

## **CHILDREN LEARNING DEVELOPMENT MODEL EARLY AGE BASED ON LOCAL CULTURE IN TK MAWAR DESA GANDASARI TOLANGOHULA DISTRICT, GORONTALO DISTRICT**

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### **ABSTRACT**

The results of this study concluded that 1) Early childhood learning in Mawar Kindergarten in general refers to service standards in organizing paid learning. Local culture-based learning planning compiled in Mawar Kindergarten in the form of Curriculum, Syllabus, Semester Program, Weekly Learning Implementation Plan and daily learning plan; 2). TK Mawar implements integrated learning with local culture; 3) The factual model of learning is prepared using the results of mapping local cultures that exist in the paid environment as a reference in formulating material that will be delivered to students; 4) Factual model of local culture-based learning in TK Mawar then delivered to stakeholders involved and collaborating with TK Mawar to obtain responses and suggestions for improvement, then revised and enriched in the form of a draft development model for easier application of early childhood learning at the institution another paid.

**KEYWORDS:** early childhood, local culture, development models, learning

### **INTRODUCTION**

Learning is the most important activity in the educational process which is a benchmark for the success of educational goals. Muhammad Fadlillah (2014: 133) learning is the interaction between students and educators, followed by adequate learning resources contained in the learning environment so that changes in certain behaviors occur. This can be interpreted that learning does not merely convey the material according to curriculum targets, but is related to other elements that interact with each other to achieve learning objectives.

The basic principle of Vygotsky's theory cited by Sujiono (2009: 115) explains that children do the process of building various knowledge that cannot be separated from the social context in which the child is located. Knowledge also comes from the cultural environment. Knowledge derived from culture is usually obtained from generation to generation through the people around them. Mulyasa (2012: 22) added that the experience of social interaction is important in the development of children's thought processes, so that high mental activity in children can be formed through social interaction with others in their environment. Piaget's opinion quoted by Brooks (2011: 130) adds that children actively build their views of the world, as well as social experts believe that individuals actively build their views on culture. This theory explains that early childhood learning environment in the scope of the family, school and community is strongly influenced by culture.

Imanto Teguh (2015) states that through television shows reflected import culture that has constructed its meaning and value, offers a new culture as a result of Western culture which carries the pattern of life glamor in capitalist society. Early childhood who get information from media that is not filtered properly will have an impact on its development. Every region in Indonesia has various cultures that can be explored as a vehicle for early childhood education learning. This matter in line with the basic thinking of Ki Hajar Dewantara, quoted by Sujiono (2009: 125) "Humans will truly become human if they live in their own culture". The whole human being, among others, is understood as a human being himself coupled with the culture of the surrounding society. Suyadi and Ulfah (2013: 148) added Ki Hajar Dewantara argued that education must be

carried out through three educational environments namely family, school and social environment (community), which are then referred to as tri education centers.

Early Childhood Education as one of the key determinants of the nation's future plays an important role in strengthening local cultural values. This is further strengthened by the issuance of Minister of Education and Culture Regulation number 137 of 2014 concerning PAUD Standards article 9 regarding content standards which require Themes and sub themes to be prepared in accordance with the characteristics, needs, stages of child development, and local culture. Based on this, the management of PAUD learning based on local culture must be utilized, so that children can grow and develop optimally without forgetting the noble values of their own culture. It is hoped that concerns about the impact of global education that will gradually shift the position and bargaining power of local culture can be avoided by introducing local culture early on.

Based on the background of the aforementioned research, the main focus in this study is: "Finding a draft of a Local Culture Based Early Childhood Learning Model". The focus is further broken down into 4 sub focus as follows: a). Early Childhood Learning in Mawar Kindergarten; b) Local Culture in the Mawar Kindergarten environment; c) Local Culture Based Learning Model in Mawar Kindergarten; d) Local Culture Based Early Childhood Learning Model Draft.

## **METHODS**

This research is a type of research development or research and development (R&D). According to Sutama (2012: 183) research and development is a process or steps - steps to develop a new product or improve existing products that can be accounted for. Sugiyono (2014: 407) added that the research development method is a research method used to produce certain products, and test the effectiveness of these products.

Researchers conducted research and development in kindergarten Mawar village of Gandasari. one of the Non-Formal Education programs organized by the Tolangohula Learning Activities Studio, one of the Non-Formal Schools owned by the Gorontalo District Education Office. Researchers choose the right informants to obtain accurate information. Recording main data sources through interviews or observations, participating, is the result of a combined effort of seeing, hearing and asking questions.

The stages of development research according to Borg and Gall (1989) cited by Sutama (2012: 185) include 10 steps of implementation. This research procedure was adapted from the development steps carried out by Borg and Gall with limitations. The application of development steps is adjusted to the needs of researchers. Considering the limited time and funds owned by the researchers, this study only reached the preliminary stage and the preparation of the draft development model. The presence of researchers as instruments of research requires that researchers have a provision of theory and broad insights, so that they are able to ask questions, analyze, and construct the social situation under study to be more clear and meaningful. The validity of the data was carried out to test the validity of the research data carried out with several techniques, including discussions with paud educators, out-of-school inspectors (PLS), practitioners and observers of Early Childhood Education. Source triangulation techniques are used to enhance the accuracy of data from several different sources on the same problem. Activities in data analysis are data reduction, data presentation, and conclusions / verification.

## **RESULTS AND DISCUSSION**

### **a. Learning at Mawar SKB Tolangohula Kindergarten**

Learning planning in Mawar Kindergarten is arranged jointly between managers and educators to develop curriculum and learning syllabus. The curriculum and syllabus are used as a reference in determining learning activities in accordance with the themes and sub themes planned for each school year. Local culture-based learning planning compiled in Mawar Kindergarten in the form of Curriculum, Syllabus, Semester Program, weekly learning implementation plan (RPPM) and daily learning plan (RPPH). Local culture is integrated directly in each theme and sub-theme arranged, elaborated in the selection of media in children's learning activities.

Based on the results of interviews with educators and managers at Mawar Kindergarten the learning methods used in this institution are centers and circles where learning is done through playing in several centers, namely centers for preparation, centers for role playing, centers for playing blocks, centers for playing natural materials, and centers for agriculture. . Educators assist the game in each center according to the learning

schedule. Evaluation is carried out in the learning process by providing comprehensive notes, observations, anecdotal notes on special events, assignments and portfolios. The choice of assessment is adjusted to the ability of educators and the support of infrastructure owned by each institution. The assessment more describes the achievement of child development according to the assessment guidelines based on Permendikbud number 137 of 2014 concerning National Standards of Early Childhood. Educators observe children's daily learning activities in accordance with the learning theme, make anecdotal notes on each specific event the child does, collect a portfolio which is then accompanied by a narrative of a comprehensive assessment covering various aspects of child development and then distributed to student guardians at the end of each semester. The notes are in the form of report cards submitted to parents along with the children's work produced by the child for one semester.

#### b. Local Culture in the Environment of TK Mawar SKB Tolangohula, Gorontalo Regency

Local culture in kindergarten Mawar is the potential of the surrounding environment that can be used as a source of learning. Natural potential, community culture, various professions in the community, existing community institutions, can be a learning material for children. When this potential is collected and used as material in children's learning, it will become an extraordinary source of learning for children. The mapping of local culture is done before the preparation of learning plans. Mapping local culture is done by noting the potential that is in the surrounding environment, including several categories including the environmental conditions of the community, existing livelihoods in the community, customs that apply in the community, the language used, special food, local folklore, regional performances, local handicrafts, folk songs, traditional games and more.

TK Mawar is located in a rural environment in the village of Gandasari, Tolangohula District, Gorontalo Regency. Potential surroundings are rice fields, fields, gardens, cattle pens, rivers, irrigation waterways and fish breeding ponds. Kodiran's opinion of Javanese Culture in a book compiled by Koentjaraningrat (2004: 334) explains the income sources of rural communities including employees, artisans, traders and most are farmers. Work in agriculture, among others, is to work on agricultural land that is made into gardens or dry fields, in low-lying agricultural land is made of rice fields. The types of plants planted by farmers are rice and secondary crops. Management of land before planting includes hoeing, plowing (luku), harrowing, preparing seedbed (pawinihan). Agricultural material can be used as children's learning material by introducing many terms and vocabulary. Material about culture can be the basis of learning. Culture teaches children about cultural values, so they understand the cultural environment (local culture). A new behavior and culture that is not in accordance with Indonesian philosophy can have an adverse effect on early childhood development. One of these problems can be overcome by instilling local cultural values for early childhood.

#### c. Factual model of local culture-based early childhood learning in Mawar Tolangohula Kindergarten, Gorontalo District

The factual model of early childhood learning based on local culture is a learning model in Mawar Kindergarten that utilizes local culture as a source of learning. Local culture-based planning models require extensive and in-depth information related to the potential of local culture in the local area to be able to integrate with the learning planning to be prepared. The local culture that will be integrated needs to be explored and understood so that it can adjust to the learning needs of students. Early childhood learning model that is integrated with local culture is a pattern of integration of learning by placing local culture as a source of learning. The potential of local culture in the area of the institution is an effective, easy, inexpensive, close to the child and has a good value for the formation of children's character. The development of a local culture-based learning model based on experience conducted at Mawar Kindergarten is based on the elements needed in a learning management, then integrated with the need for the introduction of local culture to early childhood in order to introduce culture and build children's character and love of local culture. Local culture as a culture that is close to children, is often found, seen, experienced, but often inferior to foreign cultures that are often displayed by the media in more attractive packaging.

#### d. Development Model (draft) of Early Childhood Learning Based on Local Culture

The factual model of local culture-based learning in TK Mawar was generated and then disseminated to stakeholders or parties involved and worked with TK Mawar to get responses and suggestions for improvement. Parties related to the local culture-based learning model are those who are related to policy making, program planners, process implementers and those who support the implementation of early

childhood education. The model was then revised and enriched to be more easily applied in early childhood learning at other PUD institutions. Note in the development model of early childhood learning based on local culture is the need for a process of assessment of the success of the model in influencing child development. The assessment is based on a thorough evaluation of the implementation of learning by educators as well as a record of supervision carried out by the management of the institution in carrying out the supervisory function. If the effect is positive, it is hoped that this learning model is able to develop and develop children optimally, foster children's love for local culture, build good character for children and make the learning process enjoyable. If the expected results are not achieved then it is necessary to evaluate both in program planning and learning planning. The evaluation carried out needs to involve educators, managers, student guardians, related communities that contribute to local culture-based learning programs. An evaluation is conducted to assess the strengths and weaknesses in implementing the model. The involvement of many parties is expected to provide input for the improvement of the model to better suit the needs of the community.

## CLOSING

Learning management supported by good planning makes it easy to implement and evaluate learning. Supervision is carried out by the manager into the material in evaluating learning management. In general, early childhood learning in kindergarten Mawar has met service standards in organizing paud learning. Mawar Kindergarten has made plans in learning and carried out according to plan. Learning assessment related to the local culture-based learning model is carried out in general related to the assessment of child development referring to the standard assessment of child development in government regulations on paud standards.

Local cultural potentials in Mawar Kindergarten are mapped based on the socio-cultural conditions in the area where the institution is located. The potential of the surrounding environment that can be used as a source of learning is very diverse. The mapping results illustrate that TK Mawar is in a rural environment with Javanese cultural customs (Javanese language, traditional games) and that agriculture and trade are more dominant than other professions. The variety of local cultures mentioned above became the media and choice of organizing activities in learning at Mawar Kindergarten.

The factual model of early childhood learning in TK Mawar was arranged based on a local culture-based learning process at the institution. The results of mapping local culture in the paud environment as a reference in formulating material that will be delivered to students. In implementing this model, educators and managers as the model development team compile learning plans and evaluations. Management in carrying out integrated programs requires program developers who are able to look carefully at the characteristics of the fields that are integrated with other fields.

The development model (draft) was prepared based on a factual model of local culture-based learning in the revised Mawar Kindergarten. The revision was made based on the results of the socialization that was delivered to the stakeholders or parties involved and worked with TK Mawar to get responses and suggestions for improvement. Parties related to the local culture-based learning model are those who are related to policy making, program planners, process implementers and those who support the implementation of early childhood education. The factual model was then revised and enriched to be more easily applied in early childhood learning in other paud institutions as a development model that could be the basis for further research to be trialled more widely in other paud institutions.

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