational R & D. research development which so called Research- based development is a current approach in education research. Borg and Gall (1983) define Educational R & D as a process to develop and validate educational product. Educational R & D nowadays, become famous along with the need of educational to develop products in enhancing the educational quality although more difficult and consuming time. Product refers to not only material subjects, such as textbook, instructional films, and so forth, but also refers to the constructed procedures and the processes such as the material of teaching or method for organizing instruction.

Further, validation process was conducted toward each of the flash media aspects. Totally were three experts were asked to validate each of substances material aspects. The two experts; Dr. Abdurrahman Faridi, M. Pd and Prof. Warsono Dip. TEFL, M. A, lecturers of English Postgraduate program Of UNNES, and Laras, S. Sn, an IT programmare were asked to validate the substances material aspects, and multimedia aspects.

This method was utilized in the process of administering in the validation and piloting process in order to provide evaluation and feedback upon the interactive multimedia developed. Finally, it was applied in order to reveal the users’ perception toward the multimedia. It covered validation questionnaire of the substance material, validation questionnaire of the multimedia design aspect, validation questionnaire of the visual communication aspect, the media quality aspect, and the questionnaire of the users’ opinion.

**Results and Discussion**

In developing the interactive multimedia of English learning, it was begun from the need of analysis stage. Basically, this stage was intended to get the initial data and the need of the teachers and students in teaching and learning process. By doing the need analysis, the interactive multimedia was developed based on the situation and condition faced by the students.

At the early stage, the writer analyzed standard of competences and basic competences should be achieved kindergarten students. Consequently, the teachers should create and set the interesting media which may best facilitate the students to acquire that skill.

In order to get much information, the writer held the interview and gave questionnaire toward the teacher. It can be drawn that in teaching and learning process, the teacher and the students faced
some problems. The basic problem arose in the teaching and learning process was the students did not get the idea to share. The activities for writing are adequately available. In addition, the teacher tended to use the materials monotonously because interactive learning strategies are not provided.

Considering the previous analysis, the writer tried to solve the problems by developing the interactive multimedia for teaching English. It is supposed to facilitate the teacher and the students in teaching and learning process. It should be fun, various, and challenging media. Thus, the ultimate objective of the study is to develop interactive multimedia which is intended to teach English for kindergarten.

The writer focused on Adobe Flash as the interactive media. Because using flash media the material could consist of audio visual, animation, even games. So that, the students can use it easily and attractively.

In developing the product the writer did some stages to make it better. The first stage was developing the product based on the result of need analysis. The next stage was expert validation. This step did to get comments and suggestion from the experts of the curriculum and media. The writer hoped by doing the validation the product would be perfect and suitable for the students and the teachers. Revision done after getting some comments and suggestion from the experts. The next step was main testing to find out the effectiveness of the flash media.

In designing the multimedia based materials for students of kindergarten, it was necessary to construct the materials and tasks based on the content standard consisted of Standard of Competence, Core Competence, materials that would be taught, language Skill, and the number of meeting were considered with the relationship of the curriculum, and also the syllabus has been existed. Considering that the material based on the newest curriculum, curriculum 2013, so the writer should also design the material based on it.

The interactive media consisted of texts, images, animations and some games. The materials of the interactive media of descriptive writing material were almost the same at the students’ book. It was created on the Compact Disk (CD).

The validation product was conducted before applying the media in the field. The goals were determining the relevance of material toward the media, objective, the experts validated the media on the content, vocabulary and structure, exercises, suit to curriculum, suit to the students, suit to the teacher, the design and visual of the media. There were three experts validator. The first
and the second validator are lecturers who competence in designing curriculum and multimedia for English. The third validator is an IT expert. They gave suggestions and comments in product of media. The goal was to give assessment toward media so it was more effective as teaching and learning media.

The average of the experts on “welcome to namex planet” was 3.3 for the subject, 3.2 for the vocabulary and structure, 3.6 for the exercises, 3.3 for the suit to curriculum, 3.4 for the suit to the students, 3.1 for the suit to the teacher, 3.5 for the design and 3.4 for the visual of the media. The result of the expert validation were excellent. There were no expert judged that the flash media under adequate. Therefore, the product needs to be redesigned. The judgement and suggestions from the experts were used to make some revision to the product.

After getting validation from the experts and multimedia expert and doing revision of the product, the writer conducted the try out for twice in a week. Each meeting took two hours of meeting (2 x 40 minutes). The trying out was conducted on 10th – 11th of June 2014. It was done to find out whether the media was practical and effective to teach descriptive text for kindergarten’ students.

The data obtained from the try out were divided into three parts, namely, the students’ point of view, form the teacher’s opinion, and from the students’ work. The students gave responses of the media by answering the questionnaire and the teacher’s opinion also by asking questionnaire. And the final result of the students’ work was got by conducting evaluation to the students. They did the test related to the material given.

The teacher’s opinions

After trying out the flash media was conducted, the English teacher was given questionnaire. The teacher judged that the materials were easy to understand, easy to deliver in teaching learning process and also easy in preparing the media. He also thought that the flash media was interesting and interactive. Using a good theme and unique animation could make the students pay more attention to the media. The difficulty levels of the materials were suitable for the students. The teacher considered that the flash media helped the students to understand the materials.

Result of the students’ work

The students’ score of posttest was collected after trying out the flash media. The aim in doing
that was to find out whether the flash media was effective to teach English or not. But, before having the posttest the students had been given a pretest to make sure that the good score of the posttest was really the result of the treatment of the flash media not because of the other factors.

For measuring this effectiveness, the researcher applied pre experimental and post-test design. The first the students were given pre-test before giving treatment and also assessed them after giving treatment. The result of pre and posttest were calculated by certain formula. The goal was to know the result of effectiveness after and before treatment. If the second result or posttest was significantly different and influential, it means that the product was very effective and can be used as learning media in teaching and learning process in the future.

The Discussion

The development of the Flash media was proceeded by the effort to provide the interactive media in teaching learning English. Such effort was intended to make an analysis whether the proposed materials was appropriate to the students’ level. Even such analysis might be deeply conducted in the early stage or the need of analysis stage, it served early information to determine whether the media developed had promising prospect to develop for the intended subject of the study.

Referring to the interview that further administrated to the English teacher and the students, they were revealed that the most of the students did not interest in learning English. The teacher mostly use text book in teaching English make the students got bored and uninterested. The teacher rare used some kinds of media to increase the students’ motivation in learning english. The teacher sometimes only used a simple medium such as pictures, power point, and games in teaching english. But in teaching the teacher never used any kinds of media. The students only listen to the teacher’s explanation. This condition makes the students got some difficulties especially for developing their ideas in learning process. It simultaneously arouses the spirit to continue developing the proposed media.

The flash media “welcome to namex planet” is basically a media composed by more than two media formats of texts, image, animation, audio and video which interactively functions as the self-learning software intended for the seven grade students. The development of the Flash media had been conducted through six stages: need analysis, product design, preliminary test, product revision, field test and final product. It also developed based on
the newest curriculum; scientific approach. There are six steps in the scientific approach: observation, identification, questioning, experimenting, associating, and communicating.

Based on the data obtained from the expert’s validation, they indicate that the flash media developed has corresponded positively toward all of the indicators under the intended aspect. The flash media developed is considered good toward the materials and multimedia design aspect. Dealing with the expert’s suggestions and comments, the revision had been made. It included providing the font size bigger and should consisted cultural education.

In addition, based on the students’ post test score after implementing the flash media “welcome to namex planet”, it was found that there were all the students got good score and they passed the passing grade. It can be concluded that the Flash media is effective for teaching English. Moreover, the result of calculating and interpreting t – value showed that there was a significant difference between pre-test and post-test.

In line with the students’ perception, most of them gave positive responses to certain aspects, such as the materials were easy to understand, the instruction of the flash media were easy to understand, the materials and the media were interesting, and it helped in learning English. As well as the teacher who joined in the teaching and learning process also gave positive opinion related to the flash media. They considered that the material provide in flash media were easy to understand, interesting and also easy to prepare and operated.

Conclusion

Convensional teaching learning process that almost implemented in the classroom in Pelita Kindergarten made the students felt bored and uninterest in learning English. Only a simple media that be used by the teacher to support the teaching learning process did not enough to increase students’ attention and motivation. The students need an interactive media to learning English.

Based on the students’ opinion in the early stage of the study, they claimed that enjoy the learning process by using some kind of media as well as interactive media. The students need reinforcement, guidance and also model for learning English. In can be conclude that the teacher should provide interesting learning in the classroom. Thus, the writer developed an interactive media through Adobe Flash for teaching English. By using Flash media for teaching and learning English, the writer hoped the students are
interested and pay more attention in teaching learning process.

In developing Flash media, the writer conducted through six stages: (1) Need Analysis, it was done in order to identify the specific skill, procedures, and the learning task in order to develop materials which are appropriate to the students and suitable in their difficulty level. It was conducted by interviewing the teacher, giving the students questionnaire, identifying the teachers and the students’ need in teaching and learning English, choosing the core competence and standart competence which related to the materials of Kindergarten. (2) designing of the product, in designing the product the writer paid attention to the level of the students to choose the theme and also the content of the materials to increase the students motivation in learning English. The writer was also helped by an IT expert to make the media better. (3) preliminary Test, after the Flash media were developed, they were validated by the expert both material’s expert and multimedia’s expert. The preliminary test was conducted in order to gain some valuable suggestions dealing with the effectiveness of the Flash media. (4) Product Revision, after the product had been judged and evaluated by the experts, the product had to be revided based on the result of the preliminary test. (5) Main Field Test, and (6) Final Product.

Based on the result of the experts validation, they showed that the average of the experts on “welcome to namex planet” was 3.3 for the subject, 3.2 for the vocabulary and structure, 3.6 for the exercises, 3.3 for the suitablity to the curriculum, 3.4 for the suitablity to the students, 3.1 for the suitablity to the teacher, 3.5 for the design of the media and 3.4 for the visual of the media.

Based on the result above it is clear that the Flash media run over the objectives that there was no experts’ validation judged under adequate. The judgement and the suggestions from the experts were used to make some revision to the product to make it better.

Based on the result of main testing of the flash media, it found that the flash media can be applied in English teaching learning process. The result of the test has progression after applying this media. Moreover, the test effectiveness by using pre-test and post-test design was reported that there was significant difference between the result of pre-test and post-test. Based on the result of calculating data, the researcher compared the results of pre-test and post-test by using independent sample t-test. The result of standard deviation (SD) of pre-test was 9.49 and standard deviation (SD) of post-test was 9.72. The result of t-test of both pre-test and post-test was 2.88 and the t – value was 2.093. When t-
test < than $t$-value means that it was significant. It can be conclude that there was a significant different between pre-test and post-test, so the flash media effective in teaching English and can be applied in teaching learning process at Pelita Kindergarten Semarang.

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Knowledge. International education Studies.


Instruction, Interactive Multimedia CD-Rom to improve the Teacher’s Ability in Asking Questions in English. Unpublished S2 Thesis Of Semarang State University.
Implementation of Parenting Education Program in Kindergarten

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Abstract
This study is aimed at getting an overview of the type of parental education program that has been implemented, parental interest in parental education programs, and the strengths and weaknesses of parental education program that has been running in kindergartens in the region of South Tangerang. This study is explorative with descriptive analysis. The research was conducted in Pamulang and Serpong, the sub district of South Tangerang, Banten. The research subjects were 49 kindergarten principals and teachers. The finding of the research showed that the type of parental education programs quite varied, however, not all types of the programs have been done. The involvement of parents in the parental education programs is of a quite interest. The main strength of the parental education programs is the theme that meets the needs of parents and the solutions to solve the problems of child development. The main weaknesses in parental education program are the lack of parents presence on the program implemented. Therefore, the kindergarten teachers and principals need to think about a better strategy that would be concerned with the participation of parents in parental education programs.

Keywords: Parenting education, Kindergarten, Parents

Introduction
Children's education in formally early childhood institutions like in kindergarten and in informal education in the family should be implemented in synergy. Child education in family is usually handled by parents. However, each parent has different needs, interest, and background that affecting the way they educate their children. Therefore, the diversity of willingness and educational background of the parents needs to be bridged in a variety of ways by the early childhood institutions, including the kindergarten teacher, so that synergies are created. one way among others through parental education program.

The Role of Kindergarten in Parenting Education
Kindergarten need to implement parenting education program. According Bredekamp & Coople (2007) and Gestwicki (2011) in Jackman (2012), there are some guidelines that are recommended for teachers in building partnerships with
parents of children in kindergarten through education parenthood: (1) success in the education young children must be built on a foundation of teamwork involving both teacher and parents, (2) families are the primarily educators of their own children, (3) there is learning process that teachers and parents always face in the educational experience, (4) assessing the child's needs and progress must take into account the child's cultural and environment, (5) a teacher is prepared to meet the special needs of individual children, including those with disabilities, and (6) the early childhood teacher is in a unique position to be an advocate by recognizing the special circumstances of a child and his family and to help link up with whatever community resources are available and appropriate for helping them.

Furthermore, some guidelines that can be prepared a kindergarten teacher to implement partnerships with parents in parenting education is also explained by Dodge and Colker (2000): (1) hold an open house for new parents. Conduct a tour of the classroom, explain the program philosophy and goals, and invite question, (2) solicit parents' expectations and concerns. Find out how they feel about having their child enter the program. Listen to what parents have to say and be responsive, (3) get to know all the parents. Learn their last name, find out something about their interests, other family members, and their work so you can relate to parents more personally, (4) convey the importance of parent involvement. Let parents know that there are many ways in which they can be involved in their children's learning. Invite them to share their interests and talents with the children, (5) solicit and try out suggestions parents offer. When parents feel that their ideas are taken seriously, they are more likely to increase their involvement, (6) promote a sense of pride in their child. Nothing something a child has done well and conveying this to the parent goes a long way in building a positive partnership, and (7) always maintain confidentiality. What parents say about their child or their family is best used to help teachers work with that child and not discussed with others. In addition, Dodge and Colker also stated that communication between early childhood teachers with parents can conduct in two lines, formal communication and informal communication. Formally, the communication can be done by: (1) set up a parent's bulletin board at the entrance of the classroom, (2) send weekly messages home. Make sure that the messages are in the home language, (3) establish a message center. Provide each family with a box or message pocket that can be used for general announcements and
information on each child, (4) use journals. Provide each family with a journals that travels between home and school. Parents and teachers can share information about the child, and flyers or notices can be tucked inside, (5) develop a parent handbook that should be kept up-to-date and might include and explanation of the programs' philosophy, goals, and approach as well as policies and procedures. Being informally, communication can be done by: (1) do every day naturally, (2) be respectful of culture and the expectations of parents, (3) identify and call their parents by name so that parents feel welcomed like their child, (4) share an event or something the child has done recently, (5) solicit parents' advice about their child, (6) give support to parents when needed, (7) be a good listener, (8) check out communication, and (9) use "I messages" to communicate clearly without judging or putting parents on the defensive.

Parenting education programs as a means to ensure parental involvement in kindergarten has many benefits. Research of Henderson & Mapp (2002) states that related to the parental involvement with quality schools, there are two items conclusion of research as follows: (1) schools that cooperate well with the parents raise the spirits of teachers and get a good assessment of the parents, (2) the school that the parents are involved have more support and have a better reputation in the community.

Based on the above background, it should be explore on the implementation of a parental education program that has been implemented in kindergarten. So the aim of this study was to get an overview of: (1) the type of educational program parenting that have been implemented, (2) parental interest in parental education programs, and (3) the strengths and weaknesses of parental education program that has been running in kindergartens in the region of South Tangerang. This paper is expected to be useful for: (1) principals and a kindergarten teachers, in order to design a parenting education program that is helpful and appropriate to the needs and expectations of parents, and (2) the parents in kindergarten, as input on the various ways to get involved in the education of children at the kindergarten.

Research Method
Type of Research
This is the result of quantitative research using exploratory research methods. This method is used to get an overview (description) of the condition of the research subjects.

Research Subject
The study population was the kindergarten principals and teachers who are in the South region of South Tangerang City, the District Pamulang and Serpong. The area was chosen with consideration that in this area there are many new kindergarten adapts to the growth of new housing projects on the peripheral of Jakarta, which is generally populated young families. Sample research conducted by purposive random sampling is representative of the population penellitian, as many as 49 principals/teachers from 10 kindergartens. The study was conducted in 2015/2016.

Instrument

This study uses the instrument a questionnaire about parenting education programs that have been implemented in the kindergarten for to get three things: the type of educational program parenting that have been implemented, parental interest in parental education programs, and the strengths and weaknesses of parenting education programs that have been implemented in kindergarten. Validity test is being conducted by Pearson (Product Moment) with r table 0.361. Reliability test is being conducted with Cronbach alpha, with the reliability coefficient of 0.926. That is, the reliability of the instrument is already very high for use.

Data analysis method. Data found in the field are presented descriptively in the form of graphs and qualitative analysis

Results and Discussion

Research Result.

This study produced data on the type of parental education programs that have been implemented, parental education programs that meets the interests of parents, and the weaknesses and strengths of parental education programs that have been implemented.

Parenting Education that have been Implemented in Kindergarten

Different types of parenting education programs have been attempted implemented in kindergarten, but different intensity, which can be seen on the following chart.
Parenting simulation
b. Educational seminars
c. Forum parents meeting
d. Teachers volunteer
e. Events of children and parents in kindergarten (assembly)
f. Parents consultation day
g. Teachers home visits
h. Making bulletin

Based on the chart, it appears that forum parents meeting, the assembly activities and educational seminars are the three most common activities implemented in kindergarten. Forum parents meeting sometimes called parenting class. Meanwhile, two activities that most rarely do are ask parents as volunteer teachers and production of bulletins.

Parents' Interest in Parenting Education Programs

Parental education program that consists of various activities turned out to get a different response from parents. Such differences in detail can be seen in the following chart.
respectively: (1) event with parents and child, (2) educational seminars, (3) forum parents meeting, and (4) the summit theme. Joint activities between parents and children in kindergarten done in various ways, for example: Mother's Day activities, the rituals of Hajj, a sport day, swim together, field trip, and so on. Parents usually will be more eager to participate in activities with the children are implemented outside the kindergarten. While educational seminars are also desirable by parents because the speaker is a famous person are usually already become widely known through the media. So in addition comes to listening to the material exposure, there is great curiosity to meet directly with the figure of the famous presenter. Meetings forum activities is desirable enough because the parents (especially mothers) can meet each other. This activity will be effective if combined with the usual monthly gathering activities. Assembly activity (peaks theme) also get a high enough interest from parents, because at that moment of all children will perform with a variety of activities. Parents usually allocate time to come to kindergarten in order to see the appearance of her child and to preserve it as a personal document.

The Strength and Weakness of Implementation Parental education Programs.
Parental education programs that have been implemented in several TK needs to be evaluated, among other things need to be seen of their strengths and weaknesses. The strength of parental education program that has been implemented in kindergarten can be seen in the following chart.

![Chart 3. The Strength of Parental Education Program](image)

Note:

a. cooperation between teachers and parents

b. school activities become more smoothly
Based on the chart above shows that four major strengths in parental education programs that have been implemented are: (1) theme meet the needs and become the solutions to the problem of child, (2) the material materials are interesting, helpful and applicable (3) the support of parents and the environment, (4) strengthen the parent-teacher relationship.

Selection of the theme of this parent's pool would make parent's sense of belonging higher of the program so that there is a strong will to attend. The material is interesting and can be applied in addition to the theme that fit the needs of parents, also with regard to the selection of speakers are expected to master the field and can deliver material fine on parents who have different educational backgrounds. Speakers usually taken from a psychologist, nurse, or local education leaders appropriated to the theme.

Besides strength, there is also weakness of the programs that have been implemented, as shown in the following chart.
Note:

a. parents do not care/ are not interested
b. lack of parents’ presence
c. limited funds
d. the schedule is not appropriate for working mom
e. lack of adequate human resources
f. disproportionate demands of parents

Based on the chart above shows that the main weakness of parental education programs that have been implemented are: (1) the lack of presence of parents (2) the schedule is not appropriate for working mom, and (3) parents do not care. One way to overcome the minimal presence of parents is suitability in meeting schedules, and interesting themes. If a majority of both parents working, the parent meetings should be held on the weekend which is Saturday or Sunday. Selection of an appropriate theme in the problems experienced by parents will also make parents more concerned for taking the time to come to kindergarten attend the meeting.

Discussion

The parenting educational program in kindergarten can be done in various ways, namely (1) parents meeting (parents’ class), (2) Parental involvement in the children class, (3) parental involvement in the event together, (4) the parents' consultation day, (5) home visits, and (6) other forms of activities that can be developed according to the needs (Department of Education, 2012). But apparently not all of these activities have been implemented in kindergarten. Activities already carried out in kindergarten especially is a meeting forum of parents (parents’ class), the activities in event together between children and parents such as assembly, and educational seminars. Maxim (1993) referred to the group meetings for forum meeting parents. The meeting according to Maxim should consider the following guidelines: (1) designing a first meeting with the parents to introduce daily activities at school, (2) ask parents to fill out a questionnaire about their expectations or needs at the next meeting, (3) designing alternative atmosphere for the meeting, and (4) encouraging parents to take part in designing or into the committee at the meeting. Findings in this study shows that all kindergarten has conducted the first guideline, which invites parents met at the beginning of the new school year. But for the second guideline implemented only partially kindergarten, it was not in the form of questionnaire, but only verbally poll. In fact the teachers and principals believe that a questionnaire would be a good input materials for the kindergarten to make a variety of activities according
to the needs of parents. For the third guideline is designing alternative atmosphere of the meeting, has done most of kindergarten. The alternative is either: combined with the activities of gathering, outbound for parents, or combined with religious activities monthly. As for the fourth guideline, also has done some kindergartens. Events meeting held outside the kindergarten building, there will usually be managed by parents and committees.

While the activities are almost never implemented in kindergarten class is parent involvement in children by encouraging parents to volunteer teacher, and a bulletin board production. According to Coughlin et.al. (1998), produce newsletter or brochure is a reliable means to support parental education informally. Coughlin stated that the informal communication strategy can be done by: (1) verbal communication when delivering and picking up the kids, and (2) making of notes and journal, bulletin boards, and flyers. Making bulletin will be very useful especially for parents who rarely have the opportunity to attend in kindergarten every day for delivering or picking up their child because of work. The existence bulletin addition will improve the knowledge of parents also make they do not miss important information about the different agendas in kindergarten children.

In terms of interest, parents tend to be present at the activities directly involving children and parents, not the specific activities for parents. These activities are the assembly, visits to museums, sports day in outdoor, and others. Henniger (2013) also suggested that to create a school atmosphere that is familiar with the family, the kindergarten need to make it easy for parents to be involved. For example, by holding various activities with the children and the parents, or provide daycare during the event a parent conference or seminar forum of education so that parents can focus the exposure of the presenter.

One of the main strengths of parental education program that have been implemented that is the real support of the parents. In connection with the support of parents and the environment, parental education program is considered successful if a lot of parents are present and active in the activities. This is in accordance with the opinion of Henniger (2013) which states that the school needs to accommodate the different types of families. which can be done by: to schedule an appointment at a time that the average parent can be present, communicate with parents both traditional and modern type, aware and supports a wide range of situations of family life, adjust parental involvement strategies with a variety of different family needs.
associated with different backgrounds both ethnicity, race, religion, and customs. In addition, parental education will improve the relationship between parents and teachers, so that misunderstandings between education at home and school can be minimized. Henniger opinion is supported by the research of Horvat, Curci & Partlow (2010). Their study concluded that the relationship between parents and principals need to be negotiated across the shifting race and class terrains of different eras, and that future research should focus on the tensions and challenges inherent in the relationship, as well as the effort expended and the skill required by principals to effectively manage relationships with parents in the school community is diverse school communities. This research was conducted in the area of Tangerang, near Jakarta. Conditions both are not much different society that is multi-ethnic and multi-religious, with the idea of a more open and critical, so that the principals is necessary to make approach that is able to maintain a kindergarten and home comfortably. It has been tried by the principals where research taken, where the principals trying to get closer to all parents so that parents feel comfortable to express their aspirations or the problem.

Meanwhile, the result of a 1990 survey of Cooke & Engstrom (1992) of 183 parents involved in Minnesota ECFE programs revealed five themes of change as a result of participation in EFCE programs: (1) an increased feeling of support from others, knowing they are not alone in their emotions and experiences and that other parents have the same problems and concerns, (2) an increased sense of confidence and self-esteem as a parent, (3) Increased knowledge, awareness, and understanding about children and child development and the parental role in relation to child development, (4) changed perceptions and expectations for themselves as parents and for reviews their children based on increases knowledge, awareness, and understanding about children and child development and the parental role in relation to child development, and (5) changes in behavior based on increased feelings of support from others, increased self-confidence, increased knowledge, and changed perceptions and expectations of reviews their children and themselves. The findings of Cooke & Engstrom is very consistent with the findings of the strength this program, which is the theme at the meeting according to the needs and could be a solution for parents facing problems of children, because parents get additional insight and knowledge during the meeting.

Parent conference theme is usually determined by a committee of parents, or by polling among parents at the previous meeting.
In connection with the weakness of the parenting educational program is seen by the lack of presence of the parents at the meeting, according to Beaty (2013), parents often feel uncomfortable with the teacher because the teacher usually focus on 'help parents learn how to respond more effectively to their children' implying that the teacher's role is more superior. Parents sometimes do have a different perception of teachers who teach their children, both in terms of negative and positive. Parent-teacher meetings that took place in a relaxed this could be one way to relieve the discomfort. Research from Bracke & Corts (2012) concluded that almost all parents believe that involvement in their child's education is important. Parents also shared a variety of good intension have 'good intentions' in wanting to participate in range of schedule school activities. However there are significant differences in the norm among parents who are often involved with that are not involved. Parents perceived as 'not 'involved' were more likely to note that friends and neighbors were not actively involved, and that majority of parents were unable or unlikely to be actively involved. That is, perception and discussion between parents on the informal condition will also affect the level of their involvement in the event at their child's kindergarten. Therefore, the kindergarten's principal through committees need to continue to provide reinforcement of the importance of parental involvement in parental education programs that have been planned. One way that has been was done by the kindergarten where the research is to create a group what's app for sharing information and motivation whose members are all parents, teachers and the principal. In addition, according Gianzero (1999), parents often want to be more involved in the education of their children, but not sure how to do it, and the teacher also wants to involve parents in school but need guidance and support in promoting it. Therefore the briefing should be given in advance to the principals and a kindergarten teacher to be able to carry out a wide range of parenting education programs that appropriate with the needs and expectations of the parents so that the meeting received full support from parents.

Conclusion

Some things that can be inferred from this study are as follows: (1) The type of parental education programs are implemented are quite varied, but not all types of programs have implemented. Programs which generally have implemented is a meeting forum of parents, the assembly activity and educational seminars. Meanwhile that is hardly ever done is to encourage parents to volunteer
teachers and produce school bulletins. Parents are especially interested in parental education programs involving children with their parents, followed by education seminars and forums parent meetings. Strength in parental education programs are the themes that meet the needs and solutions to the problems of children; materials were interesting, helpful and applicable; support from parents and the environment, and strengthen parent-teacher relationships. Weakness in parental education programs that have been implemented is the lack of parental presence on the programs implemented, the meeting schedule is not suitable for working mothers, and less concerned for the parents of the programs offered.

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Children’s Knowledge of the Letter as the Beginning of Literacy in Yogyakarta

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Abstract
The development of literacy is evolving naturally like motor development, cognitive, and language. One characteristic of early childhood literacy is aware of the child recognize letters. This study aims to determine the knowledge of letters in children associated with the name of the letter. Results of the research survey conducted on children at random in five districts in Yogyakarta (n = 630) showed that 72% of children aged 4-6 years have knowledge of letter names. The results showed that; 85% of the study subjects children recognize letters O. Knowledge of the letter O is the most widely known to the child at the age of 4-6 years. This was followed by the letters A, C, and so on until the lowest is letter Q. Some of the things that affect children’s knowledge of letter name associated typeface known in lowercase or uppercase letters, form letters are almost the same as visually, the difference mention of the letter, and the mention of the letters in sequence.

Keywords: early childhood, knowledge of letters, literacy development

Introduction
Reading and writing is an activity that cannot be separated from the child, although such activities are not the same as reading and writing in adult children in a literally translate writings. Reading and writing for children is referred to as early literacy. Activity literacy beginning in children is shown naturally in everyday life, for example, children guess the name of a food product or beverage that is often consumed, or the children learn to read a book to see images and translate them according to the perception of children to images (Lukie et al 2014; Morrow 1993).

The child's awareness of the forms of letters and drawings called literacy awareness. Martha (2013) says that there are various forms of awareness of literacy that comes naturally to children, for example, children enjoy listening and discussing storybooks (Howard & Wallace, 2016), the notion that writing carries a message, identifying labels and signs in the environment around the child, participating in rhythmic wordplay, getting to know some letters and match it with the sound, and using letters or shapes to represent written language (Gage et al, 2015). One characteristic of a conscious child literacy are knowing some letters...
both the shape and sound, and using letters and forms are to write something (Heath, et al, 2014). Results of research literacy in children named Casey with interactive media shows that Casey increasingly recognize letters after the CD will play continuously (Martha 2015). Knowledge of letters on Casey increases, he is not only able to name the letter but also can write. The child are more interested in getting to know the letters when they grow up. The development of knowledge about the letter thrives in children aged 5-6 years. The letters were known to the child, usually used in literacy activities such as writing starters. Here is an example of the writing of Casey age 4 years.

![Figure 1. Casey Writing Age 4 Years](Source: personal documents)

In the picture visible shapes that resemble letters. Based on interviews researchers against children, indicates that the sequence of letters that means "this is a big bus car, there was his bed. Casey, and mas Lintar bed behind ". The letters are "read" by the child based on his imagination. At the age of 5 years Casey showed an increase in knowledge about the letter. This is evident from the drawings and writings. Here are images and writings Casey at the age of 5 years.

![Figure 2. Casey Writing Age 5 Years](Source: personal documents)
Casey knowledge of the letter is increasing, and results from inadvertently writing can be read by others. At the age of 5 years have started asking recited Casey is related to what was written. He did not want to translate his writings as in the age of 4 years. When asked to "read" his writing, he refused and said "Casey can not be read, please read out". Casey had regained consciousness and was able to distinguish the form of letters and shapes instead of letters. He was ecstatic when writing out the results can be read by others, namely "imisaca". He commented "yuhu.....this is imisaca’s air, hand made by Casey".

Results of research on literacy development occurs is not the same in every child (Sawyer, et al, 2013). Here are portraits of children knowledge about the letter in Yogyakarta. Zahra, aged 5 years already knows 24 name letters. Unlike the Zafik, age 5, are new to know the 10 name letters. Vino, 6 years old, recognize 23 name letters. While Maulana, age 5, is already familiar with 25 name letters. Ifa, age 4, recognize 10 name letters. While Lintang, the same age of 4 years, already knows 22 name letters. The knowledge gaps encourage researchers to conduct research related to knowledge of the letter in children aged 4-6 years in Yogyakarta. The study was conducted as a preliminary study to describe the child's knowledge of letters which occur in children in Yogyakarta, to know the letters of the most easily recognized by children and levels, as well as how a knowledge of the letter to develop in children.

Reading in children by Mayesky (1990) is the activity of interpreting symbols. Morrow (1993) divides the early reading activities for children into three stages. The first stage is a child realizes meaningful words and close to the child's life. This stage is shown in a child's reading behavior when reading food labels favorite, read his name, read the signs on the road, and read some of the names of restaurants frequented by children. At this stage also, the child does not actually "read". They estimates the words or writings were observed, and translation word by looking at the picture on the label (Brewer 2007). This stage is called the stage of literacy roots. The second phase early reading activities is stage children begin to realize forms of writing and read it. This stage occurs after the child process to "read" the previous stage (Ecalle 2008, Evans 2009). At this stage, children really know the details of the name letters so that the child can distinguish the goods with his name as his own or not his belongings (Treimen 2007). Kids can give a name to the letter and determine the relationship of form letters and sounds. At this stage of the development of knowledge
about the letter in children is growing rapidly. The third stage is the stage of child literacy in reading through activities to identify and use grammar writing. At this stage the child understands that writing is read from left to right, and aware that the word is composed of several letters are strung and have meaning.

Children knowledge about the letter is usually seen in the results of his writings (Hoff 2009). Therefore, in the development of language, the ability to read and write cannot be separated. Marrow (1993) is divided into six stages of children’s writing. The first stage is the stage of children's writing in the form of images. Kids draw shapes to represent writing. A child see the pictures as a specific communication tool and carry the message. Usually the child who wrote in with the image can be read images as writing. The second stage is the stage of a child writes with scrawling. At this stage the child exhibit behaviors such as writing with the writing that is to draw a line in the form like writing from left to right. According to scribble child is writing and implies. This stage arises because many children do pay attention to adults in writing activities. The third stage, the stage of writing children by making shapes like letters. At this stage the child create forms which he is the letter. The fourth stage, namely stage by producing a child write letters. Kids wrote numerous letters he knew. At this stage of the development of knowledge about the letter in children is growing very rapidly. Kids sometimes random write letters familiar to convey the message. The fifth stage is the stage of the child write letters correspond to the name of the letter. This stage is shown a child by writing a letter that he heard in writing. Kids create their own spelling in accordance with the pronunciation or sound. The letters are written sometimes lost or even overlapping. The sixth stage is the stage of the child writes fluently. Kids at this stage able to write with the same spelling are heard. The letters were written children are able to read a whole by an adult and be recognized as a word or a series of sentences.

Research suggests that child literacy development in reading and writing can be stimulated with activities beginning to play while learning naturally in activities of daily living (Tan, 2015). Knowledge of children to develop with his letters literacy development process naturally. This development supports the child's readiness to enter the next level of formal education. Based on the study, children who have literacy experiences that many of its environment will not be problems in reading and writing in the stage of further education (Maher & Bellen, 2015).
Research Method

Subjects in this study that children aged 4-6 years are scattered in the city of Yogyakarta and 4 districts namely, Bantul, Sleman, Kulon Progo, and Gunung Kidul, with total research subjects totaling 630 children. The research method used is survey. Data collection technique used observation. Data analysis techniques carried out in the form of qualitative and quantitative descriptive. Qualitative data is to keep track of things happening associated data retrieval. Quantitative data obtained from the observation of the introduction of the alphabet in the form of numbers. Score 1 for children who are able to answer the letters designated by the researcher. Score 0 for children who are not able to answer the letters designated and can answer but the answer or the wrong child.

Results And Discussion

This research was conducted in the city of Yogyakarta and 4 districts in Yogyakarta, namely Sleman, Bantul, Kulon Progo, and Gunung Kidul. Results of research on children's knowledge of letters in Yogyakarta showed that 73% of the 630 children already recognize letters. The introduction of children to letters obtained from literacy experiences that took place during the classroom and at home. Literacy activities in the home can be programmed specifically by parents in the form of a fun play activities. Pugh and Rohl (2015) in his research indicates that literacy programs at home received a positive response from parents, especially mothers. In the classroom, children can also learn from the simple to develop literacy in the activities of conversing or reading together (Manske & McCrain, 2015). Here is a table that describes the knowledge of letters to children in Yogyakarta in percent.

<table>
<thead>
<tr>
<th>No</th>
<th>District</th>
<th>Children Knowledge of Letters in Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kota Yogyakarta</td>
<td>71%</td>
</tr>
<tr>
<td>2</td>
<td>Sleman</td>
<td>69%</td>
</tr>
<tr>
<td>3</td>
<td>Bantul</td>
<td>73%</td>
</tr>
<tr>
<td>4</td>
<td>Kulon Progo</td>
<td>66%</td>
</tr>
<tr>
<td>5</td>
<td>Gunung Kidul</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>Total Skor</td>
<td>73%</td>
</tr>
</tbody>
</table>
The results showed that there are letters very well known by children in Yogyakarta. The letter O is capitalized most widely known to the child. Some 85% of children from the research subjects knew the letter O. This means that 536 children recognize the letters O and the rest are not familiar with the letter O. The second letter of the most widely known by the survey in Yogyakarta, the letter A and the letter C. Letters rarest known children aged 4-6 years is the letter V and the letter Q. The letter V is known amount of 53% of children and the letter Q is known only some 50% of children only. Here are the results of research on children's knowledge of letters associated with the letters highest and lowest known in Yogyakarta.

Table 2. Rating The Best Known by The Children's Name Letter

<table>
<thead>
<tr>
<th>Rating</th>
<th>Letter</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>O</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>A, C</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>I</td>
<td>82</td>
</tr>
<tr>
<td>4</td>
<td>S</td>
<td>79</td>
</tr>
<tr>
<td>5</td>
<td>B, E, K</td>
<td>78</td>
</tr>
<tr>
<td>6</td>
<td>Z</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>H, U</td>
<td>73</td>
</tr>
<tr>
<td>8</td>
<td>D, N, T</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>J, M, R</td>
<td>71</td>
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<td>10</td>
<td>G, L</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Y</td>
<td>68</td>
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<tr>
<td>12</td>
<td>F, P</td>
<td>67</td>
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<tr>
<td>13</td>
<td>X</td>
<td>65</td>
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<tr>
<td>14</td>
<td>W</td>
<td>64</td>
</tr>
<tr>
<td>15</td>
<td>v</td>
<td>53</td>
</tr>
<tr>
<td>16</td>
<td>Q</td>
<td>50</td>
</tr>
</tbody>
</table>

The same study conducted Piasta (2014) letter of the easiest to remember is the letter O, according to the letter O is the name of the letter is the easiest to remember, while the letter A and the letter C letter sounds the easiest to remember. The most difficult letter names to remember are the letters U and V, while the letter U and Y are the sounds of the letters are hard to remember. This indicates that children have the same difference difficulty in recognizing letters. For children in Yogyakarta, the name of the most difficult letters to keep in
mind is the letter V and Q. The reason is that the little use of the letters in the daily communications to interact socially in Bahasa.

The results of the research data showed differences in children's knowledge of the uppercase and lowercase letters. The letters in the observation sheet given researchers in children is lowercase. Some children recognize the letters in the form of uppercase letter (Ecalle 2008). The study is limited to the knowledge of the lowercase letters on the child. Lowercase letters hard to remember because there are some letters that shape looks visually almost identical (Piasta, 2014). Turnbull et al (2010) says that the knowledge of the child first begins with uppercase letter. Uppercase letters often contained in children name. Knowledge of lowercase to follow the child's development to uppercase. So the child will recognize lowercase if the child is already familiar with a uppercase letter. Here is a picture of letters used to identify letters when gathering data on the letter knowledge in children.

![Figure 3. Observation Sheet for Children](image)

Observations of researchers in making the data obtained; first, the shape of the letter in the research looks almost similar to other letters. Observations on the child, the child has not seen precisely identify the letter V. This happens because the letter V on the picture is almost similar to the letter U. The choice of a model letter when doing research must be validated in order not to obscure the concept of the letter itself. But the increasing age of the child, the child is able to distinguish the shape of the letters that look the same but have different names letters. This behavior occurs because the 4-6 year olds still in a period egocentric. Egocentrism is a gesture that is only capable of thinking according to their own perspective. Piaget said that after the concrete preoperational period elapses, the child's experience grows, then the child's knowledge of the letter is also increasing. Children are able to think
that shape can vary but with the same name as adults later.

Second, each child has a difference in mentioning the letter. As Tita said the letter B, with “beh”, says the letter D, with “deh”. Tita said letters correspond to sounds heard. But there are also children who mention the letter corresponding to the shape that is the letter B, with B, the letter D, with d. The mention of the name of a different letter on each child is strongly influenced by the perception of the child to name the letter. Perception about the name of the letter woke how parents teach letters are in children. A child imitate the way their parents or adults in mimicked (Heath et al, 2014).

Third, children surveyed also say the letters are the same form with the same name. The mention of the same letter to the letters b, d, p, and q. Comments child is "it is the same letters, just rotated". The child has the ability to translate the letters in their own way (Sawyer et al, 2013). This capability is referred to as problem-solving skills. The ability to solve problems is one factor in the ability to prepare children recognize letters. This capability is included in the readiness of cognitive by Mayesky (1990).

Fourth, the child can name all the letters because it is done by rote. This knowledge is formed of a child's experience in singing the alphabet song (Piasta, 2014), and an alphabet book (Evan & Landry, 2009). Researchers asked children sorted names of letters by the letters A to Z. Children can name all the letters correctly and completely. However, when researchers randomly assigned a list of letters, the letter mentions child is wrong or inappropriate. Kids even asked investigators about the name of the letter to convince. Children knowledge about the letter is not considered a consistent knowledge acquisition. Learning is done while playing for introducing these letters can be done by educators (Soderman & Farrell, 2008). Letter recognition through play and done in a fun and done repeatedly can make this knowledge consistently settled in memory. If knowledge of the letters already settled consistent sequence of letters is encrypted, the child can still mention the letter appropriately.

**Conclusion**

On average children in Yogyakarta already recognize letters. Most known letter is the letter O. Children recognize letters influenced by several things. The results showed that; a) there is a difference in children's knowledge of letters in Yogyakarta influenced by the form of capital and non-capital. Some children have great knowledge in the form of letters, b) shape almost the same with another typeface. Perception of children about letters affect the knowledge of letters (the shape and sound), c) children in the
pronunciation of different letters states. The difference in pronouncing the letter because it is influenced by the realization phonology parents, d) child name the same letter in the form of letters that look the same, e) children have the knowledge of the letters in sequence. The mention of the letter can be done properly if the letter in question carried out sequentially. Knowledge of letters on the child as the beginning of literacy in children in Yogyakarta is very varied and growing very individual depending on the stimulation provided by the environment to the child.

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I would like to acknowledge to all my student in fourth semester majoring PGPAUD FIP UNY and all the children sampled in this study are located in the city of Yogyakarta, Bantul, Sleman, Kulon Progo and Gunung Kidul.

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Turnbull, Khara L. Pence., Bowles, Ryan P., Skibbe, Lori E., Justice, Laura M., Wiggins,
Scaffolding in Kindergarten Block Activities Based on Constructivism (Research and Development on Scaffolding Model for Block Activities in Kindergarten)

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Abstract
Playing block activity aimed at developing child’s physical and motor skills in block building which come from cognitive skill which is used for thinking how to build desired building by placing some blocks horizontally and vertically. In playing block some other child’s skills will also developed. To maximize cognitive development of the children, scaffolding is needed. This activity helping children to broaden view, stimulate, and motivate children to play blocks in their best. However, the scaffolding should be in the right content and ways. For this matter, a research and development is necessary. The research is preceded by an action research which is aimed at looking for teachers’ best practices in giving scaffolding to children before, when, and after playing block. An outstanding kindergarten in South Tangerang, Banten Province, had been taken for the place of doing the classroom action research. As the result, the researchers together with the teachers had successfully formulated the best way to give scaffolding to children that is by telling them a story about the building they are going to build and it is completed by giving them pictures or photos, or movies about the kind of building. However, too many angles of the building showing by the film, will make the children confuse and will reducing their quality of buildings. The last step was to tried-out this founding to another kindergarten in Bandung, West Java, and the teachers in that school were satisfied with the result.

Keywords: scaffolding, block, kindergarten, constructivism

Introduction
Playing block is one of kindergarten activities which are favorite for children. Block is considered as the most useful and preferred playing tools in kindergarten or other preschool institutions (Benish, 1978, Kinsmans G Berk, 1979 in Montolalu, et al, 2013). This activity aimed at developing child’s physical and motor skills in block building which come from cognitive skill which is used for thinking how to build desired building by placing some blocks horizontally and vertically. In developing child’s physical and motor skills, eye-hand coordination of the child also developed. Meanwhile, in developing cognitive skills, the child will have a skill in thinking about shapes and spaces and
have imagination about building he/she can build with available blocks. Playing block invites joyful and happiness to children as they are free to move and thinking about what kind of building they will build. If children play block together, their socio-emotional skills will also developed through playing together that pursue solidarity among them. If they are playing while talking about what they are doing, then their language skills will also developed. Another skill that also developed during playing block is the ability to build blocks becomes a beautiful building.

There are so many benefits for children in playing blocks; hence almost all kindergartens use this activity as a favorite development skill for children. However, an effective playing block should have enough preparation by a teacher including what skills will be developed during the playing, how to achieve the skills, and what are the criteria that the skills have been accomplished. This planning should be written in a lesson plan completed by teaching scenario in which contains step by step teaching and learning. By writing this teaching scenario, the teacher will be able to tell the children their learning goal and aims. Furthermore, the teacher will also be able to explain what learning steps should they do to achieve the aims and what are the indicators that the aims have been accomplished. Meanwhile, the teacher can predict what kind of handicaps the children will find in achieving the learning goals and how to give assistances to them.

The effort of teachers to make a lesson plan, essentially is to help children experience learning process successfully. This effort is called scaffolding (Jame MacKenzie, 2000 in Heather Coffey, 2014). Scaffolding can be conducted by teachers in anykind of activities in order to help children solve their problems in learning. Especially in playing block, teachers can do many ways to make physic-motoric and cognitive of children optimally developed. For example, by giving scaffolding verbally like telling a story about buildings, giving some examples of buildings through some pictures, demonstrating how to build a building, and so on. Scaffolding like this is based on belief in Piaget theory about how children construct knowledge and it is known as constructivism theory which belive that knowledge is not just a copy of something from circumstances but it is more construct thinking actively by making connection between one object with another (Piaget in Foreman and Kachner, 1993).

To uncover what kind of scaffolding can be effectively created by a teacher in block activities, a research is needed which aims at developing scaffolding model for block activities.
Block Building Activities

Block building activities have a goal to lead self control and self arrangement, planning and coordination some rules for preschool children and providing facilities that can show symbolic thinking and concrete manipulation (Y.N. Sujiono, et al., 2013). By playing block children blend a plan that is through describe the plan what they are going to build. Then they discuss how to build a building by blending their plan and finally execute the result of the discussion about the building. In addition, playing block encourages children to learn together in a structure. By playing together children learn how to manage their mates, themselves, and discuss their ideas. The ability to think symbolically in playing block can be seen when they discuss a plan and “blue print” what they are going to do. Meanwhile, the ability to arrange a pattern can be seen from the way they structure some different block shapes to be come a structured pattern. (Y.N. Sujiono, et al., 2013)

Development Aspects in Playing Block

Some child’s development aspects can be developed by playing block, like physic-motoric, cognitive, social and emotion.

Scaffolding

The term ‘scaffolding’ comes from the works of Wood, Bruner and Ross (1976). The term ‘scaffolding’ was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. The teacher only attempts to help the student with tasks that are just beyond his current capability. Student errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for or masters the task, the teacher begins the process of “fading”, or the gradual removal of the scaffolding, which allows the student to work independently (Mary Firestone, http://education-portal.com/academy/lesson/scaffolding-in-education-definition-theory-examples.html).

“Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler” (Benson, 1997).

In the field of education, the term scaffolding refers to a process in which teachers model or demonstrate the problem-solving process, and then step back and offer support as needed. Psychologist and instructional designer Jerome Bruner first used the term 'scaffolding' back in the 1960s. (Mary Firestone, http://education-
portal.com/academy/lesson/scaffolding-in-education-definition-theory-examples.html). Besides, scaffolding refers to some instructional techniques for moving children progressively to a better strong comprehension and independence in learning. In addition, scaffolding often be used to bridge learning discrepancies, for example the discrepancy between what the children have learned and what should they learn and what they have to be able to do in the limit of their study time. For instance, if the children are not in the reading level of being able to comprehend vocabularies, the teacher may use scaffolding to improve their reading level until they can achieve what is hoped they can do without assistances from others. Hence, we can say that scaffolding can reduce negative emotion the students can have when they begin to confuse, frustrated, intimidated, or when their spirit in the decline because they attempted to do a difficult task without any helps, guides, or understanding they need (The Glossary of Education Reform, 2014).

**Common Process of Scaffolding**

Firstly, a teacher begins teaching at the level at which students understand, and then she builds on that understanding. She then presents the problem and thinks aloud as she goes about solving it. In the process, she shows how it's done by combining actions, images and language. She then does the following:

1. She repeats this process two more times, asking questions of the students along the way.
2. Each answer, right or wrong, receives a positive response from her, to encourage participation.
3. More students are asked to respond to the questions each time it is repeated.
4. Correction is provided as needed but reinforced positively.
5. When understanding appears to be achieved, students join her in solving a new problem.
6. Understanding is checked as they solve it. If more instruction is needed, more modeling is provided.
7. If students then demonstrate knowledge, she fades (steps away) and allows students to work independently, offering support as needed. (Mary Firestone, http://education-portal.com/academy/lesson/scaffolding-in-education-definition-theory-examples.html)

**Constructivism Theory**

Constructivism theory also has a comprehension about learning that emphasize the process of learning rather than the result. Learning achievement as a goal of learning is importance, but the
process that involves learning method and strategy is also importance.

In the process of learning, learning achievement, method and strategy influence thinking structure and scheme of someone.

As an attempt to have knowledge, children “construct” or build their own knowledge about phenomena they found with their experiences, cognitive structure, and self efficacy (Dahar, 1989). Therefore, learning according to Constructivism is not just remembering but more to construct knowledge through experiences. Knowledge is not a “gift” from someone else likes teacher, but the result of a construction process from individual. Knowledge that comes from a “gift” will not be meaningful. However, knowledge that come from construction process will have a deepen place in memory and will be remembered longer.

Research Method

This research employed Research and Development with following steps:

Figure 1. Steps of Research and Development

Research and Development is a process or steps to develop a product or to make a product more perfect. In the process, the research uses the following method:
1. Descriptive (collecting data about the existing condition))
2. Evaluative (evaluating the experiment process of product development)
3. Experiment (testing the effectiveness of the final product)

In detail, the steps are as follow:
1. Collecting information
   a. The measurement of needs, that is to identify some kinds of scaffolding used by the teacher more often in playing block activities.
   b. Literature Study, collecting and studying literatures about scaffolding and constructivism
2. Prototype development, developing a more specific prototype of scaffolding model for encouraging block activities.

3. Scaffolding model development, developing scaffolding model for block activities:
   a. Identifying learning difficulties in building block,
   b. Developing scaffolding for playing block activities on the basis of constructivism theory.
   c. Identifying kindergarten will be used for experimenting the prototype of scaffolding model.
   d. Training the teachers how to use the scaffolding model prototype.
   e. Conducting limited experiment for applying the scaffolding model prototype in identified kindergarten.
   f. Analysing the result of the limited scaffolding model prototype experiment.
   g. Revising the scaffolding model prototype.
   h. Identifying kindergartens will be used for broader experiment of scaffolding model,
   i. Conducting experiment about the revised scaffolding model in 1 to 3 kindergartens.

4. Assessment:
   a. Field experiment at a kindergarten in Bandung

b. Observation, interview, questionnaire.

Population and Sample

Population is the kindergarten teachers and students in Bandung. The reason to choose Bandung as the target research is that because Bandung has some high quality kindergartens and they are willing to be the research subjects. Samples are 30% of the teachers and 30% of principles. Samples were chosen randomly. For this limited experiment, the samples are some teachers and students (from one class) in a chosen kindergarten based on the result of the identification. The criteria for choosing the kindergarten are those which have tools and materials appropriate for the developing model, teachers who are able and willing to be samples in this experiment, and permission from the parents of the students. For the broader experiment, the samples will be some teachers and students from three classes in three kindergartens which are chosen based on the criteria.

Time of the Research

This research was conducted since April until November 2015. Survey was chosen as the technique to collect data by using close and open questionnaire. Beside, interview to the teachers was also used to deepen understanding about the collected data. To make the data...
more valid, documentation study was also conducted by looking at the teachers’ teaching preparation. The data from questionnaire were analyzed quantitatively then were described narratively by collaborating with the data from interview and documentation study.

Results and Discussion

For the first data collection that is in order to create scaffolding model appropriate for children in block activities, the activity to collect data followed the steps: The data about how the teachers conducted block activities was collected by questionnaire which were delivered to 20 teachers from some kindergartens who are studying in the same Study Group of PAUD-UT (Early Childhood Education of the Indonesian Open University) students in Serpong area. From the returned questionnaire, some names were taken and were phoned for interview. This activities are for deepen understanding about their answers in the questionnaire. To confirm their answers with what they did in their class their teaching plans were analyzed.

1) The data from interview

In interview with a teacher, the researcher asked why the teacher tell a story about building and it’s circumstances. The teacher answered that she meant to bring the children to imagine a building and it’s parts. Moreover, when was asked why the teachers didn’t use visual media like, picture, film, and so on. She answered that she has no idea about that. Actually she know that children’s thinking is still concrete, but she hasn’t realised the value of the visual media to children’s learning.

Moreover, the researcher posed a question how if there is a child who are confuse and have no idea at all and he/she just sitdown looking at his/her friends, what will the teacher do? The teacher said that she will give an example directly how to build a building by piling up some blocks. Furthermore, the child will be asked to continue build the building until the end of the time.

2) Documentation Data

In a daily lesson plan made by the interviewed teacher, the researcher found block activities written in the main activities column but the teacher didn’t write the theme of the block activities. Therefore, we can assume that the theme of block activities followed the theme of the daily lesson plan.

From the data we can see the general pattern of block activities that is usually done by teachers including giving scaffolding. Based on the general pattern, the teachers asked their students to play block. The researcher and the teachers discussed and tried to find the best scaffolding model for playing block. The discussion sucessfully borned the
first generation of scaffolding model, as follows:

First Design Of Scaffolding Model For Playing Block

I. Preparation
   a. Preparing location for playing block
   b. Preparing blocks will be used
   c. Determine theme for playing block
   d. Choosing stories, pictures, and audio-visual for scaffolding
   e. Preparing children’s readiness to play block.

II. Pelaksanaan
   a. Telling the children the theme of playing block
   b. Deviding children in some groups
   c. Delivering blocks to every group
   d. Giving scaffolding by teling a story or showing pictures or showing a film about buildings and its’ circumstances.
   e. Asking students to arrange block in their own group based on the theme
   f. Giving guidances to the children who have difficulties or do not have a good imagination in playing block
   g. Giving motivation to children to work in their best.

III. Closing
   a. Evaluating child development in playing blocks
   b. Asking the children what they like and don’t like in playing block
   c. Asking the children to tidy up the blocks (put the blocks back to its’ place)

1. The prototype of the first generation was used by two research assistant teachers in classroom action research in order to make the teachers feel the advantages and disadvantages of the scaffolding model. In the classroom action research the teachers also performed the way they usually use scaffolding to see the differences between both ways in effectivity. The classroom action research was observed by the researcher and the results were discussed with the two teachers to improve the scaffolding model prototype. The classroom action research was conducted in three cycles as follow:

Cycle I:
   Name of Kindergarten : TK Ananda
   Group : B
   Amount of student : 15 children (from middle to upper class)
   Amount of teacher : 1 person (has education background S1)
   
   Learning Activities:
      Firstly, the teacher prepared a playing block area by
placing some carpets in her class. Then she asked the children to sit down in a half circle around her.

The teacher explained that now they will play blocks with My School as the theme, so the children will make a school building. After that, by showing some school building pictures, the teacher told some details of a school building like the shape, its parts, the function of each part, and so on. Then, the teacher asked the children to make some groups and began to take blocks from its’ rack. In short time, the children start to play blocks. Firstly, the children chose some blocks and began to arrange the blocks. Although they did some trial and error, but the building was ready quickly. They also worked together very well in their own group. In this activity there was no child who has difficulties or looked confuse. From the final result of the building they made, the teacher assumed that the creativity of the children improved. The shapes of the building became more complex and have higher art value.

Reflection:
Telling a story as scaffolding completed by school building pictures, actually can improve child’s imagination so their creativity arise. The building they made was more complex with higher art value. They made a building quickly like they have pattern of the building in their mind.

**Figure 1. Telling story as scaffolding**

Improvement Plan:
To improve the quality of the results of playing block activity, the researcher and the teacher had a plan to replace the pictures with 3D film that shows many kinds of school buildings but the scenes in the film are not in continuity (more like a slide program).

Cycle II:
Name of Kindergarten : TK Ananda
Group : B
Amount of student : 15 children (from middle to upper class)
Amount of teacher : 1 person (has educational background S1)

Learning Activities:
- After preparing playing block area, the teacher asked the children to sit in a half cycle around her. Then, she gave scaffolding by telling the theme of playing block for today that was school building. After that, by using a computer she played a film about school building, but this time the scenes are in continuity like a cinema. She asked children to pay attention to the film. After watching the film, she asked the children to begin to play blocks in groups. The children began to choose blocks for their own group. Their ideas seem like water flow as it happens in the first cycle. The children seem like didn’t need time to think in arranging the blocks to be a building, like putting blocks in parallel, placing one block over another, and so on. In a group, communication among them was very rare. However, every child had contribution to the building they made. After all, children finished with their work, the teacher looked at and asked a question as well as gave a comment on what the children had done. To the researcher the teacher said that the building the children made today was as good as the building they made in the first activity.

Reflection:
- Telling a story as a scaffolding completed by a film about school building, in fact can improve children’ imagination as well as their creativity. The building as the result of this activity as good as the building they build in first cycle when the children were given a story completed by still pictures as a scaffolding. In the second cycle, maybe when the children watch the 3 D film where they can see some building from many directions, they confused and didn’t know the real shapes of the building.

Experiment Planning:
- The second scaffolding model prototype finally was formulated, that was by telling a story, making conversation, doing ask and answer questions, and watching film on the basis of the theme. After that, to see the effectiveness of thes prototype, a limited experiment need to be conducted. If this limited experiment was successful, then a broader experiment can be conducted.
The result of this experiment was formulated as the second scaffolding generation.

2. The second scaffolding model (revised model) was experimented in another kindergarten. This experiment was to make sure the effectiveness of the model if it was used by other kindergarten teachers. If disadvantages still remain, then the model will be revised. The chosen kindergarten was TK Pembina, Jl Sadang Serang, Bandung. This kindergarten was a discussion leader in its group which exist in one area in Bandung. In this kindergarten, group B was chosen with 10 children studying in this group. The procedure of scaffolding in that experiment was as follow:

a. The teacher tells the theme of playing block for today
b. The teacher begins question and answer activity with children about the theme in order to dig the children’s knowledge and experience.

c. The teacher tells a story about the theme (for exam: in theme My School the teacher tells the shape of the school building, parts of the building, interior of the building, facilities that usually exist in that building, and so on). This activity aims at stimulating children’s memories about school building they ever seen before.

d. The teacher shows pictures of some school building. This activity aims to awaken the child’s imagination about the various forms of school buildings in order to develop their imagination freely.

e. If it is possible the teacher plays a video about the real school buildings.

This activity aims at strengthen and broaden children’s imagination and motivate them to build buildings like what they have ever seen.

f. The teacher explains how to build a building correctly (not easy to fall). That is by placing correct shape and size of the blocks (the smaller block is placed over the bigger one).

g. The teacher asked the children begin to play blocks by building school building based on their imagination. If the children are asked to work in a group, their social-emotional will also developed.

h. During playing blocks, if there is a child who have difficulties, the teacher doesn’t give example directly by demonstrating how to build, but just shows the child...
some pictures and motivates the child to make her/his own building inspired by the pictures.

i. If the children have finished with their works, then the teacher asks them what building they have made and what parts of the building include. Finally, the teacher gives positive comment about their works and give some suggestion to make the building better.

j. The teacher makes note about children’ development in playing blocks by writing descriptively their creativities and their abilities in making buildings.

k. The teacher does a closing by asking the children what part of the playing blocks activity they like more and what building they want to make if they play blocks in another time.

**Conclusion**

From this research and development, we can conclude some important things as follow:

1. Scaffolding is needed in kindergarten activities in kindergarten including playing blocks. Scaffolding is needed to help children learn or think before and during completing their work in an activity.

2. On the basis of Piaget theory about constructivism, in playing blocks scaffolding aims at giving children broader pictures about various shapes and parts from some buildings. Therefore, the children will have broader imagination and ideas to make a building as they like.

3. The most effective technique in giving scaffolding at block activities:

   a. Telling the children a story about buildings they are going to make on the basis of the theme, including various shapes and parts of the buildings.

   b. Showing the children pictures/films about buildings, but avoid showing them a film in which a building can be seen from many directions because it will make the children confuse.

   c. Asking and answering with the children about the buildings.

   d. Asking children work in groups.

   e. Helping children who have difficulties by stimulating their imagination.

   f. Evaluating the children’s work and telling them their advantages and disadvantages in playing blocks.

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Dekdikbud.


The Glossary of Education Reform, 2014


Playing Number Wheel to Improve Early Numeracy Skill  
Action Research in Bon Thorif Kindergarten

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Abstract  
Pupils’ low early numeracy skill was found as a problem in a preliminary study with average percentage 52,05% based on observation and attitude test. This was resulted from paper and pencil activities involving drilling in the instruction. The researchers, therefore, offered direct solution for increasing early numeracy skill of kindergarten pupils B by playing Number Wheel at Kindergarten Bon Thorif located in Palembang South Sumatera, Indonesia. Number Wheel was media of pointing numbers modified from Charlesworth’s media (2000, p.104). This media was in the shape of circle with 10 numbers from number 1 to 10 with different colours on its surface. This circle could spin at its center like a wheel and stop exactly on the clock hand pointing numbers. The method used classroom action research. The subjects were 13 pupils, 6 years old. Data collection techniques were test and non test. The data obtained from observation were gathered from field-notes and photographs. Data regarding an early numeracy skill were gathered by using an attitude test and observation. The indicator of the success of this research was shown by the improvement up to 71% for each pupil. The data analysis indicated that there was improvement 78,56% of pupils’ early numeracy skill in the frist cycle and 99,45% in the second cycle. This proved that the improvement was significant. The implication is that playing Number Wheel can be an alternative way to increase kindegarten pupils’ early numeracy skill. Future study is suggested to develop more innovative media to improve early numeracy skill.

Keywords: Play, number wheel, early numeracy skill

Introduction  
Numerous studies investigating the introduction of numerical concept, the use of media and strategies in teaching very young learners early numeracy skill have emerged. There is, however, a contradiction because the results of these various studies were solely theoritical and lack of concern in the prominence of delivering direct experience as the solution of the problems in order to improve eductional practice. Facts found in Bon Thorif Kindergarten were: the activity used by the teacher to help pupils to understand numerical concept was still paper-and-pencil activity. The instruction in the classroom was teacher-centered.
because teacher used drilling method.

Based on the preliminary study, all six-year-old pupils of Bon Thorif Kindergarten were given action test resulting in average percentage 52.05%. This result indicated that pupils’ early numeracy skill was still low in two aspects of early numeracy skill, i.e.: rote counting dan rational counting. This was used as the basic analysis in determining the success of research, which was an improvement up to 71% Mills (2003, p.418–41) which was the deal among teachers, researchers, and fellows as collaborators. By analyzing various theories related to the problem, researchers offered a solution, i.e.: learning activity which delivered direct experience for pupils to introduce numerical concepts by using various media.

Charlesworth (2012, p.8) regards playing as a wide arena for children to develop their understanding of symbolic function which was the basis of abstract understanding such as numerical concept. Charlesworth (2000, p.104) designs a media called Shape Discrimination which is played in Shape Discrimination and matching game. The theories shows that pupils’s numeracy skill can be improved by using playing activities involving media. In this current research, media used was a modification of Charlesworth’s media which was named Number Wheel. Based on the above description, to improve six-year-old pupils’ early numeracy skill in Bon Thorif Kindergarten, a classroom action research by using Number Wheel game was conducted.

**Literature View**

Early Numeracy Skill

Pupils’ early numeracy skill is very important to improve as its role is very vital on their life now or later. Samara & Clements (2008, p.67-94) claims that prekindergarten period is the ideal age for children to learn early Mathematics. Apparently, the very first concept which has to be introduced is numerical concept, and early numeracy skill consequently becomes the first skill which has to be mastered by them. NCTM (National Council Teaching Mathematics) suggests 2 aspects taught in early numeracy skill, namely rote counting, which pupils mention names of numbers based on their memorization, and rational counting, which pupils match the names of numbers to a group of objects which has quantity (as cited in Charlesworth., 2005, p.229-236). The above literature had become the basis in developing the instrument, namely an instrument of pupils’ early numeracy skill.

**Table 1. Table Early Numeracy Skill**

<table>
<thead>
<tr>
<th>Number Wheel</th>
<th>Description</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This instrument consisted of two indicators: (1) pupils are able to count numbers from 1 to 10; and (2) pupils are able to match the number to its symbol. This instrument was used to conduct an action test with checklists consisting of 10 items of statements by using the provided scoring criteria. The reliability and validity test of this instrument was carried out through expert judgment in the fields of early childhood education, Mathematics, and language.

### The Relationship between Math and Play

Numerous literature and research results have become references in viewing the relationship between Mathematics and games. Feldman (2000, p.97) states that an interesting, concrete, useful, and fun experience is effective in developing positive attitude of understanding mathematical concepts. A study conducted by Arnold, et al. (2003, p.762-770) emphasized pupils’ enjoyment in a preschool program of Head Start when pupils had to understand various mathematical concepts, which in turn this enjoyment had a positive impact in students’ mastery of mathematical skills. Hansen (2005, p.208-212) adds that the ways to introduce mathematics concepts should be a direct experience in their real life either in school or at home, and one of the ways is by playing games. Griffiths & Moyles (2005, p.172) claims that mathematics and games are a useful partner. Moreover, pupils’ success in mastering mathematics is determined by the ways given by adults to introduce that Mathematics is fun and useful for their life. Mathematics and games, thus, have positive relationship between each other.

**Material “Number Wheel”**

Media has been very important in a Mathematics...
instruction. Park, Boyd & Chae, 2008 (p.157-162) consider the importance of blocks in geometrical concepts, and the same thing applies to the introduction of numerical concept that we need media to offer an ease for pupils to understand numbers. Charlesworth (2000, p.104) designs a media called Shape Discrimination played in a Shape Discrimination and matching game to introduce shapes’ concepts to pupils. This media consists of four to five circles with a clock hand in its center. Besides, each picture of shape in the circles has its couple in the cards. The way to play this game is that pupils are asked to spin the clock hand in the center of the circles and wait until the clock hand stops and points at a particular picture of shape, such as triangle. Then, they are asked to match the picture to the card containing the same shape.

![Number Wheel](image.png)

Fig. 1. Number Wheel

In this research, the media was a modification from Charlesworth’s media, and named Number Wheel. The Number Wheel consisted of two parts, namely main part and supporting part. The main part is a circle with numbers from 1 to 10 written on it. Each number had different color and there were pictures of objects which the number of these pictures are the same as the written number. The pictures on the Number Wheel are in line with the current themes. This circle could spin on its center which was on the buffer pole, so that it could be spun to point at one of the ten numbers written on the circle. The supporting parts were buffer pole and clock hand. This pole was the place in which the circle and the clock hand were connected. The clock hand was static, and the circle was dynamic. The way to play the Number Wheel was: first, the circle was spun until it stopped and its clock hand pointed at a particular number. Then, pupils were asked to count the number of pictures pointed...
by the clock hand. Playing Number Wheel was always accompanied by accompanying activity which was counting the number of objects which was suited with the learning themes.

The procedure of playing Number Wheel could be integrated into the classroom through: (1) conditioning with stories, watching videos, etc; (2) a perception of theme, sub-theme, and accompanying activity; (3) explaining the way to play Number Wheel; (3) creating the playing rules together; (4) paying Number Wheel and followed by accompanying activity in line with the theme; (5) administering action test in the end of the cycle; and (6) reviewing the activity.

The modifications from Charlesworth’s media (2000, p.104) were (1) buffer pole was added as one of the components of the media; (2) the way to play Number Wheel was different from Shape Discrimination game which it was the circle spinning in Number Wheel game while it was the clock hand spinning in the latter one; and (3) the mathematic concept used was different as the Number Wheel introduced numerical concept while Shape Discrimination introduces shape’s concepts.

Research Method

The procedure in this classroom action research consisted of 4 phases, namely “planning, acting, observing, and reflecting” by Kemmis, S, & McTaggart, R (2000, p.567-607). Based on the preliminary study, the average of pupils’ early numeracy skill was 52.05%. This result was the basis of the use of Number Wheel game to improve pupils’ early numeracy skill. This research is started by lesson plan by using Number Wheel in the first cycle which consisted of 6 meeting and accompanying activity with My Nation as theme and the way of Kubu tribe, South Sumatera looked for food as sub-theme and the activities were: (1) counting the caught fish; (2) counting stabbing animals; (3) counting the picked fruits. Another sub-theme was knowing the creations of Allah, such as human being, animals, and plants. This sub-theme was presented in three activities, namely: (1) counting the number of persons and the parts of body; (2) counting the number of shells; and (3) counting the numbers of Durian’s seeds.

During the learning process by using Number wheel, the instrument of action of the game was filled out by collaborators consisting of researchers, teachers, and fellows collaboratively. Then, action test was administered by using early numeracy skill’s instrument. The total percentage of the scores obtained was calculated and it was found that the average percentage was 78.56%. Referring to the deal of the indicator of success of the research
which was 71%, apparently there was a pupil named Pine whose numeracy skill was 70.56%. It showed that the success indicator was not achieved. Thus, collaborators did a reflection of the weaknesses of the given intervention in the first cycle, so that there were revisions in the intervention given in the second cycle. The revisions were the change of setting from indoor to outdoor, the seat was change from classical to circle shape, and accompanying activity which demanded pupils count and manipulate the counted objects.

The second cycle was conducted in 6 meetings with Universe as the theme and the sun, the moon, and stars as the sub-themes. This theme was represented in the following activities: (1) counting the shapes of the sun, the moon, and stars; (2) counting the number of clothes put under the sun ray; (3) counting the number of the stars in the picture. The next sub-theme included water, fire, and air and was represented in following activities: (1) counting the number of glasses in which I myself poured the water; (2) Counting the number of candles in my cake; and (3) counting the number of bubbles I made.

During the intervention process by using Number Wheel, the instrument of action of the game was filled out by collaborators consisting of researches, teachers, and fellows collaboratively. Then, action test was administered by using early numeracy skill’s instrument. The total percentage of the scores obtained was calculated and it was found that the average percentage was 99.45%. Referring to the deal of the indicator of success of the research which was 71%, apparently all pupils’ early numeracy skill had achieved more that the indicator of success, especially Pine whose skill improved to 99.44%. Thus, all
collaborators still did reflection, but the intervention by using Wheel Number was stopped.

Results and Discussion

The results of the research were analysed into two ways, namely inferential statistics and qualitative analysis. Based on the analysis of inferential statistic shwon by the percentage table 1. and chart 1., it was found that the improvement average of pupils’ early numeracy skill in the first cycle was 78.56%.

It is implied that there was improvement 26.51%, if it is compared to the findings in prelimentary study or pre-cycle which was 52.05%. These two results indicated that there was significant improvement of pupils’ early numeracy skill by using Number Wheel as it was proven that pupils’ early numeracy skill was getting improved from the first and second cycle, i.e.: from 26.5% to 47.45%.

Table 2. Table Improvement Early Numeracy Skill in Precycle, Cycle 1, and Cycle 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Precycle</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Total Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>46.67%</td>
<td>73,3</td>
<td>97.78%</td>
<td>51.13%</td>
</tr>
<tr>
<td>2</td>
<td>40%</td>
<td>72.78</td>
<td>98.89%</td>
<td>58.9%</td>
</tr>
<tr>
<td>3</td>
<td>40%</td>
<td>70.56</td>
<td>99.44%</td>
<td>59.4%</td>
</tr>
<tr>
<td>4</td>
<td>56.67%</td>
<td>80</td>
<td>100%</td>
<td>43.33%</td>
</tr>
<tr>
<td>5</td>
<td>40%</td>
<td>73.89</td>
<td>97.78%</td>
<td>57.8%</td>
</tr>
<tr>
<td>6</td>
<td>46.67%</td>
<td>73.89</td>
<td>99.44%</td>
<td>52.73%</td>
</tr>
<tr>
<td>7</td>
<td>55%</td>
<td>73.3</td>
<td>100%</td>
<td>45%</td>
</tr>
<tr>
<td>8</td>
<td>63.33%</td>
<td>93.89</td>
<td>100%</td>
<td>36.67%</td>
</tr>
<tr>
<td>9</td>
<td>51.67%</td>
<td>72.22</td>
<td>100%</td>
<td>48.33%</td>
</tr>
<tr>
<td>10</td>
<td>63.33%</td>
<td>92.78</td>
<td>100%</td>
<td>36.67%</td>
</tr>
<tr>
<td>11</td>
<td>56.67%</td>
<td>82.2</td>
<td>100%</td>
<td>43.33%</td>
</tr>
<tr>
<td>12</td>
<td>53.33%</td>
<td>76.67</td>
<td>100%</td>
<td>46.67%</td>
</tr>
<tr>
<td>13</td>
<td>63.33%</td>
<td>86.67</td>
<td>100%</td>
<td>36.67%</td>
</tr>
<tr>
<td>Average</td>
<td>52.05%</td>
<td>78.56</td>
<td>99.45%</td>
<td>47.45%</td>
</tr>
</tbody>
</table>
The results of the qualitative analysis can be seen in the data display described. In the preliminary study, a pupil named Pine was not able to arrange the number symbol into correct order. It was indicated by the order from 4, 5, 1, 2, and 9. The pupil also was not able to match certain number to its symbol of number. It was indicated by the pupil’s performance which matched 4 seeds of red bean to the symbol of number 7. After the use of Number Wheel game carried out in 2 cycles, the pupil’s early numeracy skill improved. It was shown by the fact that Pine was able to count the number of stars without teacher’s help. Besides, Pine was able to match the symbol of number 7 to the picture of seven stars. Moreover, when Pine was asked to show which one is more and which one is less in number, he was able to point number 8 with 8 seeds of red bean which was more in number and symbol of number three with three seeds of red bean which was less in number. The researchers made Pine as the indicator of class’ success, as Pine had the lowest early numeracy skill compared to his friends. Based on the facts described above, it can be concluded that there was significant improvement of pupils’ early numeracy skill.

In the previous related research, Siegler and Ramani (2009, p. 545-560) reported, “A comparison of the effects of linear or circular board games on the development of children’s early numeracy skills, based on a sample of 88 low-income children from 7 Head Start classrooms and 2 child care centers who randomly received either a linear board came, a circular board game, or a numerical activities intervention”. Its relevance to the current research is that both research investigated the effect of using instructional media in Mathematics instruction on pupils’ early numeracy skill. However, the point which both research is different is in terms of objectives and the scope of effect of the research. Siegle’s and Ramani’s research aimed to investigate the
effect of the media while this current research aimed not only to investigate but also to implement the use of instructional media directly so that the positive effect could be gained directly by the students.

The limitations of this research are: (1) the researchers conducted this research only on 13 pupils in one class so that the impact was not seen in broader scope; (2) the research did not provide many good pictures of documentation as the collaborators’ skill in taking pictures was not really good so that there were many photos which were not used as they were not good; (3) the quality of the materials made into the Number Wheel game was medium as the fund of the research was researchers’ personal fund and there was no fund support from any parties.

Conclusion
Pupils’ low early numeracy skill was found as a problem in a preliminary study with average percentage 52.05% based on observation and attitude test. The researchers, therefore, offered direct solution for increasing early numeracy skill of kindergarten pupils B by playing Number Wheel at Kindergarten Bon Thorif located in Palembang South Sumatera, Indonesia 2011. In order to give broader impact to pupils to improve their early numeracy skill by developing instructional media of early numeracy skill which was more creative and innovative, a further study is necessary. This is because the research which modifies some existing instructional media to improve 6-year-old pupils’ early numeracy skill was not limited by Number Wheel game only. Much research is needed regarding this. Besides the fact that the research in this scope has not been much, the results of the research can be used as an alternative way for teachers, parents, and stakeholders to improve pupils’ early numeracy skill which was very prominent to be developed for children as their foundation to master further mathematic concepts to be implemented in their daily life now or later.

References


Charlesworth, Rosalind. (2012). *Experiences in Math for*
Young Children (6rd ed) (pp.8). USA, Wadsworth, Cengage Learning.
The Increase of Early Childhood’s Motoric Development with Thematic Approach

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Abstract

The objective of this research is to increase early childhood’s development by using of thematic approach. This action research conducted at Nakkia Kindergarten Group B Jatiwaringin Pondok Gede. This research used in which 15 children of six years old were participated. The development by Kemmis and Tegart which twocycles and each cycle has four steps. They are as follow:(1) plan, (2) action, (3) observe, and (4) reflect. The action research applied to research methods they were qualitative and quantitative research, data analized by using Spradley data analysis model. The research result shows the applying thematic approach which involved various methods, media and activities increase the development of the children of six years old especially in motoric development: gross motor and fine motor. Furthermore, the research result can be applied to increase early childhoods development with thematic approach, mainly for learning planning, learning development for teachers, and curriculum in higher education.

Keywords: early childhood’s motoric development, thematic approach

Introduction

Early Childhood Education (ECD) is intended to assist the growth and development of children optimally, so has the readiness to enter further education. To achieve optimal development in various aspects of development, many problems faced in the early childhood learning as a problem related to aspects of early childhood development, in kindergarten Nakkia Jatiwaringin 2013 first semester of the school year in group B.

The problem is apparently due to lack of teachers in the learning process plan weekly and daily activity unit, building activities are poorly planned development, the use of areas and themes that are less effective, the selection of methods and media that were not appropriate, the general problem motoric development in the category less with the data, as follows: Children who have a good development, 16.67%, 32.22% and sufficient progress less progress 51.11%. Based on this background, the researchers wanted to focus research "Improved motoric development of the Early Childhood Thematic Approach."

This study uses the main theories: Chomsky, Old, dan Lovit
theory of motoric development. Implementation of such as learning process, it aims to optimize aspects of motoric development of children. Motoric development to find the desired person (Santrock, 2012: 278).

The success of all aspects of the process optimization of existing development in children is influenced by many factors. These factors include: Quality of teachers in designing and implementing the learning process, available infrastructure, curriculum, and motivation of students (Abdurahman, 2003: 13). Other factors are also influential are: learning strategy, learning management, and provision of reinforcement. Teachers become one of the important factors in the success of early childhood education, which is reflected in the potential development of the child during the process of learning through play in accordance with the theme being taught at that time.

Playing is one of the main tools into practice for growth and development, when children are playing, in fact many aspects of development that are directly involved is growing (Hendra Sofyan, 2014: 55).

Learning use a thematic, very helpful teachers and students in the learning process to better focus and concentration which is designed based on the curriculum, daily and weekly activity program. Learning of thematic more emphasis on the application of the concept, and learning by doing theme development. Teachers should be selecting topics that are relevant and interesting for the kids then develop the central ideas (Kostelnik, 1991: 2).

The results of the optimization potential of early childhood teachers who conducted through the learning process is still not optimal. This can be known from the results of an interview on May 20th, 2013 with some kindergarten teachers and parents Nakkia Jatiwaringin in Jakarta, which states that there are many children who do not learn through play, which limited the use of themes and very little when so many themes that can be developed with regard to everyday life that can be found the child, giving homework mathematics in children just like elementary school children, the implementation of the educational process in places that there is no means of playing such as the implementation of early childhood education at home store their area is very narrow and limited, so do not allow children to play, children learn through play and not again based on the theme, the authors observed even in Kindergarten in Jakarta, there is kindergarten children who were given homework such as math homework, consequently the time consumed for the child's homework treated like elementary school children.
This is evident when researchers performed an initial evaluation of the planning activity at semester I 2013 of students group B. Results were obtained from 15 students turned out only a fraction of the number of students whose development is at a medium level most students have not developed to the expectations. For more details about the results of the initial evaluation of the ability of the child's development can be seen in the following table:

Table 1: Preliminary Data Capability Development Group B Motoric: Gross Motor and Fine Motor Child Kindergarten Nakkia, Pondok Gede

<table>
<thead>
<tr>
<th>Aspects of Development</th>
<th>Gross Motor</th>
<th>Fine Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>enough</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Less</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: Data from kindergarten Daily Activity Plan Nakkia Pondok Gede Jati K.

Based on the above table it can be seen that the ability of kindergarten children's development group B Nakkia Jatiwaringin in general the category of less. Less successful in implementing this alleged teacher learning process has yet to develop learning that is designed to increase development of the thematic. Learning through play is still much that is not yet fully understood, such as what daily activity unit that can be applied in the process of learning in kindergarten.

Based on observations during these authors, the situation can make teachers pay less attention or even forget some of the components that should remain and should be teachers during the implementation of the program of activities that have been designed. These conditions may occur because teachers are too preoccupied with the situation and the activities that have been described above or may be because the teacher did not see another important component in the implementation of program activities in the kindergarten, and yet the designer units daily activities properly, especially combined with the play.

Implementation of activities in the kindergarten program should be modified according to the learning and development of children's growth. Therefore, the implementation of activities in the kindergarten program also pay attention to the learning component.
Component in question is the goal, the material/topics, methods and media as well as the assessment, which is based on the theme of the area and in the delivery of learning materials through play, not separate.

Another phenomenon with respect to early childhood learning is child should be treated like a child elementary school, where children are given homework to spend time playing them, as well as school children have been given the burden of learning and learning so that their playing time reduced. Children do not learn through play, and does not give priority to the feeling of pleasure, there by inhibiting the development aspects to develop optimally, such as motoric development, because the load is not given in accordance with their developmental tasks.

Finally kindergarten age children are still many who do not behave as expected such as: there are still many who do not want to do the work set by the teacher, lazy move, rarely communicating with friends or teachers, do not want to wait their turn, do not want to listen to the teacher, and still ask accompanied parents during the learning process. This should not happen, because the purpose of learning in kindergarten must develop all aspects of the development components optimally.

The purpose of the study: 1 figure of early childhood development in the aspects of motoric development. 2. knowing how to improve early childhood development with a thematic approach, and 3 determine the increase of early childhood development with a thematic approach.

Based on the above, the authors are interested in studying about "the increase of early childhood’s motoric development with thematic approach"

**Research Method**

The research method is action research. In this action research study using the model proposed by Chemish and Taggart, 1998 the procedure consists of 4 (four) stages as follows: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting, enriched with assessment initial and final assessment, modified Jamaris (2011: 15). This study uses two cycles.

Techniques of testing the validity of the data used results of trials using validated instrument construct validity is done through expert determination or justification and assessment panel consisting of a group of people who controlled substance or content of variables that can be measured reliable. Design of study took the following steps: (1) found the problem, (2) analyze the problem found, (3) formulate problems, (4) develop alternative measures, (5) determine how data collection, and 6 complete
improvement plan (Ward, 2008: 31). In this study, researchers used a procedure Kemmis and Mc. Taggert.

Pre Assessment

![Pre Assessment Diagram]

**Figure 1 Model Measures Kemmis and McTaggart (as quoted by Hopkins, 2002: 46)**

Data analysis procedures used in this study is the analysis of qualitative data Spradley (Spradley, 1997: 41) consists of 12 steps: determining information, interviewing informants, making field notes, ask questions descriptive, analytical results of the interview, make a domain analysis, asking questions structural, making taxonomic analysis, asking questions of contrast, making components analysis, finding a theme and wrote ethnographic reports.

This study took place in kindergarten Nakkia Jatiwaringin. The school election involving all kindergarten teachers Nakkia Jatiwaringin B which has been equipped with learning tools such as daily and weekly activity program and used media sheets duties to be done students. Daily activity unit consists of the initial activities, core activities and cover. In each of these activities was observed developmental aspects of motoric development.

This study was conducted for 6 (six) months in the academic year 2013 implemented in kindergarten Nakkia Jatiwaringin Pondok Gede Bekasi, with the following activities: 1 (one) month for field observations and praassesment for 2 (two) months for create a thematic lesson plans, tools and tasks for each area measuring instrument for early childhood development for 2 (two) months to make the implementation of action-based learning with thematic approaches play in kindergarten Nakkia Gambrit Jatiwaringin for 1 (one) month to make research reports. Kindergarten used a study of kindergarten that adopts a learning area. The selected area adapted to the material that is taught and observed the process of development. Learning for each theme takes one week each. Total takes 16 (sixteen) of face to face meetings for these children.

This study uses action research method is qualitative and quantitative, are implemented in the form of research within the cycle
until the target is reached cycles. This study was carried out which aims to encourage the desired change, improve the quality of made in it, the whole process of diagnosis, planning, implementation, monitoring, and has the effect of creating the necessary relationship between self-evaluation and professional development (Elliot, 1982: 30).

Action research is a form of research that is reflective of carrying out certain actions in order to improve or enhance classroom practice professionally. Action research to solve a problem as well as sharing in the form of research (Creswell, 2008: 205).

Results and Discussion
The results of this classroom action research obtained an average score of early childhood development kindergarten Nakia Jatiwaringin of based on the category of children's development in this study, the average value is still at the level of one.

<table>
<thead>
<tr>
<th>No</th>
<th>Subject</th>
<th>Gross Motor</th>
<th>Fine Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>30</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>33</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>34</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>31</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>31</td>
<td>28</td>
<td></td>
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<tr>
<td>6.</td>
<td>31</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>30</td>
<td>26</td>
<td></td>
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<tr>
<td>8.</td>
<td>29</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>33</td>
<td>27</td>
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<tr>
<td>10.</td>
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<td>29</td>
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<tr>
<td>11.</td>
<td>30</td>
<td>26</td>
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<tr>
<td>12.</td>
<td>29</td>
<td>31</td>
<td></td>
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<tr>
<td>13.</td>
<td>29</td>
<td>30</td>
<td></td>
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<tr>
<td>14.</td>
<td>35</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>34</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>

The above conditions indicate that the development of children's achievement values kindergarten Nakia, group improvement still needs to be optimized in accordance with the purpose of this study is improvement of early childhood development with a thematic approach. While approaching the research targets three levels. The following bar chart can be seen below:
The results of the calculation of the average value of the development of kindergarten children Nakkia Jatiwaringin group B after the implementation of the first cycle is increased from the beginning of the assessment. The results of the implementation of the first cycle of action has increased, but has not reached the target that is close to a maximum of three.

Table 3: Value Enhancement Assessmen Motoric: Gross Motor and Fine Motor Development in Early Childhood Thematic Approach after the first cycle Kindergarten Group B

<table>
<thead>
<tr>
<th>No Subject</th>
<th>Motoric</th>
<th>Gross Motor</th>
<th>Fine Motor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>63</td>
<td>56</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>54</td>
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To more clearly seen with the following bar chart:
Figure 3 Increase in Early Childhood Development With Thematic Approach
After the first cycle Nakkia Jatiwaringin kindergarten group B

Improved scores early childhood development before and after a given action given the action follows:

Table 4 Value Assessment Results Improved Motoric: Gross Motor and Fine Motor Development in Early Childhood Thematic Approach (Before and After Cycle I)

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The table above shows that an increase in the development of early childhood kindergarten Kindergarten B Nakkia Jatiwaringin after the action with a thematic approach, but research targets the development of the category scores three level has not been reached. Diagram of the trunk as follows:

![Graph showing motoric aspects of development](image-url)

**Figure 4 Diagram Trunk Motoric Aspects of Development (Early Improvement of held Actions Before and After Actions)**

The results of the action in the second cycle (two), then showed the following results:

**Table 5. Assessment Increased Value of Motoric Development in Early Childhood Thematic Approach (Cycle I and Cycle II) Nakkia Jatiwaringin Kindergarten Group B**

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Table 5 above shows that an increase in the development of Kindergarten Children Nakkia Jatiwaringin Kindergarten B after the implementation of the improvement of early childhood development with a thematic approach in Cycle I and Cycle II results of the comparison with the first cycle Assessment Cycle II can be seen as follows:
Figure 5 Graph Score Cycle Aspects of Child Development at the I and II

Data from the observation of an increase in the value of assessment result of early childhood development with a thematic approach (after cycle after cycle I and II). Nakkia Kindergarten Group B, presented in a bar chart for the motoric aspect of motoric development as follows:

1. Increased Motoric Development

Children scores

Figure 6. Diagram Trunk Motoric of Development

The level of motoric development of each child at the end of the first cycle of measurement move the lowest score and the highest score of 354 and 417 after the second cycle executed scores increased to 474 smallest and the biggest score of 522 while the difference score of 93 to 168 increase in motoric development, has increased, approaching a maximum score of 522 is reached (percentage score of 90.8% to 100%) means that the motoric aspects of development such increases were optimal.

2. The results of the initial comparison with the first cycle and second cycle

To see the results more clearly as a whole, the ratio of the overall increase (Early, Cycle I, Cycle II), can be seen in the following figure:
Discussion

Early childhood education is essentially aiming to improve the motoric aspects of the child's motoric development. Thematic learning to facilitate the improvement of the motoric aspects of the child's motoric development, designed to involve areas that are used in early childhood learning in kindergarten.

Based on the results of data analysis can be seen that the thematic learning improve motoric aspects of motoric development of young children. Early childhood education aims to help lay the foundation toward the motoric development needed by the child to adjust to the environment, as well as for growth and development to the next stage. Children grow and develop is supported by a wide range of environments, such as the family, school and community environments. As a bridge between families and formal school, kindergarten is an important tool as a place for children to learn to develop the potential that there is in him and develop motoric aspects of motoric development.

According Kuppermic, kindergarten is not simply serve to lay the foundations of academic ability but also develop aspects of child psychology. Moving on from that, the curriculum or program of teaching and learning in early childhood education should guided by an understanding of how children learn about everything. The core of the program of teaching and learning in Kindergarten is to provide a meaningful learning experience. The learning process is all expected to provide or stimulate physical growth and development of the psychological aspects of children optimally aspects (Kuppermic 2011: 141).

One of the existing problems in the field is not all children can pass through the development process well, the various factors that lead to children experiencing barriers or issues.

Need to realize one of the means to be able to help young
children grow and develop is in kindergarten. Kindergarten is a place of interaction and motoric values and behaviors are motorically acceptable behavior. This includes hygiene and health behavior, discipline and self-reliance. Capabilities are also quite in it is the ability to express emotions according to motoric situations faced by children. This capability is expected to grow at pre-school age children or early childhood (Izzaty, 2005: 20).

To increase the potential need for education optimally in order to become independent individuals. This is in accordance with the opinion Martini Jamaris that development of human potential into actual ability can not be separated from the influence of the environment in which the human being. Therefore, to make the human being into a useful individual for himself, for the community and the development of science and technology is needed quality education (Jamaris, 2010: 10).

Optimized increase is evident in the development of this study, an increase in early childhood development with a thematic learning during two cycles shown to increase motoric development of children. Increasing this development as has been discussed in the study of the theory that development is influenced by the school environment, family and community.

In the first cycle, improvement of early childhood development with a thematic approach, has achieved good category (B) but with such general research targets have not been achieved because there is no part of the motoric aspects of motoric development is not optimal increase in its development, the repair carried out on the second cycle.

In Cycle II, designed to create a plan of improvement is done by predicting that with the use of themes and sub-themes and design a new learning design is based on the difficulty in the first cycle, which is new and exciting as well as using a combination of several methods such as: observing images, guidance, role play, question and answer and direct practice and duties according to the theme, so it will be able to improve early childhood development. In this second cycle of learning strategies that are used are still using the area, with activities, media and methods that have been designed. Once implemented, it turns out the increase in early childhood development with a thematic approach to achieve very good category (A).

The success of the improvement of early childhood development with a thematic approach in this research study is supported by creating a conducive school environment that can support the development of the condition on every aspect of the class into the
class area that will provide opportunities for children to be able to improve the motoric aspects of development. In this research area are conditioned to do tasks that will support every aspect of improvement of early childhood development and daily activity unit previously designed weekly activity unit complete, then executed.

Cycle I held eight meetings, the results obtained are: an increase in the activities carried out by an increase in early childhood development preceded by an increase, motoric development of children. The increase in the use of media is very supportive, such as media work in each area of the sheet and work sheet optimization in each area more attractive, apparently managed to improve early childhood development. In addition, the media are also used drawing, modeling, audiovisual, notebook and game. Improved with varying methods such as: observing the picture, the guidance of a teacher, role play, discussion and hands-on assignments and provide in accordance with the theme. Based on the analysis of data looks that can improve the learning thematic aspects of early childhood development.

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This study has limitations in aspects of motoric development motoric problems of early childhood. In this study, researchers examined only the motoric aspects of motoric development by using several indicators.

Measurements involving motoric aspects of motoric development is not easy to implement. Regularity must truly represent what is observed. Although researchers have already provided the observer and video recordings for behavioral observation of kindergarten children, researchers still have limitations to truly meticulous and careful observation of aspects to the motoric development of each child. For further research may need to increase number of observers and
improvement of information technology (video).

The next limitation is that the study is only conducted in one school kindergarten. Subsequent limitations in terms of the length of time of research, this study is only done in a short time only 3 months. In order to more accurate results plus the time needed research. The use of visual images in the form of a short video and some game in this learning that sometimes there is little to do directly with the theme being studied, audio visual play to address associated with developmental aspects. In this case the researchers solved by getting the children to discuss and also discuss with the teachers.

The implications of this study at the level of theoretical learning, should develop with time one semester. At the practical level the results of the study have implications for: (1) unit development that takes into account the daily activities of a child's development, institution development work in each area of learning by using the theme, (2) Instructional media and area used should match the theme according to the aspect of wanting developed, (3) development of learning by communicating and cooperating in any in the area of group done and the child should be appropriate to the theme, and (4) teachers familiarize teaching and daily activities based on the design of the teaching that has been tailored to the theme.

**Conclusion**

Based on these results an increase in early childhood development with a thematic approach:

1. The development of early childhood kindergarten students Nakka Jatiwaringin Group B, on every aspect of the development before the given action is in the low category. The low can be proved by the results of the initial assessment.

2. Implementation of the improvement of early childhood development with a thematic approach is done by means of improvement of aspects of motoric activity. The medium used is sheet student work in each area to develop motoric aspects of motoric development (areas of motoric, math area, science area, and art area and beam area), media images, animal models, audio-visual media, as well as games. Improved methods of early childhood development with a thematic approach using the method: observing images, guidance, and role playing.

3. Improvement of early childhood development with a thematic approach can improve the motoric aspects of motoric development of early childhood.
This can be evidenced by the change in the average value of aspects of motoric development of children before and after learning with a thematic approach.

References


Wardhani, IGAK. (2008). *Penelitian Tindakan Kelas*. Jakarta:
Basic Concepts of Education Management ABK

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Abstract
The Indonesian government seeks to educate the nation in accordance with article 31 of the 1945 Constitution by providing education that consists of several lines, levels and types ranging from kindergarten through college. Inclusive education policy administration still has many problems, among others, was not identified children with special needs and unavailability of education personnel. This research uses descriptive qualitative method

Keywords: inclusive, education

Introduction
Management is a specialized skill and ability to perform an activity well with others, or through others to achieve organizational goals. Hersey and Blanchard by Stoner in Sudjana (2000: 17) gives the meaning of management as follows: "Management as working with and through individuals and groups to Accomplish organizational goals" (management of the work being done with and through people and groups with a view to achieving organizational objectives). James E. Anderson gives the sense of policy as a series of actions that have specific purpose followed and implemented by an actor or group of actors in order to solve a particular problem.

This happens when the human relationships leading party and led it consists of the group. Second, indicates that the work being done with and through other people that have the goal to be achieved. This dimension gives the meaning that these activities are directed to achieve the goals that have been set or agreed. While the third dimension is that the management is done in the organization, so that the objectives to be achieved it is the purpose of the organization. In other words, to achieve organizational goals through activities that do affect others in order to achieve organizational goals effectively and efficiently.

Basic Concepts of Education Management ABK are:
1. Occurrence cooperation process in a group of people to achieve certain goals.
2. The processes are regulated by the government to achieve the goal of the state is to serve the interests of the community in various aspects of their life such as education, health, economic, political, and security.

The management and administration require cooperation between two or more people. Cooperation is based on the rational are reasons, such as to meet the needs, interests, or a common interest. In
administration and management there is an element of leadership. Leadership is reflected in the interaction, mutual relationship or human cooperation between a person with another person or the person with the group. In interacts occur on person or one party to influence / or other parties.

Understanding Education
1. Restrictions on Education
Restrictions on education made by diverse experts, namely
a. Education as a process of transformation Culture
As the process of cultural transformation, education is defined as activities of cultural inheritance from one generation to another. Cultural values are undergoing a process of transformation from the older generation to the younger generation. There are three forms of transformation are values that still fit forwarded for example the values of honesty, sense of responsibility, and others.
b. Education as a private formation process as a process of personal formation, education is defined as a systematic and systemic activity directed to the formation of the personality of the learner.
c. Preparation Process Citizenship
Education as education as preparation citizen is defined as a planned activity to equip students to become good citizens.

Education as Labor Setup
Education as a laborsetup defined as activities to guide learners to have the provision of basic weeks to work.

Definitions Education According to the Guidelines Guidelines 1988 (BP 7 center, 1990: 105) imposes limits on national education as follows: national education rooted in cultures of Indonesia and based on Pancasila and the Law of 1945 is directed to improve intelligence and can meet the needs of national development and is responsible for the development of the nation

The purpose and process of education
a. The purpose of education
The purpose of education includes an overview of the values of good, noble, worthy, true, and beautiful for life.
b. The education process
The education process is a mobility activities of all components of education by educators directed towards achieving the goal of education, quality of education process implicated in two aspects, namely the quality of the components and the quality of its management, the management of the educational process include the scope of the macro, meso, and micro.

Independence in learning
The meaning and the principle underlying. Independence in learning is defined as learning that the ongoing activity is driven more by the will itself, the choice of his own, and his own responsibility of learning.
Psychologists generally agree that students easily grasp the concepts are complicated and abstract if it is accompanied by concrete examples and reasonable in the circumstances. In the process of developing the concept of education and learning should not be separated from the development of attitudes and value investment into self-learners.

Elements Of Education

Basic Concepts of Education Management ABK

Education Management ABK

The interaction between learners with educators (educational interaction) educational interaction is basically a mutual communication between learners with educators who focus on the purpose of education.

The direction in which the guidance is intended (educational purposes).

a. Tools and Methods

Tools and methods defined as everything that is done or held deliberately to achieve educational goals. In particular tool saw its kind while the method of seeing their efficiency and effectiveness.

b. Points Events Ongoing Guidance (environmental education)

Environmental education is usually called tri education center that families, schools and communities.

Types of education in Indonesia

Education in Indonesia is divided into three forms of education that is formal, non-formal education and informal education

a. Formal education is often called education schooling, an education levels that have been standard, for example, kindergarten, elementary, junior high, high school, and PT.

b. Non-formal education is more focused on the provision of vocational skills in order to plunge into the community.

c. Informal education is an educational phase that is in addition to formal and informal education.

The new paradigm in the world of special education (special education) has been rapidly shifting to Children with Special Needs Education (special needs education), whose scope is wider. Special needs include all children with learning difficulties, including children who have difficulty in speaking, reading, writing, and/or mathematics, children are considered naughty and ostracized as a result of the social, emotional, economic or political can be served through the education of children with special needs. Act 2003 National Education System Article 32 paragraph 1 implies that Special Education is an education for learners who have difficulties in following the learning process for kelaian physical, emotional, mental, social, and/or have the potential intelligence and special talents. the Act of 1945 which states that "Every citizen is entitled to teaching" is reinforced by the Education Act on Education and outstanding teaching,
as well as the Declaration on the rights of children, which reads:

The child that is hungry must be food. The child that is sick must be nursed. The child that is physically and mentally handicap must be helped. The maladjusted child must be reeducated. The orphan and the Waif must be sheltered and secured.

Special Education (PLB) is a special education held for learners who bears the physical, mental, behavioral or combined.

a. develop a life of pupils and students as personal at least include efforts to strengthen the faith and devotion, familiarize good behavior, provide basic knowledge and skills, maintaining physical and mental health, providing the ability to learn and develop robust and independent personality

b. develop a life of pupils and students as members of society

c. prepare students to be able to have the skills in preparation to enter the workforce and

d. prepare pupils and students for further education learners disorder type based on PP No. 27 of 1991 on PLB mentioned which consists of a physical disorder that includes the blind, deaf, quadriplegic. Mental disorders which include mild mental retardation, moderate mental retardation, behavioral abnormalities that “tunalaras” (Emotional and behavior disorder) combined.

In the explanation of the above mentioned Regulation also detailed the intention of various tuna. Blind People is damage or defect that resulted in someone's eyes cannot see or blind. Deaf are hearing damage or defects that result in a person cannot hear or hard of hearing or deaf. Quadriplegic is disability.

Curriculum content.

In the Decree of the Minister of National Education No. 0491 / U / 1992 on Special Education organized the implementation of PLB which can be organized through integrated education, special class teacher or form visits and other educational services. Integrated education is an education for children with disabilities, held jointly normal children in education track.

Research Method

In Indonesia, the education system of segregation has lasted for more than a century, since the beginning of the education of blind children in 1901 in Bandung. The concept of special education and the education system of segregation overseeing the child in terms of disability (labeling), as a basis for providing educational services. Pedagogically, segregated education system ignores the existence of the child as a unique individual and holistic, while the child's disability is highlighted.

Psychologically, the system of segregation, lack of attention to the needs and individual differences. There is an impression uniform educational services based on the disability of children they bear. Philosophically segregated education systems creates exclusive society
dichotomy normal and not normal. Though actually means philosophically, people with disabilities are part of the natural community (David Smith 1995).

The concept and understanding of the education of children with disabilities continues to grow, in line with the dynamics of community life. Thinking that developed at this time, see the issue of education of children with disabilities from the perspective of a more humanistic, holistic, individual differences and needs of children. Therefore service education of children with disabilities do not have to be in school, but can be served in the nearby regular school where the child is. This way of thinking is based on the concept of Special needs education, which among other ideas underlying the emergence of inclusive education (UNESCO, 1994).

In the concept of special needs education, so avoided the use of the label of disability, but rather includes children as individuals who have different needs. In line with a change of mind as described above, then the Exceptional Children (Exceptional Children) no longer sees as of disability categories but must be seen from experienced barriers to learning and the needs for education services. Therefore a child's incredible to be a part of Children with Special Needs (Children with Special Needs). In other words Children Special berkebutuhab not substitute the term extraordinary children. Layana education for all children with special needs, including exceptional child is in Special Needs Education (Special Needs Education).

You have flexibility to name your following headings. You may use typical words or phrases like “methodology”, “literature review”, “previous studies” or “findings and discussion” as well as the words or phrases of your own as the title of your following headings. You have to use either “conclusion” or “concluding remarks” as the title of your last heading. As a citizen of Indonesia, the status, rights, obligations, and the role of people with disabilities/special needs (ABK) is the same as other citizens. Therefore, increasing the role of persons with disabilities in national development is very important to get attention and utilized properly. The State ensures that every citizen entitled to earn a decent living and prosper, not least children with special needs (ABK). The regional government is organizing a public service obligation to access the benefit of society without exception.

In Act No. 4 of 1997 on Persons with Disabilities, article 11 stipulates that every persons with disabilities have the same opportunity to get an education at the school, track, type, and level of education according to the type and degree of disability. The opportunity to gain equality, rights, and obligations on its behalf can only be realized if available accessibility, which is a convenience for the crew to achieve equality of opportunity in obtaining equality, rights and obligations. With the effort is expected crews will be able to integrate completely in realizing the
objectives of national development in general and to improve the social welfare of the crew in particular.

Children with Special Needs (ABK) is the citizens who must be protected their rights to get welfare as it should be. Children with Special Needs (ABK) has the potential to be developed for independent living, so expect the relevant parties could support efforts to meet the needs of children with special needs (ABK). In Law Number 20 Year 2003 on National Education System, Children with Disabilities specially arranged in the form of inclusive schools.

Results and Discussion
Currently:

a. Although there have been Permendiknas No 70/2009 on the implementation of inclusive education authority, but there is no clear and formal agreement between the provinces and districts regarding the division of responsibilities in the implementation of inclusive education.

b. Department of Provincial and District do not have complete data, valid and accurate mengenahi ABK presence both at school and outside of school.

c. Knowledge and information on inclusion has not spread widely and evenly distributed in communities, schools and government.

d. Activities education implementation by Dikpora District can not be optimal because there is no local regulations that can allocate the budget implementation of inclusive education.

e. Mengenahi school knowledge of inclusive education service delivery is still low.

f. Has not yet formed a relationship in the implementation of the operational network (Dikpora provincial and district), school, school forum inclusion and disability organizations.

Desired state
By looking at the current performance it is in improving the performance of the treatment of children with special needs in Boyolali in 2013 is expected to be increased as follows:

a. Providing educational services the broadest its behalf through programs and activities related SKPD.

b. Boyolali regency paying attention and give support Inclusive Schools, with building systems and closer coordination of cross SKPD.

c. Can men yediakan larger budget to support the advancement of inclusive schools in Jakarta and surrounding areas.

Monitoring Mechanism
In an effort to determine whether an activity is going well or not and whether the target of an activity has been achieved or not, need to be planned a monitoring and evaluation mechanism that serves as a control tool in the implementation of activities to avoid deviations from the action plan has been drawn up. Evaluation and reporting are also organized to control the course of
events as a whole so that activities can be carried out well.

Conclusion
1. Policy implementation of inclusive education in Depok is a policy that is accommodating and flexible.
2. Not all categories of learners who has been determined by the government accommodated in inclusive schools. This is due to the limited resources that can meet the needs of all categories of educational services for learners with special needs.

References


The Government of Indonesia, in 1999, the Presidential Instruction No. 7 of 1999 on Accountability Government Performance.

Development of Independency in Early Childhood through Traditional Games in the Action Research

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Abstract
The development of independency in Early Childhood (EC) should be the major concern of early childhood education in every children activity in school. Teachers need to create a method or medium that can stimulate children’s social development and independency. Traditional games are kind of games that can be selected as a learning method for stimulating the aspects of children development compared to the other modern games at present time. Those traditional games must be preserved in order to maintain it and prevent it from extinction thus it can be acknowledged by one generation to another because it can give righteous values of the national culture. Children’s independency can be trained and developed by playing traditional games through classroom action research (CAR).

Keywords: Independency, Traditional Games, Classroom Action Research

Introduction
The process of learning in early childhood should be done with the aim of providing the basic concepts that have meaningfulness for the child through a real experience that allows children to show activity and curiosity optimally. Teachers are placed as a companion, mentor, and facilitator for children in educational process. The children’s dependence in early life education is something that is natural, and as time passes there are times when a child must be independent, so there needs to be a balance between the roles and parenting educators model who are too dominant to be more democratic so that children have the freedom to explore the world around (in Sujiono and Sujiono, 2010). It is explicitly stated in the Law of National Education System (article 1, point 14) No. 20 of 2003 that the Early Childhood Education (ECE) is a developmental effort that aimed at children from the birth stage up to the age of 6 years old which is done through the provision of educational stimulus to assist the growth and development of physical and spiritually so that children have the readiness to go into further education.

Some times after school normally EC still has a sense of dependency on parents. Everything
will be done if they are together or with their parents, so that at the early stage of school children still show their social abilities. On the contrary, there are children who are still egocentric, want to control everything around him, do not want to share, and do not want to play with another friend.

Teachers of EC need to pay attention about the problems which are associated with the independency in every activity of children in school. They need to create a method or medium that can stimulate children’s social development. Traditional game is a game that can be selected as a learning method for stimulating child development’s aspects as compared with modern games nowadays. Aside from being a game of the ancestors that we must preserve in order to stay awake and known from one generation to the next, the game itself does not use the tools of technology related to electricity. Traditional games such as *jamuran*, *conglak*, marbles, snakes and ladders, and *benthik*, as a medium of learning to teach about the concept of numbers, as well as to develop aspects of social-emotional development, physical-motor, cognitive, moral, and language in children.

Based on the observations and interviews to some early childhood teachers, it is revealed that teachers never used traditional games as a resource and learning media. The reason is, the game will spend time in the middle of the dense materials that should be taught and teachers do not believe that traditional games can be used as a learning media. This is in line with the findings of research conducted by Grossman (in Bennet, 2005).

On the other hand, in fact more than one (1) of this decade, traditional games has been widely abandoned by the community. Parents and children today tend to use 'sophisticated' game in the form of online games or Plays Station. This occurs as a result of pride and prestige that rises if they use it. Whereas the use of the traditional game is not just to preserve the nation’s cultural values, they also can use to train the attitude of togetherness, cooperation, and mutual assistance. Traditional games and its’ equipment can be used also either as a source or media in learning.

Research Method
This article is not a research result but more on literature study. However, students’ insecurity and dependency is the real condition that has to be solved. According to the writer, students’ independency can be developed in CAR by using various traditional games.

Results and Discussion
*Traditional Games as Learning Medium*
Many people assume that providing sources and medium for learning need expensive cost and are hard to obtain, which make the students’ parents to spend more money in their students’ education. Whereas actually teachers’ creativity, they can make and provide simple and cheaper medium for learning. For example, how teachers and students can making use of paper, toys, plastic wrapper, or other discarded things that we can find in many places. By using creativity, things that usually discarded can be modified and recycled; those things become valuable learning sources. Traditional games, that the teachers know, also can be optimized as valuable learning medium for students’ education.

Sylva (Bennet, 2005) found three kinds of games which give significant effect in learning; art, construction and structured games. Through games, children get academic experience, attitude, and positive perceptions about learning. They build new knowledge; develop social skill, problem-solving ability, and the desire to get motoric skills.

However, in choosing learning medium, teachers need to consider these criteria: (1) economical: it does not have to be expensive; (2) practical: does not need complicated, difficult, and unusual management; (3) easy: easy to approach and provided in our environment; (4) flexible: can be used in various instructional goal, and; (5) suitable with the purpose: support the learning process and accomplishment, it can build motivation and students’ interest in learning.

According to Piaget (1962), game is unlimited activities which can improve children’s cognitive developing. Playing a game enables children in practicing their competencies and skills with light and fun way. Piaget believes that cognitive structures have to be trained, and game is a perfect field in training it.

Daniel Berlyne (in Sujiono and Sujiono, 2010) portrays game is an exciting and fun activity because it can satisfy the urge to explore that someone has. That urge involves curiosity and desire in obtaining new and uncommon information.

The using of environment in the form of traditional games can be reached by identifying the educational values that covered in it. Among the existing traditional games, which has the educational values required that is suitable with the purpose of learning that needs to be done. For example, which traditional games that can develop independent values, cooperation, mutual attention and respect, and sense to obey the rules or discipline. Definitely this requires teachers’ thorough study through the planning, implementation and evaluation and follows up.
Nation cultural values in traditional games can be preserved even developed if all elements of the society willingly take part by giving concrete examples, such as providing time to play by using the traditional games. This requires supports from parents, social and cultural institutions in bringing teachers’ courage and creativity to make and concoct traditional games as proper medium of learning.

Development of Students’ Independency through CAR

Various traditional games are placed in CAR to develop students’ independency. According to Sutari Imam Barnadib (1982), the term of independency includes; taking initiative, problem solving, having self confidence and can do everything without other people’s help. That statement is strengthened by Kartini and Dali (1987) who said that independency is a desire to accomplish all of thing for him/herself.

CAR model is in cycle form which consists of preparation, action, observation phase, and reflection and evaluation phase. This research goal, measuring students’ independency in this research goal, is arranged in a form of indicator of accomplishment. The data to measure students’ independency stage is collected by using observation guide.

Conclusion

The lack of students’ independency has to be solved therefore it will not disturb or affect their social development and their learning process. The development of students’ independency can be seen in CAR. Traditional games can be free variable that will change students’ dependency for its rules and unique features. Traditional games require many players therefore, if the students do traditional games regularly, the students will learn to work together, have empathy, and respect, confidence. Thus it will enhance and develop their independency.

References


Literature Study School Readiness in Early Childhood

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Abstract
This study is based on literature review school readiness that aims to explain school readiness in early childhood. The method used is study literature with resources from abstrak journals review, research journals review, handbooks and reference books. Data analysis using comparison between theory. Some theories and research states that school readiness is a child's readiness to enter formal school. There are two concepts of readiness that is readiness for learning and readiness for school. Every child born in a state ready to learn, but to be ready for school, a child must have a certain skills and abilities. Early childhood is a child who will start formal school entry, so it is very important to developed and taught school readiness during this period. Domain school readiness include development of physical and motor, social emotional, language, cognitive and general knowledge. Theoretically school readiness can be viewed from several perspectives, that are maturationist model, environmentalist model, constructivist model, cumulative-skill model and transactional model. Factors that affect school readiness often associated with ecological concepts because these factors are interconnected that include ready families, ready communities, ready services and ready schools. Conclusions based on the study of literature, school readiness is important owned by every children before entering the formal school so that children can follow the lesson well in school. There are many factors that affect school readiness, but these factors are still to be investigated further relevance through further study in the future.

Keywords: school readiness, early childhood, school

Introduction
Every child is born with a positive potential, but this potential will not be developed if it does not receive adequate stimulation. One best way stimulation obtained through school, because school has a standard learning curriculum that can provide continuous stimulation. Based on Government Regulation of Republic Indonesia No. 17 Year 20010 on Education Management and Implementation, stated that basic education begins in elementary school. Entering elementary school is not easy for children, due to be accepted as a student in the first grade, the elementary school requires a certain number of rules that must be met by children. Decree of the Minister of National Education of Republic
Indonesia Number: 051 / U / 2002 on admission of students in Kindergarten and School stated that the requirements in the age of prospective students in first grade elementary school is six years old. Besides that, school can hold a selection of prospective students if the capacity is not enough. Under that regulation, the majority of elementary schools set a number of requirements that must be met by children who will enter at first grade. The requirements relating to a number of basic capabilities that must be possessed children before entering elementary school.

Therefore, it is usually held selection enrollment to determine the level of their ability. In addition to their basic skills demands, entered the first grade is not an easy thing for a child, because elementary school is a new environment that is very different from previous educational environment, it also different from the home environment so that children need adaptations. In addition, there are a number of regulations that must be obeyed in elementary school, including fix hours learning, should not be attended by the parents and other regulations that has little tolerance for children anymore.

Given the complexity of elementary school entry requirements, it is necessary to note the school readiness in early childhood.

Research Method
This scientific study applied literature study method in order to reanalyse results from previous researches related with school readiness in early childhood. Some literatures used as sources in this study, among them covering (1) research journals review; (2) handbooks; (3) reference books. Literatures were searched manually by visiting some libraries as well as visiting places that are sources of informations and also searching online to access E-journal, among other are EBSCO, ProQuest, Sage.pub, SpingerLink, ScienceDirect and also google scholar using school readiness, early childhood, and school as key words. Data analysis method used in this study is comparison analysis between theory.

Results and Discussion
School Readiness’s Definition
School readiness is often described as the age or stage of development. At other times, checklist about readiness skills and knowledge are often used to identify what must be done and what should be known by children before they start school (Docket & Perry, 2009). Children who are ready for school have a basic minimum skills and knowledge in various domains that enable them to succeed in school. The minimum standards set out in the form of what is supposed to be
known and can be done by children so that they go to school with readiness and willingness to learn, thus enabling the success of the transition in the learning environment in primary schools (Lara - Cinisomo et al., 2004). School readiness also refers to the assessment of whether the child can meet the demand of school’s rules including being able to sit still and responds to instructions (Doherty, 1997; Kagan, 1992).

School readiness is also often associated with chronological age, a child is considered ready to enter school if he or she has reached a certain age required by the school and historically, the school does require a chronological age of school entry requirements (Lewit & Schuurmann-Baker, 1995). In connection with the chronological age as a condition of school readiness, this time there has been a shift in outlook for their individual differences of each child causes children with the same chronological age does not necessarily have the same ability level, so that school readiness is no longer based on chronological age anymore.

Lemelin et al (2007) said that the theoretical constructs of school readiness at this time related to the minimum level of development of a child to respond to the demands of the school through the quality of cognitive, social and emotional. The statement was supported by the opinion of James (2006) which states that school readiness refers to the main cognitive development and language skills necessary to perform a variety of intellectual tasks including arithmetic, learning letters and shapes, and writing. Allen (2011) adds that ready for school is a condition when the child has the basic skills of social and emotional support in the advancement of speech, perception, the ability to understand numbers and quantities, motor skills, attitude to work, concentration, memory and social behavior, have the ability to engage positively and without aggression with other children as well as the ability to respond appropriately to requests from teachers. When examined, all the details of these capabilities are another factor to children's success in school. This is in line with the opinion of the Snow (2006) defining school readiness as a state competence child at school entry is critical to success in the future. Janus (2007) also has the same opinion, that the child's school readiness is a concept characteristics and skills that children should have in order to learn effectively in school.

School readiness can be divided into two concepts, namely readiness to learn and readiness for school. Readiness to learn is the stage of development where an individual (of any age) are ready to do the learning specific materials and
it goes naturally (Kagan, 1990). Readiness to learn refers to the average age when individuals have a certain capacity to learn. While readiness for school is more related to the acquisition of specialized skills of children who are considered necessary for success in school, such as cognitive and linguistic skills (Kagan, 1992).

Of the various opinions, it could be concluded that school readiness is a child's readiness to enter formal school. School readiness is very important that every children should have before they enter formal school to get learning well.

School Readiness's Domain

School readiness is composed of multiple domains. Some experts emphasis more on a particular domain but in general school readiness domain consists of motor development, emotional health, social knowledge, language skills and general knowledge (Janus & Offord, 2007; Arnold et al, 2007). Doherty (1997) explained that the current best practices demonstrated school readiness measurement should combine domain assessment of the major developments, including physical health, cognitive development, health and socio-emotional competence and language development.

The National Education Goals Panel (1997) filed five domains of learning and development of children that provide a more holistic perspective related to the child's ability. Measurement five domains are important when assessing school readiness of children for success in educational settings (ELSTF, 2005; KIDS COUNT, 2005; NGEP, 1997; Ohio Department of Education, 2007; Sonsa & Mastergeorge 2005). The domains are (1) Physical well-being and motor development (eg, fine motor skills and coordination); (2) social and emotional development (eg, showed positive social behavior when interacting with peers); (3) learning approach (eg, level of curiosity and independence and the ability to follow instructions & directions); (4) The development of language (eg, the size of the vocabulary and the ability to recognize the relationship between letters and sounds); and (5) Cognition and general knowledge (eg, the ability to recognize basic shapes and solve problems).

While Janus & Offord (2000) describes the major developments in the five domains of school readiness, namely (1) physical, health and welfare, which includes physical preparedness for the school day, physical freedom and gross motor skills and fine; (2) social competence, which includes the whole social competence, responsibility and respect, learning approach and readiness to explore something new; (3) emotional
maturity, which includes pro-social behavior and helping behavior, anxiety and fear behavior, aggressive behavior and attention deficit and hyperactivity; (4) language and cognitive development, which includes basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy; and (5) communication skills and general knowledge.

From the explanation above, it could be concluded that the domain of school readiness includes physical & motor development, social emotional development, language development and cognitive development, and general knowledge.

School Readiness’s Theory Perspective

Theory of school readiness can be viewed from several perspectives, these are (1) maturationist model; (2) environmentalist model; (3) constructivist model; (4) cumulative-skill model and (5) transactional model.

Maturationist Model. This perspective is based on a biological problem which looked at the children's school readiness as a function of their age and level of cognitive, psychomotor and emotional maturity. This perspective emphasizes the maturity level of the child who requires to be able to sit still quietly as the main indicator of school readiness (Gesell, Ilg and Ames 1974; Pandis 2001). This model was criticized partly because this model do not allow the influence of environment on cognitive development experience (Connell, 2001).

Environmentalist Model. According to this perspective, school readiness is the acquisition skill’s children that studied in the early socialization experiences (Andrews & Slate, 2001; Graue, 1993). This approach is in accordance with current conditions on bi-directionality relationship between the child and his or her environment (Murphy and Burns 2002). According to this perspective, the fit between child and environment support the optimal development (Graue 1992; Meisels 1995). The environmentalist perspective supports parental involvement as indicator in children's school readiness assessment.

Constructivist Model. This model sees school readiness as the extent to which children can learn tasks through interaction with peers or adults who have more knowledge than with him or her (Andrews & Slate, 2001; Graue, 1993). This view encourages the involvement of parents, teachers and other adults who are familiar with the child to raise the level of skills and child development.

Cumulative-Skill Model. The model looked as proprietary children’s school readiness as certain prerequisite skills required to learn a
specific lesson (Andrews & Slate 2001). This perspective promotes education policy such as needs assessment of pre-academic skills’s children to be able to go to school.

Transactional Model. This perspective views that an interaction between school readiness’s children with developmental status of their environment. Transactional outlook has led educational policies that support the transition of children to school and preschool program alignment with the early learning program (Andrews & Slate, 2001; Graue, 2006; Keating, 2007; NGA, 2005; Snow, 2006).

Factors Affecting School Readiness
Factors that affect school readiness is often associated with the concept of ecological school that includes the influence of family, communities, schools, and services for children (Bronfenbrenner, 1989; KIDS COUNT 2005). The National School Readiness Indicators Initiative, teams from 17 countries are working to develop school readiness indicators study to formulate policy early education to prepare children for school entry (Rhode Island Kids Count 2005). The school readiness formula is: “Ready Families + Ready Communities + Ready Services + Ready Schools = Children Ready for School”. The school readiness formula aim to improve school readiness’s children by recognizing not only skills and behavior development that affect school readiness but also the environment in which they spend their time, including the home environment. Explanation each factors that affect school readiness is as follows:

Ready Families means making the house a facilitative environment, family context and home environment that encourages early learning experience and provide opportunities for children’s growth and development. Ready families indicators include maternal education level, number of teenage mothers who gave birth, prevalence of abuse and neglect children and number of children in foster care (Rhode Island Kids Count 2005; Kagan and Rigby, 2003).

Ready Communities can be interpreted that community resources and support available for families with young children. Community readiness indicators include the number of children in poverty, availability support for families with babies and toddlers, and level of lead poisoning (Rhode Island Kids Count 2005; Kagan and Rigby, 2003). Kagan & Rigby (2003) advise that ready communities means providing access and priority use of community-based health services. There are three important attributes of a community that is ready for a safe, supportive and nurturing environment.
Ready services means providing school readiness’s program quality and affordable. Quality, access and affordability programs that have proven effective in influencing children development and school, availability of health insurance, number of low birth weight, and access to prenatal care and immunization are the service’s readiness indicator (Rhode Island Kids Count 2005; Kagan and Rigby, 2003).

Ready schools means ready for meaningful relationships with family and community that is directed to the development of children’s resources. Ready school indicator is the size of classes and the reading level (Rhode Island Kids Count 2005; Kagan and Rigby, 2003). Schools ready for children means that the school offers a supportive environment as well as allowing for children to develop and learn effectively (Arnold et al., 2007).

School Readiness in Early Childhood

The Government of the Republic of Indonesia stipulates that the definition of early childhood is children aged 0-6 years. Generally since birth, a child will live with his or her family, but at about 4 years old, most parents begin to enter their child to school. Schools for children of this age, though formal, but in the category of early childhood education so that learning programs implemented in the context of the play (the Indonesian Government Regulation No. 17 Year 2010).

Study of early childhood education will be pursued child for two years. Furthermore, after graduation, the child will go on to the next school that is elementary school. Elementary school is required so that children get adequate stimulation in line with the continued growth and development.

But the elementary school turned out to have a regulatory system that is different from the school of early childhood education. In elementary school, children are expected to be more independent in taking care of themselves during the school day, besides that elementary school also requires ability and certain basic skills that should be owned by children before enter school.

The gap difference between kindergarten learning environment with elementary school make children should be prepared well before. This is in accordance with the learning program in kindergarten that was developed to prepare students to enter primary school or the equivalent (the Indonesian Government Regulation No. 17 Year 2010).

Lunenburg (2000) confirms that the experience of early childhood education is to bridge the transition to kindergarten readiness. Gormley, Gayer, Phillips and
Dawson (2005) stated that in general, children who follow preschool before kindergarten programs tend to be able to adjust and have readiness skills compared to their peers that do not follow preschool. Based on these results it can be concluded that the level of the previous school was very influential on school adjustment of children in the next school.

But the children's school readiness is not only determined by the educational experience at the previous school. Realization of children's school readiness needs strong cooperation between children, parents and teachers.

Conclusion

School readiness is important owned by any early childhood who will enter elementary school, so that children can follow the lesson well in school. Domain school readiness that needed attention include the development of physical and motor, social emotional, language and cognitive development and also general knowledge. The main factors that contribute in early childhood’s school readiness besides the condition of individual children, also related with families, communities and schools.

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The Effectivity of Language Games Method and Learning Motivation Toward the Language Competence of Early Children

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Abstract

Language competence is a set of knowledge, attitude and skill which absolutely belongs since a child. Because it is an asset for being able to communicate in order to understand, get information, express mind and feeling, and develop knowledge. So that, language learning through a fun method with another supporting factor, like learning motivation is expected to influence the level of the early children language competence. The goals of this research are to test the differences of language competence between a group which gets treatment of language games and the group which gets conventional method, to test the differences of language competence between group which has a high motivation and group which has a low motivation, to test the influences of interaction between language games method and learning motivation toward language competence of child. This research uses quantitative approach with experiment method factorial designed 2x2 with four kindergartens in Tembalang as the samples. Normality test uses Lilifors Test, Homogenity uses Barlet Test and hypothesis test uses ANAVA two strips with t-Dunnet test with alpha = 0.5 as the level of belief are proven that the seven hypothesis are appropriate with the goals of research which can be received. As the result, the treatment of language games method and learning motivation are effective significantly in developing children language competence.

Keywords: language games, learning motivation, language competence, children

Introduction

Language education on early children, especially 5-6 years old who are on kindergarten level is purposed to develop language skill used to accompany action or language accompanying action. Language is used to interact and have character “here and now”. The discussion topics are about things in the context of situation. To reach this competence, students are used to be with the variety of adjacency pairs which is the basic to get interaction skill which is more complex. The area of language learning on kindergarten level is oral communication skill limitedly in the school context involving listening, speaking, reading and writing.
aspects. Listening and speaking skills are instructed to support spoken communication while reading and writing skills are instructed to support written communication.

The fact shows discrepancy on ideal expectation. It is achieving the mastering of children language competence; however, what happens are many children haven’t performed their interest in language course, seem scared of expressing ideas, opinions or even their minds. Besides that many behaviors show the minimum focus of children in giving attention to language learning, in which the behavior mentioned are some examples that indicate the low motivation of students learning.

According to that case, it is needed to have a conducive learning situation which can increase the interest and motivation of students to be able to join in the language learning. On the other hand, language learning method given should be interesting in playing nuance for preschool level, as consequence learning principal constructed is through games. By this research, one of the methods will be tested, it is language games method and the level of students’ learning motivation which are suspected giving the effectiveness toward language competence level of students of kindergarten that is expected becoming the reference in doing language learning at school.

The purpose of this research is to test empirically the influences of language games method and learning motivation toward the level of language competence of kindergarten students. The purpose is explained more specifically, they are (1) testing the differences of language competence between group given treatment of language games method and group given treatment of conventional method. (2) Testing the differences of language competence between group having high motivation and group having low motivation. (3) Testing the influences of interaction between language games method and learning motivation toward students’ language competence. (4) Testing the differences of language competence between group given treatment of language games and has high motivation and group given treatment of language games method and has low motivation. (5) Testing the differences of language competence between group given treatment of conventional method with high motivation and group given conventional method with low motivation. (6) Testing the differences of language competence between group given treatment of language games with the high motivation and group given conventional method with high motivation. (7) Testing the differences of language competence between group given treatment of
language games with high motivation and group given treatment of conventional method with the low motivation.

Language games have double goals, they are for getting fun as the function of playing games and for training the certain language skill as the subject. If there are fun games but they don’t exercise language skill, it is not called as language games. Whereas: if the games are not fun, whereas exercising certain language skill, they cannot be named as language games. To be called as language games must have two requirements, they are enjoy and exercising language skill.

Practically language games have advantages, Soeparno (1998:64) states the advantages are language games as learning method can improve the students’ activeness in teaching and learning process, the activities done by students don’t only involve the physic activities but also mental activities, it also can increase students motivation in learning, can add solidarity and cooperation, by many games learning becomes more awesome and memorable because it is fun and improving student’s creativity in learning.

There are some types of game that can be used in language learning, as following: (Djuanda, 2009:125)
1. Chain whispering
2. Playing phone
3. Chain story
4. Kim see and say
5. Read and Do

Motivation is not only as learning stimulant but also as the result of students learning perception toward the effectiveness the way of learning performed in order this is more important than the word perception itself. It can be drawn logically. If a student thinks that they have already studied well, this argument is inclined making him more enthusiastic on learning that he thinks that he has done something unwell, anything the result of learning.

Motivation is an effort to act, instruct and sustain one's attitude in order he wants to act and do something in order to achieve certain goals. In learning activity, motivation can be called as entirely action power in student self which causes learning activity that guarantee the learning activity process, which gives signal to learning activity. The result that the goal expected by the subject of learning can be achieved (Sardiman, 2000: 73). It can be explained as the following indicators: (1) being interested in teacher means not hating or having uncared attitude (2) being interested in learning given has high enthusiasm and control the attention especially on teacher (3) always want to join class groups and want his identity known by others (4) action, habit and the attitude are always in self-control (5) always remember the message given and
learn it again and always controlled in his environment.

The level of language competence of early age children between 5 to 7 years old based on Otto (2010:237) are students are able to speak up around 5 to 6 word in a sentence, the vocabulary is closed to 2000, are able to explain thing used and tell what and how something are made from, know the relation of room and place, know their address, know nominal of money, count ten things, ask an information, differentiate their left and right using their own hands, know the general differences like big and small, know the equal and difference and can use all types of sentence, such as invitation, command, interrogative sentences and direct sentences.

Research Method

The approach of this research uses quantitative approach. While for the method used is experiment method. According to the goal determined, this research uses factorial design 2x2 which is explained in the following table.

(Ary, Jacobs & Sorensen, 2010:315)

<table>
<thead>
<tr>
<th>Variabel B</th>
<th>High Motivation (B1)</th>
<th>Low Motivation (B2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variabel A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language games (A1)</td>
<td>A1B1</td>
<td>A1B2</td>
</tr>
<tr>
<td>Conventional Method (A2)</td>
<td>A2B1</td>
<td>A2B2</td>
</tr>
</tbody>
</table>

Note:

A: group which get treatment of language games
A1B2: group which gets treatment of language games and has low motivation
A2: group which get treatment of conventional language games method
A2B1: group which gets treatment of conventional method and has high motivation
B1: group which is involved having high motivation
A2B2: group which gets treatment of conventional method and has low motivation
B2: group which is involved having low motivation
A1B: group which gets treatment of language games and has high motivation

Research setting is done for three months in Tembalang. The
The research procedure is done by using pre assessment step, giving treatment in experiment group for six times and doing post assessment. Data collecting technic is divided into two types of instrument. They are 10 observation items related to the motivation level of children, and 13 observation items related to language competence which has done validity and reliability assessment.

Data analyze technique in this research is technique variety analyze (ANAVA) of two scripts. If interaction influence is found in analyzing, t-dunnet test will be done then. Before data of the result of hypotesis test is analyzed, analyze requirements test is done firstly consisting of normality and homogenity tests. Normality test done uses Liliefors test, while homogenity test uses Brlett test.

Results and Discussion

Hypothesis test of this research is done using variation analysis technique of two ways (ANAVA). After calculation is finished and there is interaction, t-Dunnet test in done then.

Variation analysis of two strips is an inferensial analysis technique to test the differences of the average point of two variates. They are learning method (A) and learning motivation (B). The purpose of two ways ANAVA is investigating the main effect and one interaction effect. The main effect in this research is the differences of learning method consisting of language games and conventional method and the influence of differences of children learning motivation becomes high and low. While interaction effect is effect between learning method and learning motivation toward the competence of children language.

Recapitulation table of the result of two ways variant analysis calculation (ANAVA) on the significant standard \( \alpha = 0.05 \)

<table>
<thead>
<tr>
<th>Variant source</th>
<th>JK</th>
<th>Db</th>
<th>RJK</th>
<th>( F_{hitung} )</th>
<th>( F_{table} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>alpha = 0.01</td>
<td>alpha = 0.05</td>
</tr>
<tr>
<td>Each columns</td>
<td>1525,68</td>
<td>1</td>
<td>1525,6</td>
<td>56,843*</td>
<td>3,30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,29</td>
</tr>
</tbody>
</table>
According to the result of calculation for two ways ANOVA above, some inventions are discovered related to research hypotheses and it can be concluded that:

1. The differences of language competence between a group given treatment of language games method and a group given a treatment of conventional method (A1A2)

   According to table above, the result of calculation of two ways ANOVA for variant source between column A1A2 is score for $F_{\text{arithmetic}}$ gets 56.843 and $F_{\text{table}}$ gets 3.30 on significance standard ($\alpha$) 0.05. It seems that $F_{\text{arithmetic}}$ is higher than $F_{\text{table}}$ ($F_h > F_t$). It means that zero hypothesis ($H_0$) is refused and alternative hypothesis ($H_1$) is received.

   Finally there are differences of language competence between group given treatment of language games method and group given treatment of conventional method. The differences also appear if being seen from the average which $\mu A1 = 35.11$ and $\mu A2 = 28.67$ which means $\mu A1 > \mu A2$. It shows that language competence of group given treatment of language games competence significantly is higher than language competence of group given treatment of conventional method.

2. The differences of language competence based on high and low learning motivation (B1B2)

   According to table above, the result of calculation of two ways ANOVA for variant source between line B1B2 is score for $F_{\text{arithmetic}}$ gets 32.093 and $F_{\text{table}}$ gets 4.13 on significance standard ($\alpha$) 0.05. It seems that $F_{\text{arithmetic}}$ is higher than $F_{\text{table}}$ ($F_h > F_t$). It means that zero hypothesis ($H_0$) is refused and alternative hypothesis ($H_1$) is received.

   As the result, there are differences of language competence of children based on high and low learning motivation. The differences also appears when being seen from the average of language competence of group which was not given treatment using laguage games
method and which was not given treatment using conventional method, which $\mu_{B1} = 11.97$ and $\mu = B2 = 10.03$ that means $\mu_{B1} > \mu_{B2}$. This shows that significantly group having high motivation on learning gives influences on language competence of children rather than group having low motivation.

3. There is influence of interaction between learning method and learning motivation involved high and low (A X B) method and learning motivation toward language competence of children.

Next, the result of variant analysis two ways (anava) tells that there are differences on each group of research treatment. So that, the analysis can be continued to t-Dunnet test to compare the good of a treatment group and another treatment group based on hypotesis. The recapitulation of calculation result of t-Dunnet test is shown below.

<table>
<thead>
<tr>
<th>No</th>
<th>Treatment</th>
<th>t_calculate</th>
<th>Symbol</th>
<th>t_table</th>
<th>Difference</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A1B1 : A2B1</td>
<td>2.139</td>
<td>&gt;</td>
<td>1.661</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A1B1 : A1B2</td>
<td>2.282</td>
<td>&gt;</td>
<td>1.661</td>
<td>Significant</td>
<td></td>
</tr>
</tbody>
</table>

According to the result of t-Dunnet test, it is found the superiority ratio on the each treatment group below:

1. The Difference of Language Competence Between Children Given Treatment Of Language Games Method From High Learning Motivation And
Children Given Treatment Of Conventional Method From High Learning Motivation (AIBI : A2BI)

Children language competence given treatment of language games method from high learning motivation (AIBI) has language equal score 35.45, while with treatment of conventional method from high learning motivation (A2BI) has language competence average score 33.73.

According to the calculation of t-Dunnet, it is obtained score for tcalculate 2.139 while for ttable to compare four treatment combinations on significant level (α) 0.05 is 1.661. It shows that tcalculate is higher than ttable (tcalculate > ttable) means the zero hypothesis is refused (Ho) and alternative hypothesis (H1) received. It's concluded that treatment of language games method from high learning motivation (AIBI) significantly better than treatment of conventional method from high learning motivation (A2B1). Treatment of language games method from high learning motivation can increase children language competence.

2. The Differences Of Language Competence Between Children Given Treatment Of Language Games Method From Low Learning Motivation And Children Given Treatment Of Conventional Method From Low Learning Motivation (AIB2 : A2B2)

Children language competence given treatment of language games method from low learning motivation (AIB2) has language competence average score 28.33 while with treatment of conventional method from low learning motivation (A2B2) has language competence average score 24.82.

According to the calculation of t-Dunnet, it is obtained score for tcalculate 2.949 while for ttable to compare four treatment combinations on significant level (α) 0.05 is 1.661. It shows that tcalculate is higher than ttable (tcalculate > ttable) means the zero hypothesis is refused (Ho) and alternative hypothesis (H1) received. It’s concluded that treatment of language games method from low learning motivation (AIB2) is significantly better than treatment of conventional method from low learning motivation (A2B2). Treatment of language games method from low learning motivation can increase children language competence.

3. The Differences Of Language Competence Between Children Given Treatment Of Language Games Method From High Learning Motivation And Children Given Treatment Of Conventional Method From Low
Learning Motivation (AIBI : A1B2)

Children language competence given treatment of language games method from high learning motivation (A1B1) has language competence equal score 35.45 while with treatment of conventional method from low learning motivation (A1B2) has language competence equal score 28.33.

According to the calculation of t-Dunnet, it is obtained score for tcalc = 2.282 while for ttable to compare four treatment combinations on significant level (α) 0.05 is 1.661. It shows that tcalc is higher than ttable (tcalc > ttable) means the zero hypothesis is refused (Ho) and alternative hypothesis (H1) received.

It’s concluded that treatment of language games method from high learning motivation (A1B1) is significantly better than treatment of conventional method from low learning motivation (A2B2). So treatment of language games method and high learning motivation can increase children language competence.


Children language competence given treatment of conventional method from high learning motivation (A2B1) has language competence equal score 33.73 while with treatment of conventional method from low learning motivation (A2B2) has language competence equal score 24.82.

According to the calculation of t-Dunnet, it is obtained score for tcalc = 4.640 while for ttable to compare four treatment combinations on significant level (α) 0.05 is 1.661. It shows that tcalc is higher than ttable (tcalc > ttable) means the zero hypothesis is refused (Ho) and alternative hypothesis (H1) received.

It’s concluded that language competence of the group given treatment of conventional method but having high learning motivation (A2B1) is significantly better to be compared with the group using treatment of conventional method and low learning motivation (A2B2). So the treatment of conventional method but having high learning motivation can increase children language competence.

Discussion

This research supports theory that high learning motivation can influence children language competence. According to theory of motivation which is divided into the
aspect of children interest to the teacher and learning, the involving of children either in individual activity or group which is shown in language games significantly can increase the intelligence of children emotion compared with the group having low motivation. So children having high learning motivation especially in this research shows language competence is higher than the group having low motivation.

This finding research shows that motivation is not only as the stimulus to study but also the result of students learning perception to the effectiveness of learning ways used for this case is more important than its perception. It can be described logically, if children think that they have already studied well this argument is inclined making them more enthusiastic in learning than they think they have already done something unwell, whatever the result.

Having the same opinion of the statement above Sudirman (2000:: 73) explains that in learning activity, so motivation can be called as the entire power of action in students stimulating learning activity, guaranteeing learning activity and giving ways on learning activity, so the goal hoped by learning subject can be reached.

The same case shown from the interaction between the treatment of language games method and learning motivation on the level of children language competence, it’s shown by the result of hypothesis observation which is refused Ho.. It means that there is interaction influence between treatment of language games method and learning motivation on the level of children language competence. This fact indicates that grouping according to high or low learning motivation gives effect or impact to the effectiveness of the treatment of language games method and conventional method in increasing children language competence.

From all analysis results explained above either in descriptive or inferential, it can be concluded that the treatment of language games method is more effective in increasing children language competence than the treatment of conventional method. The treatment of language games method is proven increasing children language competence. Learning process using treatment of language games method is done better and more interesting for children than using treatment of conventional method. Children interests are shown on how they are active in learning process because language games method stimulate children to wound in, play, interact happily, then some kinds of language games also given to bring the impact on children learning motivation to be more interested. The treatment of language games method attends the types of learning motivation, because
treatment of language games method gives more effective result especially on children with high motivation proven by having significant difference on the level of children language competence which is got from the treatment of language games method and having high learning motivation.

The last analysis is how games activity always becomes part of education program for children. Games activity naturally is finally used and received as learning tools on first quarter of twentieth century although it is not fully considered as the only one way of children learning (Djuanda, 2009: 120).

From children playing situation expected getting more understanding about objects and having specific skills on observing and getting material and spiritual meaning symbolized by the materials and activities. This playing finally can be used by the teacher as technique of learning to form understanding while role play or by using some medias which are provided.

Playing which is relevant with education is learning in a formation of playing something which means describing message, situation, improving knowledge and skill and valued for children on creating certain learning experience. Playing activity can be taken example by language lab (Mayarina, 1999). As long as children play, they express some word, languages, getting chance to have conversation, arguing, explaining, convincing even when they are imagining they will express the words, having conversation, ant it is probably for children doing experiment using new words, so they will enrich the riches of vocabulary and their understanding skill. In this process the children could find something that carries its own pleasure encouraging.

By language games activity the children learn how to use language factually and contextually. How to use it when they are angry, sad, or other situations. As the result, learning language using games is more effective, because they use language isn’t only theoretically, but also practice and pragmatic in life and its children life.

Conclusion

According to data found in research and discussion, so it could be concluded below:
1. The application of language games method (language games) is proven that it can increase children language competence significantly than conventional method. It can be seen from the average of count result where $\mu_{A1} = 35.11$ and $\mu_{A2} = 28.67$ which mean $\mu_{A1} > \mu_{A2}$, and variance source between column A1A2 obtained score $F_{calculate}$ is 56,843 and $F_{table}$ is 3.30 on
significant level (α) 0,05 or it is seen that \( F_{\text{count}} \) is higher than \( F_{\text{table}} \) \( (Fh > Ft) \).

2. The difference level of children language competence reviewed according to the pattern of learning motivation can be got the result that children language competence from high learning motivation is better than children having low motivation. It can be seen from \( \mu_B1 = 11,97 \), \( \mu_B2 = 10,3 \) which means \( \mu_B1 > \mu_B2 \).

3. There are interaction influences significantly between language games learning method and learning motivation to the children language competence. It is seen from interaction variance between column and line \( A \times B \) obtained \( F_{\text{calculate}} \) is 7,296 and \( F_{\text{table}} \) is 3,30 on significant level (α) 0,05 that \( F_{\text{calculate}} \) is higher than \( F_{\text{table}} \) \( (Fh > Ft) \).

4. The treatment of language games (language games) and having high motivation \( (A1B1) \) significantly increase language competence than the treatment of conventional method and having high motivation \( (A2B1) \). It is seen from the score \( t_{\text{calculate}} \) is 2,139 according to \( t\)-Dunnet test on significant level (α) 0,05 is higher than \( t_{\text{table}} \) 1,661 \( (t_{\text{calculate}} > t_{\text{table}}) \).

5. Treatment of language games and having low motivation \( (A1B2) \) significantly increase language competence than the treatment of conventional method but having low motivation \( (A2B2) \). It can be seen from the score \( t_{\text{calculate}} \) is 2,139 according to \( t\)-Dunnet test on significant level (α) 0,05 is higher than \( t_{\text{table}} \) 1,661 \( (t_{\text{calculate}} > t_{\text{table}}) \).

6. Treatment of language games (language games) and having high motivation \( (A1B1) \) significantly increase language competence than treatment of language games method (language games) and having low motivation \( (A1B2) \). It can be seen from \( t_{\text{calculate}} \) is 2,282 according to \( t\)-Dunnet test on significant level (α) 0,05 is higher than \( t_{\text{table}} \) 1,661 \( (t_{\text{calculate}} > t_{\text{table}}) \).

7. The treatment using conventional method and having high learning \( (A2B1) \) significantly increase children language competence than using conventional method and having low learning motivation \( (A2B2) \). It can be seen from the score \( t_{\text{calculate}} \) is 4,640 according to \( t\)-Dunnet test on significant level (α) 0,05 is higher than \( t_{\text{table}} \) 1,661 \( (t_{\text{calculate}} > t_{\text{table}}) \).

References
Scull, Janet., Paatsch, Louise & Raban Bridie. (2013). Young Learners: Teachers Questions and Prompt as Opportunities For Children Language Development. (Jurnal Pecera Vol. 7 number 1 th.2013)
Cooperative Learning Model as Mathematic Concept
Introduction for Early Childhood

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Abstract
The aims of the research were to find the effectiveness of the model and identify the differences in the experimental group and the control group. The research was an experimental research of the type of nonequivalent control group design. It examined the cooperative learning model in developing mathematics for early childhood. It is limited to the introduction of mathematics skills in geometry and pattern capabilities. The sampling used purposive sampling, and the number of samples in each group was 30 children. From t-test results, it was found that the mean of the pretest of 47.47 turned into 31.07, so the experimental group increased by 16.4. It was found that \( t_{\text{count}} = -14.135 \) with the Sig. (2 tailed) <0.05. It means that there is a difference between the pretest and posttest in the experimental group. The results of t-test of the control group show that the mean of the pretest of 42.60 turned into 31.60, so the control group increased by 11. It was found that \( t_{\text{count}} = -10.322 \) with the Sig. (2 tailed) <0.05. It means that there is a difference between the pretest and posttest. However, the differences shown by the increase in the mean of the control group are smaller than the increase in the experimental group.

Keywords: Cooperative Learning, Early Childhood, Geometry, Pattern

Introduction
Mathematics has been common to us since by mathematics one can discover other corresponding sciences. Early mathematics skill is one of the important skills that must be possessed by children. When children have already been familiar with mathematics, it will be easier for them to develop other basic capabilities. The mathematical concepts that needs to be given to children are in the forms of numbers or counting, patterns and their functions, geometry, measurements, graphic, estimation, probability, and problem solving (Susanto, 2013: 101). Learning mathematics at preschool level is to develop important relationships as the basis of the knowledge acquired before entering formal education (Artut, 2009).

Preschool years are the best time for children to introduce counting, sorting, building shape (geometry), finding patterns, measurement, and estimation (Clements, 2001: 270). The National Council of Teachers of Mathematics (NCTM) suggests that teachers can make connections to children's real-
world experiences to stimulate students' interest in mathematics (Guha, 2006).

One important element in preschool education is to help children get to know the basic concepts of geometry and teach them how, where, and when to use the concept in associating in real life (Inan & Temur 2010). Geometry is one of the disciplines that engage a child so that the science can be applied to the lives of the child later (Inan & Temur: 2010). Historically, geometry is one of the first mathematical skills which were taught; this was confirmed by Froebel in the 1850s who designed the curriculum with the practice of geometrical shapes and manipulation of celestial bodies (Copley 2000: 105).

According to Weaver and Charles (1970: 93), the introduction of geometry earlier will lead children to be able to do problem solving on what happened to them. Geometry should be introduced because many concepts of spatial relationships or spaces are needed at the preschool level (Runtukahu & Kandou 2014: 50). Early childhood studying number and pattern relationships can help them represent the symbols that are useful for building mathematical ideas, using simple numeric expressions and equations (Education 2007: 4). The ability of pattern is introduced with the aims to: 1) provide the vast diversity of experience that will help children to recognize relationships, both the patterned and non-patterned relationships; 2) show or hide the patterns by adding or subtracting subsequent pattern elements; 3) understand the patterns of number operations and encourage them to have algebraic thinking (Education 2005). Recognizing the concept of pattern is very important for children because it is the foundation and the beginning to use algebraic thinking at higher level. It is strengthened with the opinion of Sarama and Clements (2006) that younger children can get to know the relationships between the repeated pattern in the same unit or perceptually distinct.

Learning to children should receive the attention of educators because the learning model used will affect the results of children’s learning achievement. The learning model selected was the cooperative learning. Vodopivec (2011) argues that life is a continuous interaction with others, so it is important for us to support children from an early age to develop social competence level. Cooperative learning is sourced from Piaget's theory of constructivism and it is also supported by Vygotsky's theory. Vygotsky's theory contribution on cooperative learning has the implications for child’s socio-cultural talent in learning. Rusman (2014: 202) defines that cooperative learning is a form of
learning by which students learn and work collaboratively in small groups with the members of four to six people in a heterogeneous group structure. The distribution of the number of children with a range of 4-6 children should be heterogeneous based on differences in gender and ability differences. Thus, in one group, the homogeneity of ability or gender does not occur.

The aims to be achieved in this research were as follows: 1) to analyze differences in the ability to know early mathematics for young children between the experimental class and control class; 2) to analyze the effectiveness of the use of the models of cooperative learning in developing the ability to know early mathematics for young children.

The benefits to be derived from the research results were theoretical and practical. The benefits can be explained as follows: 1) as the scientific information about the effects of the use of cooperative learning model on the ability to know early mathematics; 2) in practical, the usefulness of the research results is expected to develop the ability to recognize early mathematics, especially geometry and pattern capabilities. This research can also provide direct experience for teachers, especially in the use of cooperative learning model and can be used as an alternative model of learning in order to improve the learning process in order to improve the quality of learning in schools.

**Research Method**

The method used in this research was the method of experimental research because this research examined the validity of a model of learning. Experimental research is a research used to find the effect of a specific treatment on the other in a controlled condition (Sugiyono 2014: 107). This type of research used in this research was an experimental research. The research design used was quasi experimental design with the type of nonequivalent control group design (Sugiyono 2014: 109).

<table>
<thead>
<tr>
<th>Group</th>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>O₁</td>
<td>X</td>
<td>O₂</td>
</tr>
<tr>
<td>Control</td>
<td>O₁</td>
<td>-</td>
<td>O₂</td>
</tr>
</tbody>
</table>

O₁ = Pretest
O₂ = Posttest
X = Treatment

In this design, there are two classes that each was chosen at the age of 4-5 years. The first class was
treated (X) and the other class was not. The treated class is called experimental class and the untreated class is called control class. In real research, the effect of the treatment was analyzed using different tests. The sampling technique used was purposive sampling. The reasons of sample selection were based on: 1) the age range of children was not more than 6 months in the sample group; 2) the gender did not influence the sampling. The number of samples in the experimental class was 30 children and the number of sample in the control class was 30 children.

The independent variable in this study was the use of cooperative learning model. The dependent variable in this study was the introduction of the concept of geometry and pattern. The framework of the research instrument of this research is presented in Table 3.

### Table 2. Basic Competence of Children Aged 4-5 years

<table>
<thead>
<tr>
<th>Variable</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Mathematics</td>
<td>Doing activities showing that the child is able to recognize objects by grouping various objects in his environment by the size, patterns, functions, properties, sound, texture, function, and other features</td>
</tr>
</tbody>
</table>

The methods of research data collection designed by the researcher were as follows. 1) The activity of observations is intended as a replacement of the test for children; 2) an oral test is used to answer the initial and end abilities of early math in children.

### Table 3 Framework of Instrument

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Items of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentioning geometric shape</td>
<td>1. Children mention the geometric shape shown.</td>
</tr>
<tr>
<td>Grouping geometric shapes</td>
<td>1. Children group the geometric shapes by colors.</td>
</tr>
<tr>
<td></td>
<td>2. Children group the geometric shapes by shapes.</td>
</tr>
<tr>
<td></td>
<td>3. Children group the geometric shapes by colors and shapes.</td>
</tr>
<tr>
<td>Creating shapes from geometric piles</td>
<td>1. Children makes simple shapes from geometric piles</td>
</tr>
<tr>
<td>Comparing things with geometric shapes</td>
<td>1. Children mention things similar to geometric shapes.</td>
</tr>
</tbody>
</table>
2. Children mention things shown with geometric shapes.

Reading patterns
1. Children read the patterns of shapes
2. Children read the patterns of colors
3. Children read the patterns of shapes and colors

Completing patterns
1. Children complete the missing patterns in the structure of AB-AB
2. Children complete the missing patterns in the structure of ABC-ABC

Putting patterns in a sequence
1. Children putting patterns in a sequence from big to small shapes
2. Children putting patterns in a sequence from small to big shapes

Results and Discussion
The research results presented include the model effectiveness and analyzing mathematics skills before and after the treatments. The mathematics skills in children before the treatments in the experimental group and the control group can be seen from the results of the assessment using observation sheets and oral test. After obtaining the initial mathematics abilities in children, the table was then made. Table 4 presents the mathematics skills of children before and after the treatments.

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pretest</td>
<td>Post-test</td>
</tr>
<tr>
<td>4</td>
<td>Well-Developed (BSB)</td>
<td>0%</td>
<td>56,6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>23,3%</td>
</tr>
<tr>
<td>3</td>
<td>Developed as Expected (BSH)</td>
<td>16,6%</td>
<td>43,3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10%</td>
<td>66,6%</td>
</tr>
<tr>
<td>2</td>
<td>Start to Develop (MB)</td>
<td>76,6%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86,6%</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>Not Developed (BB)</td>
<td>6,7%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3,3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Based on the data in Table 5, early mathematics abilities (pretest) show that the majority of children in the experimental group are in the criteria of start to develop (76.6%) and the children in the control group are also on the same criteria (86.6%). Furthermore, the majority of
children’s post-test results in the experimental group were on the criteria of well-developed (56.6%) and the control group was on the criteria of Developed as Expected (66.6%).

The prerequisite test results describe the results of normality and homogeneity tests to the data of the experimental group and the control group on the implementation of the pretest.

Table 5 Prerequisite test results

<table>
<thead>
<tr>
<th>Tests</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normality</td>
<td>Experiment</td>
<td>0.200</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>0.110</td>
</tr>
<tr>
<td>Homogeneity</td>
<td></td>
<td>0.988</td>
</tr>
</tbody>
</table>

H⁰ : The samples are from the populations with normal distribution.
Hₐ : The samples are from the populations with non normal distribution.

Data is said to be normal when the level of sig. on Kolmogorof- Smirnov is higher than α; and then the data has normal distribution. When it is lower than α, the data distribution is not normal. The value of α used was 0.05. In the above results, the significance level is obtained and the pretest of group 1 (experimental class) is 0.200, and the class 2 (control group) is 0.110. Because sig > α, then H⁰ is accepted. Therefore, it is concluded that both data groups of pretest and post-test have homogeneous data.

Homogeneity test is intended to show that two or more data sample groups come from the populations having the same variance or homogeneous. The data homogeneity test used Bartlet test. The results of the homogeneity value of pretest data can be seen in the sig which is in the same direction as Based on Mean. When the result of Sig > 0.05, H⁰ is accepted. Based on the sig. and Based on Mean, the value obtained is 0.988 which means that the value is greater than 0.05; then H⁰ is accepted.

Table 6 The results of t-test in the experimental and control groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Data</th>
<th>Mean</th>
<th>T</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>Pretest</td>
<td>31.07</td>
<td>16.4</td>
<td>-14.135</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>47.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Control  |  Pretest  |  Posttest  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31.60</td>
<td>42.60</td>
</tr>
</tbody>
</table>

From the table above, the mean of the initial pretest was 47.47 and turned into 31.07, so the experimental group increased by 16.4. It is obtained that $t_{\text{count}} = -14.135$ with the Sig. (2 tailed) $< 0.05$, which means that there is a difference between the pretest and posttest of the experimental group. From the table above, the mean of the initial pretest was 42.60, and turned into 31.60, so the control group increased by 11. It is obtained that $t_{\text{count}} = -10.322$ with the Sig. (2 tailed) $< 0.05$, which means that there is a difference between the pretest and posttest. However, the differences shown by the increase in the mean of the control group is smaller than the increase in the experimental group.

The introduction of mathematics used in this research had more emphasis on the achievement of learning outcomes. Learning outcome is a specification of what students have learned from the study period (Baktinia 2012: 91). Learning outcome is a behavioral change of learners after experiencing learning activities (Rifa'i & Anni 2012: 69). The mean of the learning outcomes of children in the experimental group had an increase in score of 16.4, while the control group had an increase in score of 11.

Based on the research results, it shows that the cooperative learning model is effectively used in introducing mathematics concepts. In addition, cooperative learning can sharpen children's ability to work together. The effectiveness of the model can be seen from the increase in the value of the experimental group. Based on the mean of the initial pretest of 47.47 which turned into 31.07, so the experimental group increased by 16.4.

The advantages of cooperative learning are: 1) No children of the cooperative learning group hid; they helped each other, did not threaten the environment when trying to give ideas and asked for help (Slavin 1987). Vodopivec (2011) explained that cooperative learning situations aim to link the positive participation between a child and another child. 2) Cooperative learning is a teaching method used to facilitate active learning for children, and it is an important aspect of mathematics that really appreciates mathematics educators and researchers (Artut 2009). 3) Tarim (2016) examined the effects of working activities based on children's cooperative learning on the pattern recognition skills in preschool level and analyzed the opinion of the teachers on the implementation of the learning process. The interviews to the teachers indicated that, in addition to the pattern recognition skills,
children developed additional skills such as solidarity, sharing, active listening, and fulfill their personal responsibilities in cooperative learning.

The cooperative learning used in this research was by grouping children and combining about 4-6 children according to the learning plan. Isjoni (2014: 15) explains that cooperative learning is a learning model that is widely used today to make teaching and learning activities centered on students (student oriented), particularly to overcome the problems found by teachers to enable the students who cannot cooperate with others, aggressive, and do not care about the others.

The introduction of geometry was introduced by the introduction of two-dimensional geometric shapes, geometric properties, and associated geometry to real objects. Children of kindergarten age develop an understanding of geometry from topological concept (Runtukahu & Kandou 2014: 150). Topology here is a qualitative geometry study without numbers or measurements. It means that, in providing geometry introduction to children, it is performed by introducing the form and properties of geometry and does not teach calculations related to geometry concepts.

The pattern introduced was the concept of AB-AB with reading criteria, completing, and putting patterns in a sequence. Shaw (2005) states that recognizing the concept of pattern is very important for children because it is the foundation and beginning to use algebraic thinking in higher level. It is strengthened by the opinion of Sarama and Clements (2006) that younger children can get to know the relationship between repeated patterns in the same unit and the ones which are perceptually distinct.

In general, the research results suggest that the use of cooperative learning is effective in introducing mathematics for young children. In other words, the cooperative model has a significant influence on the mathematics concept for early childhood.

**Conclusion**

The conclusions that can be drawn based on the results and the discussion state that the cooperative learning model is effective in introducing mathematics skills for young children. The effectiveness of the model shows an increase in the learning outcomes in the experimental group and it also answered that there are differences in the learning outcomes between the experimental group and the control group. From t-test results, it was found that the mean of the pretest of 47.47 turned into 31.07, so the experimental group increased by 16.4. It was found that $t_{\text{count}} = -14.135$ with the Sig. (2 tailed) <0.05.
It means that there is a difference between the pretest and posttest in the experimental group. The results of t-test of the control group show that the mean of the pretest of 42.60 turned into 31.60, so the control group increased by 11. It was found that $t_{\text{count}} = -10.322$ with the Sig. (2 tailed) <0.05. It means that there is a difference between the pretest and posttest. However, the differences shown by the increase in the mean of the control group are smaller than the increase in the experimental group.

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The Relation Between Self-Concept and Motivation to Change for the Street Kids In Depok Terminal

Joan Xaveria M.

Abstract

Self-Concept (“SC”) is an individual perspective relating to how he understand himself. On the other hand, Motivation to Change (“MC”) is a force that emerged from the inside or came from the outside of an individual which led him to transform his attitude in order to realize his dream. The purpose of this research is to understand as to whether there is a correlation between the SC and MC on street adolescents at Terminal Depok. The methodology that is being used in this research is a descriptive correlation. The total respondents for this research is 134 consisted of randomly chosen street adolescents aged around 15 to 18 years old and attend Mosque School of Terminal Depok. The data was collected by using a questionnaire regarding the SC and MC. To measure the SC, researchers used the modified Tennessee Self Concept Scale. Besides that, to measure the MC, researchers used the questionnaire. The collected data is being analyzed by using Chi-Square test. The results of this research showed that there was a significant correlation between SC and MC on street adolescent at Terminal Depok (alpha = 0.05; p value = 0.000; and OR = 9.646).

Keywords: Self-concept, motivation to change, street kids, adolescent.

Introduction

The phenomenon of street kids is one of serious problems that needs to be solved considering that kids are full of potential for the development of a country. The kids’ way of life can be seen as an indicator of the progress of regeneration of a country. Article 28 B paragraph 2 of the 1945 Constitution of the Republic of Indonesia expressly states that every child shall have the right to live, to grow and to develop, and shall have the right to protection from violence and discrimination. Having said that, the kids are supposed to be taken care of in order to fully realize their potentials.

The number of street and abandoned kids is quite a lot which is 39,861 in 12 (twelve) main cities in Indonesia i.e. Jakarta, Bandung, Semarang, Yogyakarta, Surabaya, Mataram, Makassar, Ambon, Medan, Padang, Palembang, and Bandar Lampung which consist of 32,678 boys and 7,183 girls. This was caused by many factors such as
poverty, family internal conflict, and social influence.

Based on the data from Indonesian Statistical Bureau in East Java in 2012, the number of abandoned kids between 5-17 years old is 248,665 or 3.15% of total population of 7,926,081. This 3.15% tends to stay at the street and consequently will minimize their access to formal education. If the is no serious action is taken to overcome this problem, then it will have negative impacts to the kids mental or intellectual development.

Street kids in adolescence period is the main concern of this paper since at this stage, adolescent are in the process of understanding of their current and future life. In general, adolescence is the stage where an intellectual achievement arise (Henderson, et. al., in Santrock, 1990). The adolescent stage tend to value material success as the most important thing. However, we will not find the same in the case of street kids. This kids have lost their motivation and hope for a bright future since they are expected or required to firstly help their family economy that should not be their role.

By looking at the abovementioned phenomenon, we are interested to conduct a research on the connection between the SC and MC for the street youth in Depok Bus Terminal. This research is focused on the street youth between 15-18 years old that is currently fostered by the Sekolah Masjid Terminal or commonly known in local area as the Master School in Depok (“Master School”).

Theoretical Overview
1. Street Kids in Adolescence Stage

Sumardi in Taufik (2007) explained that the street kids can be specifically categorized into 3 (three) types which are (i) children on the street, the kids that still have family and maintain relationship with their family (ii) children of the street, the kids that spend all their time in the street since they have no family or are not maintaining relationship with their family or relations (iii) vulnerable to be street children/children at high-risk, the kids that still have daily relationship with their family, they may have a shelter in the street situated in a bad environment, and do not have direct control or protection from their family.

There are 2 (two) main factors that produce this street kids based on the view of Yusito and Trisnadi in Tresya (2008) which are the family and the environment. The problem inside a family that most likely have an impact to the kids is the financial stability of a family or internal conflict or violence, while the environment may have bad contribution through spatial and social aspects.

Adolescent is the main focus of this research since based on the
Piaget’s cognitive theory, adolescent way of thinking has reached the stage of formal and operational thought which will lead to the understanding of the self and self-identity. In such stage, adolescent will have an ideal value of life and also an understanding that they can change their life or their future. A research has shown that an older adolescent is capable to take a decision better than a younger one (Lewis, 1984 in Santrock, 2003).

Motivation

Motivation is a thing that may drive someone to take an action and to take a maximum effort to realize a purpose that has been set (Santrock, 2003). Maslow, based on the hierarchy of needs theory, views that a man action is driven by internal and external needs which later will cause conflict (Christensen, et. al., 2009). In such case, a man tends to fulfill his specific needs through certain attitudes that avoid conflicts.

There are several factors that may affect someone motivation are need, attitude, interest, value, aspiration, and incentive (Gage and Berliner, 1984). The need will drive a man to do something in order to fulfill his needs. A man will try to fulfill this needs in order have a proper life. A man as an individual has a tendency to put his focus on something that meet his interest and something valuable. The same also applies to the situation where a man has an imagination or perception of something. Motivation will also be affected by aspiration and will try to achieve his needs based in prospective incentives and can be seen as a confirmation of a motivation.

Future orientation is one of the phenomenon of cognitive development occurred during adolescence. As an individual that is in transition stage from the childhood to adulthood, adolescent has developmental task that lead to the preparation to meet the demands and expectations as an adult. As argued by Elizabeth B. Hurlock (1990), adolescents begin to think seriously about their future and begin to pay greater attention to the various aspects of life to be lived as adults in the future.

G. Trommsdorff (1983) argues that the orientation of the future is a complex motivational cognitive phenomenon, namely the anticipation and evaluation of the self in the future. As a complex motivational cognitive phenomenon, future orientation is closely related to cognitive schemata, which is a perceptual organization of past experience and its relation to the experience of the present and in the future (Chaplin, 2002). The cognitive schemata provides an overview for the individual (adolescent) about things that can be anticipated in the future. These things describe themselves and their environment, or
how an individual is able to face contextual changes in various activities in the future.

2. SC

The SC is a view and feeling or perception of someone about himself that may be psychologically and socially (Brooks in Rachmat, 1991). In line with these opinions, Cawangas in Pudjijogyanti (1988) suggested that SC is a holistic view of an individual of his dimension of physical, personal characteristics, motivation, weakness, cleverness and failures.

Every individual has either positive or negative SC. A person's behavior will be influenced by the dominant SC in himself. Therefore, the SC has an important role in determining and directing the behavior of an individual, then one should have a positive SC and good to have a good behavior (Rachmat, 1991).

James in Bracken (1996) also confirmed that in there are more than one ‘self’ in a person. In this case, he revealed that the real self is what is actually believed by someone about himself. In addition, the ideal self also affects someone’s perspective who also is an aspiration to become an ideal person and as well as external factors, also known as social self. In this case, social self is anything that is believed by someone about what other people thought or perception about him.

A child during his developmental stage will be affected by his social environment (Argyle in Handry and Heyes, 1989). There are several forming factors of SC namely: 1) The reaction of others that can be observed through his response to others; 2) Comparison with others; 3) The role of a person, and 4) identification of another person (a tendency to act like of other people he admires).

From the view of the SC dimensions according Coelho (1990) there has been three dimensions of SC which are self-understanding, personal-expectations and personal-evaluation.

Hypothesis

The hypothesis of this study is there is a significant positive relationship between SC and MC of street adolescent in Terminal Depok.

Research Method

Research Subject

The collection of research data was conducted on 27 to 29 April 2011 at the Master School. Street adolescents, as research subjects, were about 15-18 years old and capable to read and to write. Research sample involved 134 street adolescents in Depok Terminal which are fostered in the Master School, as the respondents. Respondents were determined using simple random sampling technique. Respondents were chosen by using simple random sampling.
This study is a descriptive research which aims to analyze and understand the relationship between dependent and independent variables. The independent variable in this study is SC, while the dependent variable is MC. Data collection is conducted through three parts questionnaire. The first part is the questions covering demographic characteristics of the respondents (e.g. age, gender and religion). The second part covers the SC consisting of 22 closed questions; and 3) the third part covers the MC consisting of 12 questions.

Results and Discussion

Based on the data from Indonesian Statistical Bureau in East Java in 2012, the number of abandoned kids between 5-17 years old is 248,665 or 3.15% of total population of 7,926,081. This 3.15% tends to stay at the street and consequently will minimize their access to formal education. If there is no serious action is taken.

Table 1 The Distribution of Street Adolescent in Terminal Depok based on the Demographic Data of 2011

<table>
<thead>
<tr>
<th>Variable</th>
<th>Classification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Age</td>
<td>15</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>39</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>49</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>- Sex</td>
<td>Male</td>
<td>52</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>82</td>
<td>61</td>
</tr>
<tr>
<td>- Religion</td>
<td>Islam</td>
<td>134</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the above statistical distribution table, it is indicated that the majority of street adolescent are female with more than 50%. Meanwhile, the sis predominantly Muslim with a percentage of 100%.

The results of the bivariate analysis using Chi-square test is shown, as follows:

Table 2. The Relationship between SC and MC of the Street Adolescent in Terminal Depok based on the Demographic Data of 2011

<table>
<thead>
<tr>
<th>SC</th>
<th>MC</th>
<th>Total S=134</th>
<th>p value</th>
<th>OR (CI 95%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>High</td>
<td>44 (32.8%)</td>
<td>20 (14.9%)</td>
<td>64 (47.8%)</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>20 (14.9%)</td>
<td>64 (47.8%)</td>
<td>20 (14.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>Positive</td>
<td>54 (40.5%)</td>
<td>7 (5.3%)</td>
<td>61 (46.2%)</td>
</tr>
<tr>
<td>Negative</td>
<td>High</td>
<td>13 (9.7%)</td>
<td>57 (42.5%)</td>
<td>70 (52.2%)</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>57 (42.5%)</td>
<td>70 (52.2%)</td>
<td>57 (42.5%)</td>
</tr>
<tr>
<td>Total</td>
<td>Negative</td>
<td>70 (52.2%)</td>
<td>57 (42.5%)</td>
<td>127 (94.7%)</td>
</tr>
</tbody>
</table>

Statistically, the results Chi-square test shows that p value 0.000 with alpha of 0.05. Thus p value < alpha, then it can be concluded that
Ho is rejected, meaning that there is a relationship between SC and MC of adolescent in Terminal Depok. From this correlation test the number of respondents who have a negative SC is 70 respondents (52.2%) and low MC is 77 respondents (57.5%). Meanwhile, the number of respondents who have a positive SC is 64 respondents (47.8%) and high MC is 57 respondents (42.5%).

Analysis

The above research shows that the MC of street adolescent in Terminal Depok 64% of the respondents have positive MC and 70% of respondents have negative MC. Analysis of relationship between SC and MC for adolescent is influenced by external factors which can be called social SC. Although, the decision making process is ultimately within the scope the ideal SC. In this case, the ideal SC will be controlled by self-reflection through real SC.

In general, their motivation to continue their study to Master School is triggered by a view that a continuing education is necessary. In this case, their environment may also have an influence in a certain degree to SC of these adolescents. The school, Master School, also has a positive influence to their perception and SC in a positive way (almost 50%).

This study confirms the theory proposed by Lerner & Kruger (1997), resulted from a research with 150 respondents i.e. kids with 1.3 to 19.5 years old, that:“parent attachment and attachment to a teacher were individually and collectively related to academic motivation, and that academic self-concept was a significant predictor of academic motivation”

It is found that a kid SC is strongly influenced by the social environment both internal and external. It is also found that teacher's role is very important because students in adolescence stage frequently experience a decrease in academic motivation. The theory also rejects the theory proposed by Tetty E. Tjipsastra (1996) which argues that there is no relationship between SC and MC of orphanage kids.

By having a positive SC, a kid does not necessarily have a high MC. External environment also affects the SC where a kid may not obtain respect of others. One may have a high MC if someone has reached a self-actualization. Self-actualization will occur if all requirements are met according to Maslow hierarchy. Therefore, Master School should be appreciated for providing free education for street adolescent.

Conclusion

1) The research shows a linear relationship between positive SC and high MC, and vice versa.
2) Kids who have enough attention and proper education will tend to have a positive SC. With the establishment of a positive SC together with physical and spiritual development as well as self-esteem, kids can will have confidence. The confidence will encourage them to have high MC.

References


How to Give Motivation, Encouragement and Conduct Exciting Activities Through Play toward Slow Learner Children

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Abstract

The study’s aim is to find learning strategies for Special Needs children with focus on Slow Learning Children at General Kindergarten. Due to Kindergarten’s concern these children are welcomed in Nurul Aulia Kindergarten. Despite being burdened, in fact the teachers and the other children have learned a lot from these special children. The school is a playground where children can play with friends and trained for independent study, not whiny and can live independently. This time is important, therefore an early age is often called the golden age. The children can grow their potential with a variety of creative activities and fun for children.

The study used a qualitative approach with case study method. Subjects of research include teachers, parents or guardians of slow learner, slow learner children and medical personnel. Data collection techniques using the method of observation, interviews, and documentation. Data analysis techniques including data collection, data reduction and data presentation. There are three childrens with special needs out of forty childrens.

Conducting a slow learner child’s learning is different from other students. It is through an individual approach. One of the activities is the experience “SMILE”. Not all aspects of the follow-up activities can be carried out due to the limited allocation of time and the teachers to consider the condition of slow learner children with giving motivation, encourage and conduct exciting activities through play, or such a multicultural activity, storytelling method using cellular phone. So these can foster entrepreneurial spirit.

Keywords: entrepreneur, independent, multicultural, slow learner children, cellular phone.

Introduction

According to the Ministry of Education (2003:105), the function of language development for young children as a tool to communicate with the environment, as a tool to develop the intellectual abilities of children, as a means to develop the expression of the child, as a tool to express feelings and thoughts to others.

Education is the right of all children, both normal children and children with special needs to develop their potential. This is
consistent with the concept of education for all.

Education for all can be achieved by holding on early childhood education (ECD) to Senior High School. Inclusive education is an education system that accommodates all children, both normal children and children with special needs in regular schools, with different characteristics, development, and the need for children to develop children's potential optimally. The Salamanca Statement and Framework for Action on Special Needs Education, Article 2 (Sue Stubbs, 2002) states that the regular school-oriented inclusive is the most effective institution to tackle discrimination, creating welcoming communities, building an inclusive society and achieving education for all. On education program phase singer must more on creativity prioritized activities. That can be helped child development, physical well, intelligence, emotions, and social. “The children game is an education” (Ki Hadjar Dewantara).

Based on the Regulation of the Minister of National Education of The Republic of Indonesia No. 70 Year 2009 on Inclusive Education For Students Who Have and Have Potential Intelligence abnormalities and/or Outstanding Talent, students included children with special needs include:

1. Children with visual impairments;
2. Children with hearing impairment;
3. Children with mute/talking impairment;
4. Children with intellectual challenges;
5. Children with physical disabilities;
6. Children with unsociable abilities;
7. Children learning disabilities;
8. Children learn to slow (slow learners);
9. Children with autism;
10. Children with motor disorders;
11. Children who are victims of drug abuse, illegal drugs and other addictive substances;
12. Children who have other disorders; and
13. The child with many disabilities.

Children with slow learning or slow learners are one of the special needs children who require special education services. Special education services are needed for children slowly learn to face some learning problems, such as:

1. Difficulty understanding abstract concepts;
2. Having a limited vocabulary;
3. Has a low learning motivation;
4. Require a longer time to understand a material than a normal child of his age; and
5. Requires repetition in the explanation of the material.

Although their numbers are high enough, the presence of slow
learner children in the class received less attention because of the obstacles include barriers that cannot be observed directly. Slow learner child has no physical difference with other normal children. Barriers faced by slow learner child will be looked after following the learning process.

High prevalence and its existence cannot be identified directly demands the regular teacher to have arrangements related to the presence of children slowly learn in the classroom. However, the preparation of regular teachers to address learning and special education of children slowly learn not optimal. Because the regular teachers do not learn in depth and competence have not been trained in collaborative way.

In general, problems can be identified related to the learning process in school inclusion include:
1. The learning process has been implemented in the form of teaching team;
2. Teachers tend to have difficulty in formulating a flexible curriculum, preparation of the Individual Education Program (PPI), and the development objectives, materials, and methods of learning;
3. Special needs together with normal children and children with no assumption of certain barriers (physical, emotional, social, or intellectual);

Based on interviews and observations focused on the beginning of the learning process, children slowly learn to broadly follow the same learning as other students.

Implementation of the learning strategy and learning services for children slowly learn entirely the responsibility of the classroom teacher. In this case, the class teacher has a limitation in providing learning services which meet the characteristics, capabilities, and needs of slow learner children. Applied learning for classroom teachers, the learning achievement of children slowly learn still not optimal. Slow learner children having trouble in the eyes of numeracy and literacy.

Slow learner children is a subsidiary of delayed mental development, as well as the limited ability of learning and adjustment because they have an IQ slightly below normal, which is between 70 to 89.

Research Method
The study used a qualitative approach with case study method. Subjects of research include teachers, parents or guardians of slow learner, slow learner child and medical personnel in one of kindergarten at Depok, Nurul Aulia. Data collection techniques including collection of data, data reduction and data
presentation. There are three children with special needs out of forty children. As for the assessment guidelines which do include some indicators of the development of cognitive, affective and psychomotor. Indicators are as follows.

Cognitive or knowledge
  Memory, which is able to remember the assigned material. Answering questions posed by the teacher after students get learning.

Affective or attitude
  1. The focus in the following subjects b. Tasks ordered by the teacher
  2. Dare to answer questions from the teacher according to the question
  3. Dare to come forward with trust

Motor
  1. Being able to follow the movement that has seen
  2. Being able to make a motion according to his ability
  3. Able filmed with a mobile phone media, Interviews were conducted with a question and answer directly to the parties concerned.

Documentation in the form of school files about the history of the kindergarten, the learning process is carried out and documentation of learning activities that have been done, geography, vision and mission, organizational structure, the situation of children, teachers, employees, infrastructures facilities and parenting activities.

Supporting reference material is to prove the data that has been discovered by researchers. Reference materials in this study include:

1. Learning Implementation Plan (RPP) regular classes;
2. Program Individual learning (PPI) slow learner child;
   1. Program Activity
   2. Slow learner child's report card;
   3. Items of test questions, test, or other tasks for children slow learner;
   4. The results of the all children’s learning;
   5. The results of the assessment of children slow learner;
   6. A list of values slow learner child;
   7. Photo slow learning process
   8. Instructional media or props;
   9. Photo of farming education; and
   10. Photo out bond;
   11. Photo Stimulation Games
   12. Photo planting the star fruit trees
   13. Photo planting potatoes
   14. Photo at breakfast time in the kindergarten
   15. Photo multicultural activities
   16. Photo of the children when they are using cellular phone in nature exploring taken by the teachers.
Results and Discussion

Children with Slow Learning (SlowLearners). Slow learner child have the same physical appearance like a normal child. However, slow learner child has the intellectual abilities are slightly different from normal children because of the development of cognitive function is slower than normal children. Slow learner child requires special education services in accordance with the characteristics, needs, and development to develop the potential of humanity optimally.

1. Definition of Slow Learning Children

Slow learner child known as slow learners, backward, dull, or borderline. Slow child learns differently from children who have mental retardation, under achiever, children or learning disabilities (learning disabled). Some experts identify children slowly learn based on the level of intelligence or IQ test results.

More details, Nani Triani and Amir (2013) describes the factors that cause slow learner child is as follows.

a. Factors Prenatal (before birth) and Genetic

Prenatal and genetic factors that may cause slow learner child include:

1) A chromosomal abnormality that causes physical deformities and intelligence functions;
2) Biochemical disturbances in the body, such as galactosemia and phenylketonuria; and
3) Premature birth, where the baby's organs are not yet ready to function optimally, resulting in delays in the development process

b. Biological factors Non-genetic

Non-genetic biological factors that can cause a slow learner child include:

1) Pregnant women taking drugs that harm the fetus or the alcoholic mother, drug users and additives with excessive
doses can affect short term memory of children
2) The state of poor maternal nutrition during pregnancy;
3) X-ray radiation; and 3) the Rhesus factor
c. Natal factor (currently Birth Process)
d. Postnatal Factors (After Birth) and the Environment
Postnatal factors that could cause slow learner child include: 1) malnutrition; 2) physical trauma from a fall or accident; and 3) some disease such as meningitis and encephalitis.

Based on the opinion of some experts, we can conclude that the factors causing slow learner child include: 1) poverty; 2) factor of intelligence of parents and the number of family members; 3) emotional factors; 4) Personal factors; 5) prenatal and genetic factors; 6) biological factors non-genetic; and 7) and postnatal environmental factors.

2. Characteristics of Slow Learning Children

Slow learner child has certain characteristics that differentiate it from normal children. G. L. Reddy, R. Ramar, and A. Kusuma (2006) describes four characteristics of children slowly learn, in terms of contributing factors, as follows.
a. Cognitive Capacity Limitations
Limitations of the cognitive capacity to make children experience barriers slow learner in the learning process, covering:
1) failed to address the situation of learning and abstract thinking; 2) difficulties in the operation of complex thinking; 3) the process of developing a concept or idea underlying generalizations school work, especially language and mathematics, is low; and 4) cannot be used with either cognitive strategies that are essential for the retention process.
b. Memory or Memory Low
Slow learner child cannot store information in the long term and to call back when needed.
c. Less disruption and Concentration
Slow learner child attention span is relatively short and low concentration power. Slow learner child cannot concentrate on learning delivered verbally over thirty minutes

d. Inability Expressing Idea
The difficulty in finding and combining words, emotional immaturity and shyness made a slow learner child is not able to express or express ideas. Slow learner child more frequent use body language rather than spoken language. In addition, the ability of children to learn in a slow to remember the message and listen to the instructions. So, based on factors cause, child slow learner has four characteristics, namely:
1) The limited cognitive capacity;
2) Memory or low memory;
3) Disruption and lack of concentration; and
4) Inability to express ideas. In addition to these characteristics, describes the characteristics of children slowly learn from the aspect of intelligence, language, emotional, social, and moral.

One of the activities is the direct experience “Smile”(Silat-Games Proverb Games-Hiking-Cellular phone-Entrepreneur), which is based on the stimulation of the local culture Silat combined games (proverb games) creative continued explore nature, taking picture using Cellular phone to develop the spirit of entrepreneurship.


Results
Slow learner child faces learning problems that are different from normal children. Therefore, a teacher needs to choose, design and implement appropriate learning strategies for children slow learner. Appropriate learning strategies will help children slow learner in overcoming their learning and achieve optimal learning objectives, effectively and efficiently.

Children basically an active learner. Children are able to build knowledge and understanding of the environment through the experiences of interactional.

Learning Activities
1) Children learn about the environment through exploration
2) Children learn in an atmosphere of play to get the meaning of his own experience
3) The learning process is integrative

Components of learning in this study, including:
1) The introduction of learning activities, such as writing name
2) Delivery information, like writing the children’s dreams/hopes for example
3) Student participation, such as storytelling
4) Assessment of learning; and
5) Follow-up activities. The following are further descriptions about the components of a child's learning such slow learner

Therefore, assessment of learning for children slow learner require an adjustment in the three aspects.

1) Adjustment Time
Slow learner child requires additional time on the test questions, test, test, or other tasks related to the assessment of learning.

2) Adjustment Method for Slow Learner child requires
modification of administration of test questions, test, or other tasks related to the assessment of learning.

3) Adjustment material Children slow learner need to adjust the material, namely the difficulty level adjustment of materials and the use of language. Learning in inclusive schools be flexible according to the needs of children slowly learn. Slow learner child's placement in school inclusion requires planning, facilities, and support from parents, teachers, and classmates. This relates to the slow learner child learning strategy that involves many components in the learning process.

In long-term children will become lifelong learners. Assessment is attempted in the situation and more natural context so that can describe the child actual condition (authentic). The teacher who are the subject of research to face conditions that vary from one another in designing and implementing learning strategies slow learner child. The condition is a state of the classroom environment, the number of normal and special needs students in the class, number of children slowly learn in the classroom.

This is supported by the opinion of some experts who argued that some of the characteristics of children slowly learn is the inability to express ideas.

For the other two aspects, namely revisit material that has not mastered slow learner child and instruct children slowly learn to read specific learning resources throughout the study has not been carried out by teacher. Discussion returning students mastered the material that has not yet implemented due to the limited allocation of time, the opportunity to ask the material that is not yet understood the child's teacher is not utilized slow learner, and activities implemented grade students and teachers during school hours are worked on and discuss additional practice questions. Third grade teachers also instructed students have not been observed, especially children slowly learn to read books other learning resources are also addressing the topic or material in accordance with the expected competencies. When the slow learner children not accompanied intensively by teachers or parents, mistakes can be occur in the concept of slow learner children. Slow learner therapy in children requires patience and use learning strategies that interesting and creative in the media so that children would be interested and excited in learning activities. Lack of cooperation with parents due to the use of the methods in the school was not confirmed
by parents at home, so that children tend to forget.

Fig. 2. The Multicultural activity

Conclusion

Based on the results of research and discussion, conclusions can be drawn from this study is as follows.

The teachers implement instructional strategies for slow learner children according to the conditions in their respective classes. Implementation of the learning activities for children with slow learning in preliminary study are the same with the introduction of learning activities for other children and special needs children, except a classroom teacher provides individualized approach so that children with slow learning can learn to master the skills prerequisites are the same as any other children. Special treatment is given each teacher for children with slow learning in the delivery of information vary, ranging from the order of delivery of materials, the scope of the material, to the delivery points of the material and the explanation the use of language, repetition of individual, emphasis on understanding concepts use of media, and cooperative learning. The teachers help children with slow learning in the implementation of training and practice and provide positive reinforcement and also negative reinforcement. Each classroom teacher has a strategy in delivering the adjustment time, manner, and the material in the assessment of children's learning slow learner. Not all aspects of the follow-up activities can be carried out due to the limited allocation of time and the three teacher to consider the children with slow learning condition. Out of the treatment that has been carried out slow learner children need care and special handling and has changed quite well, this comes from the changes of his attitude in every day, that a child can do the work or do activities without waiting for the work of his friend and copied it, the child can now concentrate on listening the explanation of the
teacher, the children who had been working on tasks with arbitrary now can be more cautious, but the child still did not want to ask the teacher and talk to friends.

We as normal people will learn a lot from slow learner children about “toughness, patience and self-caring”. With their limited abilities, there will be more gifts from God to them. The aims are character building, creating creative habitual actions in order to improve their disabilities to be more potential in their life.

References
The Inclusion Program and Early Intervention for a Child with Communication Disorder: A Case Study in Depok

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Abstract
This case study is about how the inclusion program and early intervention can help development of a child with communication disorder to gain their vocabularies, develop his language and reduce his lag in speaking. This research based on the observation of a five years old child in Depok in some length of time with qualitative method. Beside the public preschool the child has gotten speed therapy for two months and has gained some improvements. From the limited words the child has able to speaking more, he could add some words to his vocabularies. The observation had taken two months and had showed slow progress. Why these can be happen and what should have been done for the next are the result of this observation. The parents had been recommended to stay continue the speech therapy and give more enriched stimulations to the child.

Keywords: inclusion, early, intervention, speaking, communication, disorder

Introduction
The ability to speak is very important for everyone because of the good language skills, people can communicate with others. Language is an important factor in communicating, learning, and how to interact in community life. Appropriate learning strategies, use of media or tools that are appropriate to the needs and characteristics of children, for learning activities to operate more effectively, efficiently so that more successful with the maximum. Says that as educators, background knowledge of the language and its development needs to be known, as it will coloring activities in the classroom. Language is also a communication tool used to touch each other. If a group of people have the same language, it can be reasoned with everything experienced both concrete and abstract. With the communication, the humans can form life and his world. Communication in the process Social interaction is an integral part of society, built aims to support the concept of self, identity, fulfillment of personal needs, self-actualization, influence the feelings, thoughts and behaviors of others, survival, building new ideas and solutions of the problem.
Seeing the importance of language skills in everyday life should be developed in children from an early age. At an early age children can be easily receive stimulation or stimulation of any developments. However, no each child can master the ability to speak with ease. That matter caused by congenital factors, such as the children with communication disorders.

There are preschool children (3 to 5 years old) with language disorders may have trouble understanding and talking. This is called preschool language disorders or communication disorder. Communication disorders include different scope of the problems that Talk disorders, language, and hearing. Language and Speech Disorders encompass articulation disorders, disorders issuing Sound, aphasia (difficulty using words, usually bruises or due to brain injury), and the delay in the hearts spoke or Speak. Delays Speech and Language depends from several causes, including the environment is a factor or Hearing loss.

Some children have problems talking, also called expressive language. They may have trouble asking questions, naming objects, using gestures, putting words together into sentences, learning songs and rhymes, using correct pronouns, like "he" or "they", about knowing how to start a conversation and keep it going. Many children have problems with both understanding and talking. Some children also have trouble with early reading and writing, such as holding a book right side up, looking at pictures in a book and turning pages. Telling a story with a beginning, a middle, and an end, naming letters and numbers learning the alphabet.

The development of the ability to speak a series of measures for children have the knowledge, skills, and attitudes to express your thoughts, ideas, and her feelings by talking. suggests that the service of speech therapy has three purposes, namely In the field of knowledge, so that children have knowledge of a) how to pronounce in Indonesian with entire sound; b) how to say the word, group of words and sentences in Indonesian; c) evaluating own speech, based on visual observations, auditory, and kinesthetic; d) controlling tool for improving the quality of speech he said; and e) the choice of words and groups of words. In the area of skills, so that children of skilled: a) pronounce the sounds of language Indonesia; b) pronounce the word, group of words, and sentences Indonesian; c) evaluating own speech based on visual observations, auditory, and kinesthetic; d) he said for the sake of controlling tools and quality improvement of speech; and e) Using words, groups of words and sentences in accordance with the
ideas and procedures Language is good and true.

In the area of attitude, so that children have: a) happy to use speech in communicating with others; b) glad to conduct an evaluation and fix the mistakes and try to improve his abilities.

The final goal speech therapy, is that it has knowledge, skills and attitude of the basis for: a) communicate in society; b) work and can be integrated in public life; and c) develop in accordance with the principle of lifelong education. In its implementation, speech coaching services, include first, early speaking exercise: direct exercise (face to face), direct sound, and relaxation of speech organs. Second, breathing exercises, for example, with gusts blowing, blowing with a bang, inhale and exhale through the nose. Third, the establishment of a sound exercise: sensitize children to speak out, feeling vibration, imitating the teacher while feeling the vibrations, pronouncing vowel voiced, and babble while feeling the vibration. Fourth, the establishment of phonemes. Fifth, encouraging, rectification, and awareness rhythm/accents. Sixth, development.

Furthermore suggested that the material that is taught in speech therapy service, include: phonologic material (segmental phonemes and suprasegmental); Morphologic material (basic words, invented words, repeated words and compound words); material syntax (sentence news, invitations, orders, prohibitions and interrogative sentence); and materials systematic.

In the speech development of hearing impaired children, there are several methods that based on several things, namely: First, by way of presenting the material, the method can be used are:

a. Differentiated global method.

This method, in addition to presenting the material based on the way, is also based on linguistic balance. Language first seen in the totality of speech. Therefore, in teaching or training children to speak, starting with speech as a whole (global), then headed to the formation of phonemes as the smallest unit of speech.

b. Synthetic analysis methods.

This method is the opposite of the global method of differentiation. Presentation material carried out starting from the smallest unit of language (phonemes) to words and sentences. Second, based on the modalities of children have hearing impairment, we can use method:

1) Multisensory method, which uses the entire sensory to obtain the impression of speaking, such as: vision, hearing, touch (tactile), and kinesthetic.
2) Sound method, which is now known as auditory verbal methods, namely talk teaching method that prioritizes the utilization of the remaining hearing using auditory amplification system.

Third, based phonetics, the method can be used in the teaching of speech, is:

a. The method starts in phonetics, which is based on the easy difficulty, sounds according to the science of phonetics, and is considered the same for all children. Sound languages taught starting from the front row of the sound/ advance in the mouth, since these sounds most easily seen and imitated, namely the bilabial consonants (p, b, m and w). Having mastered bilabial consonants, continued Reviewed dental consonant (l, r, t, d and n), and velar consonants (k, g and ng), and the next palatal consonants (c, j, ny, y and s).

b. Fishing methods and multiple roles, a method that requires sensitivity teachers capture the phoneme is pronounced the child spontaneously, which is the point starting to be developed into a word, group of words, and sentences. This method based on the phonemes that is easiest for each child (principle individuality).

For the effectiveness of the implementation of speech training of deaf children, they require a different facilities and infrastructure, among others: like The tools of visual stimulation: a mirror, pictures, identification card, said PIAs, etc. b) tools auditory stimulation: speech trainer, either classical hearing aids or individual level and so on. c) Tools for vibration stimulation: vibrators and vibrating brush. d) tools breathing exercises: wax, cotton, eucalyptus oil, soapy water bubbles, whistles, trumpets, harmonicas, wooden channel with ping pong balls and so on. e) Tools for organ pelemasan talk: lollipop, honey and so on.

Speech therapy can be given to children with hearing impairment either individually or classical. The service is individually given in a special room (room for bina-wicara), with long workout between 20-25 minutes of each meeting. Service bina-wicara is held classical of the conversation from the heart through the practice of hearing and speak in an integrated manner. Besides the two approaches, bina talk can be given non-formal basis, which means that services such talk is wrong speech correction (Speech correction) supplied anytime, anywhere, to anyone and by whom only.

Previous Studies
The boy name “R” had been had difficulties in speak. He has already five years old but only few words he could say. Like mama, abi (the calling for father) and most of the last of many words.

He often shy with others beside her mother, father and sisters. He would not answer the surroundings who asked him nicely. He acted like a shy boy and often hide his face behind his mother. When he enjoyed the playing with toys he really become a taciturn boy and had been becoming more reluctant to answer whatever his family or other people asked him. Communication disorders include different scope of the problems That Talk disorders, language, and hearing. Language and Speech Disorders encompass articulation disorders, disorders issuing Sound, aphasia (difficulty using words - words, usually bruises OR DUE TO brain injury), and the delay in the hearts spoke OR Speak. Delays Speech and Language depends from several causes, including the environment is a factor OR Hearing loss.

Speech disorders in children is a disorder that is often experienced by children and occurs in 1 out of 12 children or 5-8 % of children in preschool. This includes speech disorders (3%) and stuttering (1 %). The consequences were taken in late speech disorders are handled is a significant change in behavior, psychiatric disorders, difficulty reading, and impaired academic performance including a decline in school performance to drop out. Until now, speech disorder in children is a difficult problem detected in primary care centers. Hearing loss varies by about 5 % of school-age children with normal hearing level below of these, 10-20 % require special education. Approximately one third of the children who have the disorder pendent budgets of , attending regular school, two thirds of them entered the special education or special schools for the deaf.

Many communication disorders arise from other conditions such as learning disorders, cerebral palsy, mental retardation, or cleft lip and palate. Children with speech delays have impaired speech, which means there is no effective communication in the area of the brain responsible for speaking. Children can have difficulty in using the lips, tongue and jaw to produce sound. Not being able to speak may be a problem only or can be followed by other problems such as difficulty swallowing. Speech delay may indicate a developmental delay.

Hearing loss is generally associated with speech delay, if the child has a hearing loss, he also may have impaired speech and impaired mimicked understand and use language. Hearing loss is divided into partial hearing loss and deafness
total. Deafness can be defined as an auditory communication difficulties or require assistance in the form of amplification tool. There are four types of hearing loss. Conductive hearing loss is caused by disease or blockage of the ear canal and the middle ear, usually can be helped by hearing aid. Hearing loss sensorineural happened Because of damage to the sensory hair cells of the inner ear or auditory nerve damage from, generally cannot be helped with a hearing aid. Hearing loss is a mixture that is a combination of disruption of the outer or middle ear and the inner ear. The central hearing loss that comes from damage to the nerves or brain.

What are the characteristics of children with communication disorders? Babies who do not respond to sound or not babbling or babbling are things that need attention. At the age of 12-24 months, more attention needs to be given to children with: Cannot use gestures such as pointing or waving at the age of 12 months Selecting body language than vocalizations to communicate at the age of 18 months Having trouble imitating the sound or the first word does not appear at the age of 18 months In children over 2 years of age, you should seek help if: Just to repeat words or sounds without being able to produce their own words or sentences, Just say a few words or sounds repetitive, cannot follow simple instructions, having an unusual noise (noise nose). They are also more difficult to understand than its peers, parents and caregivers should understand half of what is spoken of children at 2 years of age, approximately ¾ of that pronounced in children 3 years old and at the age of 4 years, your child should be able to understand every word he spends children with speech and language delays have various characteristics, including an inability to follow directions, slow in speech, articulation difficulties, and difficulty in making sentences.

Stuttering is a disorder in speaking or later in the speech, generally appear between the ages of 3-4 years and can develop into chronic cases if not treated adequately. Stuttering can spontaneously disappear in adolescence, but the speech and language therapy should be done earlier. Children with possible hearing impairment may arise with the lack of hearing ability, the need for repetition of the question before it can be answered right, speaks in words that are less precise, or experiencing confusion in the discussion. Early detection and diagnosis of hearing loss should be done immediately and dealt with promptly. What should be done in children with communication disorders?

If you or your pediatrician suspect interference communications, early evaluation by
a professional then it should be done immediately. An evaluation by a speech and language pathologist them are seeing the ability to speak and speaking your child to use the test and a standardized scale. The pathologist will also observe what the child understands what a child can say, communication gestures such as pointing, shaking, and the status of oral-motor child (how the shape of the lips, tongue, palate, whether they can work together in talk, eating and swallowing). If the expert states that he needs a talking therapy that parental involvement plays an important role. A team of teachers, speech and language therapists, audiologists, and parents are required to deal with communication disorders in children. Amplification may be needed in children with impaired hearing.

Children who cannot be helped with hearing aid requires early therapy, such as the use of sign language and lip reading to help their communications. Parents can help to evaluate and observe the development of children's communication by means of having the time to communicate with the child, although the child is still a baby, talking and singing in children may stimulate imitation of voice and body language; read to your children, starting at age 6 months to books that match the child's age; use daily life to train the child's speech, which means talk all day as mentioned the names of foods in the supermarket, explain what you do when you are cooking or cleaning the room, pointed objects around the house, and the last is to ask back the knowledge that you have given or see your child's responses.

The mother of R, doing pregnancy in state of fear and worried. She described as an occupied state when she had bad thoughts toward her big families. She worried how her family would be unpleasant with her pregnancy. These worries give her some sort of constant fear. When R was born he has inherit his mother’s fear. He is always shy and feeling reluctant to do new things. The mother sent R to public school, where R has studied for one year now. The mother has becoming more worried that R will be a sitting duck and can be fooled around by his friends at preschool because his boy is the quiet one. But the teacher said, though R quiet and shy he was not a sitting duck and not being bullied around during school time. The teacher, Mrs. Rohayati said, R has made some improvements and she actually has established a good relationship with him. Mrs Rohayati has gain R trust so he was not so shy anymore at class.

R’s mother had initiative to bring R to Lentera Insan, a growth and development clinic at Depok. R is doing speech therapy at Lentera Insan. The assessment showed that R
should do the program form the basic. The clinic advised R’s mother to do twice a week program but due to the economic condition R’s mother only can give her son once a week program. Mother will stimulate R as often as she can, she said. The speech therapy has gone for two months now but R improvement are moving slow.

**Results and Discussion**

From the observation toward R, R looks already quite familiar with the therapist. Although sometimes still do not want to answer the questions asked by the therapist. R had to look in the eyes of the therapist and already looks sheepish. When the therapist invited to play he would play well and followed as desired by the therapist although it remains at rest do not want to talk on many occasions. From interviews with the teacher. Teachers claim that R had significant progress. There are a few vocabularies R added to his cognition, such as drink, play, teacher, etc.

In his public preschool, R also made good progress. He could call his teacher Mrs. Rooh...for Mrs Rohayati, not quiet right, but it was a good progress. Another time teacher in kindergarten R also likes to teach singing and listening to music. Despite the lack of expression in doing so he still seemed to enjoy it.

The therapists at the clinic Lantern Insan also occasionally play R songs stimulate children shopped hearing. The method used in lanterns Insan for the child's age R is playing. He was invited to play with a toy that is manipulative. Where they can play it on the table. As a small toy cars, puzzles, shapes fruits and dolls. The therapist will demonstrate some words to be repeated by the child. R. R is sometimes willing to repeat after the therapist, sometimes not.

In kindergarten, R always encouraged by her teachers. Each time he managed to invoke the name of one of the teachers out answers he received his stars’ images on the back of his hand. These star images created by the teachers by drawing the star shape by marker. In the speech clinic Lentera Insan, each time R managed to repeat the words spoken by the therapist R would be given credit such as star images.

**Conclusion**

In developing language skills in children with communication disorder, we need to understand language acquisition in children hear and also happens in children with hearing impairment. Myklebust (1963; in Bunawan & Yuwati, 2000) suggests that language acquisition children who heard came from the experience or situation shared between the baby and the mother or other significant people in its immediate environment. Through
these experiences, children 'learn' connecting the experience and the epitome of the language obtained through hearing. This process is the basis for the development of “batiniah” language (inner language). After that, the child begins to understand the relationship between language emblem with objects or events that happened forming receptive language children. In other words children understand speech environment (auditory receptive language). After language auditory receptive 'bit' is formed, the child began to express themselves through words as early language skills expressive auditoria or speak, although at essentially, progress toward speech appear early again, with their future babble. Ability was all grown through hearing (auditory). After child enters school age, eyesight plays a role in language development through the ability to read (visual receptive language) and write (expressive language visual). So R needs to continue his therapy at Lentera Insan Clinic so he can develop his ability to speak. He also better continue his education at public school, at Nurul Aulia Kindergarten Depok. The enriched environments such as public school and clinic for speech therapy can enhance a childlike R to improve his speaking that also can improve his literacy. Good speaking also will give good self-esteem and self-confident.

References
Does Personality Influence Ego Depletion and Self Regulation for Children’s With Special Need Teacher?

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Abstract

The psychological aspects of teacher whom educate children’s with special needs are rarely discussed. As teacher has complex tasks in managing the learning process, it is predicted that teacher’s energy is more exhausted than teacher for normal children. This research has two purposes, first to distinguish the ego depletion at teachers with observing personality types. Second, to differentiate teacher’s self-regulation in with observing personality types. The research method used quantitative comparative approach. Participants in this research were teachers who work in public school for students with special needs in Semarang and Ungaran city. Participants were employed ego depletion scale, scale of self-regulation, and introverted-extroverted personality type-scale. The result showed that t = -0.917 (p > 0.05), which means there was no difference between ego depletion with measuring personality type (introvert and extrovert) of teachers. Subsequent analysis was known that score t = -0.032 (p > 0.975), it means that there was no difference between self-regulation and personality type (extrovert and introvert) of teachers. It can be concluded that personality type (extrovert-introvert) doesn’t influence individual’s ego depletion. Likewise, the self-regulation also doesn’t affected by the personality type.

Keywords: Ego Depletion, Self Regulation, Introvert-Ekstrovert Personality Type

Introduction

Children with special need are identified as children who experience developmental problems in their life. Consequently, those limitation affect children capacity to learn at school. Barriers in their next life stages eventually arises if there is no appropriate intervention along learning process. Furthermore, teacher is required to own complete knowledge and qualified skill to educate them, as children need personal approach to help them pursuing the successfull education. Teacher has more complex duties to deliver lessons to exceptional children than normal children. Since children has extraordinary thought, emotion and attitude so teacher should advance the learning methods and preserve more energy to do extra preparation before and during lecturing. A 2003 Djamaluddin research pointed out that exceptional children’s teacher, especially autism, has challenging tasks. For instance, the teacher should control children excessive behaviour in the classroom; interact with peer and
keep learning process. It is conclude that teacher should superintended in personal problem while lesson subject also be delivered.

Other view from Widjajantin research (2010) revealed that exceptional children are grouped into four characteristics; attention, sensory, escape and tangible. Attention is described as children’s seek attention to teacher as teacher has inconcretation to them. Escape is runaway from uninteresting task. In Addition, sensory is defined as touching, smelling and bootlicking anything around them when they have no activity at all. Next, tangible is aggresive behaviour that appear when their toys is taken. Over all, it can be noticed that teacher task are more complex and exhaust the energy.

Freeman and Muraven (2010) noticed that individu with overlapping tasks inthe same time tend to experience energy depletion, particularly doing unplanned task or be interuptted when finishing one task for others task. Interruption means forcing individu to share his/her attention for multiple subjets. This attention process need bigger self control than concerning only one focus. The same condition is identified to teacher who working for exceptional children,they are forecasted experiencing psychological fatigue.

This depletion has significant corelation with how teacher’s self regulation. Sel Regulation is unconcious individual capacity to execute activity or automatic self control. This Regulation is emerge before act, along self regulation process individu need energy in it. Thus, the frequently use of self regulation will consume too much energy and individu will experience ego depletion.

Personality trait is expected plays a significant role with ego depletion problems. Carl Gustav Jung (in Suryabrata, 1998) explained about extrovert and introvert types of personality. Both types corellate with “direction” of psychological energy that create difference regulation model. Outer Psychological energy direction (extrovert) is predicted consume more energy as consequence of external demand. On the contrary, individu with inner psychological energy direction dispose his or her energy to fullfill personal idealism. Exceptional teacher is projected experience ego depletion easily. Personality factor need to be noticed as certain personality characteristic (extrovert and introvert) relate with regulation model and energy recharged type. Furthermore, difference personality type will distinguish the teacher’s ego depletion condition.

Ego Depletion

Ego depletion is illustrated as the condition when individual’s self regulatory capacity drop significantly as it has limited resources (Muraven,
The term of ego depletion is found by Baumeister in 1998, he describes that ego depletion is the condition when individu could not active self control and self regulation optimally as limited energy. This term was known as regulatory depletion, but this concept was too narrow. Base on psychoanalysis perspective, Freud explained that ego area has conscious energy of self, and then the regulatory depletion was changed into ego depletion (Baumeister et al., 2007b). Ego is part of personality structure which function is to connect to reality. Inability of ego to act is represented of ego weakness as the limited energy resources working for ego. Furthermore, Hartman (1958) said that mental health disorder was caused of the failure of ego function to connect to reality. Moreover, self regulation is needed to manage the limited psychological energy. The regulation process is about how to manage the emotion, especially positive emotion. This positive emotion will help individu to manage the energy easily. Self-regulation process is notable component of personality that can make people more excited and more adaptable in social situations or personal faces (Baumeister et al., 2006). Socially, self-regulation is closely related to how to behave appropriate or considered normal by the social environment.

The success of self-regulation is required so as to perform the individual’s act and behave according to the rules, carried out in accordance with the plan, keeping promises, and do other things in accordance with established standards (Baumeister et al., 2007c). Conversely, when self-regulation fails to do so the problems that afflict people seemed to be wider and more. In concrete terms, can be exemplified as follows, an individual becomes a criminal because he was not able to regulate antisocial impulses within him. Moving to more detail concept, Baumeister explained that the process of self-regulation is not only a process of resist things that are unpleasant, but included also hold to do things that are unpleasant in order to accomplish a more important task. Based on some of the theories mentioned above, it can be concluded that ego depletion is a psychological condition that tired because of previous activity that requires self-control on an ongoing basis so that it absorbs a lot of energy and affect the performance degradation ego further, as indicated by the decline in executive function such as decreased self-control and failure individual performing the self-regulation.

**Factors influence ego depletion**

Although the process of self-regulation is an internal process, but
in fact strongly influenced by environmental factors. Internally, Gailliot and Baumeister (2007) states that the ego depletion occurs because the individual ego doing a lot of conscious activity (involving functions of self control) involving glucose in the blood as "fuel". When glucose levels decreased, then the individual is difficult to concentrate given the glucose needed by the cells in the brain is no longer in sufficient capacity. In addition, the results of research conducted by Baumeister, et al (2006) showed that an individual's behavior when experiencing ego depletion factors closely related to personality traits of the individual self. Individuals with a tendency to have a lot of desire will need more release, because the source is tired him more than people who tend to easily control his desires.

In general, in a state of ego depletion, individuals who have a lot of desire or not, will be more passive than if not experience psychological fatigue. However, individuals who do not have much desire it can remain relatively stable interact with the other individuals compared with individuals who tend to have a lot of desire. Externally, environmental factors can provide a source of considerable energy in the process of regulation of the individual, as well as contributing to psychological fatigue. Through interaction with other individuals in the environment, an individual can further enrich his understanding for obtaining feedback (Baumeister, 1998). But if the environment is not conducive, the limitations of psychic energy can not be optimized by individuals and even trigger psychological fatigue.

It can be concluded that the factors that drive the emergence of ego depletion is an internal condition or problem that comes from the individual, because the individual's inability regulate or regulate itself, and the external conditions or conditions beyond the individual or a condition that occurs unexpectedly individuals.

Ego depletion indicator

Ego depletion due to the failure of self-regulation when individual performing individual self negative function. According to Baumeister (1998) self-regulation is one of the executive functions of the self that includes a mental process involving aspects of intention and conscious thought processes in order to be responsible for what has been done by the individual, in other words the executive functions closely associated with negative function to ourselves and our environment. Explicitly, the negative of fatigue is psychologically weakened executive function in three components related to self-regulation of the following, namely: a) not be able to meet the commitment to conform to the rules, b) Not able to monitor their own behavior consciously and c) Do not know what to be changed from its
behavior to comply with the rules or standards.

Based on the explanation can be concluded that the condition of ego depletion is the decrease of resources (energy) in individuals caused by the activity that demands high self-control on an ongoing basis so as to make people more passive and difficult to act efficiently.

Self Regulation Definition

The concept of self-regulation has varied definitions, and classified in several fields of psychology. Starting from theory Bandura (Zimmerman 1990) which states that self-regulation is to control one's own behavior, described as "workhorse" in the human personality. There are three elements in self-regulation, namely:

(a) Self Observation, which see themselves, behavior and keeping themselves, (b) Judgement, which compares to a common standard. For example compares the performance of self and the performance associated with the ethics of society, (c) Self Response, which provides rewards to themselves if they meet the standards and give punishment if it does not meet the standards set.

In social cognitive perspective (Zimmerman, 1990), self-regulation process is described in three phases of rotation: the planning phase (forethought), execution (performance or volitional control), process evaluation (self reflection). The planning phase with regard to the processes that influence that precedes the effort to act, and also includes the process in determining the steps to achieve the goals he has set. The execution phase includes the processes that occur during a person acts in an effort to achieve the goals set in the previous phase. Phase evaluation process includes the process that occurs after someone made an effort to achieve the goals that have been set, and the influence of the response (feedback) of the experiences that would later influence the planning phase in setting goals and measures that should be implemented. The third phase constantly over and over and form a cycle.

Baumeister and Vohs (2007) has the concept of self-regulation more generally, in his view of self-regulation can be understood as the capacity themselves to change their behavior. Behavior - the behavior is altered by some standards, ideals or objectives (goals) that combines internal and social expectations. Baumeister et al (2006) also states that self-regulation is the process when an individual's personality control our thoughts, feelings, heart and taste in performing an action.

The benefits of self-regulation is to increase the degree of behavior to be more flexible and able to adapt (Baumeister and Vohs, 2007). This flexibility allows individuals to adjust to the social environment in daily life - today.
Self-regulation puts the individual's own conscience, not to be selfish on the social environment, which puts the individual to do the right thing and not only perform as desired. Moreover, the process of self-regulation to prevent impulsive behavior in the long term and beneficial in the short term.

Baumeister and Vohs study (2007) found that self-regulation has an influence on the success or failure of the various problems in society. Aggressiveness is also capable of self-regulation arise if individuals under limited conditions (Stucke & Baumeister, 2006). Additionally, individuals who have low self-regulation is usually not able to establish good interpersonal relationships, can not manage employment may even be criminal. Meanwhile, the ability of self-regulation is a good possibility to have success in school, interpersonal relationships and generally have a positive mental health (Baumeister & Vohs, 2007).

Based on the description it can be concluded that self-regulation is the capacity themselves to change their behavior. Behavior is altered by some benchmark (standard), evaluation (monitoring), the strong-will (Self-regulatory strength) and motivation.

**Components of self-regulation**

The concept of self-regulation is divided into four main components, namely standards, monitoring, self-regulatory strength and motivation (Baumeister & Vohs, 2007). In detail described below:

a) Benchmarks (Standards) is the benchmark, destination or demand basis behavioral changes done by someone who obtained from yourself and from the public. Changes often occur when a person feels that they are below standard. Baumeister and Vohs (2007) suggested that self-regulation to be effective it must have clear standards. When the standard was unclear and problematic it will be difficult to self-regulation. Research Higgins (Baumeister & Vohs, 2007) states that different standards will lead to changes in reaction to emotional and behavioral processes.

b) Monitoring is paired with the theory of self-regulation feedback-loop Carver & Scheier (Baumeister & Vohs 2007). Namely, self-monitoring behavior is in conformity with the standards expected to be sustainable so as there is a cycle. Begins when one compares himself with existing standards. When the behavior is far from the standard, then the person will change his behavior to approach these standards. And, when someone is comparing again, then the cycle will continue so that he is in line with the standards.

c) Self-regulatory strength is usually equated with "willpower" (Baumeister & Vohs, 2007). Basically, one can hardly turn
himself, and therefore it takes a strong will to change themselves. Recent research states that blood glucose and brain power source is an important contributor to the willingness to regulate themselves (Baumeister & Vohs, 2007). Nevertheless, excessive self-regulation which causes the blood glucose rise will make the energy is depleted.

d) Motivation, Baumeister and Vohs (2007) specifically states that motivation is one way to achieve the goals or standards. Although the three other components have been met (eg, the standard benefit, monitoring ready to be done and the individual has full power), but if the motivation is low, it can cause failure in regulating self (Baumeister & Vohs 2007).

Baumeister and Vohs (2007) states that each - each of the four components is very important and must be present for successful self-regulation. Nonetheless, each of these components can be complementary to each other. For example, effective motivation for completing components of the low self-regulation.

Based Self-determination theory, (Moller et al 2006), self-regulation is divided into two types: 1) autonomous self-regulation, is characterized by feeling associated with behavioral, emotional or cognitive regulated for reasons of values (values) someone , find meaning, and all support, 2) controlled self-regulation is the opposite of outonomi, which has the characteristics of their internal feelings and external pressure that is causing the problem either by selecting (eg, to avoid embarrassment, interpersonal rejection or physical punishment).

Research indicates that the controlled self-regulation rather spend the limited resources (Moller et al 2006).

Self-regulation has three models. First, as a self-regulation skills. This model, people gradually develop the skills of the regulation itself for a long time. Secondly, another form of self-regulation is the structure of knowledge. In this model, self-control scheme acts as the control center of the individual information will be used to respond to the stimulus. The third is the model of self-regulation as a form of energy. This perspective is to see that the use of self-regulation activities involving the use of energy so as to cause ego depletion

Based on the description it can be concluded that the energy is required by an individual to self-regulation, control the thoughts, feelings, and behaviors that conscious and unconscious in accordance with the norms or standards.

Personality Based Mental Attitude

Allport (in Hall & Lindzey, 2005) defines personality as a dynamic
arrangement of the psychophysical system within the individual, which determines its unique adaptation to the environment. Individual uniqueness supported by state structures, such as the constitution and physical condition, body shape and face, hormone, cognitive and affective aspects that influence each other and thus determines the quality of the actions or behavior of the individual concerned in interacting with its environment. While the psychophysical system may include habits, attitudes, values, beliefs, emotional states, feelings, and motives of a psychic nature but have a physical basis in the gland, nerves and physical state of children in general. According to him, the most important thing in the concept of personality is an adjustment. Furthermore, the concept of personality associated with the process of adjustment is made clear by Schneider. Schneider (1964) states that the adjustment as an individual response process that is both behavioral and mental in tackling the needs of the inner, emotional tension, frustration and conflict, and maintain a balance between the needs of those with the demands (norms) environment.

As Jung (in Suryabrata, 2003) defines personality as the ultimate realization of a merger between the features that brought the individual from birth, courage in the face of life, the strengthening of the constitutional bodies, the success of adapting to environmental conditions, and great self determination. Furthermore, Jung stated that personality is the totality of all psychic event both the conscious and unconscious. Another expert who provides an explanation of the concept of personality is Sujanto. Sujanto et al (2004) defines personality as a psikofisis complex totality of the individual, so evident in the unique behavior. The terms of personality or personality comes from the Latin word persona which means mask is a mask that is often used by the performer. Its meaning is to describe the behavior, character, or personal individu. In other words, persona means how a person looks at another person. As according Kartono and Gulo (in Sjarkawim, 2006), personality is the nature and behavior of the typical individual that distinguishes it from other individuals, integration of the characteristics of structures, patterns of behavior, interests, establishments, capabilities and potentials of the individual, as well as all something about him that could be known by another individual.

Based on some sense it can be concluded that the personality is the nature and behavior of individuals are unique (which distinguishes it from other individuals), where it is based on the physical and psychological
conditions in an effort to adjust to the environment.

Personality Introvert and Extrovert

The concept of extrovert and introvert personality type was first proposed by Carl Gustaf Jung. Jung (in Suryabrata, 2003) expresses the concept of the soul as the basis of personality. Jung stated that the concept associated with the mental attitude "toward" general psychic energy is manifested in the orientation of individual behavior towards his world. Directions of activity of psychic energy can be outside or inside himself, depending on the direction of orientation is the orientation to the environment or to yourself. Under the direction of its energy, the individual can be classified in two types: the type of introvert and extrovert type. According to Jung, introverted personality types are described as follows:

"Introversion is an attitude of the psyche Characterized by an orientation toward one's own thoughts and feeling .... when we say people are introverted, we mean they are Withdrawn and Often shy and they tend range to focus on Themselves' (the Schultz & Schultz, 1993).

Individuals who are introverted personality types are influenced by their own world (the world in itself). All thoughts, feelings, and actions - actions primarily determined by factors - subjective factors. In general, individuals with introverted personality types have an adjustment to the outside world or unfavorable environment. These individuals also appear closed, difficult to get along, not very keen to establish close relationships with others, and are less able to attract the hearts of other individuals (in Suryabrata, 1998). In contrast, Jung Menurt extroverted personality types are described as follows:

"Extraversion is an attitude of the psyche Characterized by an orientation toward the external world and of other people ..... extraverts are more open, sociable, and socially assertive" (in Schultz and Schultz, 1993).

Individuals who are extroverted personality types are affected by the objective world or is the world outside itself. Thoughts, feelings, and actions are determined mainly by the environment, both physical and social environment. This type of environment in a more positive view, so as to appear as a person who is sociable or easily establish relationships with others (in Suryabrata, 1998).

Furthermore, Jung states that everyone has the capacity to both these attitudes, but only one is dominant and conscious of his personality, while others are less dominant and unconscious. If the ego is more extrovert in relation to the world the personal unconscious to be introverted. And vice versa. In a
proceeding
international conference
semarang early childhood research and educational talks
semarang, indonesia
13 – 14 may 2016

subsequent analysis of the personality, Jung (in Ambarita, 2004) individuals with type introvert or extrovert is not associated with gender. This means that both women and men can have the type of introvert and extrovert. But factors of education, environment, gender, or age does not affect the appearance of the types tersebutini. In other words, the type of introvert and extrovert is a trait or inborn. Therefore ready extrovert and introvert individual to the outside world or the environment is not the position taken by knowingly or intentionally, but is unconscious and instinctive. Thus it can be dismpulkan that according to Jung, individu attitude towards the world outside itself is a form of adjustment, which means the adjustment depends on the individual disposition, whether oriented to the subjective world (introvert) or the objective world (extrovert).

According to Hedges (1993) who developed the theory Jung stated that there is a difference between a characteristic complex with extrovert personality types characteristics are: a) attention was focused on the world outside himself, b) Obtaining energy through other people, c) Filtering the content of the thoughts, feelings and ideas of others, d) Tend to communicate orally, e) Speaking in advance of new thinking, f) Expressive and adaptable to new environments, g) Open and gregarious, h) No awkward and friendly and i) Likes to cooperate with others.

Introverted personality types characteristics are: a) caught his attention on the world in him, b) Getting energy from within itself, c) Filtering the ideas and the thoughts of the self, d) Tends to communicate in writing, e) Think first before speaking, f) Have difficulty in relationships with others, g) Has the closed nature, h) It is difficult to adapt to new environments and i) More like working alone.

There are two hypotheses in this study: a) there is a difference in psychological exhaustion in the Teachers with introvert and extrovert personality type, b)There is a difference of self-regulation in the Master introvert and extrovert personality type

Research Method
Self-regulation in this study is their capacity to change behavior. Behavior - the behavior is altered by some benchmark (standard), evaluation (monitoring), the strongwill (Self-regulatory strength) and motivation. Self Regulation would be measured using a scale of Self Regulation which is based indicator weakening of executive functions, including: unable to meet a commitment to conform to the rules, can not monitor their own behavior consciously, and did not know what was about to be changed from its behavior to comply with the
rules or standard. Using the model Likert scale with five response options from A Great Fit (SS), Match (S), Neutral (N), Less Under (KS) and Not Suitable (TS). Self-regulation scale used in this study is the scale that Undarwati (2012). The validity of this scale moves from 0.222 to 0.618 with a reliability scale indicated by Cronbach alpha of 0.880 (both categories).

Ego Depletion is the decrease of resources (energy) in individuals caused by the activity that demands high self-control on an ongoing basis so as to make people more passive and difficult to act efficiently. Ego depletion will be measured using a scale of ego depletion which is based indicator weakening of executive functions, including: unable to meet a commitment to conform to the rules, can not monitor their own behavior consciously, and did not know what was about to be changed from its behavior to comply with the rules or standard. This scale using a scale developed by Mahabbati (2011), with less Likert model with five response options from A Great Fit (SS), Match (S), Neutral (N), Less Under (KS) and Not Suitable (TS). Ego depletion scale has a different power-item index has ranged rix = 0.310 - rix = 0.700 with Alpha = 0.918 (both categories).

Personality types extrovert is someone whose attention focused on the world outside himself, get energy through other people, sift the thoughts, feelings and ideas of others, tend to communicate verbally, talking first and thinking, expressive and adaptable to new environments, open and gregarious, not awkward and friendly, and likes to cooperate with others. To measure the personality, researcher using PSI (Personal Style Inventory).

Personality types extrovert referred to in this study is a person who, his attention fixed on the world in him, getting energy from within itself, refine ideas and the thoughts of the self, tend to communicate in writing, think first and speak, having difficulty in a relationship with others, have closed nature, difficult to adapt to new surroundings, and prefer to work alone. To obtain data on the extroverted researchers used PSI (Personal Style Inventory). Subjects in this study was a school teacher for children with special needs that exist in the special school in Semarang. Data were collected during six (6) months. As for the method of determining the number of samples using the whole of the population.

Results and Discussion
Test assumptions used to determine whether the data is homogeneous or not, by using Lavene’s Test. Results of homogeneity test of self-regulation of data raises Levene Statistic value of 0.886 with 0.349 significance (p> 0.05), it can be concluded that the
data homogeneous. Results of homogeneity test data is psychological fatigue Levene Statistic unlock the value of 7.600 with 0.007 significance (p <0.05), it can be concluded that the data are not homogeneous. Normality test data is tested to determine the statistical calculations. Results of psychological fatigue data calculated with a one-sample KS show the value Z = 0.750 with a significance of 0.627 (p> 0.05), which means that the data are normally distributed. Likewise, the results normality test of variables of self-regulation. Results of data calculation of self-regulation with a one-sample KS show the value Z = 0.676 with a significance of 0.751 (p> 0.05), which means that the data are normally distributed.

Distribsi scale psychological fatigue can be seen in table 1.

<table>
<thead>
<tr>
<th>Range</th>
<th>Score</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>x≤ 60</td>
<td>36</td>
<td>36,36%</td>
<td>Very Low</td>
</tr>
<tr>
<td>60 &lt; X ≤ 80</td>
<td>48</td>
<td>48,48%</td>
<td>Low</td>
</tr>
<tr>
<td>80 &lt; X ≤ 100</td>
<td>15</td>
<td>15,15%</td>
<td>Medium</td>
</tr>
<tr>
<td>100&lt; X ≤ 120</td>
<td>0</td>
<td>0%</td>
<td>High</td>
</tr>
<tr>
<td>X &gt; 120</td>
<td>0</td>
<td>0%</td>
<td>Very</td>
</tr>
</tbody>
</table>

Based on the calculation of the subject, the obtained categorization frequency of self-regulation on the in Table 2.

<table>
<thead>
<tr>
<th>Range</th>
<th>Score</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>x≤ 54</td>
<td>0</td>
<td>0%</td>
<td>Very Low</td>
</tr>
<tr>
<td>54 &lt; X ≤ 72</td>
<td>0</td>
<td>0%</td>
<td>Low</td>
</tr>
<tr>
<td>72 &lt; X ≤ 100</td>
<td>70</td>
<td>70,70%</td>
<td>Medium</td>
</tr>
<tr>
<td>100&lt; X ≤ 108</td>
<td>26</td>
<td>26,26%</td>
<td>High</td>
</tr>
<tr>
<td>X &gt; 108</td>
<td>3</td>
<td>0,03%</td>
<td>Very High</td>
</tr>
</tbody>
</table>
Based on t test results, note that the value of t for ego depletion between groups of -0.917 with p = 0.362 (p > 0.05), which means there is no difference in psychological exhaustion among teachers who have the personality types extrovert and introvert. Based on the analysis of the differences known value of t = -0.032 with a significance level of p > 0.001, it can be concluded that there are no differences of self-regulation on teachers who have the personality types extrovert and introvert.

Hypothesis test results showed there is no difference in ego depletion on teachers who have the personality types extrovert and introvert. The phenomenon is contrary to the results of research conducted by (Sato, Harman, Donohoe, Weaver & Hall, 2010) entitled "Individual differences in ego depletion: The role of sociotropy-autonomy". The fundamental difference is mentioned by Sato et al. The ego depletion which in this study is referred to as psychological fatigue is influenced by personality. Autonomous personality types more easily depleted compared with sociotropy personality. However, when the researchers tried to compare ego depletion in subjects who have extrovert and introvert personality did not show differences in psychological fatigue conditions. This happens due to the first difference of the factors that cause a response to the stimulus in individuals who live a different crisis in that culture. Ego depletion phenomenon in western countries is much influenced by factors that are internal, such as doing an activity pick (Baumeister et al 1998; Moller, et al 2006) and personality. While the factors that can cause an individual to experience ego depletion in eastern countries is dominated by external factors. For example, the activity of continuous conflicts with friends, family conflict and others (Undarwati, 2013). Second, ego depletion conditions perceived by the subject of how low-level and low at all possible also affected the results. When the individual is not in a state of fatigue, it will be difficult to see the variation in fatigue from the standpoint of personality. It concluded that extroverted and introverted personality types are not able to be the difference when the individual measured ego depletion conditions.

The results of the analysis of the second hypothesis indicates that there is no difference in self-regulation in individuals with personality types extrovert and introvert. The absence of regulatory variation in subjects who have type keribadian because there is an element of unconsciousness. That is, when invidu perform self-regulation then the individual is not aware of it. Self-regulation occurs automatically and can not be consciously
controlled. In case of self-regulation process conscious and able to be controlled, then aktiitas is known as self-control. However, self-regulation is the process that occurs when individu extend or expand the capacity of self when troubleshooting. Facts show that introvert and extrovert personality less able to differentiate levels of self-regulation. This is because the type personality can only be used to distinguish conscious behavior, such as self-control and coping with stress.

Other findings mention that most of the subjects did not experience ego depletion. Somewhat different prediction is thought by researchers at the beginning of the study that teachers who teach children with special needs will tend to be depleted. However, the facts show different things. Low teacher ego depletion caused by subject capability of self-regulation. With a moderate to high level, it indicates the subject has a strong ability to adapt so as to resolve the issue in accordance with established standards. Baumeister, Gailliot, Wall & Oaten (2006) explained that when people often perform self-regulation, the same analogy with the muscles that are often trained, so it is getting stronger, so when self-regulation is getting stronger then the individual will easily adapt to the surrounding issues. The positive effect is getting stronger then the individual will not be spending a lot of energy to solve the problem. If the individual does not run out of energy in its activities it will not experience ego depletion. The subjects in this study did not experience ego depletion because it has an optimal regulation in solving the problems of life.

Conclusion

Overall, it can be concluded that the personality type (introvert-extrovert) can not be a differentiator of individual ego depletion. There is no difference in ego depletion in individuals who have extroverted personalities and introvert. Likewise, there is no difference in individuals self regulation with personality types extrovert and other introvert. This result pointed out the fact that the subjects did not experience ego depletion. This means that in learning activities in exceptional school not draining the subject energy. Self-regulation’s level of subject places in the high rank. This revealed that subjects were able to adjust to the demands of the surrounding issues.

The results of this study can be used as a reference to be more aware of things that be a precipitating factor of ego depletion. Personality is not one of them, so people need to consider factors other than personality. For future research, researcher need to consider the level of education, social status that may have relevance to ego depletion.
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Character Education Model for Early Age in Deliksari Village
Semarang City through Performance of Puppet Doll Historical Figures

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Abstract
Deliksari village is one of urban slum in Semarang where several childhood cannot get the formal school education due to problem of economic, geographic isolation, culture communities, and facilities those aspects are difficult to be reached. When they adult can create in any problems related to moral and character degradation such as juvenile delinquency, deviant behavior, and the dangers of crime. The use of puppet doll of historical figures as a learning media is expected to foster the values of character education for those childhood. Therefore, innovation in presenting a puppet show with figures of national heroes and historical story it self can be one of solutions in providing educative. Assistance activities using knowledge transfer method is delivered media in the form discussions group and group partner. Devotion community activities is successfully empowering childhood and them parent. They are joined in the Golden Generation Learning Group that called “GEMAS”. The success of this program is seen from (1) the announcement number of participants up 35 people, made up of childhood and (2) the creation of the learning media based on character education. After getting the assistance, early age student expected to generate a sense of enthusiasm in learning and were able to fortify themselves by taking action against negative influences coming from outside.

Keywords: Character education, history, puppet doll of a historical figure.

Introduction
The negative impact of globalization era has caused the fading out ethical association of the younger generation from eastern culture. This condition is getting worst, when the urban area as Semarang has many units which bags poverty and slums that being associated like to negative influence from environmental and ethical intercommunication for children. Without any expectation the village of Deliksari in Semarang City showing that the majority of people have low degree of quality of life. Their positions is currently crushed by the development of cities thus bring them to the construction of settlements environment in a sub urban area that tends slums. The problem that then a rising is the childhood in the village of Deliksari could not attended formal school due
to economic problem, difficult access areas, culture society, as well as facilities and infrastructure that hard to reach. Then they children can create in any problems related to moral and character degradation such as juvenile delinquency, deviant behavior, and the dangers of crime. Therefore, an attractive packaging in delivering those process character values for childhood and parents are becoming important, in order for the moral degradation of the younger generation can be minimized (I Gede : 2006). The preventive efforts and sustainable is very much needed from various parties. Moreover parents also have an important role in internalization value character. On the one hand, parents do have the duty to educate, but on the other hand parents is also the closest partners in the group of neighborhood kids. Therefore the presence of the art is performing puppet doll of historical figure is also expected to be a contributing factor thruster and also motivate parents to pay more attention mind character education for childhood.

The goal is to form character and morals of the childhood based on historical awareness of values, seeking equitable learning-based informal education and moral character, and as a mean of preservation of cultures and puppet show in society. There is no doubt that along with the course of history notes that the art puppet show has given importance to the life of the society. Through the art of puppet show, it is expected in the future of packaging facilities and media learning that educational and recreation to be alternative solutions in non-formal education for the people of a lower class provide virtual knowledge for childhood in Deliksari in their condition of keeping away effect of negative influence from this environment and promiscuity, and also preventing the danger of crime, juvenile delinquency, even perverted behaviour.

The aims of this program are as follows: 1. Building the moral and character of the young generation based on historical awareness of values as a subject of development in the future; 2. Giving opportunity of informal education based on learning morals and character as an alternative solution for moral degradation in the community environment; 3. Preserving the culture and artistry of puppet in the society as a mean of education that is innovative and recreative.

Research Method
The activity of this community service was held at the house of RW 06 in Deliksari village that being essentially become multipurpose building citizens to get activities together including also the activity of childhood in playing games. The house of RW 06 is the only place that has quite wide place and can be used in the number of much.

The community service in the form of educational model character based on performing art puppet with a historical figure was held in some stages, included.

a. The Preparation Stage

The preparation stage undertaken to carry out this program, were:

1) Surveying and observing place implementation of activities;
2) Complete administrative straightly on agencies that will be involved in the implementation of activity;
3) Preparing and checking the completeness of tools and equipment.

b. The Stage of Implementation Activities

The Program was implemented in the form of informal education approach to character education based on puppet performances with historical figures. Nurturing childhood in Deliksari village was done by the form of mentoring. Mentoring activities using the method of knowledge transfer packed in the form of lectures, discussions, and the formation of partners group. Construction of the character based on values of history means that in the coaching activities using the substance of historical of Indonesia and historical values as factual and normative reference or the philosophy of coaching. Because basically history also serves to make human thought adult and training of character, Historical value is never ending process and being an integral part of education over generations. Therefore, the first step needs to be taken is to socialize an important part of the existence of the characteristic of moral education so that the childhood in the area get enlightenment and guidelines as a reference search identity. It is important that the environmental conditions that are less supportive of this, child development are able to filter and select which ones are appropriate and are not. Because on thes basic, the construction of the young generation character is found from internal human potential by considering the influences of internal and external family environment (society, nation, and country) described as follows:
The next step to implement these programs should apply the cooperation of various parties related. To it including the partnership with people who are experts in the field of the arts, especially the art of puppetry in order to give a puppet show art that is innovative with the contents of the material, a figure of the story, and setting event of some historical in more attractive and professional. Selection of the material or the contents of the corresponding story, underway to align way the stages of child development so that in the process of internalization of the values contained in each other for the event will be easily absorbed and understood. In addition, the author also weaves the permission and cooperation with the villages to be given chance and permit to exercise program. Thus, the expectation about cooperation between related parties are able to provide a contribution to childhood in the village of Deliksari. In addition, the author also plan to collaborate with the Department of education and culture of the city of Semarang.

C. The Last Stage

The final stage consists of the evaluation of the activities and plans for sustainability of programs with make a partner group. Later, this building group's presence will encourage the creation of a democratic attitude and creativity that directly supports the success of the Group.

Results and Discussion

From the results of mentoring and teaching with media art doll puppet performances of historical figures is seen any progress. It is seen from the attitude of concern and interest in the early childhood and parents of the importance of education and learning based on the values of the characters. After giving some mentoring to the childhood and parents could have had views on the importance of planting character values from a childhood, looking at education from the positive side and leasing to a provision in its future
direction. In addition, they are also capable of constructing new stories for puppet performances that the source came from a variety of local wealth and tradition of significant events in the history of the nation. Based on observations, we conclude that the non-formal media puppets performing arts historical figures can be one of the alternative solutions in teaching and cultivation of character values to childhood in the village Deliksari Sukorejo, Semarang.

**Target 1. Making a new breakthrough media-based learning, character education for the lower classes in urban communities.**

Media learning is one advocates in creating learning activities effective and fun. Through the medium of learning art puppet shows of a historical figures packed in one sequence story historical events and local culture, introduction and planting values characters can be easily internalized inside childhood. Educational world to some people in the region are considered special and expensive thing because only enjoyed by a handful of people course, into something that could be perceived by all people including among the lower classes through a system of learning and education non-formal. Education that is packaged in a single nuance of the entertainment was able to attract the interest of childhood and parents to love the world of education free of charge and free of charge without any reduction of the essence in it.

**Target 2. Generate a non formal learning means fun for childhood in order to cope with the dangers of crime, juvenile delinquency, even aberrant behavior that often are in the area of poverty in urban areas.**

In an urban slum area had problems in the field of education, social, economic and environmental degradation, which in the end will also have an impact on patterns of behavior that are far from the culture of the Nations of Indonesia. The hard life they experienced has brought on behaviors that are far from the values of decency, it can be seen from their style in talk, mindset, even their attitudes and actions were far from the values of the cultural character of the nation of Indonesia. Geographical condition of Deliksari village which is situated in the hilly area with labile soil structure, prone to avalanche, sharp slopes and bumpy asphalt roads made the area the village Deliksari is also difficult accessible for development including the means of education. Although in administration and a distance from city of a province is not is too far, but since it is obstructed by its natural condition and indivisible by riversides gayamsari make this region to be left behind by following also people who was there. Inevitably the children of school childhood in village Deliksari many who finally decides to quit school.
This made them vulnerable to the negative currents carried away due to environmental and social factors.

Education cheap, even free as well as the existence of adequate infrastructure and facilities for non-formal learning is becoming an indispensable necessity in the village of Deliksari. Presence of performing arts of puppet dolls for childhood and parents can be an inspiration who gave enlightenment will be the educational world for those concentrating on aspects of character education.

Target 3. Childhood had knowledge of the values character based of historical stories via art puppet shows wayang a historical figure.

The level of education villagers deliksari based on the interview with one of the village government, obtain information that the level of education in the deliksari village can be said to be low because most people educated childhood with prosentase at most only is as much as 32%. The implications of this situation also causes the rampant criminality, Ironically the perpetrator of this crime were children under age. When the aspect of formal education in school not capable of them access then the system of learning nonformal become an main solution alternative. Picture of the world of formal education that impressed gave a limiting slit between the child smart and the foolish, the rich and the poor, will be able to be minimised with the approach to arts and entertainment, one of them puppet wayang performance arts media historical figure.

Target 4. With this program parents can develop themselves to participate actively help planting values of character for childhood

Character education has a strategic role in the formation of character and the character of nationalism for early age student. In addition, values history also has a strategic position in developing the culture and character of the nation. It is very realistic to be executed because the values and norms that will be implanted basically as a result of the process in the real history of the trip happened and experienced by the people of Indonesia. Hence of packaging that draws the process of transfer of values of character for early age student and this old man being an important thing, so that currents moral degradation young generation can be minimized. Preventive and sustained efforts are needed from various parties, especially the elderly also have an important role in internalization of character values.

On the one hand, parents do have the duty to educate, but on the other hand parents is also the closest partners in the group of children, so the presence of puppet a puppet show art historical figures is also expected to be the driving factor and
the motivation of parents to pay more attention to and care the character education for children. Therefore, after this activity also attempted to be formed of cadre recruitment character education for early childhood are intended for parents and caregivers. Results of the achievement of the above prove that mentoring and teaching programs successfully to create a means of non-formal education and learning media character values for childhood. This activity is ongoing efforts in creating and improving the quality of education for the people of the lower classes in the city of Semarang. Moreover, from the overall activities that we conduct, most people support these activities.

It can be seen from the level of satisfaction of society over the activities that we perform. The satisfaction of the community in receiving counseling is high, 71.74% of society expressed content with the guidance that we provide, 23.91% were either very satisfied, and 4.35% expressed less satisfied. The following graph explain the level satisfaction of citizens:

Table 2. The Level of Community Satisfaction
Conclusion

Negative impact of globalization, have caused ethics intercommunication young generation are getting faded from culture about propriety, ethics, value and norm intercommunication. This condition is exacerbated, when in the area Semarang as the city many be found the problem of poverty and slum areas that are prone to low character and ethics intercommunication low. This is where the strategic role of coaching the national character historical values to early childhood and lower class communities in need. Therefore the process of transfer of character values to early childhood and parents is the important thing, it is intended so that moral degradation of the current young generation can be minimised. The preventive efforts and sustainable is needed from various parties, moreover parents also have an important role in the internalization of the value of character.

On the one hand, parents do have the duty to educate, but on the other hand parents is also a partner of the nearest group of children, so the presence of puppet a puppet show art historical figures is also expected to be the driving factor and the motivation of parents to pay more attention to and care the character education for early childhood. Undoubtedly, history records that the art of puppet show has significance for social life. Through this art performance we hope that the are educative and recreative learning media and facilitity that can give alternative solution toward non formal education for low income society in general and especially for those early childhood.

References


Early Childhoods’ Artistic Creativities  
In Fisheries Community, Tambak Lorok Semarang

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Abstract
This study tried to gain comprehensive understanding (holistic and contextual) regarding the development of the arts in early childhood in fishing communities of Tambak Lorok Semarang. Specifically, the study was developed in order to find a clear and factual picture of the development of artistic creativity in early childhood and forms of parents’ participation in the implementation of the development of artistic creativity in early childhood. The approach used in this study to explore the various sources of data is qualitative descriptive approach, to provide a picture of the reality on the subject study objectively. This study is limited by time and place, and the cases studied in the form of events and activities of individuals. The results showed 1) the limited of teachers understanding regards the artistic creativity that can be taught remember that early childhood is the golden age of creative expression. 2) Many obstacles in Paud Nanda Sifana developing various teaching methods to develop artistic creativity. 3) The role of parents towards children education in the Tambak Lorok neighborhood still limited, it can be seen from the less cooperation between teachers and parents in educating children, the parents assume that the school or the teacher is the only party who in charge on the children education.

Keywords: Creativity, Art, Early Childhood

Introduction
Since long time ago until nowadays, becoming fishermen at Tambak Lorok is the work of generations generally and did not change significantly. In fishing communities there are owner class and the working class. Owner class also known as the skipper, have relatively better welfare because of their production factors control such as boats, engines, also supporting factors such as ice, salt, and more. The working class or the wage earners are the majority, and if they are trying to have their own means of production, generally it is still very conventional, so that its productivity is less developed. These groups are continually faced and cultivated by poverty.

From the landmarked of Semarang area, until today the location of Tambak Lorok remains in the Tawangmas Village, Semarang Utara District, the core of the city development area of Semarang, where there are some public facilities
that are beneficial to improving the community welfare, such as: Fish Auction place (TPI) and Tanjung Emas Semarang Main Port.

According to the data, Tambak Lorok consists of 4 RW and 23 RT. Within population of 5,171 inhabitants, 2,323 families (KK). Of the total population of the 80 percent (4,821 people) work as fishermen or other fisheries sectors, namely: fishmonger, pindang maker, paste maker, salted fish, and others.

In fact the area is included in the category of settlements that are difficult to grow and develop into productive area with better welfare. It looks phenomenal in comparison to the progress and development of the city, with the state of the fishing communities in densely populated settlements in the area of Tambak Lorok, Semarang Utara district. In this residential area, very different social scenery can be seen, for example, conditions of sanitation, disposal, and less suitable health environment of a large city. As well as the early childhood institutions existing today are limited, there are only Paud Nanda Sifana and a Madrasah which has Roudhotul RA (RA) who have been there earlier.

Over generations, the people of a nation will experience different developments, where the quality of society is determined by experience and learning, both formal and informal. People, who obtain a qualified learning experience, become qualified generations of as well, and vice versa. One indicator that determines the generation quality is determined by the acquired education either formal or informal.

Kids are the future generation, as an independent individual who are highly dependent on the surrounding environment and all behavior is determined by interactions between multiple genetic within various environmental factors (Semiawan, 2009: 21)

Children are born with their potentials to be developed as a preparation for life in the future. These potentials are: physical, cognitive, language, social, emotional, religious, and creativity. It will develop optimally if the environment in which children are quite conducive and early implemented.

From the range of age, educators and psychology experts who join the National Association for the Education of Young Children (NAEYC) states that early childhood is 6 to 8 years children (Jo Ann Brewer, 2007: 4). According to the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System, which is intended for early childhood is children on the ages of 6 years. It means that, groups of children, who are in the unique process of growth and development. That is, the pattern of growth and physical development (smooth and rough motoric coordination),
intellectual (think, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior and religion), language, communication and creativity in accordance with rate of growth and development that is traversed by the child.

Early childhood creativity is a natural inborn creativity. Their natural creativity of early childhood can be seen from their great curiosity. It is evident from the many questions posed to parents to something visible. Another example, children curiosity about the incident is also can be seen when they are tinkering their toys. The childrens’ creativities that need appropriate attention to be developed are the creativity of art that include: drawing, singing, and playing music using simple tool.

This study conducted in a fishing area Tambak Lorok Semarang. The hard and full of challenges of fishermen lives contributes to parenting ways. By learning the art, the children expected to develop their right hemisphere. So that the children have a strong personal qualities that are capable of sorting out which one is right and wrong. In addition, through the arts they will be able to develop various aspects; physical-motor, language, social, emotional, cognitive, and creativity, and aesthetics.

Based on the description above, the researcher is interested in conducting research on the development of artistic creativity in early childhood, especially in Paud Nanda Sifana Tambak Lorok Semarang. Here are the reasons: a. an early age ranged from 4-6 years in the (fishing communities) quite a lot, b. development of creativity would be better done as early as possible for children to freely express and appreciate without much interference / intervention of the adult, c. early childhood is most appropriate age to educate in order to form good characters for their future, d. creative potential of children can be gain through the development of artistic creativity to develop all aspects of early childhood development, e. early childhood education can be conducted with the involvement of parents (mothers) who care about the success of education in coastal areas.

The balance growth and development of young children need to be directed to proper foundation for the growth and development of the whole human, namely: physical, thought, creativity, socio-emotional, language, communication, and creativity is as the basic of an individual establishment.

As an educator, it is important to use the appropriate approach for children. One of the approaches is arts learning program, in another word it is how children learn through art. According to the
art association, it is identified nine types of learning that can improve the quality of the art learning program, namely: a. Intensive exercise performed either by using natural objects as well as the art of imitation. b. Expressing ideas and feelings through the use of various art media that is appropriate for developing the direction and expression of the needs of children. c. Doing the in depth experiments about the materials and processes in order to determine the effectiveness in the form of new creations. d. Conduct experiments using tools appropriate to the child's ability and develop the skills needed to express beauty satisfactory. e. Organize and evaluate the work processes in order to achieve an understanding of line, shape, color, and texture in a room. f. See, read, and discuss art work variations as possible. g. Seeing artists produce art in an art studio, workshop, or a film studio. h. Evaluating art students and artists are already well-established in the place of production, home design, and the community. i. Increase activity to prepare an opportunity to apply the knowledge of art and beauty in life, family, and community (John P. Isenberg and Mary Renck Jalango, 1993: 70-74).

The ways of art learning for young children must be consistently applied so that children can create, understand, and appreciate art. In addition, children should be encouraged to continue to be creative. Childrens’ art creativity is not solely determined by the environment in which children learn, but the innate talent or children about art also influenced. Creative person have lots of ways to overcome the problems in her life. They have a lot of brilliant ideas in his thoughts. According Semianwan, the creativity of human beings born along with the birth of a human being. Creativity is one of the potential that has been owned by a child.

Creativity in early childhood appears in daily activities, and it's natural. Basically every child has the creative potential with different levels. Nothing very creative, some are less creative, but nothing that is not creative at all. Because of the potential, it is important for teachers and parents to be aware of and understand the ways to encourage a child's creativity (Mayeski, 1998).

From the observation, the author found that the development idea of creativity in children formed in Paud Nanda Sifana Tambak Lorok, is less optimal and have not been seen as the development of other forms of creativity of children who should happen to them. However, these expectations have not been achieved, because they still using conventional approaches. It is known as calistung learning, as their priority activities. Paud Nanda Sifana is recently established, they still looking for learning form that is in
accordance with their environmental conditions.

From the explanation above, the researchers formulated the general problems are:
How is the development of artistic creativity in early childhood in the fishing communities of Tambak Lorok Semarang, and How is the role of parents in the implementation of the development of artistic creativity in early childhood in the fishing communities of Tambak Lorok Semarang?

Research Method

The research approach that researchers use to explore various sources of data is qualitative descriptive approach. Descriptive qualitative approach is a study that aims to provide a snapshot of reality in the studied subjects objectively. Focus of the research is the development of artistic creativity in Paud Nanda Sifana, Tambak Lorok Semarang. The reasons are: 1. Focus of the research is the development of artistic creativity, an educational activity that is practical, to do with solving problems of everyday life which focuses on the process. 2. This study is an effort to develop artistic creativity which departed from field data unearthed, namely early childhood education. So this study is not intended to test the truth of theory but find some other models that can be explored growth ahead. 3. Advanced Research is inductive, that means trying to find develop artistic creativity early childhood. 4. Researcher interact with them and try to understand. 5. The study was conducted in a reasonable situation prioritizing qualitative data.

Data collection techniques used in this study is the observation technique used to observe the implementation of activities, in-depth interview techniques used to obtain data related to the focus of research, documentation technique used to obtain secondary data. Proving the discovery of information or the results of the field inspection data validity that research is really reliable. Scale (1999) states that the reliability is at the heart of a qualitative research report. Thus, this study using the test data validity among others triangulation. Triangulation uses two strategies, namely checking the degree of confidence discovery research results by several methods, and checking the degree of confidence with multiple data sources using the same method at the time of searching the data in the study site. Triangulation using done by comparing the source and check to return the degree of trust information obtained through time and different tools in qualitative research (Patton, 2001). How that is done among others by comparing data from observations with interviews; comparing information obtained in public and in private; comparing the current situation of
research time official and informal situations; comparing the situation in the perspective of different people; comparing the results of interviews with an existing document. Analysing the data for the purpose of reviewing all data provided by various sources ranging from interviews, observation and documentation. Three elements are considered by researchers is the data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

The fishing community is one part of Indonesian people who are living by managing the potential of fishery resources. As people who living in coastal areas, the fishing community has its own social characteristics of different communities living in the area of agriculture, the interior, and plantations. In some coastal areas are relatively developed rapidly, the structure of society is heterogeneous, has a high work ethic, strong social solidarity, and open to change and social interaction. It would also affect the early childhood upbringing the fisherman environment.

The results showed that, it is still conventional to know the children creativity during daily activities, such as at the time of singing, results of their draw and color pictures work as well as from the way children singing and playing simple music. It shows that the creativity of children in Paud Nanda Sifana is still in a limited understanding, whereas the context of a creative child is a child who plays a functional means to be able to develop the game and also creates new ways in the game. Kids also tend explorative creative and dynamic, not always fixated on a regular pattern or a pattern only.

The treatment of creative children in Paud Nanda Sifana still plagued with various issues, such as: lack of funds, facilities, equipment, and infrastructure. Many of the activities conducted by the various parties associated with early childhood creativity in Semarang are not followed by Paud Nanda Sifana due to various limitations.

To realize the creative talents of the students, it is needed much support and environmental (external motivation), in the form of appreciation, support, gifts, awards, praise, incentives, and others. Positive encouragement from the student’s itself (internal motivation) also important. Creative children's can thrive in a supportive environment, but can also be inhibited in environments that do not support the development of talent. Within the family, school, neighborhood, or in the community should be recognition and support for the creative attitudes and behavior of individuals or groups. The fact that parents who sends their children in
Paud Nanda Sifana usually undervaluation creative activities, they rather prioritize children academic achievement even though the child showed an aptitude and interest in the field of art.

To make smart, creative, and humane children, must be stimulated from an early age. One effort to achieve that is by giving them the art of learning. It is known that, early childhood is the golden period for the process of active stimulation as a provision for future development and growth as an adult. At this age, they able to receive skills and learning as a basis of knowledge and thought processes through the brain. The human brain is divided into two parts: the left brain and the right brain with different functions. The left brain can be identified with a neat, different, numbers, sequence, writing, language count, logic, structured, analytical, mathematical, systematic, linear and step by step. While the right brain is synonymous with creativity, fantasy, shape or space, emotion, music, and color, lateral thinking, unstructured, and tend not to think about too much detail. To achieve a bright child, both brains must be stimulated simultaneously; including developing aspects of the art.

Teaching coloring art / drawing based on the example given by the teacher. Kids had less opportunity to develop creativity in drawing and coloring. Likewise, the singing activities, children also had less opportunity to develop creativity, because it is very limited to religious songs. The teachers understanding in Paud Nanda Sifana, on the children's creativity development is limited; remember that early age is the golden age of creative expression. Children's creativity levels are still very high. Children may perform their art activities naturally and spontaneously, because the children creativities are not restrict by their pure and innocent freedom. The expression of childrens’ innocent feelings lets them express themselves naturally and spontaneously so that the process has significance for their development.

Childhood is the beginning of the development of creativity. Creativity appears early in a child's life and appear in the form of a game. As we know that early age is the age to play, most of their times spents by play. Play through scribbling, ticking, screaming, jumping, moving and more. Childrens’ play activities can be manifested in arts education, through dance and music. These activities are directed towards to the creativity development.

Generally, creative children tend to be flexible in the way he thinks. Creativity relates to the ability divergent thinking (divergent thinking). That is the ability to think, from the viewpoint of different
aspects, think about the possibilities that can be done to solve a problem of lateral thinking. With this ability, children have different ways of solving the problems. Perhaps, his thought had never occurred and tried by others, it is potentially to be creative child. His intelligence and creativities, usually prominent in particular area and other related fields.

Childrens’ art creativity expression used to foster and develop the creativity of children at early age. Education is an effort to help children achieve success, as well as arts education. Therefore, any branch of the art can be used as a medium for education. Art as a means / media education is the concept of appropriate education for early age children. While the main purpose of art as often held in schools or studio art. Therefore, art education in early childhood, the teacher does not teach the discussion of how to draw, how to dance, and how to sing alone, but should also lead to the enhancement and development of creativity to raise the talent and potential of each child. In art education, children are free to express what is in his soul either through drawing, singing activities or dance movements. Free expression makes the child can develop what is inside him, a child's creativity to create something is also growing.

At an early age, children experiencing a rapid period of curiosity and the development of cognitive, affective and psychomotor. Child development would be hampered if their sense of curiosity and creativity were inhibited. Creativity in children is varying according to the level of maturity and development of their brain. Therefore, to support the development of children's creativity in order to grow optimally, arts education plays a very important as a means to facilitate children in expressing their minds and souls, within the guidance of the teacher and parent support. Art education is very helpful in improving and optimizing the development of children's creativity.

The role of parents towards the education of children in the Tambak Lorok neighborhood still limited. It can be seen from the cooperation between teachers and parents in educating children who are awakened as well, the parents think the school or the teacher is the only one that responsible for their children education. Parents’ job as fisheries causes economic pressure, that effect to the attention decreasing of children education. Parents handed over the education to the teacher entirely, their understanding of parents towards children education is still limited. Specifically, leads to the development of children's arts creativity.

Various children's educational value can be obtained
through the arts, among others; value excitement, imagination, experience, insight, a sense of social and character. This value, can broaden the horizons of children, by providing art in children aged 2-6 years. This age, so-called golden age (golden age). The importance of the parents to present the experience, insight, and new fantasies, whether through painting, dance, music or art. Debriefing art is the beginning, before the child is required in writing and reading skills. First, the art of painting in children is very simple and limited good shape, form, and content. It could be argued eligible portion beauty and creativity of children. Interest and attention is always focused on something he made. Here the child's soul and expression etched in the art. In this regard, the importance of guidance, praise, rewards, and a very positive assessment of the parents. To meningkatkan motivation and creativity of children.

Conclusion
Childrens’ creativities at Paud Nanda Sifana is still in a limited understanding of the context creative child is a child who plays a functional means to be able to develop the game and also creates new ways in the game. Teachers limited understanding on artistic creativity, could be developed due to the golden age of creative expression at Paud Nanda Sifana.

Treatment of creative children in Paud Nanda Sifana still plagued with various issues, such as lack of teachers' understanding of the importance of the development of artistic creativity in early childhood, limited funds, facilities, infrastructure and facilities. Many activities carried out by the various parties associated with the creativity of early childhood in the city of Semarang are not followed by Paud Nanda Sifana due to various limitations.

The role of parents towards the education of children in the neighborhood Tambak Lorok still limited, it can be seen from the less cooperation between teachers and parents in educating the children. The parents think that, it is only the school or the teacher responsible to educate their children. Everything that had been learned at school does not need to follow up by parents at home (in the family).

References


The Evaluation of Kindergarten Curriculum Content in DKI Jakarta (Third Year Research)

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Abstract
Based on the research results in the first and second year on curriculum content evaluation in kindergarten that included the suitability of the curriculum being used with the children development stages, the curriculum orientation centered on the child, the suitability of the curriculum to the needs of children, the internalization of cultural values of Indonesian society into curriculum use, the ability to adapt curriculum development and information technology, and the simplicity of the curriculum to be implemented in learning. Still many kindergartens are not able to develop their own curriculum and even when some of them did develop a curriculum, it did not refer to the curriculum development scope of principles. Therefore, in the third year researchers have carried out as follows; developed the concept of curriculum drafting training for kindergarten in Jakarta; Validation of the theoretical concept of training on the preparation of kindergarten curriculum by early childhood specialists and curriculum; Revised concept based on the results of theoretical validation; Developing instruments to measure the effectiveness of the kindergarten curriculum training; Trial instrument measuring the effectiveness of kindergarten curriculum training preparation. The evaluation was conducted by assessing the kindergarten curriculum that has been developed by the kindergarten with a qualitative model. The curriculum assessment was carried out by curriculum specialists in Early Childhood Education (ECD).

Keywords: curriculum, evaluation, content, kindergarten.

Introduction
The education process is expected to be able to avoid a form of learning that is oriented to the will of the teacher who put the child passively and teachers become dominant. But any form of learning in children, will depend on prevailing curriculum development in early childhood education institutions. The curriculum is a guideline or guidance in learning activities undertaken by teachers and children together. The curriculum consists of, among others, component materials, methods, media, and learning evaluation conducted in early childhood institutions. If the curriculum is good and meet the principles of the curriculum, the learning that takes place will be effective for early childhood development.
ECD (Early Childhood Education) current curriculum development is still dependent on the ability of the institution or see examples of other institutions, so that the philosophy of the curriculum itself is not understood comprehensively both by educators and managers of early childhood institutions. Therefore, it is important for the evaluation of the curriculum that has been developed in early childhood institutions, especially in Kindergarten. The evaluation was carried out in order to obtain informations to which extent the curriculum developed in accordance with the needs of early childhood development and what solutions could be done to overcome the obstacles related to the development of early childhood curriculum.

The role of curriculum in learning is important to remember that the curriculum is a guide in the learning process as a whole. The curriculum includes lesson plans which include activities and learning materials, learning objectives, instructional methods, instructional media, and evaluation. Thus, an effective curriculum is the one that will provide guidance for a higher quality of learning.

Curriculum development activities which are divided into weekly units or daily activity units will be easier to understand and implement. Therefore, it is important to note the extent to which a curriculum that is used by the kindergarten is in accordance with the terms and concepts of early childhood education.

To determine the quality of the curriculum used by Kindergartens, the researcher need a study to analyze the quality of the curriculum, and this can be done through evaluation of kindergarten curriculum in Jakarta. The results of the curriculum evaluation can be the basic data for each society component, academics, and practitioners about the conditions, advantages, and disadvantages of kindergarten curriculum in Jakarta. Thus, the subsequent results of the study can provide input for the development of the next kindergarten curriculum.

The curriculum evaluation results will show how far the kindergarten curriculum that is used is in accordance with the stages of child development. This is important, considering that every child has different needs at each stage of age that require different stimulation. The evaluation results will also show how far the kindergarten curriculum that is used is to internalize the culture of Indonesia as an implantation of patriotism to children. Thus, we can figure out the concept of nationality since early childhood stimulation and what will be given to incrsimplicity love and pride in the children on becoming part of Indonesian society.
Curriculum evaluation will also assess the ability to adapt the curriculum in information technology and developing, as well as assessing the simplicity of the curriculum to be implemented in early childhood learning. Based on the results of the evaluation, there will be obtained the informations about the strengths and weaknesses of the curriculum in adapting to technology and information, so that based on the results of these evaluations, teachers can take appropriate decisions form and appropriate curriculum with technological developments and the current information. Similarly, the simplicity of implementation of the curriculum in learning, through the evaluation of this curriculum, will obtain the informations on the simplicity and difficulties of kindergarten curriculum implementation used today, thus helping to overcome the difficulties that exist in the field related to the implementation.

Based on the results of the research in the first and second year of the curriculum content evaluation in kindergarten, it included the suitability of the curriculum being used with the stages of child development, the curriculum orientation is centered on the child, the suitability of the curriculum to the needs of children, the internalization of cultural values of Indonesian society into curriculum use, the ability to adapt curriculum development and information technology, and the simplicity of the curriculum to be implemented in learning.

Still many kindergartens are not able to develop their own curriculum and in developing a curriculum, they did not refer to the scope of the evaluation. Therefore, in the third year, researchers’ plans are as follows; develop the concept of drafting training on kindergarten curriculum in Jakarta; Validation of the theoretical concept of training on the kindergarten curriculum preparation by early childhood and curriculum specialists; Revise the concept based on the results of theoretical validation; Developing instruments to measure the effectiveness of the kindergarten curriculum training; Trial instrument measuring the effectiveness of kindergarten curriculum training preparation. The evaluation was conducted by assessing the kindergarten curriculum that has been developed by the kindergarten with a qualitative model. The curriculum assessment was carried out by curriculum specialists Early Childhood Education (ECD).

2. Literature Reviews

Meaningful and concrete learning experiences that are designed, implemented and evaluated in a systematic guidelines are referred to as the curriculum.
According to Konstelnik (2007: 216): Curriculum is all organized educational experiences provided for children by the early childhood program. These experiences can take place inside the classroom or beyond, involving educators, family members, and other people in the community. In its written form, curriculum includes stated goals and objectives, strategies and activities aimed at supporting all aspects of children’s development and learning, and methods of assessing children’s progress and program effectiveness.

This suggests that the curriculum is all organized educational experience given to children through early childhood education program. The experience can be done inside and outside the classroom involving educators, family members, and others in the community. In written form, the curriculum includes national objectives, the institution’s goals, strategies and objectives of the activity that supports all aspects of child development as well as learning and assessment are to see an increase in the child and the effectiveness of the program. The curriculum can be defined as a set of learning activities that deliberately planned to be implemented in order to prepare and lay the foundations for further development of the child.

Curriculum development should describe a variety of things including knowledge of early childhood, the characteristics of children as individuals, cultural values, desires and knowledge required from the parents of children in the community. Shepard advised to follow the following principles of the curriculum (Eliason and Jenkins 2008: 65): a) all children can learn b) material that challenges higher-level of thinking and problem solving c) learners of diverse background are given the same opportunity d) the relationship of learning in and outside of school is authentic e) Encouraging the importance of habits f) the child exercise democracy in society.

It is strengthened with the opinion of Jackman (2009: 37) that compose a curriculum that corresponds to early childhood must pay attention to: a) a curriculum centered on the child or children as you wish; b) The curriculum supports all children's development through experience is planned to build what you want the child to know and be able to do; c) the curriculum encourages children to learn by doing experiments, explorations and discoveries that will build self-control and a positive self image; d) The curriculum also supports and serves children with special needs in an inclusive environment; e) the curriculum provide opportunities for children of diverse cultures and languages; f) the curriculum invites creativity through a chance of discovery and activities
that are tolerant and appreciate the work of people; g) the curriculum facilitates physical activity and play through the activities that are integrated with daily activities; h) The curriculum involves teachers and families.

It appears that in developing the curriculum is not structured according to the wishes of teachers, managers or parents but pay attention to the needs of children as individuals and as members of society in the development and learning. Therefore the curriculum really should be centered on the children. In addition, the NAECY statement about curriculum begins with the process of explaining the curriculum accordingly (Gestwicki, 2007: 61):

   a). The curriculum provides for all areas of a child's development: physical, emotional, linguistic, aesthetic, and cognitive, b) The curriculum includes a broad range of content across disciplines that is socially relevant, intellectually engaging, and personally meaningful to children, c) The curriculum builds on what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills, d) Effective curriculum plans frequently integrate across traditional subject-matter divisions to help children make meaningful connections and provide opportunities for rich conceptual development; focusing on one subject is also a valid strategy at times, e) Curriculum promotes the development of knowledge and understanding, processes, and skills, as well as the dispositions to use and apply skills and to go on learning, f) Curriculum content has intellectual integrity, reflecting the key concepts and tools of inquiry of recognized disciplines in ways that are accessible and achievable for young children, ages three through eight, g) Curriculum provides opportunities to support children's home culture and language while also developing their abilities to participate in the shared culture of the program and the community, (h) Curriculum goals are realistic and attainable for most children in the designated age range for which they are designed, (i) When used, technology is physically and philosophically integrated in the classroom curriculum and teaching.

Based on the above explanation, the early childhood curriculum must be in accordance with the needs and development of the children as individuals. In addition, the curriculum should contain about learning contents that will be implemented in each school. And the learning content should include knowledge, skills and creativity of children. The program play and activities consist of social and emotional development, language development,
understanding yourself, your community and the world, creative expression and appreciation of the arts.

The curriculum has a variety of models. What is meant by a curriculum model according to Crosser (Jackman, 2012: 37) is a structured or organized framework that is used in deciding everything from policies and priorities for the methods of teaching and assessment procedures. Curriculum model is helpful in planning and managing experience. As teachers need to learn more about the models and programs for the development of early childhood curriculum.

According to Montessori in Hainstock (1999: 10-11) says that this period is a sensitive period, and during this period the children are specifically easily receive stimuli from the environment. Based on theories of child development, it is believed that every child is born with more than one talent. The talent and potential do not appear on the water surface. For that children need to be given appropriate education to development by way of enriching playful environment. There are principles that are believed by Maria Montessori, namely: (1) respect for the child, each child is unique so that educators in providing services must be individually. Kids have different abilities to each other. (2) Absorbent Mind (thinking quickly absorb), the informations coming through the senses of children are quickly absorbed into the brain. Absorptive capacity of a child's brain can be likened to a sponge that absorbs water quickly. For that educators should make no mistake in giving the concepts in children. (3) "sensitive periods" (time-sensitive). Sensitive period can be described as a disposition or potential will grow very rapidly at certain times. This potential will die and will not appear again if not given the opportunity to grow, just in time. (4) Environment prepared, educators should prepare an environment to bring up a child's desire to learn more. Prepared environment should be designed to facilitate the needs and interests of children. Environmental laid out with a variety of settings so that the child does not rely on adults, children are free to make a move, play and work. (5) Self-education, the environment prepared by educators should allow the child to explore, express, and create unassisted by adults. The results obtained by their own will be much incredible and amazing than if they were assisted.

According to the American Montessori Society (Roopnarine, 2005: 375), Model Montessori curriculum content that is given to children aged 3-6 years, there are four basic content that is practical: daily life, sensorial, language and mathematics. Other addition in the curriculum content is music, art, movement/motor and drama.
Bank Street approach ideas (Roopnarine, 2005; Gestwicki, 2007) state that (1) the child is an active learner, researcher, explorer and artist. (2) Learning occurs in a social context in which children learn through interaction with the environment. (3) Understanding the cognitive and affective development as something interconnected or not separated. The basis of the Bank Street model is using developmental-interaction approach (approach to the development of interaction). Such an approach fosters cognitive function, collect and sort information, to make a judgment, reasoning, problem solving, using a symbol system. This approach can not be separated from the process of personal growth and interpersonal, self-esteem and identity development, internalization of self-control, the capacity to respond independently and relationships with others.

The curriculum is based on the idea that children can learn and study the human world, children can feel what they face. Bank Street focused on the theme that most appeals to children about how, what, and why the exploration of the physical and social world and original questions. Five keys consist of social studies on cultural anthropology, history, political science, economics and geography integrated in an activity in class. Thus society is the educational environment. Art and science are important in social studies, centers of experiences and activities that help children find meaning in the world around him. In class, children playing with a material that is both open and closed: beams, water, wood, paper, art materials and clay. Kids are free to choose the desired game, working alone or in groups. Kids are encouraged to learn in their own way. Group activities are generally cooking, walks, out door activities, listen to music, and discussion in groups. Play is the heart of the approach to the development of interaction. Play is seen as a preferred activity for children to construct and reconstruct the formulation and reformulation of knowledge.

Kindergarten curriculum development is the development of a set of plans play activities designed to maximize interaction and learning can enrich the learning experience of kindergarten children in order to generate potential behavioral changes (positive behaviors).

Thus the criteria in the kindergarten curriculum development, is as follows;

a. The suitability of the curriculum that is used by different aspects and stages of child development.
b. The orientation of the curriculum being used is centered on children.
c. Content or learning materials in Curriculum
d. The curriculum being used pays attention to the needs of children.
e. The curriculum simplicity to be implemented in the form of daily learning program.
f. The curriculum helps children build the concepts and skills through a mix of topics and materials.
g. Realistic achievement of curriculum objectives by the children.
h. The curriculum being used shows the internalization of cultural values that exist in Indonesian society.
i. The ability to adapt the curriculum in the development of technology and information.

The curriculum that has been implemented should be evaluated periodically. To evaluate the curriculum, the evaluation objectives and evaluation design consists of models of evaluation and research methods need to be determined. Then set the instrument to capture data and resources. The understanding of curriculum evaluation on top of that curriculum can be viewed as research. This is consistent with the definition of Preedy (Middlewood and Burton, 2001) on the evaluation of the curriculum is a complex process for gathering evidence and make an assessment of the value and benefits of the plan, the process and the impact of the curriculum.

There are other definitions expressed by Hasan (2008: 41) that the evaluation of the curriculum as a systematic effort to collect information about a curriculum to be used as consideration of the value and meaning of the curriculum in a particular context. That definition implied that the curriculum may not apply all the time because there are limitations in terms of time.

The purpose of evaluation is designed and implemented as follows: (Hasan: 2008, 42-43)
a. Providing information on the implementation of the development and implementation of a curriculum as an input in the decision
b. Determine the success and failure of a curriculum and the factors that contribute in a given environment
c. Develop a range of alternative solutions that can be used in order to improve curriculum
d. Understand and explain the characteristics and the implementation of a curriculum.

In addition, another purpose of curriculum evaluation to develop a curriculum that are applicable and how the curriculum affects children.

Research Method
Evaluations conducted an assessment of the curriculum used by kindergarten in Jakarta. The evaluation objective in the third year
is the kindergartens located in East Jakarta, North Jakarta and Central Jakarta. The research objective is an institution that has become kindergarten respondents in the first and second years.

The scope of the assessment in the first and second year covers the suitability of the curriculum used with the stages of child development, the curriculum orientation is centered on the child, the suitability of the curriculum to the needs of children, the internalization of cultural values of Indonesian society into the curriculum being used, the ability of the curriculum in adapting to technological development and information, and the simplicity of the curriculum to be implemented in learning. The scope of the evaluation in the third year is the development of the concept of kindergarten curriculum drafting training in Jakarta.

The evaluation was conducted by assessing the kindergarten curriculum that has been developed by the kindergarten with a qualitative model. The curriculum assessment was carried out by curriculum specialists in Early Childhood Education (ECD). The systematic evaluation process is as follows:

1. Determine the Kindergartens whose curriculum will be evaluated. Those selected kindergartens will then be divided into two groups: advanced and regular, with each of the groups represented by some kindergartens in the area of North Jakarta and Central Jakarta.

2. Each curriculum that has been obtained is assessed by several early childhood curriculum specialists. Each assessor uses the assessment tool that has been developed by the research team.

3. Results of the assessment will be analyzed in accordance with the framework that has been built on the design of an evaluation to see achievement evaluation indicators.

The design of curriculum evaluation covers aspects of assessment, assessment indicators, and a description of assessment. Aspects of assessment demonstrate the principles kindergarten curriculum development. Measurability principles of curriculum development indicators will be assessed to determine the accuracy of the curriculum that has been developed by targeted kindergarten. The evaluation description is an explanation of restrictions assessment based on aspects and indicators as a means of inter-rater perception. Thus the stage of curriculum evaluation carried out is described as follows:
The data collected is the result of early childhood curriculum assessment experts who have been and have credibility in the field with the form of qualitative data. The results of the assessment information provided by the appraiser based on the indicators contained in the evaluation instrument.

In collecting this data, researchers tested kindergarten curriculum training. In these trials there will be carried out pre/post test activities and instrument, granting the effectiveness of the training. The research team will meet regularly to organize information that has been recorded on the instrument that has been given to training participants. The implementation of the research was scheduled from February to November 2015. During the implementation of the study, researchers found some obstacles in the field, such as, some schools refused to participate in the research.

Results and Discussions
1. The targeted Kindergarten institutions in East Jakarta, North Jakarta and Central Jakarta consist of four categories. They are State Kindergarten, private kindergarten, kindergarten,
Moeslem kindergarten, and Christian kindergarten. These kindergarten use only the reference of Permendiknas no. 58 in 2009. There are several agencies that directly adapt the curriculum without redefining the government agencies version of curriculum.

2. From the analysis of the curriculum based on the criteria for curriculum development:
   a. The suitability of the curriculum used by the kindergarten with different aspects and stages of child development. Data on the field shows nearly 75% of domestic kindergarten institutions have a uniform curriculum, there were no characteristic of each institution. The rest do not even have any curriculum document. Despite having a uniform curriculum, there is a match between the curriculum with the aspects and stages of development. However, that aspect of development is not consistent between the curriculum and structure of the learning program.
   b. The curriculum orientation used by the kindergarten has been centered on children. Based on the findings of State kindergarten, private kindergarten, moeslem kindergarten, and christian kindergarten still do not have its own customize curriculum according to the hallmark of their institution. The documents and interviews show that there is only 43% which shows the child-centered curriculum. However, those are still in the form of formulation only, not visible in the planning.
   c. Content or learning materials in the curriculum
      From the documents and interviews, only 7% target of the study were consistent between the curriculum and the activities, content or learning materials. There is no learning content (math, language, literacy, computers, art, and science) in the curriculum. Researchers only found the content and learning materials in the curriculum but do not include them in the curriculum document. The results of interview notes show that there is no detailed description of the application and still found inconsistencies in the elaboration of curriculum content in the curriculum.
   d. The curriculum being used pays attention to the needs of children
      From the results of documents and interviews at the targeted kindergarten, show 69% visible attention to the needs of
children and contained in the curriculum document. The kindergarten have shown a curriculum that address the needs of children. This is visible in the curriculum document on the vision, mission and design activities.

e. Realistic achievement of objectives of the curriculum by some children.

Based on the findings, the realistic documentation and achievement of curriculum objective by most children do not exist in all four categories of institutions. All four types of kindergarten do not have the supporting documents on these criteria.

f. Simplicity of the curriculum to be implemented in the form of daily learning program.

The document only includes themes, objectives and activities for each age group. Only 25% of the data are easy to implement in everyday life. The preparation of planning the semester, weekly and daily activities are systematically arranged. While the rest of the kindergartens have no data to suggest about the simplicity of the curriculum to be implemented in everyday life. This is visible in the curriculum documents which do not compose for the planning of the semester, program themes, weekly and daily plans.

g. The curriculum helps children build the concepts and skills through a mix of topics and materials

Based on the findings of the data, 12.5% shows an explanation of the curriculum that helps children build the concepts and skills through a mix of topics and material. Plan learning activities that have been prepared by the teacher shows an explanation of the material to be delivered to the children. The findings of another kindergarten institution show no data are available to view the criteria of building concepts and skills through the integration of topics and material. The results of the interview also showed no description of the programming steps that integrate the topic or theme of the material. It is also the same case on the review of an interview.

h. Internalization of cultural values that exist in Indonesian society in the curriculum 56% of kindergarten institutions indicating internalization of cultural values that exist in Indonesian society. Cultural values are included in the curriculum document, including; my homeland and custom clothing. But has not detailed the values of that culture into the document. The coverage of cultural values are limited to the homeland, custom clothes, lives in the village and in the city or are still limited to the selection of
themes related to the culture of Indonesia.

i. The ability to adapt the curriculum in the development of technology and information

Based on the findings, only 25% of kindergarten institution which has adapted the curriculum and information technology. This is reflected in the learning activities that provide information to students and the selection of participants as well as the development of themes such as communication tools, sacrifice and Ramadan, so the scope of study was limited to modern means of communication. But not detailed in the documents of curriculum and learning activities.

3. Based on the results of the evaluation of the curriculum in year three, it was drafting kindergarten curriculum training in writing and has been validated by 3 (three) experts, training guidance on kindergarten curriculum development and instruments for evaluating the effectiveness of the training curriculum.

Conclusion

a. DKI Jakarta has 5 regions and only 3 (three) were used as the target area that represents the research (East Jakarta, North Jakarta and Central Jakarta). Of the three regions only 31 kindergartens were willing to deliver the curriculum. The curriculum document that has almost the same form and content which institutions directly adapt the curriculum made by government without redefining in accordance with the needs of the institution.

b. The kindergarten curriculum that were evaluated on nine criteria for curriculum development are just a few that suit their needs, aspects and stages of child development, and child centered.

c. While there are still many who have not seen their curriculum content or learning materials, realistic and achievement of objectives of the curriculum by some children, simplicity of learning programs to be implemented in the form of daily activities, build concepts and skills, adapt to technological developments and information and internalization of cultural values.
Reconstruct the Aggressiveness Therapy of Child  
(Case Study on Ratna Kumara Kindergarten, Medahan Village, Blahbatuh, Gianyar, Bali)  

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Abstract  
This study aims to determine 1) the form of aggressive therapies developed for children in kindergarten; 2) factors related to the development of aggressive therapies developed for children in kindergarten. This research was conducted in Ratna Kumara Kindergarten, Medahan Village, Blahbatuh, Gianyar, Bali in 2014 with consists of 22 children. This research is a qualitative case study type. Data were collected through observation, interviews and document analysis. The results showed 1) the aggressive form of therapy developed through individual stimulation such as yoga, understand emotions, playing music, singing individual and social stimulation such as creative movement, role play, work of mutual cooperation; 2) the study found several factors that support children's success therapy aggressiveness that teachers have the knowledge and understanding of children's education, can create a joyful learning, shows the close relationship and a good working team of fellow teachers, establish communication and good cooperation with parents, supported with adequate learning facilities and a comfortable environment as well as healthy.  

Keywords: aggressive therapy, child  

Introduction  
The family is the first and main environment for children who have enormous influence. The environment is very large influence as a stimulant in children's development. Parents have a major role in the formation of the child's personality. The fact is happening in society, that without realizing all the behavior and personality of a good parent or not imitated by children. The child does not know whether either indicted or not. Because preschoolers learn from what he had seen. Learning about the attitude, behavior and good language so that the child will be the formation of a good personality too, needs to be applied early on. Parents are the most important educators, teachers and peers that are both environment for children. This is in accordance with the opinion of Hurlock (1978: 30) in which reveals that the most important thing for children is parents, teachers and peers because of the child they know something good and not good. Various things they learned from the environment is
a great potential which will be a description of the various behaviors that they have in the next phase of their development.

Around the society realities show that not all children can pass through stages of development well and can always grow into a delightful child. The problems that can arise in children's behavior as adaptive behavior, destructive, and interfere with themselves and the environment.

The above is in accordance with that expressed by Qaimi (2002 in Nurliana, 2010: 5) on the theory that the delinquency delinquency age quickly formed at younger ages, parents and educators must respond and understand how the personality of their children when they showed signs of delinquency. Qaimi added that a child will begin to appear to show signs of mischief when children aged four to six months, and gradually at the age of only 2.5 years old children have a tendency to fight (parents, for example), at the age of three years in addition to tend to resist children also have a desire to subjugate others, then at the age of 4 years old child was in a condition of mischief, such as when children are upset he stamped his feet on the ground, screaming and always oppose the order. When children behave like this, according Izzaty (in Nurliana, 2006: 5) the child is at problem areas also often appears in children that conduct and restless area, one of which is aggressiveness.

Causes of aggressive behavior is very complex, not single, but can be broadly grouped into two causes, namely internal and external. Both of these factors lead to delays in development or social and emotional aspects are concerned. Inhibition of emotional development and social behavior which is manifested in the form of aggressive behavior. Aggressive behavior do children / adolescents, whether at home, school, and even in the wider community. Aggressive behavior in reasonable limits on the child / adolescent can be tolerated or ignored, but when it can lead to harm himself and others, then it needs to be dealt with sincerely, because it can result in more fatal.

Bali province consists of seven districts and one municipality if explored more in depth have a relatively distinct culture, but generally have in common. Of a pilot project conducted in several kindergarten researchers found no particularities that attract researchers to conduct research on child aggressive therapy. The attractiveness of the researchers encountered was in Ratna Kumara kindergarten in the Medahan village, Blahbatuh, Gianyar, Bali. During the initial observation on the kindergarten investigators looked at children who only a few months there have shown progress on some
of the things that children be kind and affectionate to friends and have peace of behaving. This was confirmed again from information supplied some teachers and parents of children who investigators encountered during initial observations made. When that some parents expressed happiness they see no positive developments relatively quickly at her son.

Research Focus
The focus of this research is "learning that teachers in child aggressiveness of therapy in Ratna Kumara Kindergarten".

Formulation of The Problem
1. How to form of child aggressiveness of therapy?
2. What factors are associated with aggressive therapies for children?

Research Purposes
1. Knowing the form in treatment of aggressive children.
2. Knowing the factors associated with aggressive therapies

Child Aggression
According Breakwell (1998), aggression is typically defined every form of behavior to hurt or harm someone who is opposed to the willingness of that person. Aggressive involve any form of torture, including psychological or emotional abuse. For example, humiliate, frighten or threaten. While violence is defined as an act where there is a deliberate attempt to injure physically, limited to the physical torture, and if it is not intentional violence are not categorized.

While in general the attitude of learning theorists reject the view that menjelasan destructive instincts and do something by using violence, they think that the view of human aggression and unsociable behavior (anti-social) as a particular category of behavior. Such a view Bandura (Shaffer, 1994) and other theorists assure that aggression is actually just an assumption about the different social behavior, can not be separated from the understanding in interpreting a form of behavior that is done to us. Presumably, our interpretation of aggressive or aggressive attitude depends on the personal and social situations, such as our own beliefs about aggression itself, the context in which this response occurs, the intensity of the response, and the identity of the reactions involved are limited.

From the opinion of experts, we can conclude that aggressive behavior is intentional action that resulted in physical or psychological suffering on another person or damage to goods and objects.

The child's behavior can be categorized aggressive or not, Bandura (Kim Fong Poon-McBrayer and Ming-gon John Lian, 2002) suggests the criteria that need to be
considered in determining whether an aggressive child behavior, namely:

a. Quality of aggressive behavior, degree or size, levels of aggressive behavior towards victims of either physical or psychological attack, embarrass, damaging other people's stuff.

b. The intensity of behavior, often whether or not to take actions that harm or endanger the victims.

c. There is a deliberate action, the aggressive action, no express intention, deliberately doing aggressive behavior. Characteristics of the observer, that is, those who pay attention to aggressive behavior committed by someone. This will vary as will be determined by gender, socio-economic, ethnic, experience, etc. aggressive behavior.

d. Perpetrators escape when others are suffering as a result of action, no feel guilty or innocent.

e. Characteristics of subject, such factors as age, gender, experience in an aggressive manner.

Conclusion of definition, a child is categorized as aggressive or not will be determined by observer that tends subjectively, weight and quality of aggressive behavior, the quantity or frequency of aggressive behavior, there is deliberate (intention) to satisfy the needs, should be seen no sense of responsibility (dodge) if requested accountability, and the characteristics of human such as age and gender.

Causes of Child Aggressiveness

Every kind of behavior that is aggressive and non-aggressive there must be the driving factor or cause. The cause is complex, not a single, but the cumulative of various factors. Like Sigmund Freud (Shaffer, 1994) believe that we are all born into the world is accompanied by the death instinct. Which included all violent behavior and vandalism. According to his view of the energy obtained from food continuously and turned into an aggressive energy and aggressive stance is to be issued regularly at a certain time period to prevent their attitudes increased at a dangerous level. One interesting thing Freud say to be aggression which sometimes comes in the mind, resulting in some form of self-punishment themselves, destruction, or even suicide.

The second instinct theory of aggression comes from Lorenz (Shaffer, 1994) who argue that humans and animals have a basic instinct to fight (aggressive) used to fight against each other. Lorenz also believes that aggression as a hydraulic system which can generate its own energy. But he believes that aggressive action on an ongoing
basis will develop to the release of the appropriate stimulus. All kinds of instincts, including aggression, have a basic purpose: to ensure survival as individuals and or groups.

According to Bandura (Shaffer, 1994) social learning theory assumes that aggression as a specific kind of social behavior derived from experience what is seen, heard directly (the learning outcomes). Aggression is described as any behavior directed towards action to injure/damage/harm others.

Handlers aggressive behavior of children requires the ability catharsis that can be done when the child is experiencing a psychological burden. Catharsis is a release of tension and anxiety by taking it in a real world way. Catharsis theory states that the provision of opportunity for individuals who have a tendency to behave grumpy hard (in the cathartic activity), but in a way that does not hurt, will reduce the level of emotional stimuli and a tendency to aggressive behavior. Slightly at odds with the theory of catharsis (Breakwell, 1998: 235) states that catharsis is not an effective instrument for reducing aggression that is open. Research Robert Arms and colleagues reported that the audience of American-style football, wrestling, and hockey was even further indicates the nature of the violence after watching a sports match was over before watching. Various expert opinions above refers to a definition that aggressive behavior of children is one form of behavior of children who experience emotional and social barriers. Aggressive behavior is different from violent behavior. Aggressive behavior contrary to the norms of applicable law and community expectations so categorized anti-social behavior.

**Research Method**

This study used a qualitative method with case study approach, where researchers focused with some restrictions on the search to find a deep meaningful interaction on efforts aggressiveness of child therapy.

Data collection procedures and the subject of research

In the collection of research data, the research process using a model "gradually advanced research groove" (the developmental research sequence): (1) determine the social situation of research, (2) conduct participant observation, (3) make field notes, (4) conduct observations descriptive, (5) the domain analysis, (6) held a focused observation, (7) taxonomic analysis, (8) to implement the selected observations, (9) the analysis component, (10) the analysis of the theme, (11) to write the theme of culture, and (12) writing ethnography, thus referring to the data collection procedure proposed by Spradley (1980: 103). The
number of children who become research subjects are 25 people who are in group B at Ratna Kumara Kindergarten. In addition to children who were involved in this study also involved a number of the teachers two teachers and one headmaster and five parents of children who also became an informant in order to support all the research data.

Data Analysis
Data analysis was done in advance and gradually in accordance with a research focus after organizing data. Analysis of the data of this study follows the model of Spradley (1980: 34) which starts from the fifth step. Type of analysis is carried out as follows; domain analysis (step six), taxonomic analysis (step eight), componential analysis (step ten), and theme analysis (step eleven).

Data Validity examination
The technique of examination of the data used in this study include; (1) extension of participation, (2) persistence observation, (3) triangulation, and (4) auditing. Data validity checking technique was chosen because this research is a case study with a research background class / group.

Data interpretation
The purpose of the interpretation of the data in this study includes a description of the data, analytic description and preparation of substantive theories. This is in line with the desired natural research experts that the main purpose of the interpretation of the data is reached substantive theory. The process of drafting the theory that consists of categories with the region as well as the hypotheses and the region performed simultaneously since in the field.

Results and Discussion

1. The form of aggressiveness of therapy kindergarten children on Ratna Kumara

Based on the results of the domain analysis, document analysis, and interviews with informants found that teachers use a variety of strategies in the treatment of aggressive children in kindergarten. Use a variety of learning aims for the individual child is always happy and enjoy learning activities undertaken such as yoga, understand emotions, meditation, traditional games, singing, playing music and storytelling.

One example excerpts of interviews conducted with teachers and domain analysis in activities to develop character as follows.

Informant: "Actually, we do a lot of strategy or using varied methods, such as by holding a traditional game
for some learning activities, other than that we involve children in activities of singing, storytelling, here we distinctiveness of another kindergarten which always carry out meditation in the start and end of activities learn and perform yoga activities once every two days."

In particular, the activities of meditation and yoga is done with the intent to harmonization between thoughts and actions so that the child will always be calm and be able to focus on learning to follow and be aggressive treatment of children indirectly. One way that is done in meditation that regulate breathing and watching the breath in and out of the nose while listening to instrumental music.

While yoga is done for the child aggressive therapy is not yoga, but yoga has complicated movements basic and simple as Surya Namaskar. Surya namaskar is an important technique in doing yoga. Flexibility and application is very useful way to obtain healthy living, powerful and is the spiritual preparation for the generation, treatment and awareness meningkatkan. The stages of the solar movement namaskar like Pranamasana (stand tall), Hasta Uttanasana (hand raised), Padahastasana (bowing to hand in feet), Asva Sancalanasana (riding), Parvatasana (mount position), Astanga Namaskara (prostration with body part eight in floor), Bhujangasana (snake position), Parvatrasana (mount position), Asva Sancalana (riding position), Padahastanasana (hands touching feet), Hasta Uttanasana (lifting hands position), Pranamasana (prayer position). Therefore to get children meditation and yoga can give you the peace and enhancement of high concern that aggressive children will be reduced.

Based on the analysis of the data found that aggressive treatment of children can be developed in a socially such as creative movement which is a movement that combined to express inner thoughts and express one's feelings and is done by giving freedom to children to move in accordance imagination with respect to time, space and emphasis, Creative movement is done properly by giving the child a quality improvement and development of the physical, the ability of balance and coordination, rhythm and tempo will know, and has the ability to forecast events that will happen next and have a high body awareness and more importantly creative movement can used as psychological therapy in child behavioral disorders. Besides activities play a role also able to provide a therapeutic effect aggressive play activities of children because it is able to solve the problem (of self and social), acting through a series of actions whose effects can explore feelings, gain insight (insight) about attitudes,
values and perceptions, develop skills and attitude in solving problems. In addition to creative movement and play the role of socially aggressive therapy can be done by taking children to conduct mutual cooperation consisting of activities to cooperate in conducting the game, to cooperate in completing the task, and divide tasks in class.

2. Factors associated with aggressive therapies developed for children kindergarten Ratna Kumara

Teacher is a major factor. Teachers have an adequate knowledge and understanding of child aggression therapy. The teacher is a person who takes full responsibility in the learning activities for children are in kindergarten. The ability of teachers in communicating and interacting with the child will determine the success/success of teachers in providing therapy. In addition to teacher parents support the efforts of teachers. Even when children are in kindergarten teachers are those who take full responsibility for the child, but the parents are very big role in the effort to influence the aggressiveness of child therapy. The presence of parents to participate comply with various laws are in charge of the school and continue to be given in the house rules very helpful therapy given at school.

In addition to teachers and parents, facilities and infrastructure factors also support the aggressiveness of therapy given to children. Facilities and infrastructure available in kindergarten learning Ratna Kumara adequate. This can be seen both from facility and means that there in classrooms devoted to teaching kindergarten children alone or in the other rooms were in use simultaneously. Availability of infrastructure is support efforts manners of children, because the teacher can use it to provide a more varied stimulation program, making efforts to develop the manners of children can be achieved more optimal. Similarly, Ratna Kumara Kindergarten is also quite comfortable and healthy for implementation learning. Clean room conditions and sufficient lighting make the child stand to be in the local and can play and explore developing their abilities. In addition rural areas cool and paddy atmosphere make learning to be quiet. So also the conditions and the situation in the school yard were always clean and constrained to make children threaten furthest from the dangers outside.

Conclusions

First, aggressive therapy is done at learning process every day. The concept of aggressive therapy that was developed at the kindergarten children Ratna Kumara
include the development of aggressive therapies individually and socially aggressive therapy development. Individually include yoga, understand emotions, meditation, traditional games, singing, playing music and storytelling. While socially as creative movement, playing the role and working of mutual cooperation.

Second, the factors associated with aggressive therapy such as teacher quality, cooperation with parents and learning infrastructure facilities available in Ratna Kumara kindergarten adequate.

The teachers are expected to increase competency in developing aggressive therapy the child to be able to handle a variety of characteristics of the child. In addition, teachers should always communicate with the parents so that the child aggressive therapies more holistic and sustainable. The manager of kindergarten teachers to support the aggressive treatment of children, especially providing opportunities for training teachers and special education about child aggressive therapy. While parents should be able to demonstrate a good cooperation with the teachers helped them to adhere to the rules and at the same motivation children to obey rules that are applied in kindergarten. In addition, it is also the parents also should set a good example in communicating with children at home so that the child will be easier to find a good man figure and a role model. In this study suggested also in other researchers to continue research on the aggressiveness of therapy development model that found the right formulation for the development of child aggression therapy throughout Indonesia.

References


Parent’s Visual Literacy Toward Toys Symbol

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Abstract
Research has demonstrate that play enables children to make sense of their world and Parents are their child’s best playmates. Parent have an important role in choosing a good toys. The best toys are the ones that stimulate many senses and that give a child the opportunity to makes thing happen. Basic questions framed this research is to study about parent’s visual literacy toward toys label. The following question will provide insight into whether or not parents understand about visual literacy toward toys label: What's going on in this picture, what do you see that make you say that? And what more can you find? The result of this study show that Parents have a good understanding of auditory and visual benefits symbol, fire safety and age label, they have a less understanding of creativity, fine motor, gross motor, language, social skills, self esteem, thinking skills, and tactile. They also have a less understanding about C E mark, kite mark and lion mark.

Keywords: Parent, Visual Literacy, Toys

Introduction
The first year of life is known as the golden age, when children significantly develop their emotional, social, regulatory and moral capacities—critical dimensions of early development that need focused attention (Shonkoff and Phillips, 2000). To build and support this skills, Parents should stimulate their children with fine quality toys. Toys can be support child’s development. When children play with a broad variety of toys, the experiences help to develop to their fullest potential.

Play is the most natural of childhood activities and one of the most frequently observed. (Hughes: 2003). Hughes offers three criteria that may help to define play such as; freedom of choice, personal enjoyment, focus is on the activity itself rather than its outcomes. These criteria are foundational to the play process and in connecting children’s development with their learning.

Research has demonstrate that play enables children to make sense of their world, expand social and cultural understandings, express personal thoughts and feelings, practice flexible and divergent thinking, encounter and solve real problems, learn to consider other’s people perspectives, negotiate play roles and plans, develop self control, extend language and literacy skills, enhance brain and motor
development (Bredekamp, 1987; Bredekamp and Rosegrant, 1992; Frost, Wortham, & Reifel, 2005; Isenberg & Quisenbury, 1988; Isenberg & Jalongo, 1997; McCain, Mustard, & Shanker, 2007; Pellegrini & Bohn, 2005; Pellegrini & Smith, 1993).

The developmental literature is clear: play stimulates physical, social, emotional, and cognitive development in the early years. Children need time, space, materials, and the support of informed parents and thoughtful, skilled early-childhood educators in order to become “master players.” (Reynolds and Jones, 1997) They need time to play for the sake of playing.

Parents are their child’s best playmates. Parent have an important role in choosing a good toys. The best toys are the ones that stimulate many senses and that give a child the opportunity to makes thing happen.

Many toys have age range label, fire safety, CE mark and other information on their packaging. This very usefull, but some parents seems doesn’t get their points and says this is only a guide. Children’s interests and stage of development will probably give parents a better sense of what to choose. For example; age range information can be important for safety when toys contain small parts that could be swallowed by a child. All the information perform in toy packages without using any word. Wisely, parents need to know the meaning of the symbols which are found in toys.

On the other hand, there are several things that important for parents to know about the need for literacy skills both for children to become proficient readers, to love reading and also for parents to understand the meaning inside toys symbol.

Definition of visual literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. (Avgerinou, M. & Ericson, J., 1997).

A white paper drawn up in January 2004 (Elkins, 2010), defines visual literacy as "understanding how people perceive objects, interpret what they see, and what they learn from them."

Children and adults need to understand images and have well developed visual literacy skills to learn from them and to communicate with other people. Hopefully, parents are increasingly subject to the use of images to persuade them to buy things. Its being a reason, because our world is filled with more representational images than ever before. Cairney write, visual literacy is essentially an educational rather than a research tool. It seek to offer children the tools that they need to understand the many visual they meet each day (Cairney, 2010).
Parents and other family members play a very important role in the provision of play and learning facilities. Parents are their child's first teacher, and early skills achieved are based on activities and experiences that children have in the home.

Visual literacy as the ability to see, to understand, and ultimately to think, create, and communicate graphically. Generally speaking, the visually literate viewer looks at an image carefully, critically, and with an eye for the intentions of the image’s creator. Those skills can be applied equally to any type of image: photographs, paintings and drawings, graphic art (including everything from political cartoons to comic books to illustrations in children’s books), films, maps, and various kinds of charts and graphs (Thibault & Walbert, 2015).

In every toy, the guide includes a photo and short description of product, so that parents can see it as well as read about it. Underneath each toy there is a selection of icons that list various developmental children through playing with toys. These ten benefits are as follows:

Those descriptions as well as icons to determine if the toys is suitable for the children. Example, the child working on going from a crawl to a walk, then the parent try a toy with the gross motor symbol above it.

In other hand, we also study about safety symbols on toys. There are many things a parent can do to keep the child safe with their toys. Parents should recognize and understand each symbols actually means which is found on children’s equipment and toy.

These are the child safety symbols and its meaning:
The Lion Mark was developed in 1988 by the BTHA to perform a function not covered by the CE Mark, namely, to act as a recognisable consumer symbol denoting safety and quality. The Lion Mark indicates that the toy has been made by a member of the British Toy & Hobby Association and therefore denotes the member’s commitment to adhere to the BTHA Code of Practice which includes rules covering ethical and safe manufacture of toys, a ban on any counterfeit goods, an assurance to market responsibly, a commitment to improving sustainability and a desire to promote the value of all play.

In parent and toddler groups and pre-school settings, children have many opportunities to enjoy and learn their play. The problem faced by parents are all to often, parents use toys as babysitters. Parents sit the kids down with their toys and walk aways to do the dishes or checking their facebook account. Parents expect the toys to engage
their child to the point where the children is mesmerized.

The objective of this research is to study about parent’s visual literacy toward toys label. The following question will provide insight into whether or not parents understand about visual literacy toward toys label: What's going on in this picture, what do you see that make you say that? And what more can you find?

**Results and Discussion**

This study uses a qualitative approach and the data is collected through the document reviews, interviews, and the questionnaires to obtain information on the visual literacy skills of parents.

Through a randomize control sampling, sample were collected from 30 parents which encountered in the current environment when researcher spread the questionnaire.

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>F₀</th>
<th>%</th>
<th>Fₑ</th>
<th>(F₀ - Fₑ)²</th>
<th>(F₀ - Fₑ)² / Fₑ</th>
<th>Z²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>21</td>
<td>70.00</td>
<td>10</td>
<td>11</td>
<td>121</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>5</td>
<td>16.67</td>
<td>10</td>
<td>-5</td>
<td>25</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td>4</td>
<td>13.33</td>
<td>10</td>
<td>-6</td>
<td>36</td>
<td>3.6</td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td></td>
<td>18.2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

From the table above, the study showed that χ² 18.2 > 5.99 χ² 1 , with

**Auditory Symbol**

A child needs to be able to interpret and attach meaning to information they receive from what they have heard and formulate a response. In the first years of life, hearing is a critical part of children’s social emotional and cognitive development because it can affect to speak and understand language.

The listening difficulties of children with auditory processing disorder may be a consequence of cognitive, language, and attention issues rather than bottom up auditory processing (De Wit, Margot, Bochane, Stenbergen, Van Dijk, Van Der Schans, Luinge, 2016).
Dc 3-1 at the 95% degree of confidence. Its describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 70% of respondents having good understanding about auditory symbol on toys.

Creativity Symbol

Creativity is the freest form of expressing ourselves. It is about trying new things and new ways of being. Parents spark children creativity by encouraging their curiosity, using common everyday experiences to inspire new ideas.

Research with theme “the effectiveness of creativity training” found that creativity skills can be learned. Not from sitting in a lecture, but by learning and applying creative thinking process. (Scott, Leritz, and Mumford, 2004).

Table 2. Creativity Symbol

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>F_o</th>
<th>%</th>
<th>F_e</th>
<th>F_o - F_e</th>
<th>(F_o - F_e)^2</th>
<th>(F_o - F_e)^2 / F_e</th>
<th>Z^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>2</td>
<td>6.67</td>
<td>10</td>
<td>-8</td>
<td>64</td>
<td>6.4</td>
<td>22.4</td>
</tr>
<tr>
<td>Well</td>
<td>6</td>
<td>20.00</td>
<td>10</td>
<td>-4</td>
<td>16</td>
<td>1.6</td>
<td>95%</td>
</tr>
<tr>
<td>Less</td>
<td>22</td>
<td>73.33</td>
<td>12</td>
<td>12</td>
<td>144</td>
<td>14.4</td>
<td>5.99</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td>22.4</td>
<td>22.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above showed that $\chi^2_t \simeq 22.4 > 5.99 \chi^2_i$ with Dc 3-1 at the 95% degree of confidence. This means that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 73.33% of respondents stated that the ability of the child in terms of make responsible decisions is in average level, but in other condition (47%) stated in low level.

Fine Motor

Fine motor involve the careful control of small muscles in the hands, feet and fingers. Parents can plan activities that encourage children’s developing fine motor skills. Some activities that practice hand and finger coordination are play dough, block, puzzles, scissors, paint and brushes, crayon, plastic cutters, etc.

During the infant and toddler years, children develop basic grasping and manipulation skills, which are refined during the preschool years. The preschooler becomes quite adept in self-help, construction, holding grips, and bimanual control tasks requiring the use of both hands. (Essa, Young & Lehne, 1998)
Table 3. Fine Motor

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>$F_o$</th>
<th>%</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$\frac{(F_o - F_e)^2}{F_e}$</th>
<th>$Z^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>2</td>
<td>6.67</td>
<td>10</td>
<td>-8</td>
<td>64</td>
<td>6.4</td>
<td>19.4</td>
</tr>
<tr>
<td>Well</td>
<td>7</td>
<td>23.33</td>
<td>10</td>
<td>-3</td>
<td>9</td>
<td>0.9</td>
<td>95%</td>
</tr>
<tr>
<td>Less</td>
<td>21</td>
<td>70.00</td>
<td>10</td>
<td>-11</td>
<td>121</td>
<td>12.1</td>
<td>5.99</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>19.4</td>
</tr>
</tbody>
</table>

The table above showed that $\chi^2_h > 19.4 > 5.99$ $\chi^2_t$ with $Dc = 3-1$ at the 95% degree of confidence. This means that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 70% of respondents having less understanding about fine motor symbol on toys.

Gross Motor

Gross motor involve control of the arms, legs, head, and trunk. Parents can help children develop gross motor by building in opportunities for children to run hop, throw and catch, jump, climb, rides on toys, etc.

Other play position studies have examined the effects of infant sitting and movement equipment commonly found in homes, such as walkers, infant seats, high chairs and stationary play seats with attached toys. These studies show that such devices can inhibit play movements of both arms and legs (Abbott, & Bartlett, 2002)

Table 4. Gross Motor

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>$F_o$</th>
<th>%</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$\frac{(F_o - F_e)^2}{F_e}$</th>
<th>$Z^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>6</td>
<td>20</td>
<td>10</td>
<td>-4</td>
<td>16</td>
<td>1.6</td>
<td>12.2</td>
</tr>
<tr>
<td>Well</td>
<td>5</td>
<td>16.6</td>
<td>10</td>
<td>-5</td>
<td>25</td>
<td>2.5</td>
<td>95%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>12.2</td>
</tr>
</tbody>
</table>

The table above showed that $\chi^2_{h} = 12.2 > 5.99$ $\chi^2_{t}$, with $Dc = 3-1$ at the 95% degree of confidence. This means that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 63.33% of respondents having less understanding about gross motor symbol on toys.

**Language**

Parents play a critical role in a child’s language development. Parents can help children develop their language abilities by tuning in to what they say and responding in ways that result in more talk. Preschoolers love to play with words. They talk continuously both to themselves and to others, keeping conversations going by asking endless questions that may be hard to answer.

New research from Stanford psychologists reveals that the amount parents speak directly to their toddler can make an incredible difference in the child’s language proficiency and vocabulary (Carey, 2013).

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>$F_o$</th>
<th>$%$</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$Z^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>3</td>
<td>10.00</td>
<td>10</td>
<td>-7</td>
<td>49</td>
<td>4.9</td>
</tr>
<tr>
<td>Well</td>
<td>3</td>
<td>10.00</td>
<td>10</td>
<td>-7</td>
<td>49</td>
<td>4.9</td>
</tr>
<tr>
<td>Less</td>
<td>24</td>
<td>80.00</td>
<td>14</td>
<td>10</td>
<td>196</td>
<td>19.6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td></td>
<td></td>
<td>29.4</td>
</tr>
</tbody>
</table>

From the table above, the study showed that $\chi^2_{h} = 29.4 > 5.99$ $\chi^2_{t}$, with $Dc = 3-1$ at the 95% degree of confidence. Its describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 80% of respondents having less...
understanding about language symbol on toys.

**Self Esteem**

Self esteem is how much a person values himself/herself. Self esteem comes from feeling loved and secure.

The new findings, published in the January 2015 issue of the journal of Experimental Social Psychology, used a newly developed test to assess implicit self esteem in more than 200 (5 year old children), the youngest age yet to be measured. “we found that as young as 5 years of age self esteem is established strongly enough to be measured (Cvencek; McElroy 2015)

### Table 6. Self Esteem

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>$F_o$</th>
<th>%</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$Z^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>1</td>
<td>3.33</td>
<td>10</td>
<td>-9</td>
<td>81</td>
<td>8.1</td>
</tr>
<tr>
<td>Well</td>
<td>3</td>
<td>10.00</td>
<td>10</td>
<td>-7</td>
<td>49</td>
<td>4.9</td>
</tr>
<tr>
<td>Less</td>
<td>26</td>
<td>86.67</td>
<td>10</td>
<td>16</td>
<td>256</td>
<td>25.6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td></td>
<td></td>
<td>38.6</td>
</tr>
</tbody>
</table>

From the table above, the study showed that $\chi^2_h 38.6 > 5.99 \chi^2_1$ with Dc 3-1 at the 95% degree of confidence.

It describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 70% of respondents having less understanding about Self Esteem symbol on toys.

**Social Skills**

Social skills is important part of a child’s life, such as making friends and fitting in social skills are those communication, decision making, managing ourself, and peer relationship abilities that allow one to initiate and maintain positive social relationship with others.

Children who have strong social and emotional skills perform better in school, have more recognizing and labeling one’s feelings, being responsible and identifying and cultivating one’s positive qualities (Elias, 2006).
Table 7. Social Skills

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>F_o</th>
<th>%</th>
<th>F_e</th>
<th>F_o - F_e</th>
<th>(F_o - F_e)^2</th>
<th>(F_o - F_e)^2 / F_e</th>
<th>Z^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>6</td>
<td>20.00</td>
<td>10</td>
<td>-4</td>
<td>16</td>
<td>1.6</td>
<td>12.2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>5</td>
<td>16.67</td>
<td>10</td>
<td>-5</td>
<td>25</td>
<td>2.5</td>
<td>95%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td>19</td>
<td>63.33</td>
<td>10</td>
<td>9</td>
<td>81</td>
<td>8.1</td>
<td>5.99</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td>30</td>
<td>12.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the study showed that $\chi^2_h 12.2 > 5.99 \chi^2_t$ with Dc 3-1 at the 95% degree of confidence.

It describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 70% of respondents having less understanding about social skills symbol on toys.

Thinking

Thinking skills are mental processes that children use to do things like solve problems, make decisions, ask questions, construct plans, evaluate ideas, organize information and create object. Toys are very well to help children develop their potential thinking skills.

Golinkoff and post doctoral researcher, Verdine (2014) have coauthored a study with colleagues at Temple University. Their study tell us is that parents and caregivers should make sure their kids have experiences that feed in to their spatial and mathematical thinking skills.

Table 8. Thinking Skills

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>F_o</th>
<th>%</th>
<th>F_e</th>
<th>F_o - F_e</th>
<th>(F_o - F_e)^2</th>
<th>(F_o - F_e)^2 / F_e</th>
<th>Z^2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table above, the study showed that $\chi^2_{h1} 15.2 > 5.99 \chi^2_{t}$ with $Dc \ 3-1$ at the 95% degree of confidence. Its describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 66.67% of respondents having less understanding about thinking skills or cognitive symbol on toys.

**Tactile**

Touch is the first sense that a person develop in their life. Children depend on touch for learning about world. Sadly, in America culture, touch is not well tolerated and is even actively discouraged as children move out of infancy and into the toddler and preschool phases of development. This is unfortunate for all children, but is especially harmful to both blind and low vision children (Field, 2004).

Symbol system for children who have visual impairments and other disabilities usually use pictures or tactile symbol on its packages. Tactile symbol are valuable tools that aid learners with conversations about people, places, even and ideas.

**Table 9. Tactile**

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>$F_o$</th>
<th>%</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$F_e$</th>
<th>$Z^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>-10</td>
<td>100</td>
<td>10.0</td>
<td>60</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dk 3-1</td>
</tr>
<tr>
<td>Well</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>-10</td>
<td>100</td>
<td>10.0</td>
<td>95%</td>
</tr>
</tbody>
</table>
From the table above, the study showed that $\chi^2_{h} \geq 5.99$ $\chi^2_{t}$ with Dc 3-1 at the 95% degree of confidence.

Its describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 90% of respondents having good understanding about visual symbol on toys.

**Visual**

Table 10. Visual

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>$F_o$</th>
<th>%</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$Z^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>27</td>
<td>90.0</td>
<td>10</td>
<td>17</td>
<td>289</td>
<td>28.9</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>2</td>
<td>6.67</td>
<td>10</td>
<td>-8</td>
<td>64</td>
<td>6.4</td>
</tr>
<tr>
<td>Less</td>
<td>1</td>
<td>3.33</td>
<td>10</td>
<td>-9</td>
<td>81</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td>43.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the study showed that $\chi^2_{h} \geq 5.99$ $\chi^2_{t}$ with Dc 3-1 at the 95% degree of confidence.

Its describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 90% of respondents having good understanding about visual symbol on toys.

**Fire Safety**
This symbol tells us about material of toys that will not easily catch light from cigarettes or matches. But it does not mean fireproof.

### Table 11. Fire Safety

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>F&lt;sub&gt;o&lt;/sub&gt;</th>
<th>%</th>
<th>F&lt;sub&gt;e&lt;/sub&gt;</th>
<th>F&lt;sub&gt;e&lt;/sub&gt; - F&lt;sub&gt;o&lt;/sub&gt;</th>
<th>(F&lt;sub&gt;e&lt;/sub&gt; - F&lt;sub&gt;o&lt;/sub&gt;)&lt;sup&gt;2&lt;/sup&gt;</th>
<th>(F&lt;sub&gt;e&lt;/sub&gt; - F&lt;sub&gt;o&lt;/sub&gt;)&lt;sup&gt;2&lt;/sup&gt; / F&lt;sub&gt;e&lt;/sub&gt;</th>
<th>Z&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>24</td>
<td>80.0</td>
<td>10</td>
<td>14</td>
<td>196</td>
<td>19.6</td>
<td>29.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>4</td>
<td>13.3</td>
<td>10</td>
<td>-6</td>
<td>36</td>
<td>3.6</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td>2</td>
<td>6.67</td>
<td>10</td>
<td>-8</td>
<td>64</td>
<td>6.4</td>
<td>5.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td></td>
<td></td>
<td>29.6</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the study showed that χ<sup>2</sup><sub>h</sub> = 29.6 > 5.99 χ<sup>2</sup><sub>1</sub> with Dc 3-1 at the 95% degree of confidence.

It describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 80% of respondents having good understanding about fire safety symbol on toys.

### C E Mark

CE marking proves that a product has been assessed and meets EU safety, health and environmental protection requirements. Manufacturer need to first identify the EU requirements for their product. The EU-wide requirements are laid down in directives and/or regulations that cover different products or product sectors, like toys.

### Table 12. CE Mark

<table>
<thead>
<tr>
<th>Level of</th>
<th>F&lt;sub&gt;o&lt;/sub&gt;</th>
<th>%</th>
<th>F&lt;sub&gt;e&lt;/sub&gt;</th>
<th>F&lt;sub&gt;e&lt;/sub&gt; - F&lt;sub&gt;o&lt;/sub&gt;</th>
<th>(F&lt;sub&gt;e&lt;/sub&gt; - F&lt;sub&gt;o&lt;/sub&gt;)&lt;sup&gt;2&lt;/sup&gt;</th>
<th>(F&lt;sub&gt;e&lt;/sub&gt; - F&lt;sub&gt;o&lt;/sub&gt;)&lt;sup&gt;2&lt;/sup&gt; / F&lt;sub&gt;e&lt;/sub&gt;</th>
<th>□&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
</table>
From the table above, the study showed that $\chi^2_h 54.2 > 5.99 \chi^2_t$ with Dc 3-1 at the 95% degree of confidence.

Its describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 96.67% of respondents having less understanding about C E mark/symbol on toys.

**Kite Mark**

<table>
<thead>
<tr>
<th>Understanding</th>
<th>$F_o$</th>
<th>%</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$F_e$</th>
<th>$\frac{(F_o - F_e)^2}{F_e}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>-10</td>
<td>100</td>
<td>10.0</td>
<td>54.2</td>
</tr>
<tr>
<td>Well</td>
<td>1</td>
<td>3.33</td>
<td>10</td>
<td>-9</td>
<td>81</td>
<td>8.1</td>
<td>95%</td>
</tr>
<tr>
<td>Less</td>
<td>29</td>
<td>96.6</td>
<td>10</td>
<td>19</td>
<td>361</td>
<td>36.1</td>
<td>5.99</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>54.2</td>
</tr>
</tbody>
</table>

From the table above, the study showed that $\chi^2_h 60 > 5.99 \chi^2_t$ with Dc 3-1 at the 95% degree of confidence.

Its describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 100% of respondents having less understanding about kite mark symbol on toys.
Age Label
This label tell us unsuitable for children under three years because it might, for instance, contain small parts.

Table 14. Age Label

<table>
<thead>
<tr>
<th>Level of Understanding</th>
<th>$F_o$</th>
<th>%</th>
<th>$F_e$</th>
<th>$F_o - F_e$</th>
<th>$(F_o - F_e)^2$</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>29</td>
<td>96.6</td>
<td>10</td>
<td>19</td>
<td>361</td>
<td>36.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>-10</td>
<td>100</td>
<td>10.0</td>
</tr>
<tr>
<td>Less</td>
<td>1</td>
<td>3.33</td>
<td>10</td>
<td>-9</td>
<td>81</td>
<td>8.1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
<td></td>
<td></td>
<td>54.2</td>
</tr>
</tbody>
</table>

From the table above, the study showed that $\chi^2_h = 54.2 > 5.99 = \chi^2_t$ with Dc 3-1 at the 95% degree of confidence. Its describe that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 96.67% of respondents having good understanding about age label/symbol on toys.

Lion Mark
The lion in the triangle is a symbol of safety and quality, backed by code of practice and developed by the British Toy and Hobby Association (BTHA) in 1988. Toys bearing the lion mark have been made to the highest standards currently in force in Britain and the European Community. It is a symbol of toy safety and quality for consumer.

Table 15. Lion Mark
Level of Understanding | $F_o$ | % | $F_e$ | $F_o - F_e$ | $(F_o - F_e)^2$ | $\frac{(F_o - F_e)^2}{F_e}$ | $\chi^2$
--- | --- | --- | --- | --- | --- | --- | ---
Good | 2 | 6.67 | 10 | -8 | 64 | 6.4 | 43.4
Well | 1 | 3.33 | 10 | -9 | 81 | 8.1 | 95%
Less | 27 | 90.0 | 10 | 17 | 289 | 28.9 | 5.99
Total | 30 | 100 | 30 | | | 43.4 |

From the table above, the study showed that $\chi^2_h = 43.4 > 5.99 = \chi^2_t$ with $Dc = 3-1$ at the 95% degree of confidence.

It's describes that there are significant differences between the frequencies obtained with the expected frequency. Thus it can be interpreted that as much as 90% of respondents having less understanding about lion mark/symbol on toys.

**Conclusion**

The result of this study show that parents have a good understanding of auditory and visual benefits symbol, fire safety and age label, they have a less understanding of creativity, fine motor, gross motor, language, social skills, self esteem, thinking skills, and tactile. They also have a less understanding about C E mark, kite mark and lion mark.

One of the most important things that parents can do is to read the sign or symbol to their child’s toy packages, read with and to their child, often, with a variety of materials. Parents who are learning how to read typically aware literacy experiences; it's a time to cuddle, it's a time to inform, and it's a time for warmth and affection between parents and children toward best buying edutoys. This is something that parents can really participate in and help their child with. Ideally, parents should have understanding and making meaning in visual symbol when they choosing and purchasing some toys for their children. Parents need to understand for better product to be an effective learning tool. It’s a crucial that parents and their child
should get play right, for better society and for better future.

References


Introducing Numbers to Early Childhood Children by Using Number Cards in PAUD Negeri 2 Banda Aceh

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\textbf{Abstrak}

Number cards is one of simple media that can be used to help introduce early childhood children to numbers and numeral symbols. Formulation of the problem of this research are, 1) How do we introduce numbers to children by using number cards in PAUD Negeri 2 Banda Aceh? 2) How is the children’s responses to the learning method of numbers introduction by the use of number cards in PAUD Negeri 2 Banda Aceh? The purposes of this research are: 1) to introduce numbers to children by the use of number cards in PAUD Negeri 2 Banda Aceh; 2) to understand childrens’s responses to the learning method of numbers introduction by the use of number cards in PAUD Negeri 2 Banda Aceh. The research is Classroom Action Research (PTK). The research subjects are 25 children of Group A in PAUD Negeri 2 Banda Aceh. The action is combined with stories, games, and contests. Data collection is done by observation and work method. Data analysis technique is using descriptive analysis. Conclusions of this research are; 1) Introducing numbers to early childhood children by using number cards can be done with stories, games, and contests. 2) Students’ responses to the learning method of numbers introduction by the use of picture cards that is done with stories, games, and contests are generally positive. 3) The results of work method about numbers introduction by the use of number cards that is done with stories, games, and contests are generally good at the developmental aspect, that children can compile, sort, and mention numeral symbol corresponding to amount of items in the picture that are shown.

\textbf{Keywords}: Number Cards, Numbers, Early Childhood Children

\textbf{Introduction}

Early Childhood Education Program is the most fundamental education that every 0-6 year old children should participate. Constitution Number 20 Year 2003 about National Education System Chapter 1 Clause 14 explains that Early Childhood Education Program (PAUD) is “development effort that is aimed at children from birth up to six year old which is accomplished by providing educational stimuli to help the growth and development of body and spirit, so that children have the readiness to enter further education”. Early Childhood Education Program (PAUD) Institutions will facilitate children to
get educational stimuli in order to help development and growth of body and spirit that covers the aspects of affective, psychomotor, and cognitive development.

One of the scope of cognitive development for young children aged 4-5 years is the concept of numbers, numeral symbols, and letter symbols. Based on Regulation of the Minister of National Education Number 56 Year 2009 about Early Childhood Education Standard, in the attachment concerning concept of numbers and numeral symbols, Achievement Level of Development for children aged 4-5 years are: 1) Understanding the concept of plenty and few, 2) Counting the number of objects from one to ten, 3) Knowing concept of numbers, 4) Knowing numeral symbols.

4-5 year old children are yet to understand operational definition as an interaction process of mental activities, where the process can go back to the first point of logical thinking. According to Piaget (in Dahar 1988:1830), 4-5 year old children is on the pre-operational level of intellectual development. In this stage of development, children’s reasoning is partial to partial, Piaget called it transductive, and irreversible, with egocentric characteristic. In this stage, it’s difficult for children to imagine this world on other people’s perspective.

Mathematics is something concerns to abstract ideas/concepts that is arranged hierarchically by the use of deductive reasoning. Soejadi (2000:13) states that one of the characteristics of mathematics is “having an abstract objects of study.” Mathematics for early childhood children can be served with study activity of mathematical concepts by playing in daily life but still scientific. Concepts of numbers is both a foundation for mathematics skill development and children’s readiness to follow elementary school’s education. Because of that, learning (introduction) of concept of numbers should be done by activities utilizing concrete and fun media, one of them is by the use of number cards.

Problem of numbers introduction in PAUD Negeri 2 Banda Aceh is caused by inappropriate games and learning method. The learning is less meaningful, so students can only memorize the name of numbers without connecting in with numbers itself.

Based on the problem in PAUD Negeri 2 Banda Aceh, author is interested to do an action research with problem formulations; 1) How do we introduce numbers to children by using number cards in PAUD Negeri 2 Banda Aceh? 2) How is the children’s responses to the learning method of numbers introduction by the use of number cards in PAUD Negeri 2 Banda Aceh?
The purposes of this research are: 1) to introduce numbers to children by the use of number cards in PAUD Negeri 2 Banda Aceh; 2) to understand children's responses to the learning method of numbers introduction by the use of number cards in PAUD Negeri 2 Banda Aceh. Action hypothesis for this research is, introducing numbers to early childhood children can be done by the use of number cards.

Theoretical Basis

Early Childhood Education Program (PAUD) has a big role in the efforts of improving the intelligence of a nation, and society are expected to become increasingly aware of the importance of early childhood education.

Early Childhood Education Program is one step of education which attempts to facilitate children’s development and growth as early as possible, ranging from 0-6 year old. Material education for early childhood children, corresponding to Regulation of the Minister of National Education Number 56 Year 2009 about Early Childhood Education Standard, in the attachment concerning content standards covering 1) moral and religion values, 2) physic, 3) cognitive, 4) language, and 5) social emotional.

Early Childhood Education Program is organized with the main objective to build Indonesian children with good qualities, that grow and develop corresponding to their development stage, for the readiness of entering elementary education and living in adulthood.

Early childhood children characteristics, stated by Hartati (2005:8-9) are: 1) have a big curiosity, 2) is a unique personality, 3) like to fantasize and imagining, 4) potential period to study, 5) egocentric, 6) low range of concentration, 7) part of social beings.

Early childhood education must corresponds to early childhood characteristics. Suyadi (2010:16) states that early childhood learning must be done with playing activities that are prepared by the teacher, with the preparation of concepts and learning process. Early education learning is characterized by learning through playing, children learn to build their knowledge, children learn scientifically. Children learn the best if what they learn are covering the developmental aspects of meaningfulness, interesting, and functional.

Introducing numbers and numeral symbols is one of the cognitive developmental scope for early childhood children aged 4-<5 years. Cognitive development describes how children’s mind develop and functioning so they can think (Mansur, 2005:33). Cognitive development is a mental process that covers the understanding of world, knowledge inventions, creation and
comparison, think and understand. The mental process that was mentioned is information processing that reach cognitive activities, intelligence, learning, problem solving, and concept forming. This also scopes creativity, imagination, and memory. 4-6 year old children start to show clear thinking process. Children start to understand some symbols like language and pictures. Children’s mastery of language has been systematic, that children can do symbolic games.

Cognitive development is the development of mind. Mind is part of the brain, which is used to understand, reasoning, knowledge, and understanding. Cognitive is a process of thinking, individual ability to connect, appraise, and consider an event. In this case, Susanto (2011:47) states that, “cognitive process is linked with intelligence, marking someone to a lot of interests, most importantly directing to ideas and learning.”

4-6 year old children is in the pre-operational stage (2-7 year old), in this stage children start to show a clearer thinking process than the previous stage, children start to know symbols like pictures and languages. Numbers and numeral symbols are part of cognitive development that should be achieved in early childhood. This becomes a foundation of another numerical concepts on the next formal education levels. Number is an abstract object, introducing it must take it to the form of concrete items.

Numbers are notated to a numerical figures, numeral. Numbers with numeral figures state a different concepts. Number is linked with values but numeral figures is just a written notation of a number. Number represents how many item it is (Sudaryanti, 2006: 1).

Benefit of number cards as a media to introduce numbers and numeral symbols for early childhood children are: a) Children interacts directly to their environment, b) There will be a uniformity of observation or children’s learning perception, c) Improving children’s motivation and interests, d) Serving a consistent and effective learning information, e) Serving messages or learning informations to all children, f) Solving the time and space limitation, and g) Controlling direction and speed of children’s learning.

Research Method
The research was conducted in group A in PAUD Negeri 2 Banda Aceh. The research was conducted in the first semester of the academic year 2014/2015, from August to September 2014. The timing of the study refers to the educational calendar for PTK requires several cycles that require an effective learning process in the classroom.

The research subjects are the entire students of class A PAUD
Negeri 2 Banda Aceh on the academic year 2014-2015 totaling 25 people, consisting of 13 boys and 12 girls. Because the number of research subjects are not many and allowing as a whole, the authors take all the children to be used as research subjects.

Data required in this study were collected through observation. Observations is conducted to observe the responses of children during the learning process and the level of development of the children to know numbers and numeral symbols. To evaluate the response of children during the learning process, we used the Children Activity Sheets (LAA). To measure the children’s development of knowing numbers and numeral symbols we used an observation sheet in the form of Work Assessment Rubric (RPK). The observations were done by a teacher from a local PAUD institution.

Data analysis techniques used in this research is using descriptive analysis techniques without ignoring quantitative. The collected data are described to explain, describe the activities that occur in the classroom when learning activities take place.

Performance indicators used to determine the success of a classical performance in this study were at least 75% of children are well developed, children are developing as expected, or research has been carried out in three cycles.

Stages in the classroom action research was started from the planning stage (the action plan), implementation (actions implementation), observation and reflection, followed by replanning (Soedarsono, 1997:12).

Broadly, each cycle in this study are as follows:

a. Planning

On the planning stage of first cycle, what teachers should do are:
1) Preparing Weekly Activity Planning (RKM)
2) Preparing Daily Activity Planning (RKH)
3) Teachers make children’s activity observation sheet and knowing numbers assessment sheet as the instruments.
4) Preparing number cards, stories, games, and contests as learning media which will be used in learning activities

b. Implementation

Next, teachers do the classroom actions implementation, by conducting learning activity corresponding to what has been described in RKM and put into RKH. The researcher’s activities in this stage are:
1) Teacher greets all children.
2) Teacher engages children to read a prayer.
3) Teacher talks briefly about the themes to be studied.
4) Teacher delivers the themes with learning objectives.
5) Teacher holds the cards that have been sorted, hold it right in front of the chest and facing towards the children.
6) Teacher explains, steps to steps, how to play with number cards.
7) Teacher shares the cards, that has been explained how to play it, to the children.
8) Teacher asks children to watch the cards one by one, then continue it to the other children so all children gets to see it.
9) Teacher use the game as the assessment method, putting back all the cards without the need to compile it.
10) Teacher prepares three children to the contest, then teacher give the order to look for certain numeral figures.
11) Teacher explains tomorrow’s activity.
12) Teacher leads the prayer before going back home.

All data obtained in this activities are noted carefully. Data yang diperoleh dalam proses kegiatan ini dicatat secara cermat. This is done in order to facilitate researchers in conducting data analysis.

**Results and Discussion**

Data collected from the observation of children’s work on the ability to know numbers and numeral symbol before treatment is that 10 children (40%) are yet to know numerical figures, 7 children (28%) have been able to know numerical figures, 5 children (20%) know numerical figures and enable to compile and sort it, and only 3 children (12%) know numerical figures and enable to compile, sort, and call the figures that is appropriate to the number of items in the picture.

Activity in cycle I, teacher conducts the learning by using number cards while storytelling. After the activity in cycle I, from the observations of children’s work resulting in 7 children (28%) are yet to know numerical figures, 3 children (12%) have been able to know numerical figures, 10 children (40%) know numerical figures and enable to compile and sort it, and 5 children (20%) know numerical figures and enable to compile, sort, and call the figures that is appropriate to the number of items in the picture.

Activity in cycle II, teacher conducts the learning by using number cards while involving children in games and contests. After the activity in cycle II, from the observations of children’s work resulting in 2 children (8%) are yet to know numerical figures, 1 children (4%) have been able to know numerical figures, 12 children (48%) know numerical figures and enable to compile and sort it, and there is
an increase that 10 children (40%) know numerical figures and enable to compile, sort, and call the figures that is appropriate to the number of items in the picture.

Based on that reality, after data from cycle II is obtained, children’s development has been categorized to knowing numerical figures and able to call numbers sequentially, and the category of children that enable to compile and sort and call the figures that is appropriate to the number of items in the picture in the number cards, consisting of 22 children (88%). So we can say that criteria of accomplishment has been reach, that is the 75% of the children. This research results in the meaningful improvement of children’s ability to know numbers in each of the cycle.

Student’s response
Children’s response in cycle I, 40% of the 25 children (10 children) have given a positive response, and 15 children (60%) have not given a positive response to the learning method of using number cards. But in cycle II, 24 of 25 children (96%) give a positive response to that learning method, while 1 student (4%) have not given a positive response to the learning method. We can say that the students respond the activity positively if children enthusiastically participated in activities guided by the teachers.

Counting one, two, three, and so on initially is not meaningful for children who are yet to understand numbers. Children can say it without knowing the meaning. Since children enable to talk, they can say one, two, three and so on only to imitate adults in the environments around them, without knowing the meaning. They don’t know that numbers are symbols of the amount of something. We can observe this on 2 year old kid counting something. For children that is yet to understand numbers, counting can start form anywhere and repeat the numbers mentioned before is okay, no compiling, and the items that is counted is not corresponding to the amount.

If we compare the results obtained on pre-observation and implementations on cycle I, we can see an improvement, but without reaching accomplishment indicator that is expected by the researcher, so cycle II is necessary. This is caused by some obstacles happened in cycle I, so it needs a refinement in cycle II so that accomplishment indicator can be reached. Corresponding to the statement of Sudjana (2010: 67), learning reach accomplishment and considered successful if from the results, 70% children enable to call the numerical figures, compiling numbers, holding pencil correctly, and able to sort number cards or compile numbers with pictures, and write figures correctly.

Discussions
Through the game, not only children are having fun playing but they also can know numbers without compulsion. For example, children jump corresponding the number cards that they got, sorting item sequentially, and taking items as many as what the number cards says.

Obstacles that were faced in the implementation of cycle I are: classical learning is less effective because of the use of number cards accompanied by stories is not so effective, and the time limitation of the implementation especially when children learn the concept of numbers making not all of them have the same amount of time to play with the cards, and the number cards itself is relatively a little too small.

Learning from those obstacles in cycle I, refinements are applied in order to solve the problems. The refinements are: 1) by implementing classical learning added with group learning, conditioning that all children in the group stay active when learning with number cards, 2) using the time effectively in doing the learning with number cards and give chance to children to learn concept of numbers under the guidance of teachers individually, and 3) enlarging the size of number cards that is used by teachers as example. After those refinements applied in cycle II, it turns out that the results is showing a significant improvement on every aspects of children’s cognitive ability.

This research is resulting that using number cards as a media can improve cognitive ability of children in PAUD Negeri 2 Banda Aceh. This cognitive ability improvement is proven by the results of improvement in cognitive ability that is counted with percentage improvement of children who has cognitive ability in a category of pre-action or after action that is improving, where each cycle shows a good improvement.

Number cards can help children to learn concept of numbers because pictures are an appropriate visual media that is used by teacher to deliver the learning material. The use of number cards media in the improvement of cognitive ability for the children is designed to motivate students in studying so the children’s cognitive ability can be improved.

The research results on children’s cognitive ability is indicated by the percentage of each aspects of cognitive ability on pre-action and after action, where each cycle show a meaningful improvement. Other finding obtained is that the game of concept of numbers train children to work alone, confident, never feel hopeless, and never give up.

Conclusions

Conclusions of this research are; 1) Introducing numbers to early childhood children by using number
cards can be done with stories, games, and contests. 2) Students’ responses to the learning method of numbers introduction by the use of picture cards that is done with stories, games, and contests are generally positive. 3) The results of work method about numbers introduction by the use of number cards that is done with stories, games, and contests are generally good at the developmental aspect, that children can compile, sort, and mention numeral symbol corresponding to amount of items in the picture that are shown.

References

Management Character Education in Kindergarten

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Abstract

Experts agree that character education should start at an early age. However, implementation is often found irregularities. The Ministry of Education and Culture has appointed a number of kindergarten as a pilot project for the implementation of character education. This article reports how the management of character education in kindergarten to be the pilot project. By using a qualitative approach, which attempts to understand the specific situation with the case study method, it was found that kindergarten pilot project has been implemented in an integrated character education in learning through the development of habituation and specialized in the development of a learning theme. Planning the character education program is integrated in the weekly planning (RKM) and daily planning (RKH) and not in the form of an independent program. Implementation of the the character education program conducted through the internalization of the values of the characters in the learning activities using the model in groups with children as a center of learning (student centered). Assessment being applied on character education programs in kindergarten pilot project have not been using special instruments, but still combined with the assessment of child development in general (moral and religious, physical and motor, cognitive, linguistic, social and emotional child). One of the recommendation of this study is the kindergarten should start developing assessment instruments which are specialized in assessing development of learners.

Keywords: Planning, Implementation, Assessment Character Education

Introduction

Many experts say that character education should start from early childhood. Why is that? At the early age of 0-6 years, the brain develops very rapidly up to 80 percent. That is the period in which physical, mental and spiritual child will begin to form. Therefore, many are calling this period as the golden period of children and the future is very appropriate for the cultivation of values (character education) for children. Brazelton (Wibowo, 2012) mentioned that children's experiences in the month and the first years of life is crucial ability to face challenges in life and success in the job. Instructions implementation of character education has been developed by the Kementrian Pendidikan Nasional in 2010 the Guidelines for the Implementation of
Education Culture and National Character. Then how its implementation have been outlined in the 'Technical Guidelines for the Implementation of Character Education in Early Childhood Education".

Often is suppose that the conditions of learning in kindergarten is now deviated from the Developmentally Appropriate Practice (DAP), which is in accordance with the age (age Appropriate) and in accordance with the development of the child as an individual (individually Appropriate). Muiz (quoted from Sue Bergkamp, 1989). Most institutions of Early Childhood Education now has to apply some sort of subjects covered in the thematic learning, but in reality such as the provision of material that is partial, for example there are mathematics, English language uses its own time.

Addressing the problems of these conditions, then the Kementrian Pendidikan Nasional through Dinas Pendidikan Kota Bandung has begun implementing karkter education at the unit level of Early Childhood Education, among others in kindergarten pilot project in the city of Bandung. Researchers are interested in examining the extent to which the implementation of character education programs in kindergarten because this program is a pilot project then instituted contained in the 'development of culture and national character'.

Research Method

This research used a qualitative approach that seeks to understand the specific situation with the case study method that is a research conducted intensively, detail, and depth to an organization, institution or certain symptoms. Symptoms in question is about the planning, implementation, and asessment character education in kindergarten.

According Moleong (2007) based on a combination between the opinions Bogdan & Biklen by Lincoln & Guba, characteristics or traits qualitative research can be described as follows: (1) natural background (naturalistic); (2) human beings as instruments / tools; (3) qualitative methods (interviews, observation and documents); (4) inductive data analysis (general to specific) (5) of the basic theories (grounded theory) from bottom to top; (6) descriptive (ie data in the form of words, pictures and illustrations); (7) is more concerned with process than results; (8) to limits set by the focus; (9) the specific criteria for the validity of the data (defining the validity, reliability and objectivity) (10) design that is temporary; (11) the results negotiated and agreed.

Results and Discussion
The character education program is not a program that is separate from the Teaching Learning everyday but has been integrated in it. In each curricular activities, character values must be contained in it. Actually, Kindergarten have done habituation manners, independence, responsibility in the context of social and religious moral habituation emotional for students. However, with the character education structured formal learning, then managerially, it needs to be implemented with a stronger management.

Planning Education Learning Values Character in preparing a lesson plan, we need a reference as a guideline. References used are handbook implementation of character education in kindergarten issued by the Kementrian Pendidikan Nasional by Direktorat Jendral of PAUDNI and other supporting books that are relevant, such as a book by Ratna Megawangi.

Furthermore technical preparation of lesson plans related to character education in schools, principals with the teachers held a meeting at the beginning of the school year to discuss what values are to be prioritized.

Development of learning activities require planning called syllabus. Syllabus in kindergarten manifested in a half of planning, planning weekly and daily planning.

Character Education Planning

Preparation of annual kindergarten programs using curriculum Permendiknas No. 58 th. 2009. In the Permendiknas, there is a general design of the curriculum in kindergarten, while development is adapted to the needs and social conditions surrounding communities. The contents of the annual plan includes components: standards of competence / competencies, learning outcomes, development of indicators, themes, and the estimated time of the week.

Annual planning elaborated in planning the semester is the first semester and semester II, prepared jointly between the principal and teachers at the beginning of the new school year. There are some added according to necessity or social and cultural conditions around the school, for example when stepping Ramadan, the theme is "Ramadhan". All activities related to Ramadan.

In preparing the semesters kindergarten program, created translation of charged Indicators Arts and Character. This description is made together principals and teachers at the beginning of the school year. This guide is intended as the basis for the teachers when preparing the Draft Daily Activities (RKH) so the teacher just stay moving from the start of the indicators and the character values developed into RKH. (For details attached).
Differences that occur in each class in group B only in development activities and media which will be used by each teacher in the classroom.

After made semesters and yearly plans, then compiled weekly plan documents (RKM). The document was drafted at the beginning of the new school year by teachers and principals. RKM is an elaboration plan that contains a semesters, theme, sub-themes, and the scope of the development to be achieved in students and learning activities.

Weekly planning serves as a direction to teachers to be in developing learning activities. With this document, the determination of learning media can be more easily and precisely targeted.

Here looked completely form of matter are integrated activities. One theme can cover the entire scope of children's developmental aspects of the development of the religious and moral values, emotional social aspects, aspects of language, physical aspects, cognitive, plus with local content aspects of the English language and terakahir aspects of the character values.

Daily planning units arranged in the form of daily activity (RKH). This document is a translation of the Weekly Activity Plan (RKM). Daily Action Plan contains learning activities, whether carried out individually, group, or classical in one day.

RKH prepared by teachers every day for one day to the next, which includes: initial activity, the core activity, rest / meal, closing activity. This document is a reference in the learning activities in one day. Selection of learning media handed to each teacher.

Teachers every day can be different from the previous days of the week despite having the same theme, it depends on to the teacher of creative ideas in making props and availability of facilities and infrastructure. Because each class is guided by two teachers, primary teachers and teacher assistant, then drafting RKH every time compiled together.
Implementation of Character Education

Implementation of character education carried implied in learning activities. That is, the character education program is integrated in the daily learning activities and are not taught specifically for one day, for example.

Character education activities here occurred through synergy between teachers, students and learning environment that supports the creation of character education within it. Character education is an activity habituation repeatedly performed by students who have a sublime moral values, religion and nationality. These learning activities carried out from the start at 08:00 s/d 11:00 WIBB, from Monday until Friday.
parents up to the front gate, here are planting the value of responsibility independence in children, this is done according to the agreement between parents and teachers, if there are parents who want their children waiting for the school was not until the entrance of the classroom, but parents waited in the waiting room of parents or in a place far enough away from the child outreach. Kids then store the bag in a locker each according to its name each, and do not forget to taking attendance yourself by attaching clasps with his own name and affixed to the boards student attendance has been provided at the back door.

Furthermore children lined up in front of the school together with teachers, Here the child is given wholly conditioning to be ready to learn today to greet the children, pray before studying with together and the songs of the spirit of the morning.

Furthermore flag ceremony (Monday) or direct the children go to class (Tuesday-Friday). first children shaking hands the teacher and the teacher greeting each other too. Here are the religious values which developed when praying together, the value of patriotism during the flag ceremony and discipline and tolerance at the time lining up and shaking hands.

After the children go into the classroom, then the child will begin learning activities. Here begins the opening activities, core activities, rest and eat, and closing activity.

In the implementation of learning activities, kindergarten pilot project using model group, group learning model is a pattern of learning where children are divided into groups (usually into three groups), each group doing different activities. If in turn there is a group of children who had completed his task faster than his friend, then the child can carry on other activities while in the other groups still have a place. If there is no place, children can play in a certain place that has been provided by the teacher. Should be provided tools are more varied and often replaced in accordance with the theme or sub-themes discussed.

Opening Activities

This activity is carried from 08.00 s / d 08:30. Opening activities begins with prayer, here the child will read a prayer before studying together in class while sitting in a circle, and then proceed with the activities icebreaker so that children are better prepared to learn to sing children's songs. Furthermore given apperception about themes that will be given at the time of learning activity, for example, in the example attachment (recreation theme) by showing the layout (picture) conditions of mountainous regions, sea, paddy fields, tea gardens, on the beach and in the countryside.
The method used is storytelling. Here the teacher seeks to stimulate the creativity of children with question and answer, such as what children see in the picture ?, then the activity of what is done in the picture ?, then anyone who is involved in the picture ?, anywhere places shown in the picture ?. It can stimulate children to ask questions or share the experience he had ever experienced anywhere in the pictures, as there are children who have been to the village, to the beach, then played to the fields or to the tea garden and what is seen and experienced by him, and with whom he played there. Here the value of creativity and confidence developed when he dared to speak in front of his friends. This activity is habituation simultaneous and sustainable so that these activities continue to be done every day in this school.

Core activities / themes

Learning activities continued on its core activities starting at 08.30 s / d 09:30 to go into areas that have been determined by the teacher, usually three activity areas and two security events each day. Planting values given in character education activities carried out through those areas in accordance with the given theme and level of achievement of progress to be achieved in the development of fundamental skills and character values developed in children.

At the stage of core activities within the time span for 1 hour teacher would go around among the children which were playing in areas that have been available. At one occasion when teachers found that children who have difficulty playing the teacher can help. Sometimes teachers give praise to children who could finish the job properly, independent and timely.

At the another occasion the teacher often get questions that are unexpected or requests for help from children, at the same time teachers can make notes anecdotes about the development of special or particular events in one of the children, for example, there are children who are lazy play, children who fights during play until the speech was not well done by children. When the time was about to finish, for example 5 minutes then the teacher will remind the children to quickly finish the job. When finished, the teacher collects all the results of student activity sheet, by not forgetting to remind children to list all children.

The next stage is the stage finished playing. When time is up, the teacher told the children and told them to return the game to its original place. There are some children who are orderly returns but mostly about to rest so that the appliance game tidy up by the teacher. so it needs a new innovation.
on the part of teachers in the habituation this one, for example by taking the time 10 minutes before the recess bell rang to clinch plaything in the area that has been used.

Activity breaks and meal

Activity breaks and eating is done for 30 minutes starting at 09.30 s / d 10:00. Free play performed for 15 minutes and the rest is used for eating 15 minutes later.

Event rest done by children in the classroom and outside the classroom, for children who play in the classroom usually play Alat Permainan Edukatif (APE) that is in the play area, it is often allowed by the teacher as long as the record if it has finished playing, the APE returned into place before, such as role playing (cooking - cooking, action figures, war) playing blocks (compiled puzzle, creating a building) playing the art, such as dance. Then the children were playing outside the classroom so many activities to do for example, playing a slide, swings, play ball, play kick scooter, giant lego, etc.

In this activity, play and rest is interesting to note because in it there charges character education appearing in it, for example in playing the role of a cooked, there is existing communication interactions between the child, and they then create characters each instance there be cooks, who became the buyer of the cuisine, where there was a character education contained in the charge values of noble character, including the values of honesty, creative, independent, etc.

When finished playing, then the teacher will call the children to eat immediately. Furthermore, the teacher will check whether there are children who do not bring food, if any, teachers try to offer to the other children who want to share a meal with his friends who did not bring food. In addition, children taught to wash their hands before eating in the space provided. This was followed by a meal together, starting with praying together before eating. Finished feeding the kids back to reading the prayer after meals, familiarized to flush food waste in the trash and clean up back feeding tool into each bag..

Closing Activities

After hours of recess bell rang it was time for the child to continue learning activities re-started at 10.00 s / d 11:00, where the activities carried out is the closing for 60 minutes until after school.

After all the children gathered, the teacher promptly seated in a circle, then the teacher can invite to sing or recite a poem, usually appropriate to the theme today. Stories or poems or poetry presented by the teacher usually contain the character value, for example, the teacher read poetry about 'My Village' then the children repeat it
once, the teacher was reading a story about 'The Rooster' message payload characters to convey was' should not be arrogant '.

The teacher can review activities during the day with the children in an attempt emphasis on children to be remember about what they have learned and the internalization of the character in the psyche of children.

Activities covered with prayer after learning read out together. After the children return in an orderly manner and alternately shaking hands with the teacher and continued shaking hands with school principals and school staff around to his office.

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Other than learning activities in the classroom planting character values carried on activities outside the classroom (extracurricular). Activities undertaken eg drum band, ethnic dance, angklung, choirs, gymnastics characters, all of which are displayed in the event a special event outside the school, such as the open house activities. Additionally there are some programmed activities that can support the development of children's character values, including outbound activities, activities in Ramadan for example sympathize poor, then travel activities to the wild

Character Education Assessment

Assessment of learning in early childhood is a systematic procedure used to obtain information about the performance or progress of various aspects of development that can be achieved by learners at after following study within a certain time.

Relation to character education, character education assessment aims to find out the extent of the changes in attitudes and behavior of children after following activities are loaded with character values. The activities carried out continuous assessment and continuous changes in attitudes and behavior of children can be seen in their entirety.

Aspects that are used as character development assessment is the entire value of 18 characters contained in the character values proclaimed by the government. Instruments used by teachers in assessing the development of character values such as: observation, assignment, performance, recording anecdotes, conversations, and reports of parents. At the time of the learning activities observation tools, assignments and anecdotes performance very effectively done, usually given
special note when completed of learning. However, to report the visit parents, that a visit to the home in the form of parents report that is presented in the form of interviews or questionnaires it is very effective at all.

Then the parents visit Considered Several items include: a history of child health, parenting parents, the house, the characteristics of the child and the background of the parents. This is done as an event of friendship between teachers and parents, by observation, interviews and questionnaires in the form of a list of questions are attached by teachers on parents.

In the recording anecdotes can show the development of learners is more detailed and has a value of specificity, so it could be more reminiscent of the teacher in the progress of his protégé. Here in the form of a record of events that occurred at that time and be a positive or negative note.

Then raport child development which is presented once every semester. There are presented comprehensively about the child's development strengths and weaknesses of the child as a whole.

Ratings the development of learners in kindergarten not specifically use the assessment tool is special about the character values education in early childhood. Ratings characters in kindergarten still use assessment development of learners as usual, that the religious and moral assessment, physical assessment including gross motor, fine motor and physical health. Then the child's cognitive assessment including general knowledge and science, the concept of numbers, symbols, shapes and colors. Language assessment of children, including receiving language, express language, and literacy, social and emotional final assessment.

Management of character education in kindergarten does not stand alone in particular a character education program, but becomes an integrated education. But overall the stages that have been made by the school in the planning of programs that are integrated in the curriculum almost identical through the stages which begins with the socialization of the character education program on all stakeholders (citizens of the school, parents, committee) followed by the commitment of the all stakeholders. Furthermore, analyzing context (internal and external) school associated with the values of the characters that will be developed in the kindergarten taking into consideration the vision and mission of the school, facilities and infrastructure, local socio-cultural context. Then proceed with planning the implementation of character education program that provides character education through the integration of themes and learning. Final evaluation of the program.
Learning in kindergarten using direct learning model. Because if only through imaginative theory, it can be confusing, and also lead to misinterpretations. The learning environment in schools designed using the concept of student-centered, so encourage children to explore what they have and can gain new knowledge.

The application of the values of character education is done through areas that are in the classroom, such as: the art center, the area of math, reading and writing area, the block area, sand and water area, music area, play area, the area of religion.

Application of character values through activities carried out in the form of exemplary early childhood, habituation, and daily repetition. Cultivation of character values in children is not demanding a submission, but it should be realized and believed by children so that they can know what is right and wrong and integrated in his heart to believe in it so it can be internalized in the conscience.

Implementation of character values in early childhood are integrated into the core activities in the kindergarten is done in three phases, ie: (1) explore the understanding of children for each value. This activity can be done with a guided discussion with simple questions by teachers, (2) build appreciation of children with emotionally involved to be aware of the importance of applying these values. The process was also through open-ended question or through observation of the situation in social environment. (3) encourage children to undertake joint values are discussed as internalization in behavior. For example after the child explore and perform character responsibility for the plant, the teacher gives children the opportunity to conduct any characters responsibility for the plant in accordance with the desire and ability of the child. (Enah, 2011: 185)

Priority values are characters developed in kindergarten is a religious value, creative, patriotism, curiosity and responsibility. However, it is possible for other values developed, because the five values that are most important and further development of values other than the values fifth. As the values of self-reliance, responsibility, tolerance, honesty is often internalized in children but are not documented in the RKH.

Conclusion

TK pilot project has been implemented in an integrated character education in learning through the development of habituation and development activities specially bandaged in a theme of learning.
In planning the program of character education in kindergarten is integrated in the weekly planning (RKM) and daily planning (RKH) and not in the form of an independent program. Implementation of the character education program conducted through the internalization of the values of the characters in learning activities by adopting the model in groups with security which is considered very appropriate, because this model can create effective learning and fun and stimulating multiple intelligences of children with the child at the center of learning (student centered). Ratings applied on character education programs in kindergarten have not yet used specialized instruments on its assessment of the character development of children, but still combined with the assessment of child development in general (moral and religious, physical and motor, cognitive, linguistic, social and emotional child).

Factors that affect the successful implementation of character education is, the first is the vision and mission of TK which is in line with efforts to develop character values. Second the commitment of all components in the success of the school's character education.

The impact can be felt directly by the character education of character values in kindergarten is the emergence of independent behavior, honesty, confidence is high and responsible, and religious, is a level of achievement felt by teachers against students.

Obstacles encountered in terms of resources that most of the teachers do not understand about how the implementation of character education should be, still impressed in class teaching are like normally. For example there have been a target value of the expected characters in the preparation of RKH but implementation is still as it is usually done before so impressed character values are developed monotonous every day, although the development of its value in the document RKH constantly changing every day. Later in the assessment instrument still fused with the book ratings raport each semester of its development. It is recognized directly by their teachers still do not have their own assessment instruments.

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Parents’ Perceptions of the Importance of Early Childhood Education
District Pasar Rebo

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Abstract
This study aims to look at the extent to which the parents perception of the importance of early childhood education (ECD) in Pasar Rebo. Subjects were 105 parents of children aged 3-6 years, both of which have got in early childhood education services or who have not received services in early childhood education or early childhood education service of others. This study uses a quantitative approach and the data collection methods used are questionnaires through the distribution of scores perception of parents using standard deviation formula. The results showed that parents' perceptions of the importance of early childhood education is very important category, 24%, 28% important, 48% fairly important, not important 0%, and 0% very important. The results of these studies indicate that parents do not fully understand that early childhood education is important as an important foundation of individual life in the future. Perception can direct the attitudes and behavior of parents so that when the perception of parents on the importance of positive early childhood education, parenting can be carried out in accordance with the stages of its development.

Keywords: Perception, Parents, Early Childhood Education

Introduction
Early childhood education (ECD) is one of the foundations to develop all aspects of early childhood development that are in the golden age. Early childhood is the individuals who are at the age of 0-6 years in which to experience rapid growth and fundamentals. Rapidly because early childhood development to move quickly so that all the information provided by the environment will be absorbed well or not well. Said to be the fundamental period as the initial foundation of a child in a good grounding of cognitive, physical, and sosialemosional. All of it is given to early childhood through play while learning context.

Early childhood is the period of play and learning. Children's gained a lot of knowledge through direct experience as he plays and interacts with its environment. Children are not miniature adults, a child is a child who is a quick learner but the stimulation should be given in the context of the play. Active learning, interactive, effective, and fun and joy (PAIKEM GEMBROT) is a principle developed for early
childhood education. Learning should be given to involving children through direct experience, the response from teachers and children thus child at the center. Learning accordance with the goals and objectives set and developed a pleasant atmosphere for children. Learning principles PAIKEM GEMBROT is learning to be implemented in units of early childhood education services including early childhood (KB).

ECE is one of the early childhood education institutions to help children aged 2-6 years in optimizing the growth and development of children through play. Early childhood education as a foundation which form the character, moral, personality, knowledge, ethics and norms for children. Children who attend school in early childhood are taught to know herself and her needs, interact, socialize with friends and adults such as teachers, principals and other school communities as well as communities, to explore his environment, learn self-reliance, discipline, courage when away from their parents and other stimuli which may not be fully available in the home.

Expectations of parents have children who are intelligent, good personality, and capable of facing the challenges of the future. It does not necessarily present itself in children but was the result of the learning process. We all agree that early education has a profound influence for children, with the presence of early childhood education course will help parents to suffice the need of education for children. Moreover, for parents who have busy work and have limited time to educate their children and care given to caregivers who do not fully understand how to educate children. Parents would not want to spend the most important years in a child's life because it would be devastating for the lives of children throughout his life.

Stefan Koeberle, World Bank Country Director for Indonesia, said that the children who received early childhood educators demonstrate their physical, socio-emotional and cognitive far greater than children who do not get the service. By increasing access to early childhood education, the successor generations of Indonesia will be more successful in school and be able to achieve the living standard of quality. Opinions expressed similar Mae Chu Chang, principal education specialist, World Bank Indonesia based on research showing that investment in education at an early age to produce better benefits dibandikan with investments in other age levels. Practitioners, policy makers and experts should work together to strengthen early childhood education agenda in order to achieve better results².

Although ECE has functions that are strategic for the education of children of this nation, but many problems were found that awareness of parents to send their children in early childhood education is still low. Quality of care institutions still need to be considered as well as the role of government that is still fairly minimal in regard early childhood institutions needs to be improved.

The government wants all efforts to improve the quality of human resources, one way is to provide education from an early age by providing educational services at the level of early childhood. Efforts in the provision of educational services at the level of early childhood education has been shown to increase the Gross Enrolment Ratio (GER) in the age group 0-6 years has increased from 25.30% in 2007 to 34.43% in 2011. APK ECD nationally in in 2012 has realized the target of 63.60% 63.01% 2013 67.40% target DMA realized 69.4%. While the 2014 has a target achievement gross enrollment Kemendikbud 72.90%. Until December 2013 the number of early childhood institutions reached 174 367 institutions throughout Indonesia. Of these, kindergarten occupies the top position, or as many as 74 487, followed by as many as 70 477 ECD. While the kind of early childhood Unit reached 26 269 institution, until the end of 2014, there were 3,134 TPA. But the availability of quality early childhood services is still limited. The level of achievement of new early childhood services reached 28.03% in 2009 with the disparity and the quality varies between regions. Not optimal implementation of formal and informal early childhood mainly in providing development services of children aged 0-6 years.

But in reality there are many parents who do not involve their children in educational services. This is unfortunate because the kids have a need to socialize, interact, and develop a richer knowledge of all that is in the curriculum of early childhood services. Kids have a need to interact, learn sharing, tolerance, and empathy all of which are provided in units of early childhood services by applying an appropriate curriculum to the needs of early childhood.

This study provides information for institutions about the perception of parents of early childhood and can be a reference in

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providing quality education services. This study therefore expected to have a positive impact that increased early childhood, access to education in early childhood institutions and provide insights for parents about the importance of early childhood education in maximizing the potential of early childhood.

According to the authors observation the number of students in early childhood education is still very low. Children who use the services of pre-school / early childhood was relatively late, mostly at the age of 5-6 years. Susenas data in 2010 showed that 19 percent of children aged 3-4 years enrolled in early childhood programs, compared with 27 percent of children aged 5-6 years. If the gross enrollment rate is not increased then the children do not get the necessary stimulation. Condition is very unfortunate because the rapid development of a child's brain is at that time.

Untouched early childhood raises the question whether the underlying consideration of parents not include their children in early childhood, whether it is with the knowledge and limited financial or other reasons. This is the background to be carried out research titled "Parents perception of the importance of early childhood education in Pasar Rebo".

Research Method
The population used in this study is parents who have children aged 3-6 years in Pasar Rebo, East Jakarta. Samples to be used on a population, namely: Parents of children aged 3-6 years who have received good education at ECD or who have not received services in early childhood education or early childhood education services, others as many as 105 people. the method using questionnaires to obtain data regarding the perception of parents use standard deviation.

Results and Discussion
The results of the study parents' perceptions of the importance of early childhood education showed that parents perceive that early childhood education is quite important as the initial foundation of a child's life. Based on the questionnaire distributed result that parents' perceptions of the importance of early childhood education is very important by 24%, important 28%, and 48% quite important. This shows that the parents have not been fully assessed that early childhood education is a very important stage when early childhood is the initial basis, the golden age, sensitive period is very important and requires guidance and stimulation from parents as the primary agent. Although the understanding of parents of early childhood has begun
to open but not fully educate their children according to the stages of its development. So it is not uncommon there are parents who do not properly educate their children. For example, based on observations of researchers distributed questionnaires at the time there were still some parents call their children with rough, hit if his son did not follow orders and do not yet have effective communication with their children.

The questionnaire consists of three-dimensional perception that message, impressions and responses. Perception is a process of one's activity in giving the impression, assessment, opinion, feeling, and interpreting something based on the information that is displayed from other sources (perceived). can be said that through the perception we can recognize the world around which the whole world of objects and man with all the events in question. In the end, with the perception that we can interact with the world around us, especially between humans. Thus the senses as the primary modality to interpret the world and is subjective. How an individual defines his world is very dependent on the individual. Thus the perception of parents of early childhood education is the result of the interpretation of an individual to the environment through the five senses has. Perception is the first modality to interpret his world which in other words is sometimes the attitude of an individual act of behavior is also influenced by the perception that it has. Thus how the perception of parents of early childhood can affect how to educate given by parents to their children.

The perception of three dimensions, namely messages, impressions and responses. Messages relating to the information received by the senses, the impression is what ditanggap by the senses and responses relating to individual response to the stimulus. Based on the results of questionnaires distributed to the dimensions of message information received parents about early childhood education high as seen in the average dimensions of which 4.1 of a scale of 5 is thus the message about early childhood education has been received or delivered by parents. The second dimension that is the impression that the process of interpretation of the stimulus which is translated by the senses an average yield of 4.5 on a scale of 5 so parents feel that a positive impression on early childhood education. The last dimension of perception is related to the response of parents. On average gained 4.3 of the scale 5 is thus the perception of parents respond well to early childhood education.

Based on the survey results revealed that, on the dimensions of the received message, the parents have received sufficient information
on early childhood education, but needs to get more complete information about early childhood. Furthermore, the dimensions of the impression after parents receive the stimulus received an average score of 4.3 on a scale of 5, which in the high category, it is known that older people are not interested by information regarding early childhood. This means that early childhood socialization by the relevant parties need to be delivered more attractive so that parents can better understand the importance of early childhood. For an impression of school fees in accordance with the facilities available and the quality of early childhood services either had an average score of 4.1 scale 5 are included in the high category. While the dimensions of the response, the response of parents to the importance of early childhood education for children is in the high category with a score of 4.4 on a scale of 5 is a statement early childhood can develop the potential of my son. Parents believe that the potential of children attending early childhood will increase and provisioning information from ECE much to give new skills to educate children. Also note that parents realize the importance of early childhood after receiving the information, meaning that information is something that is desperately needed so that parents understand the importance of early childhood. Relative to the well-known statement "In terms of infrastructure should be complete early childhood and early childhood teachers must have good language skills" had an average score of 4.6 out of a scale of 5, and "ECE has complete facilities" with an average score 4.7 scale of 5. It has been suggested that the parents found the facilities, infrastructure, and educators should be good.

Perception refers to the interpretation of the things that our senses, sensory events that has been processed according to our knowledge of the world, according cultures, expectations, even adjusted for people with who are with us today. These things give meaning to the simple sensory experiences. Parents to perceive something will get inputs from outside himself in the form of information. Perception is not a function of the sensory input alone. Instead, the perception is the result of two kinds of different inputs that interact to form the picture of private-perception-are experienced by every individual. It has been suggested that the stimuli physical external environment alone can not create the perception more than that, the type of the other inputs is given by individuals themselves in the form of a certain tendency (expectations, motives and

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knowledge) that is based on previous experience. The combination of both types of input produces a very different picture for us a very personal and very special about the world. Because each person is a unique individual with experience, needs, desires, and expectations are unique, then the perception of each individual is unique. This explains why no two people see the world in exactly the same way. Thus the perception of parents of early childhood education is obtained through the information coming from the outside environment and combined with individual experience of their expectations, motives and knowledge possessed by each individual. Important information to be delivered by the other party. Early childhood education institutions and governments can facilitate and spread the importance of early childhood education, so parents can increase the awareness of parents on the importance of early childhood education.

Conclusion
Conclusions on research as follows:
1. The parents' perception of the importance of early childhood education (ECD) in the category of 24% very important, 28% important, 48% fairly important.
2. Most parents realize that early childhood education is very important and it is important that when in kumulasikan between them by 52%. But the value of early childhood education is quite important category of 48% so that the understanding of the importance of early childhood education for parents still need to be improved.
3. Based on the survey results revealed that information on early childhood education is not attractive, so parents are not interested in the end they were not able to remember information about early childhood.
4. Interpretation of sensory perception is the result of the environment. Sensory perception is the capital's acceptance therefore, to emphasize the importance of early childhood education to parents information about early childhood education should be packed with more interesting, understandable, and able to arouse the awareness of parents.

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Implementation Self Regulated Learning in the Early Childhood Through Holistic Integrative Curriculum

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The nature of learning activity of early childhood is curriculum development concretely such as lesson plan with contains study experience through playing. learning process of early childhood emphasizes in character and affective building through positive habituation suitables with stages of child's age. the implementation should understand the necessary each child and gives them opportunity to grow and develop properly. self regulated learning focus on discipline and controlling self ability especially when they handle the difficult the tasks. self regulation brings understanding about what should child do and they should responsible with what they do. education curriculum of early childhood can help the child to develop their physic and phychology skills such as morallity, values, religion, emotional social, cognitive, language, autonomy and art. it prepares to enter the primary education. its implementation comprehensively and embrace all development aspects. self regulated learning is one of child development aspects. it emphasizes in child autonomy. holistic integrative curriculum is integrating all development aspects, material and spiritual aspects to fulfil the essential necessary such as nutrition and health, parenting and protection for child. the implementation of self regulated learning through holistic integrative curriculum is expected can do maximal to builds positive characters of child.

Keywords: the implementation of self regulated learning, early childhood and holistic integrative curriculum.

Introduction

The curriculum in the early childhood education includes 3 (three) important things there are the attitude domain, knowledge and skills. The strategy implementation through daily activities which was implemented in the learning activities. Early childhood daily activities include beginning activities, core activities and closing activities. The beginning activities is signed with explanation by the teachers in giving explanations on each activities and giving important information to the children around the activities to be done. Core activities are various activities of children through the educational games in accordance with the theme
in the apply with attention base on density and intensity of which are provided as well as in the right time.

The nature of Early Childhood learning activities is the curriculum development in concrete steps in the form of a set of plan that contains a number of learning experiences through play. The early childhood world is playing. Early Childhood education gives the form of the game on children with attention to the meaningful concept of early childhood and the activities is given through play that means to build knowledge on each activity. The meaningful concept of the early childhood, is embedding of the independent early. Every aspect of the children activities must be high quality and comprehensive.

The implementation of the meaningful concept do not running well and in accordance with the needs of each child. The implementation of all is difficult. The domains are attitude, knowledge and skills are not fully stressed on the process and its only depends on the knowledge alone. The attitude and skills cannot be achieved maximum, because many educators are dominant in emphasizes the cognitive domain. When this happens, it means that the establishment of attitude is only touch the surface of. The children knows just like a “bunga rampai” or lip service. The children only glance in understand and could not be implemented in depth.

One of the emphasis in achieving the maximum attitude domain is through the implementation of self regulated learning is as planting efforts of independence and guide children to understand the responsibility and understand what should to do. Self Regulated Learning is the importance of the ability of a person to learn about the discipline set up and control ourselves, especially when faced with the task or a difficult task. On the other hand, Self Regulated Learning emphasizes in the importance of the initiative because SRL learning is proven by the initiative. Students who demonstrate the initiative. They use the ability of his thoughts, feelings of his feelings, strategies and behavior to achieve the goal of (Zimmerman, 2002). In its implementation is simple. The children understand what to do when coming to school in the morning. This activity must keep practicing the positive activities. The teachers give example for the children suppose when greet with your friends playing in the middle of the school yard, gave a smile to teachers, put bag in place neatly, put the shoes on the rack - a rack that has been prepared in accordance with the group. Each the children will carry out this habit regularly without in command or in the instruct, children will understand what should be done
to find solutions to the problems faced and they have responsibility for any activities that must be done so that the learning process is running orderly and an orderly development of independence in children is principle to provide the opportunity to be involved in various activities. Giving the children opportunity to develop their skill in order to the children confident will increase.

The implementation of self regulated learning do not only happens but through a process. The inculcate of attitude is conducted through the grounds that make fun and make the children feel comfort. When the children feel comfort with their habit, so the children will do it with pleasure and awareness that appears and eventually formed a character. For the implementation of self regulated learning requires the curriculum that can facilitate the implementation of. The curriculum should be good in structured and programmed. It is according with the vision, mission and goal, learning strategies, daily activities and learning activities.

The curriculum of early childhood must pay attention to the development of the basis for the child that includes aspects of the religion values and moral cognition, languages, motoric physical, emotional, social and art. Besides giving attention to the kind of children. Children have the uniqueness on growing flowers both a spiritual and physical development aspect. The implementation of Self Regulated Learning this must understand the different needs of individuals who owned by children. Not all children have the same necessary for example, the children is prominent on the ability of language but experience obstacles in implementing compliance namely need time in implementing the instructions that have been in agree together. On the contrary there are children that were prominent in the Motoric Ability roughly but experience obstacles verbal ability in language.

Integrative holistic curriculum integrates all aspects that are located in the basic development children thoroughly between the soul and body and the aspects of the spiritual and material to meet the essential needs of children including health and nutrition, patterns of parenting and child protection. Children needs to apply as the construction effort of childhood growing the potential - a potential that are possessed by the children and implement practice - practicing positive as well as awareness of the task. The implementation of Self Regulated Learning through integrative holistic curriculum is expected to be achieved fully with the formation of a positive character on a child. The problem are: 1) what
is the implementation of SRL for early childhood can be achieved through integrative holistic curriculum? 2) How does the implementation of SRL for early childhood? 3) What are factors that support the SRL implementation early childhood SRL through integrative holistic curriculum?. The purpose of this research are 1) describe the implementation of SRL through integrative holistic curriculum. 2) To explain in concrete integrative holistic curriculum in the implementation of early childhood SRL. 3) Explain the factors that support the SRL implementation for early childhood through integrative holistic curriculum.

Results and Discussion
Description of the implementation of the SRL through Integrative Holistic Curriculum

Table 1. Self-Regulatory Process

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<th>External Factors</th>
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The curriculum is comprehensive holistic integrative, namely conducted thoroughly on aspects - aspects of the fulfillment of the rights of the child in them here is the rights of the child to understand what must be done especially in troubleshooting.

**Fig 1. Integrative Holistic Curriculum**

**Conclusion**

The curriculum is an important part in the teaching and learning process and included in the standard content and process standards in the eight national education standards. Early Childhood Education curriculum.
must be comprehensive in an effort to meet the needs of the stimulation of the development of the children. Integrative holistic view is a model of the curriculum to meet the needs of the spiritual physical children, nutrition and health and parenting and child protection. One of the fulfillment of the needs of children is the independence in thinking and acting as well as the village or in the call with Self Regulated Now Learning (SRL).

In the implementation of learning SRL involves all of the educators and the cooperation with the old man. Self Regulated Learning should be apply since early childhood because it is the process of learning where learners activate cognitive aspect, the actions and feelings systematically to achieve the goal of learning which has been specified. The implementation of self regulated learning requires the right curriculum design where the curriculum must be able to provide an opportunity for children to understand and understand what must be done. The basic principle of integrative holistic curriculum is a comprehensive and integrated services, berkesinambangan, non-discrimination, services available, can reach and affordable and accepted by community groups.

Practicing the self regulated learning will be embedded into positive character when applied right. Then the author choose this curriculum with some considerations in the explanation above.

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Mat Play Centers as an Innovation in Early Childhood Education

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Abstract

Mat Play Center (‘Gelaran’ Play Center) is another innovation and advance in early childhood learning. In line with the purpose of research, first, pre-development the media of Mat Play Center (Gelaran Play Center) would collect data starting with theoretical framework and information based on the class or the field situation; second, the progress of media development in Mat play centers based on multiple intelligence is conceptual model development, design and products; while the third phase is the stage of the application form of testing the models which running in the field. The results showed in the form of design and media product of Mat play centers based on multiple intelligence that was developed based on the classification of creative play, specifically: the creation of objects; serialize games; creative questions games; creative movement games; as well as creative drama games.

Keywords: Center, Play, Multiple Intelligent, Media

Introduction

Mat Play Center (‘Gelaran’ Play Center) is a term that intentionally created by author formed as another term of a center of learning and playing, which is known as the CENTER among educators in preschool and AREA among teachers of kindergarten and Raudhatul Athfal or Islamic Environment and there is also who still use the term CORNER activities.

The Definition of Mat Play Center (Gelaran Play Center)

Mat Play Center (Gelaran Play Center) as the definition and meaning of this term is identified as an aid or media or place where children play or show other activities. Subsequently, Mat play center (Gelaran Play Center) is the center of learning activities that can be tools or a place that can adapt to different styles of children learning, level of children maturity and development, and to anticipate the differences from children’s different backgrounds.

Learning principles which are applied in Mat Play Center (Gelaran Play Center) are the same with the principle of learning centers or areas, such as the individualization of learning experience, where every child is allowed to choose the activity and learning material in Mat Play Center (Gelaran Play Center) which will be used to explore and play.

Ideologies based on Mat Play Center (Gelaran Play Center) are: (1) it would be an alternative to the center learning model as if it is hard
to do because of limitations of space or the tightness of the land available in early childhood institutions maintained by playgroup, kindergarten or other form of early childhood institutions; (2) It can inspire teachers to create a variety of cycles for children to learn in line with the children situations and conditions (contextual learning); (3) the simply method in making and the application of materials that can be recycled used the Mat play center (Gelaran Play Center) resulting the possibility to apply the Mat play center (Gelaran Play Center) -just like words in "coca cola" commercial- anywhere, anytime, and by anyone as the principle of using Mat Play Center (Gelaran Play Center); (4) it is easily transferrable from the inside or from the outside into the room, based on the type of centers are opened.

Results and Discussion

Stages of Development of Event Centers

The following will describe the stages of development of the Mat play center (Gelaran Play Center).

Phase 1

Organizing In-door and Out-door Class Environment

Consideration needs to be made and agreed over: (1) whether the early childhood institution has a indoor classroom? How many square meters of it? ; (2) Whether the institution has a field outside the classroom that can be used to design center? If there is small field or even no land that can be used, whether there is a public place or badminton court or vacant land owned by residents (social facilities and public facilities) that can be used, of course with the agreement of its owner.

Here are several examples of Mat play center (Gelaran Play Center) alternative forms of geometry figure. The teacher is acceptable to use other forms customized with the theme of learning, such as various center mat-shaped variety of fruit because of the theme used is a plant with a sub theme of fruit, or rendering to other
themes such as the theme of animals, vehicles or anything.

Example: Indoor Mat Play Centers

Example: Outdoor Mat Play Center

Suggestions for Development / Teacher:

1. The total of mat play centers that will be opened in one day should be adjusted by the area which available at the early childhood institution, could be 2 or 3 centers or even more.

2. The number of teachers in the early childhood institutions for every places of mat play centers must be, at least a teacher as facilitator who will guide and supervise children during their activities.

Phase 2:
Designing the Play Activities and Preparing Educational Tool Games.
Next after playing the mat play center has been prepared and organized, the other thing that we have to discover is about the type of centers that would be opened, whether the role play, art, music, naturalistic, block, or preparation (reading, writing and counting) centers. The type of centers that will be opened must be: (1) refers to the learning plan which has been prepared, from monthly, weekly or daily planning and scheduled, (2) reflect also the theme that has been made and the type of activity or the game which is expected to be done by children, (3) look at the ration of the number of educational tools game available with the number of children.

Example: Educational Tool Games in Mat Play Center

Role Playing Mat Center  Arts Mat Center  Preparation Mat Center

Family Mat Center: Fun Cooking

Suggestions for Developers/Teacher
1. Pay attention to the three main types of play activities, namely sensory motor play, children playing with objects to build perception, symbolic or role play, children playing with objects to help bring the concept, and the constructive play, children playing with an object to realize the idea constructed in his mind into something in tangible form.
2. Recollection the various types of creative play activities that can be reference in designing the play activities, specifically the creation of the object, continuing story, creative question, creative movement and the creative dramatic play.
3. Set some requirements for environmental arrangement and placement educational tools for play educational games that allows children to be independent, disciplined, responsible and able to support children to make their own decisions, develop ideas, develop ideas into real work, develop social capabilities such in playing and cooperate with friends.

Phase 3
Creating Multi Directions Educational Interaction

Interaction should be shown by teachers and children as well as people who are in the early childhood institutions. Consistent with characteristic of learning centers, then interaction that occurs between children and teachers, children with other children and children with learning resources prepared should be able to facilitate the activities: learning by doing, where learning is being done directly by the child, where the five senses of children involved directly, so that children obtain the knowledge from the interaction between children and the environment directly; learning by stimulating, learning that focuses on the stimulation of children's development in every stages, therefore education is conducted in harmony with the stages of child development; learning by modeling, learning centers also involve adults and children to progress more advanced.

Example: The interaction that occurs in the mat play center

Interaction on the Indoor Mat Play Center

Preamble: Morning Journal  Role PlayMat Center: My Mom Style  Closure: Lunch Journal

Interaction on the Outdoor Mat Play Center

Motion: Pinch clothesline  Mat CenterNature Materials  Experiment Flood
**Conclusion**

First, the development of a conceptual model of the multiple intelligence-based mat play centers in early childhood which has corresponding with the main focus, which is the development of media in the mat play centers. It means, the mat play center media which has developed resulting a number of creative play activities characteristics based on multiple intelligences and it can be implemented according to the procedures of curriculum development for early childhood education.

Second, the development of mat play center media design based on intelligence could be for early childhood, which is the implementation and development of the conceptual media model of mat play center concretely that has been developed with the phases of the program development of learning activities in the mat play center, explicitly: project development theme, developing integration of theme and creative play classification, the development of themes project, the development of themes and indicators, development of learning materials design and product development assessment and evaluation and the development of learning strategies.

Third, the development of a set of media for mat play center based on multiple intelligence that was developed based on the classification of creative play, explicitly: the creation of objects; game of serialize; creative questions games; creative movement games; as well as creative drama games. Development of media for mat play centers has also been developed based on the foundation of the program development which appropriate for early childhood, explicitly: (1) the theory of early childhood development, developmental aspects and developmental characteristics; (2) The child-centered approach; (3) a constructivist approach; (4) children learn from concrete objects, real and can be modified; and (5) curriculum approach for creative play in early childhood education.

**References**


Pendidikan Prasekolah dan
Early Childhood Educators and Teachers in Indonesia
(A survey of the Conditions of Teachers Early Childhood in 5 Major Cities of Indonesia)

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Abstract

Early Childhood Educators and Teachers phenomena in Indonesia today can be said there has been no significant improvement of the quality aspect to profesian and mental readiness in carrying out the functions and duties of the principal. Regulation to improve the quality of the profession with the demands of strata S1 for early childhood educators and teachers not yet fully implemented. There are still many educators and early childhood teachers who have not reached the strata S1 moreover, educators and early childhood teachers similar (non-formal), where for educators and early childhood teachers (non-formal) is still widely managed by the PKK that basic education is still very heterogeneous. This can be confirmed by the findings of the study nearly 50% of educators and teachers have a background in high school education up to S1, even for similar early childhood educators and teachers there who have a background in primary education 6%, secondary 11%. While educators and early childhood teachers who have the educational background that does not comply with the demands of the profession at 38.6%.

The above conditions are caused because of the jobs that are considered the easiest and many educators and teachers are becoming even more into early childhood teachers. Ordinary people think so educators and early childhood teachers are very easy it is expressed by 39% of respondents number, origin have a bit of a whim, can sing, clap, invited to play children and nurture and soothe the child when the petulant. Society in general has not been widely realized that early childhood is a very fundamental stage in order to form and mature children. If at this stage the process of formation and maturation of children is not optimal possibility at a later stage the child was not mature so that the process of obtaining the learning experience will be obstacles. Learning outcomes according to standards development as expected the government not be thought of educators and teachers (66.3%). What is certain early childhood educators and teachers in the field are able to make smart kid writing, numeracy and literacy needed for the provision of enrollment in primary school (49%). People still think of early childhood is not so important that the focus on learning experience is not too optimal, early childhood learning course played only later when the child in primary school. Not to mention the cultural factors that shape the mental profession of early childhood educators and teachers are still considered weak. Mental "nrimo" accepted all the conditions of educators and teachers without any action to change the condition becomes more advanced.

That ultimately harmed educators and early childhood teachers and positioned in a weak state. For example there are many educators and early
childhood teachers who received honorariums range 300-700 thousand rupiah. This condition they receive as a matter of course and with the pretext for seeking experience as well as a springboard to get the opportunity and the honor of being better but all this is not followed by action to up grade themselves.

Back here that so our thinking together how and to what extent the role of government, association and organization for institutions as well as educators and early childhood teachers. What action can be given as a responsibility to alleviate professionalism of educators and early childhood teachers in Indonesia. It is a reality that we also must be able to change the paradigm that exists today.

**Introductin**

For a student teacher, entered the world of education becomes a paradox that must be recognized that one day he would appear to be an educator. Being an educator is a matter of conscience that has romance and full of idealism, because educators are exciting challenges of life, not merely a profession which is currently the easiest to get a job and work with ease and is not difficult. Ordinary people look into early childhood teachers is a very easy job, just takes a little willpower, skill singing, dancing, clapping, can play with children and be able to care for children (especially calming children who are sulking) plus working half day/part time, really comfortable.

Though to be the ideal educator lot to do with the spirit that comes from individual ideology. Calls heart of a teacher will be able to open the dimensions of the conscience of the students. The ideal educator may be embodied in himself a teacher. It is not easy to be a successful educator, as there are states that being a good teacher should be armed with a variety of tips that can’t be learned or transmitted spontaneously. Being an educator is a piece of art in human life, in which each individual has different capabilities.

The growth of educators in the character of a person is a relative term. There are people who stand out in these properties, some are not paying attention to the properties of educators, though actually has significant potential, for example from the standpoint of education, diverse job, and responsibility for future generations. To cultivate the ability to educate this person should have a higher awareness but extensive life experience, and willing to always in contact with the problems in the vicinity.

Educators have a universal nature. Because of its responsibilities, educators also have direct access to other fields such as management, health and nutrition, psychology and child development. Being an educator and teacher, is a continuous process which puts the human person in the expanse of the continuum toward the fullness of
life. Educators and teachers seem to have to have a number of attributes that appear from the place where it belongs, namely the attributes attached to the role played in the process of acculturation in society. Educators and teachers with so grows out of the awareness and informal education process experienced by man throughout his life. He learned not from formal educational institutions, but from life experience that has experienced a continuous basis.

When we look at some of the elements of existing studies, the educator is a man whose main function in him to cultivate concretely existing potential, the common interest. Educators are human beings associated with conscience, have cultural awareness, and have a high self actuality to be at once had.

In fact, today there are many educators and teachers in Indonesia, especially early childhood teachers who do not understand and realize the tasks and functions well. There are still many people who choose to be a teacher just looking for money to live, having a job despite not undertaken in a professional manner. With the existing financial limitations of the individual educators and teachers try to legalize themselves as early childhood teachers with continuing studies of the Diploma 1 through Strata 1 managed by public and private sector institutions. Educators and teachers also did not understand that the diploma is not the same as strata 1, they understand that people, especially educators and early childhood teachers college. They do not understand the regulations and competencies that must be owned to the status of teachers as a profession professional.

Symptoms of the decline in the teaching profession is not only happening in Indonesia, but it is a world phenomenon. Most likely, according to Tilaar (2002), this is because the teaching profession can’t compete with other professions. Because the propensity of an age now been sandwiched between materialistic and consumptive culture. In this position, attempts to fix the fate of the teacher becomes increasingly difficult. During this educational reform, teachers who are shareholders of the nation's education must tracing and examined its position in line with the efforts to education in Indonesia. This need is urgent and requires the involvement of all parties is not limited to technical aspects of the commitment or work alone, but also should be a national movement to increase human resources.

**Formulation of the problem**

From the observations made by researchers at the time of the initial survey, existing problems can be formulated as follows:
1. Why many educators and early childhood teachers who have the educational background is not in accordance with professionalism
2. Why many educators and early childhood teachers who do not have the level of educator S1.
3. Do educators and early childhood teachers in Indonesia to understand the characteristics of learning for Early Childhood.
4. Whether the target achievement of learning outcomes in early childhood institutions in accordance with the kind of formal and child development standards that must be achieved.
5. Is it still a lot of formal early childhood institutions and similar that do not have adequate means of learning.
6. How formal Early Childhood manager and managing similar institutions.
7. How is the ideal figure of educators and early childhood teachers in Indonesia.

Research Method

The method used is qualitative type of survey research. This method is used for the purpose of collecting data on a phenomenon or social reality by way of describing phenomena that arise with regard to conditions of early childhood educators and teachers in Indonesia.

This study was conducted in five major cities in Indonesia, Medan, Jakarta, Yogyakarta, Surabaya and Makassar. 5 cities have been selected for all five cities is considered quite representative population of the major cities that are in Indonesia. While the process of collecting data in this study conducted during February to June 2015.

Data collection tool used were interviews and questionnaires. The data analysis process and the research findings classify the findings of research into indicators that have been set. Then performed a descriptive analysis of research findings.

Results and Discussion

Research findings

From the findings of research on the background of education, educators and teachers of early childhood education (including early childhood equivalent) in 5 major cities almost 50% have a background in education are still heterogeneous around the high school up to S1, even for Early Childhood kind still exist educators and teachers educational background discount rate of 6% elementary, junior 11%.

Findings educational background below S1 may still exist, because when the government imposed a program of "education for all", the government, especially the Ministry of Health in collaboration with the Ministry of Education and Culture to encourage the community
to carry out education movement by establishing early childhood run on non-governmental (Early Childhood similar). Where the movement is driven by a local PKK wants to spend time, have a place that is not so broad as well as a concern for the ECD. In this case the PKK is not selective capture educators and teachers are needed. Most importantly the program and seen no activity for local AUD.

While the persistence of early childhood educators and teachers who have the educational background that does not comply with the demands of the profession at 38.6%. It is very diverse reasons, there are respondents stated that being educators and early childhood teachers to spend leisure time after marriage and does not work anymore. Some claimed jobs hard what's wrong with being early childhood teachers, can work part-time, does not require long preparation, and some have claimed to amuse themselves.

Educators and early childhood teachers who responded to a total of 39% said that it was easy to teach early childhood, do not need to memorize the subject matter, sufficient to guide the child can numeracy, writing, drawing and reading. Given the subject matter is not deep, still about arithmetic addition and subtraction as well as singing. It can be implemented educators and teachers for a short study time is 2 hours. While the process as a result of learning is not overly concerned, even there are educators and teachers who claim not achieved the standard expected developments such as the government is not thought to be an educator and teacher for the achievements of education (66.3%). What is certain early childhood educators and teachers in the field are able to make a smart kid write numeracy and literacy needed for provision of enrollment in primary school (49%).

Furthermore, the findings of the survey are still a lot of early childhood institutions are managed as it is, not professional (58.7%). This condition visible on early childhood institutions are categorized as lower middle, especially in early childhood institutions alike. This is indicated on the display setting of the school and classroom, learning tools are still lacking, discipline applied to educators and teachers, educators and children and the elderly, even educators and teachers had been recruited not fit the standards of professionalism. The manager stated that the agency is managed amicably, in order to create a good relationship with the community so that people loved and still willing to send their children and grandchildren to the agency. In addition, the existence of "what is" in the management of this institution expressed as a form to reduce operational costs while the
purchasing power of people around the very diverse institution.

Last is a picture of early childhood educators and teachers that ideal by managers and educators and early childhood teachers are individuals who have been able smoothly to teach independently removable. Educators and teachers who have a personality that is courteous, kind, able to socialize with fellow peers, parents and children. Educators and teachers are respectful and courteous to school leaders and foundations, educators and creative teachers who want to go ahead and open up to development. Educators and teachers were disciplined and did not incite peers and not so demanding.

**Discussion**

Strata 1 regulation of early childhood teachers should not be followed by a deep meaning and are actually quite heavy for educators and teachers. Upgrade themselves early childhood teachers in Indonesia to be S1 is currently only limited obligations/demands of the government to get the benefits of certification / professional only. But it has not been followed by the self-improvement of the quality aspect, so if you see on the field this condition still look unbalanced between educational background girded with the quality of work as a result of the qualities that have not yet been fully realized and by teachers of early childhood education in Indonesia.

In reality there are many private and similar early childhood teachers in Indonesia who already have a diploma S1 but still want to receive an honorarium / salaries below the minimum wage far below even local regional, there is only set to earn in the range of 300-700 thousand rupiah, but for institutions Early Childhood pretty professional willing to pay salaries of educators and teachers over 3 million course with the quality demands of work more professional. In addition as a result of lack of understanding and self-awareness of the profession to which it aspires, there are still many factors that affect mental educators and early childhood teachers in Indonesia. One is the cultural factor. Mental Indonesian people in general still lack the willpower to move forward and continue to grow, the culture of "nrimo", a culture that wants to casual work that can earn big, culture search experience, and cultural springboard greatly affect the formation of the mental attitude of educators and teachers in general. That in the end all these cultural attitudes, many early childhood teachers bring teachers especially in Indonesia stagnated, running in place without a process of self-development is significant.

As a result of the strong influence of cultural factors, lack comprehension and awareness to
upgrade themselves, educators and early childhood teachers in Indonesia is still at the level of duties and obligations as a teacher who is looking for money to help supplement the family income. Not yet at the level to think about how to continue to be able to actualize themselves, still exist and are used by the agency. The impact of all of this can be seen from the lack of teachers to improve the quality of learning that its responsibility in school or in the classroom. Processes and learning activities that teachers can be said simply "copy and paste" of activity in previous years, or if there is a difference even then obtained from educators and other teachers of the school who happened to meet on the same activities.

The focus of early childhood educators and teachers to the learning process can’t be fully expected, to overcome the need to improve the role of the principal in implementing internal supervision within the framework of the promotion and development of human resources under his direction. But, unfortunately, this rarely occurs in early childhood institutions that exist. No external supervision and even then more on the things that are administrative only. Only institutions with professionals who can provide coaching and development for educators and teachers.

Future plans professionalization level teachers must continue to be evaluated so that we get a figure of a teacher who always can improve its ability to continuously, which can sell themselves with a high selling price and appropriate for the profession to which it aspires. Early childhood teachers in Indonesia in the future have the courage to declare its capabilities, early childhood teachers in Indonesia in the future is not just a duty and earn money by teaching.

In the end the Government will give legitimacy to the guarantee institution to improve the quality of education, with a number of technical and operational capabilities needed, so that teachers can print with a quality that deserves to be called a teacher. So far, to consider the elements of ethical and moral formation needed by a teacher. Quality assurance education institutions should also be responsible for fostering loyalty and dedication of an educator in addition to personal well-being that is the minimum standard must be owned by a community of educators.

Furthermore, in other words, the teacher is not a favorable option. Career early childhood teachers in Indonesia is no different from the position of civil servants in general. Being a teacher is tantamount to choosing a career as a civil servant all limited. Guru is like as a salaried employee with a system of labor relations and employers. Some of
them became private teachers are even more miserable, because they work on the foundations that have schools with lower levels of well-being. Many of those who become temporary teachers in the public schools and teachers remain the foundation, choose a career as a teacher because employment opportunities are very limited and they generally do not have additional skills to support their work.

Conclusion

Of the issues surrounding early childhood educators and teachers in Indonesia, as well as several other variables, it can be said that this profession they must be able to accept and face diverse challenges. In general, these challenges include:

1. From the aspect of financial well-being, the teachers did not get paid well and did not have a sufficient level of welfare for families.
2. From the aspect of career development, the teacher does not have to develop themselves. Appointment become a public school teacher is not easy, partly because of government budget constraints. The promotion and professorship had been following the rules are very strict, is of course very slow appointment and coaching careers or their positions.
3. The number of early childhood educators and teachers who have the educational background is not in accordance with the professions and education levels are still lower the selling price of educators and early childhood teachers for certain areas to be low.
4. Impact of early childhood educators and teachers, especially in carrying out their duties and functions only to fulfill teaching obligations he had to do not think about how the quality of learning accomplishments.
5. There are still many institutions that are less supportive of learning processes and activities optimally so that the completeness of the means of learning is not a top priority.
6. There are still many institutions that impressed manager has not seriously handle the process and learning activities for the AUD.
7. From the aspect of scientific development, teachers do not have adequate access area. Communities teachers paced life is limited, the fact that their community is not cultivator science, but closer to the developer adherent culture. The school curriculum is always bound to a solid syllabus will be a strong political message.

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