

# MODEL FOR DEVELOPMENT OF EARLY CHILDREN LEARNING BASED ON LOCAL CULTURE IN TELAGA COUNTRY TK GORONTALO DISTRICT

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## ABSTRACT:

This study aims to reveal the development model of local culture-based learning towards early childhood education in Pembina Telaga Kindergarten, Gorontalo District. With the existence of a model of local culture-based learning, it is expected that early childhood can understand from an early age the values, norms, religion and customs that exist in the Gorontalo region especially.

Researchers conducted research and development at TK Pembina Telaga Gorontalo Regency. Researchers conducted direct observations and interviews directly to TK Pembina Telaga. Researchers choose the right informants to obtain accurate information.

Local culture in the Pembina Kindergarten environment 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. Development of local culture-based learning models based on experience conducted in TK Builders are arranged 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 .**

**KEYWORDS:** Learning, Local Culture, and development.

## INTRODUCTION:

Education serves to empower human potential to pass down, shape and build the culture and civilization of the future. Education also serves to preserve positive cultural values and to create change towards a more innovative life. The purpose of National Education according to the 2003 National Education System Law Article 1 is to establish the potential of students to have intelligence, personality and noble character. Meanwhile, Vygotsky in Santrock (2007: 269) holds that education plays an important role in helping children learn cultural tools. Thus, the education system has an important role in the development of education and culture.

Early childhood education according to Law No. 20 of 2003 Article 1: 14 in Diana (2013: 2) is a coaching effort aimed at children from birth to the age of 6 years carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter education Furthermore. Early childhood education itself is organized with the aim of facilitating the growth and development of

children as a whole, because early age is a fundamental phase in influencing child development. Early childhood education is also the first and foremost education in a child's life. Given the importance of this education, education is needed that can provide stimulation and guidance for children's development. It should be understood that children are not adults in small forms, children have potential, where the potential can only develop when given stimulation, guidance, assistance, and treatment in accordance with the level of growth and development. This education is expected to give birth to a generation that is both physically and psychologically in accordance with the expectations of parents.

Children's education in kindergarten is included in the formal education pathway under the auspices of the Ministry of Education and Culture. Educators have the task to stimulate child development, various ways are carried out so that learning provided at school is able to stimulate child development optimally. The effort that can be done by the teacher in stimulating child development is to prepare children by continuing to provide learning that stimulates children's cognitive, social-emotional, motor and language development. Most teachers and parents assume that a successful child is a child who is smart with cognitive abilities, but in reality it is not only cognitive abilities that need attention but children also need to be prepared to enter social life. Therefore, the implementation of learning in preschool (kindergarten) needs to be developed in the direction of learning in accordance with the world, namely learning that provides opportunities for children.

The unique characteristics of children, active learners, egocentric and is the most potential time for learning, so learning in kindergarten must involve children directly and include real life in it. That is because in learning

children will be helped in getting to know themselves, knowing with whom the child lives and knowing the environment in which the child lives. So that the environment in which children learn, both physically and psychologically (values and norms) greatly influences the learning process that will be accepted by children. Likewise with the cultural environment, especially the local culture where children live will also be very instrumental in shaping the character of children in receiving learning about themselves and their world.

As said Vigotsky (Santrock, 2007: 343) that the contribution of culture, social interaction and history in the development of mental / behavior of children is very influential. Culture-based learning and social interaction refer to aspects of socio-historical development, which will greatly affect children's perceptions, memories and ways of thinking. This is because in culture teaches children about cultural values, so they understand the cultural environment. Local wisdom is part of cultural construction. Local wisdom refers to a variety of cultural wealth that grows and develops in a society that is known, trusted and recognized as important elements that are able to strengthen social cohesion among community members.

Local wisdom is still dominantly colored by traditional values such as how a social group carries out the principles of conservation, management and exploitation of natural resources. The manifestation of the form of local wisdom which is a reflection of the knowledge system that is based on cultural values in various regions in Indonesia, indeed many have been lost from the memory of the community.

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.

## **THEORITICAL REVIEW:**

### **A. Definition of Learning:**

Learning is every activity that is designed to help someone learn a new ability and value. Learning is the process of student interaction with educators and learning resources in a learning environment in teaching and learning activities. The learning process takes place throughout human life and can take place anywhere and anytime.

Learning according to Hardini & Dewi (2012: 10) is a teaching or teacher activity to create conditions that allow the learning process of students or students to take place optimally, in other words learning is the process of making others learn. Another opinion expressed by Trianto (2009: 17) which states that, learning is a two-way interaction of a teacher and student, in which between the two there is intense communication and directed at a predetermined target. Learning is also an activity designed by the teacher to help students learn a new ability and or value in a systematic process, through the stages of design, implementation, and evaluation (Sagala, 2010: 64-65). This means that learning involves a change towards better at a target that has been previously determined.

Everyday in schools the term learning or learning process is often understood to be the

same as the teaching and learning process, in which there is interaction between the teacher and students and between fellow students to achieve a goal that is a change in attitude and behavior towards good students. The teacher's duty is to help the child to learn by manipulating the environment so that the child can learn easily, meaning that the teacher must hold a selection of various learning methods available, which most allows the child's learning process to take place optimally.

Another view of learning is Schunk (2012: 5) which states that learning is a lasting change in behavior, or in the capacity to behave in a certain way, which results from practice or other forms of experience. Schunk also explained the learning criteria which included: (1) learning involves change, (2) learning lasts long over time, (3) learning occurs through experience. These three criteria are the subject of learning. The changes intended here are derived from other practices or experiences. This definition does not include temporary changes caused by illness, fatigue, or medications and behaviors that are influenced by genetic factors or the level of maturity even though these factors require responsive environments to be realized.

### **B. Understanding Local Culture:**

Local excellence is everything that characterizes regionalism which covers aspects of economy, culture, information technology, communication, ecology and so forth. Whereas Dwitagama stated that, local excellence is the result of the earth, the creation of art, tradition, culture, services, services, natural resources, human resources or others that are the superiority of an area (Asmani, 2012: 29). The advantages of each region vary greatly. Local excellence must be developed through the potential of existing regions. The potential of the region itself is the potential for specific resources owned by an area. The development

of regional potential and excellence is held so that the children of the area are no strangers to their own area and understand well about the potential and values, as well as the culture of their own region.

Haryati Soebadio argues that local wisdom is a national cultural identity or personality that causes the nation to be able to absorb and process foreign cultures according to their own character and abilities (Ayatrohaedi, 1986: 18-19). Meanwhile, Moendardjito said that the element of regional culture has the potential as local wisdom because it has proven its ability to survive until now. As described by Ayatrohaedi (1986: 40) its characteristics are: 1) Able to survive outside cultures, 2) Have the ability to accommodate elements of outside culture, 3) Have the ability to integrate elements of outside culture into native culture, 4) Have ability to control, 5) Able to give direction to the development of culture. These five characteristics state that local wisdom has the ability to survive even though it is in a culture that is always developing.

According Rahyono (2009: 7) local wisdom is human intelligence possessed by certain ethnic groups that are obtained through community experience. That is, local wisdom is the result of certain communities through their experiences and not necessarily experienced by other communities. These values will be very strongly attached to certain communities and those values have gone through a long time, throughout the existence of these communities.

Local culture according to Maryati and Suryawati (2013: 105) is a culture that belongs to local communities in the Indonesian state. Local people or often called local communities are people who inhabit an area with geographical boundaries. Local culture is often referred to as regional culture. Each region itself has its own culture. Sugiyanti (2012: 8) states that, local culture is a way of life, customs, habits, traditions, art, thought, value systems,

ways of working that are typical of a particular community or ethnic group.

Based on the description above it can be seen that local culture is a good behavior of humans in dealing with nature and the environment that can be sourced from values, religion, customs, advice of ancestors or local culture, which is built naturally in a community to can adapt to the surrounding environment. So, for the results need to be developed and preserved.

### **C. Definition of Local Culture Based Learning:**

Education based on local excellence according to Dwitagama, is education that utilizes local excellence in economic, cultural, linguistic, information and communication technology, ecology and others, all of which are beneficial for students' competency development (Asmani, 2012: 29). Culture is one aspect of local excellence that has the characteristics of each particular region (which is different from other regions) is an attitude of respect for regional culture. Local excellence-based education is expected so that students know the local superiority of the area where they live, understand various aspects related to local excellence. Then, being able to process resources, be involved in services / services or other activities related to local excellence, so as to earn an income while preserving the culture, traditions and resources that are superior to the region, and be able to compete nationally and globally (Ahmad, 2012: 10).

Local wisdom-based education is education that teaches students to always be close to the concrete situations they face (Wagiran, 2012) suggesting pillars of local wisdom education namely, including: (1) building educated people must be based on recognition of human existence since the womb; (2) education must be based on truth and nobility, away from improper thinking and

grusa-grusu or sulaya waton; (3) education must form the moral, spiritual (affective domain) domains not just the cognitive and psychomotor domains; and (4) cultural, education and tourism synergy needs to be developed synergistically in character education. Meanwhile, Murdiono (2012) which states that learning based on local culture is a strategy of creating a learning environment and designing learning experiences that integrate local culture

as part of the learning process. Culture-based learning is based on the recognition of culture as a fundamental part of education, expression and communication of ideas, and the development of knowledge. Culture-based learning can be divided into four types, namely: learning about culture, learning with culture, learning through culture, and cultural learning.

(Sutarno, 2008: 6) Learning about culture places culture as a field of science. Learning with culture occurs when culture is introduced to students as a method or method for learning certain subjects. Learning through culture is a strategy that provides an opportunity for students to show the achievement of understanding or meaning created in a subject through a variety of cultural manifestations. Cultured learning is a form of cultural manifestation in the behavior of students in real life.

Learning of local excellence subject matter can be pursued in three ways, namely independent, collaboration, and integration. This is meant by independently organizing, that is, the school fully provides local excellence material in the school, including in the process of teaching and learning, teacher learning, and supporting infrastructure. Collaborative learning is intended that schools collaborate with relevant agencies to implement local excellence-based curriculum such as the Tourism Office, Industry Office, handicraft institutions, art galleries, dalang community

associations, and so forth. Implementation in schools, but by bringing in teachers from competent partner institutions. Learning by integration is almost the same as collaboration, but for the implementation is outside the school and at the institution.

RI Law Number 20 of 2003 Chapter XIV Article 50 Paragraph 5 confirms that the district / city government manages primary and secondary education, as well as education units based on local education (Asmani, 2012: 43). Management of culture-based education according to DIY Regulation Number 5 of 2011 concerning Management and Implementation of Culture-Based Education is the regulation of authority in the administration of culture-based education by local governments, district or city governments, education providers established by the community, and education units so that the education process can take place in accordance with educational goals.

Based on the explanation above, it can be seen that learning based on local culture is learning related to local culture from each region into learning. In addition, active cooperation between education practitioners, the community, the business world, is very influential on the development of learning from an early age.

#### **D. Local Culture Based Learning for Childhood Education Early:**

Local culture-based learning for Early Childhood Education according to Sugiyanti (2012: 8) is a learning program that provides educational stimuli to help the child's physical and spiritual growth and development by emphasizing understanding and appreciation of the ways of life, customs, habits, traditions, art, thought, value systems, ways of working that are typical of a particular community or ethnic group.

Development of Local Culture Based Learning is based on the DAP (Developmentally

Appropriate Practice) concept which states that learning for young children should be appropriate to the social and cultural environment in which the child lives. In addition, it is also based on local culture that is not optimal yet there is even a tendency to be increasingly abandoned. Thus, children in their learning need to be introduced to cultural values which later children will understand the cultural environment. This is in line with the opinion of Siwi Widiastuti (2012) that, the introduction of culture in early childhood is intended to make children's learning in accordance with the existing environment, in addition to equip children to live in the present especially today, and as a provision to live later in the community. Siwi further explained that, in learning the implications are applied in themes, sub themes, materials or activities, APE, media, and equipment that refer to cultural elements in the environment around the child lives.

Research Munawar, et al (2013) states that, to prepare learning based on local cultural wisdom, the theme chosen to be developed in PAUD is adjusted to the conditions of each region. That is because in early childhood learning, the theme serves to unite the contents of the curriculum in one holistic (holistic) plan, enrich children's language vocabulary, make learning more meaningful and help children recognize various concepts easily and clearly. So, the theme is the actualization of the concept of children's interests which is the focus planning or planning starting point in the learning process.

#### **METHOD:**

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 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 at TK Pembina Telaga Gorontalo Regency. Researchers conducted direct observations and interviews directly to TK Pembina Telaga. 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:

Learning planning in TK Builder 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 TK Builder 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. 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.

### Discussion:

#### a. Local Culture in the Environment Around Pembina Telaga Kindergarten:

Local culture in the Pembina Kindergarten environment 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 Pembina is located in the rural environment of Molonggato Village, Telaga District, Gorontalo Regency. Potential surroundings are rice fields, fields, gardens, cattle sheds. 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.

#### **b. Factual model of early childhood learning based on local culture:**

Factual model of early childhood learning based on local culture is a learning model in TK Builder 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.

Development of local culture-based learning models based on experience conducted in TK Builders are arranged 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.

#### **CONCLUSION:**

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. TK Builder has done the planning in learning and implementing 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.

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