PROCEEDING

SCIENTIFIC FORUM-FACULTY OF EDUCATION DEPARTMENT OF SCIENCE EDUCATION (FIP-JIP)

2015 FIP JIP
conference

9th -11th SEPTEMBER 2015
FACULTY OF EDUCATION, GORONTALO STATE UNIVERSITY
GORONTALO

CONTENTS

EARLY CHILDHOOD INSTRUCTIONAL LEARNING THAT IS CONSISTENT WITH THE SOCIO-CULTURAL DEVELOPMENT IN INDONESIA

Pupung Puspa Ardini
Pendidikan Guru Pendidikan Anak Usia Dini FIP Universitas Negeri Gorontalo
pupungpuspa@gmail.com

ABSTRAK

Studi Ilmiah ini dilakukan untuk mengetahui kegiatan pembelajaran yang selaras dengan perkembangan sosial-budaya di Indonesia. Setiap daerah di Indonesia memiliki berbagai budaya yang dapat dieksplorasi sebagai wahana pembelajaran bagi anak usia dini. Pembelajaran untuk anak usia dini hendaknya sesuai dengan lingkungan sosial dan budaya dimana anak tersebut tinggal. Oleh karena itu pemahaman pendidik terhadap latar belakang sosial budaya dapat dijadikan sebagai acuan dalam mempersiapkan materi pembelajaran yang relevan dan bermakna bagi anak. Disamping itu, pendidik juga dapat mempersiapkan anak secara lebih dini untuk menjadi individu yang dapat beradaptasi dengan lingkungan sosial budayanya. Kecenderungan yang terjadi adalah pemanfaatan budaya lokal belum optimal, bahkan semakin ditinggalkan. Perkembangan sosial dan budaya tidak dapat dihindari. Hal ini selaras dengan kemajuan ilmu pengetahuan dan teknologi yang tidak hanya terjadi di Indonesia tetapi juga di dunia. Studi ilmiah ini dilakukan pada bulan Januari 2015. Studi ini dilakukan berdasarkan melalui pengkajian hasil observasi, dokumentasi dan berbagai literatur yang terkait dengan pembelajaran anak usia dini yang selaras dengan perkembangan sosial-budaya. Pengembangan program pembelajaran PAUD berbasis budaya lokal dapat mempersiapkan anak yang berwawasan multikultural sedini mungkin. Hal ini sangat penting untuk menjamin pembentukan karakter anak yang toleran dan memiliki kepercayaan diri sebagai bangsa yang unggul dan bermartabat.

Kata Kunci : *Anak Usia Dini, Pembelajaran, Perkembangan Sosial-Budaya*

INTRODUCTION

Learning is the teacher effort to help children. Learning also be interpreted as experiences for children to have knowledge and skills. A teacher should be able to create various learning processes. It is based on some learning patterns, including, teachers and students without tools or learning materials in the form of props. Second, the pattern of teachers and students using the tools. Third, the pattern of teachers and students using the media. Fourth, the pattern of media by students or the pattern of distance learning using media or instructional materials prepared (Hasanah, 2012 : 85-86).

This is consistent with the social and cultural development in Indonesia. Learning that used to be done in the classroom and face-to-face between teachers and students, now learning can be done through internet media. But it also should be adapted to the needs of students. Early childhood cognitive stages are still in the pre-operational concrete which still needs to be studied concretely and gradually have not been able to learn a concept through distance learning via internet. The Internet can be used as a tool for learning through play

such as through games or as a learning resource to obtain information about a concept such as a video about the metamorphosis of the butterfly (Marijan,2013:24).

According to Vygotsky, learning is a process that involves two important elements. First on the social environment (interpsychological). Both on an individual level (intrapsychological). In other words, learning through the social process in which people interact and negotiate (verbally) to produce something, understand or solve problems. This process is called co-construced which is a high-level mental processes. In this case Vygotsky emphasized the importance of communication and cooperation between individuals to share knowledge. The importance of communication caused Vygotsky believed that there are cultural tools or equipment that support the culture. Cultural tools are mediation for the development of high-level mental processes such as comprehension and problem solving. The cultural tools include language, signs, and symbols (Santrock,2009:86).

Social and cultural development can not be avoided. This is consistent with the advancement of science and technology not only in Indonesia but also in the world. Any time there is a development of science through research conducted by scientists unconsciously also causing the development of technology. As an example of development of in terms of communication, when the first communication is done by word of mouth and then is the development of communication technology today can be done through the Internet and satellite networks via mobile phones. Technological development is a human need as individual beings and social beings. Any time human needs are increasing and dissatisfaction stimulates human creativity to continue to meet the needs through science and technology (http://pustaka-makalah.blogspot.com/2011/03/perkembangan-sosial-budaya-diindonesia.html accessed at January 17th 2015).

Social and cultural development is not necessarily unlimit. Its application also requires consideration. Due to technological advances also caused some negative effects for children, especially young children, attention deficit problems were detected when the child enters primary school age. This is because the moving images on television can affect the child's vision can also affect the focus of the child. Other effects that children become lazy. Activities with gadgets cause the child is less interested in doing other activities beside operate Gadgets. Children even became lazy to socialize, eat and shower. Curiosity and less satisfied when finishing games in the gadget makes children become obsessive and suffered emotional distress due to become irritable if not fulfilled his wish. Hence the introduction of a child with digital devices needs to be balanced with physical activity such as active play outdoors. The ratio between playing gadget with active play activities is 1: 2 (Nakita No.824/TH.XVI/14-20 January 2015:36).

Thereby to balance, educators also need to continue to develop innovative variations in teaching. It can be aligned with socio-cultural development and children's needs. Every child has different characteristics and learning styles, so that, each child has a different way of absorbing information. A variety of learning can accommodate the different needs of the child because every child will have the same opportunity and feel the various stimulation to optimize its development.

PROCEEDING

...fic Forum-Faculty of Education Department of Science Education (FIP-JIP) and The International Semniar
Gorontalo, 09 – 11 September 2015

...CUSSION

...ly Childhood Learning Instruction

Early childhood learning Instruction is a process of interaction between children and ...ts. Interactions provide meaningful experiences for children. The experience will be ...ingful to the child when the child is actively manipulate various objects, play and be ...ve in their environment. (Hartati, 2005 : 28-29). This is essentially a play-oriented ...ning (learning while playing and play while learning), development of-oriented learning, ...ch gives more opportunities for children to be able to learn the proper ways.

According to Montessori, that there are four concepts in children's learning, which is ...ildren construct their own development of his soul, (b) a sensitive period, (c) the soul ...ber and (d) legal developments (Solehudin, 2000 :34-35). Learning in early childhood ...rding to Montessori should be started from within the child. In other words the child can ...hatever he wants, children make their own learning based on their interests. Educator ...e as a facilitator should provide adequate facilities such as the environment for the child, ...ch is an environment that can make children find their own knowledge.

...e Theory of Sociocultural (Vygotsky)

Sociocultural theory is emphasize role in development of cooperative dialogues ...een children and more knowledgeable members of society. Children learn culture of ...r community (ways of thinking and behaving) trough this interaction (Wolfoolk, ...7:39). Sociocultural theory initiated by Lev Semenovich Vygotsky. According to ...gotsky in Woolfolk, learning is a process that involves two important elements. First on ...e social environment (interpsychological). Both on an individual level (intrapsychological). ...other words, learning through the social process in which people interact and negotiate ...bally) to produce something, understand or solve problems. This process is called co-...struced which is a high-level mental processes. In this case Vygotsky emphasized the ...portance of communication and cooperation between individuals to share knowledge.

The importance of communication caused Vygotsky believed that there are cultural ...ls or equipment that support the culture. Cultural tools are mediation for the development ...high-level mental processes such as comprehension and problem solving. The cultural ...ls include language, signs, and symbols (Ausubel,et.all :573). Language is one way of ...porting culture. Through language in Indonesian culture can be preserved by passing on ...ormation to subsequent generations and cultural preservation is done through the learning ...ocess instead of inheritance. One way of preserving the culture of Indonesia is through oral ...ditions, such as storytelling or story telling. According to Vygotsky in Crain, learning ...gins when a child is in the proximal development zone (ZPD). ZPD is the range of tasks ...at are too difficult to do on their own, but it can be learned with the guidance and assistance ...adults or peers who are more skilled. Guidance and assistance adult or more skilled peers ... led scaffolding (Tedjasaputra, 2001: 10). Scaffolding make the children to use private ...ech or inner speech or the ability of a child to be able to communicate with itself to solve ...e problems. Adults, especially parents have an important role in educating, guiding and ...luencing (environmental) positive so the child's personality is formed (Santoso, 2011 : 9-

10).

The Development of sociocultural

The changes of Social and cultural is a symptom of the changing social st... cultural patterns in a society. Socio-cultural changes are common symptoms that ... time in every society. Changes that occur in accordance with the nature and hum... that always wants to make changes. Hirschman said that the actual human bored... cause of the change. Socio-cultural changes happen because of several factors. A... communications; ways and mindset of the people; Other internal factors such as c... population, new discoveries, conflicts or revolutions; and external factors such ... disasters and climate change, wars, and other public cultural influences. There ar... factors that inhibit the occurrence of changes, such as less intensive communic... other people; science and technology development is slow; properties very ... society; there interests are firmly embedded in society; negative prejudices agains... are new; fear in case of shakiness in the community when there is a change; ... barriers; and the influence of custom or habit (Liliweri,2002:91).

Modernization As The case of Social and Culture Change

Modernization, showing a process of a series of efforts to create values ... material and social) qualified universal, rational and functional. Commonly likes ... traditional values. Modernization is derived from the word modern (advanced), ... (modernity), which is defined as values of enforceability in the aspect of space, ... wider social group or universal, that the specification value or values. While ... contrasted with the modern concept is tradition, which means the items is som... person or group acquired through inheritance from generation to generation. ... traditions include a number of norms that validity depends on space, time, ... (community) specificly. This means that limited validity, not universal as it appli... or values. For example or case, humans should reassure outfit, this constitutes ... qualifying value (value). All parties tend to recognize and embrace these values ... However, what the model clothes to wear it? Case fashions favored, favored... imposed, that is the business norms from place to place, from time to time, and from... group will be diverse..

The Children's Needs As a Human Being

In addition as individual human beings, social and believe in god, he is also ... that has a need. Moreover, if we know that the human needs from time to time so ... constantly changing and increasingly complex. This suggests that humans are cre... are not static like a machine. Environment, maturity and learning very influential... this. Children are individuals who have unique interests, experiences, skills, and ... order to provide effective learning, the teachers need to pay attention to the needs ... One level of need according to Maslow is the cognitive needs of children, ... knowledge and children acquire knowledge through play. Thereby play is the need ... child to acquire knowledge.

There are Maslow's theory about the hierarchy of basic human needs (Do...

Colker, 2008:19):

Physiological needs

In general, human needs greater in clothing, food, and shelter for survival. To survive in life, human as well as children need to eat, drink, rest, dress, shelter and other physical needs.

Safety needs

The next is the protection of human needs. Need a sense of security both in customary law, social, state and religion. As well as the rights of the child as an individual and social beings, such as a sense of security to interact, play, learn, work, neighborhood, on the street, wherever and whenever humans are.

Needs for belonging and love

Every child definitely need affection and attention both within the family and at school. In addition, children also have the need to give love and concern for others, such as parents, siblings, friends, and teachers. The greater mutual affection are obtained and given the child the greater the sense of belonging that is in the child, including the objects or toys they have.

Esteem needs

Appreciation of others provide encouragement or motivation for someone. As the importance of rewards that are needed by the child. No matter how small an award given to a child is often a positive impact on children's development in the future.

Needs to know and Understand

Children are in the period of exploration and imagination, their curiosity so great. Often we observe that many children ask, manipulating objects, toys, or explore the surroundings. It was all based on a great curiosity to get answers and understanding.

Aesthetics needs

Another requirement of the human person is a sense of beauty, aesthetic, thought to not be bound by normative values. How does a human child develops a sense, creativity, and free to express themselves with the viewpoint of the beauty they have.

Self Actualization needs

Ever since early child should always be taught to understand the self-esteem, to know the advantages and disadvantages on him. Because this will affect the way a person in actualizing himself wherever and whenever they are. They should be given the opportunity to actualize themselves with various appreciation since they are still at an early age. Thus the child will get used to have a positive self-concept until he was an adult.

Learning is in harmony with the Socioculture and Children's needs

Learning instruction that is consistent with sociocultural and children's needs are developed by Ki Hadjar Dewantara. The learning process that conducted with the approach of the existing cultural environment of children. According to enhance the development of children's character should not be forgotten the basic of "Bhineka tunggal ika", which is concerned with all elements of the culture of the good in each region of childhood itself, with a view at levels higher implement "convergence "as necessary, moving towards the unity of

the Indonesian culture in evolution. according to the nature and age. It can be stated that Ki Hajar Dewantara forming education system rooted in their own culture and beliefs on his own strength to grow. Cultural approach conducted by Ki Hajar Dewantara in early childhood education is through games, songs, fairy tales, olaraga, drama, language, art, religion and the natural environment (Dewantara,1977:274).

Ki Hajar Dewantara explain learning approaches in early childhood with a discussion following the fifth (Dewantara, 1977 :287) :

1) all mother efforts for her children, as mersured by the paradigm of modern pedagogy that considered useful to the advancement of physical and spiritual growth.
2) know the children well, their soul, characters and this is necessary for each early childhood teacher.
3) Selecting games and toys that beneficial for children's physical and spiritual.
4) Realized that the children have a relationship with nature and the surrounding communities.
5) Realizing paedagogis contained in children's lives, by investigating, studying and experimenting on the things that can be used to establish, build, construct and fill the early childhood education institutions that modern and national, that appropriate for an independent nation, not independent only in his state but also in the culture independence.

Thus, the process of learning in early childhood according to Ki Hajar thought Dewantara happen naturally and frees. However, the guidance contained in the freedom of teacher to children which is based on the cultural environment of children, where the character value, artistic value, cultural value, intelligence, skill and religion into force the child to grow through the five senses. The culture in question is the culture that surrounds everyday life of the child such as singing, games, fairy tales, the environment, and so on.

The importance of early childhood learning program based on Local Culture

Early childhood learning programs based on local culture is a learning program that provides educational stimulus to assist the growth and development of children's physical and spiritual. This learning emphasizes understanding and appreciation of the way of life, customs, habits, traditions, art, thought, value systems, ways of working that are typical of a community or ethnic group a particular area is expected to instill values that will enrich the educational value of the child's life

Policy in the development of early childhood education, requires the existence internalization of the values of local wisdom in the process of education, child care and protection services. The development of local culture-based learning program is expected to prepare a sound multicultural children as early as possible. It is very important to ensure the formation of character that tolerant and have self-confidence as a leading nation and dignity

Early childhood education institutions prepare the potential mapping of local culture that will be the approach of learning, so that can know precisely and in detail about the potential and cultural wealth. The mapping results will be used as a basis for planning learning activities so as to maximize the potential of the culture of learning.

The mapping of local culture begins with identifying and inventorying various local

cultures that are around the area of early childhood institutions. Local cultures be identified is everything related to the way of life, customs, habits, traditions, art, thought, value systems, ways of working that are typical of a particular community or tribe. Here is an example of mapping local culture in early childhood institutions in Semarang, Central Java.

No	Category	Name/type
1	Traditional foods	Wingko babat, lumpia, bandeng presto, gudeg
2	Traditional songs	Sluku-sluku batok, bapak pucung, gambang suling, gundul-gundul pacul, jamuran, pitik tukung, Sinom, suwe ora Jamu, Te kate dipanah,
3	Traditional dances	Tari gambyong, Srimpi, Bambangan Cakil, Bedhaya, Ketawang, Merak, Jathilan, Rebana Santri
4	Handicrafts	Batik, Ukiran, Wayang Kulit, Anyaman Tikar, kaligrafi dari kuningan, perabot rotan
5	Traditional Games	Jamuran, Dakonan, Bekelan, Engklek, cublak-cublak suweng, gobak sodor, bentengan, egrang.
6	Livelihood	Nelayan, petani, pengukir kayu, pembatik
7	Vernacular	Bahasa jawa
8	Traditional Musical Instrument	Gamelan, gambang, Kendang Jawa, Suling
9	Traditional ceremonies	Dugderan, Sekaten , Kenduren, Mitoni, Grebeg
10	Traditional House	Joglo, Limasan
11	Folk Tales	Ande-ande Lumut, Joko Tarub,

CONCLUSION

Early Childhood Education is an effort guidance to children from birth to 6 years. The instructional Learning conducted through the provision of educational stimulus to assist the growth and development of physical and spiritual one. Learning in early childhood is the most effective learning is based on the wealth of of local culture or take advantage of local knowledge.

learning that takes into account about sociocultural development and the needs of children can be realized through program-based learning of local culture. Learning programs for early childhood education based on of local culture is a learning program that provides educational stimulus to assist the growth and development of children physically and spiritually by emphasizing understanding and appreciation of the way of life, customs, habits, traditions, art, thought, value systems, typical workings of a community or ethnic specific areas. Early childhood learning programs based on of local culture is expected to answer the problems that arise today in which children grow and develop optimally and without forgetting its cultural roots. The development of of local culture-based early childhood programs that creative and innovative, to equip teachers and the ability to see the potential of the local culture and use it as a media and learning resources.

PROCEEDING

Scientific Forum-Faculty of Education Department of Science Education (FIP-JIP) and The International Se...
Gorontalo, 09 – 11 September...

The development of early childhood learning programs based on of local culture will prepare the children as early as possible multicultural sound. It is very important to ensure the formation of character that tolerant and have self-confidence as a leading nation and dignity.

REFERENCES

Aan Hasanah, 2012, *Pengembangan Profesi Keguruan*, Bandung : Pustaka Setia.

Alo Liliweri, 2002, *Makna budaya dalam komunikasi antar budaya*, Yogyakarta : Lkis.

Barbara K. Given, 2007, *Brain-Based Teaching*, Bandung : Mizan Media Utama.

David P. Ausubel, et.all, *Educational Psychology a Cognitive view*.USA : Holt, Rinehart and Winston, Inc.

Dodge, Diane Trister dan Colker, Laura J. 2008, *Creative Curriculum*, Washington DC Teaching Strategies Inc.

Donald O Hebb, *Otak tak sekedar folder penyimpanan* dalam http://edukasi.kompasiana.com/2010/11/29/otak-tak-sekedar-folder-penyimpanan-322464.html (diunduh pada 18 Januari 2015)

Generasi Digitasl, baik atau buruk? Nakita No.824/TH.XVI/14-20 Januari 2015

Hari Poerwanto, 2008, *Kebudayaan dan Lingkungan dalam perspektif antrpologi*, Yogyakarta : Pustaka Pelajar.

http://pustaka-makalah.blogspot.com/2011/03/perkembangan-sosial-budaya-di-indonesia.html diakses 17 Januari 2015

John W Santrock, 2007, Perkembangan Anak, Jakarta: Erlangga.

John W. Santrock, 2009, *Psikologi Pendidikan (Educational Psychology)* Jakarta : Salemba Humanika.

JWM, Bakker SJ, 2005, *Filsafat Kebudayaan, sebuah Pengantar*, Yogyakarta : Kanisius.

Kacung Marijan, 2013, *Meraih Kemandirian Budaya*, DIKBUD Edisi 5 Th IX (Pusat Informasi dan Hubungan Masyarakat, KEMENDIKBUD.

Ki Hajar Dewantara, 1977, *Pendidikan*, Yogyakarta: Majelis Luhur Persatuan Taman Siswa.

Mudji Sutrisno dan Hendar Putranto, 2005, *Teori-teori Kebudayaan*, Yogyakarta : Kanisius.

Soegeng Santoso, 2011, *Konsep Pendidikan Anak Usia Dini Menurut Pendirinya*, makalah VIII Jakarta.

Sofia Hartati, 2005, Perkembangan Belajar Pada Anak Usia Dini, Jakarta:Depdiknas.