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by Feri Sufa

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ART AND CULTURE LEARNING IN SUPPORTING CHARACTER EDUCATION FOR EARLY CHILDREN

Feri Faila Sufa¹, Yetty Isna Wahyuseptiana²

¹Faculty of Teacher Training and Education, Slamet Riyadi University, Indonesia, (E-mail: ferifailasufa@unisri.ac.id)

² Faculty of Teacher Training and Education, Slamet Riyadi University, Indonesia, (E-mail: yettyisnawahyuseptiana09@gmail.com)

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Abstract:

This article describes character education through regional art and culture learning that aims to support decent cities for children. This research uses qualitative research to find out how the implementation of art learning in instilling character education and knowing the factors that hinder and support art learning based on character education. The study was conducted at the Solo Area early childhood education and Boyolali region, using a purposive sampling in early childhood education which was based on regional art and culture learning. The research approach is carried out using an interaction model of qualitative data analysis. The focus of this research is to find the needs of children, supporting and inhibiting factors in art learning in early childhood and this study uses qualitative methods that are analyzed through data collection, data reduction, data presentation, and conclusions or data verification. The results of the research show that learning arts and culture requires exemplary and habitual behavior. Globalization and technological developments are rapidly challenging themselves to create character value for children. Consistency is needed in instilling good character values in the school environment through educators and institutions, family environment and community environment. Early learning is important capital if sustainability can be maintained at a later stage, so that decent city children can be implemented based on regional cultural values.

Keywords: *Early Childhood Learning, Character Education, Cultural Arts.*

Introduction

Character education needs to be given to generations of people so that they become fully human. The provision of character education must be given from an early age. Early childhood education is a deliberate effort to encourage growth and development of children (Sudarna; 1, 2014). That means the development of children for the next period has a role in solving problems in life. Ministerial Regulation number 137, 2014 concerning national standards for early childhood education states that early childhood starts from birth until the age of six.

Current conditions where all activities cannot be separated from the use of gadgets so that people can enjoy various information and ease of communication. However, the influence of gadgets makes children lazy to learn and forget their assignments. It cause they are stuck with gadgets so that they can affect their physical and psychological health. Radiation will interfere with the physical health of children as well as the child's psychology will be disrupted.

Technological advancements make it easier for users but not for children's mentality. Children who always use technology without assistance will cause behaviour that cannot stand the difficulties. The development of this technology makes children accustomed to living instantly. Children will have a night attitude in living life, don't have the spirit to fight, lack of socialization and are not sensitive to the environment. This behaviour can hinder the growth of local culture. Local culture is very important because there are many wisdom values that reflect positive characters and there are many things that can be explored through the traditional learning process. Even though through the internet, it cannot replace the depth of knowledge. If this is not properly observed, there will be a tendency for future generations to become a generation that is fast satisfied and superficial thinking.

The model of developing character education is carried out through the art of learning and culture. As in ministerial regulation number 146/2014, it is explained that in developing religious and moral, psychomotor, cognitive, language, social emotional and artistic values in early childhood is certainly based on the structure of early childhood education curriculum. This is of course so that the desired development in early childhood can be achieved.

Definition:

Character education is an effort that has an important role in the lives of every individual. The definition of character education is divided into two opinions, such as the innate character and character possessed by each individual can be changed either later will create good behaviour or bad behaviour (Whereas Ellen G White in Sarumpaet, 2001; 12). In Indonesia, the character education platform was pioneered by the concept of Ki Hajar Dewantara. The concept of Ki Hajar Dewantara is Ing Ngarsa sung tuladha (in front of giving an example), Ing Madya builds initiative (when in the midst of building will), Tut Wuri handayani (and when behind encourages). Therefore, to implement the character of early childhood, a good model is provided by the family or school.

Learning held by early childhood education is of course based on the characteristics and needs of children. Children have a very high curiosity, are active, and want to always explore new things as a basis. There is a need for learning based on children's needs. According to Vygotsky "Every function in the child cultural development appears twice: first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of ideas. All the higher originate functions as actual relationships between individuals " (Vygotsky (1978) in Dixon & Krauss: 1996). According to Vygotsky, children learn about culture in order to

find what to think and how to think. Vygotsky emphasized the influence of the role of adults on child development.

Plutarch describes that habits carried out continuously will shape behaviour. Aristotle's point of view which says, "We are what we do repeatedly doing excellence, and then not actions, but habits". It can be understood that actions carried out continuously will form habits in the lives of each individual. While Arthur Wellesley explained that the habit was carried out continuously so that it would shape the behaviour that describes the individual (in Daryanto etc., 2013; 3). This means that the character needs habits. Habits will become characters. That is why the role of teachers and parents is needed to encourage children to behave positively. The formation of positive characters can be trained through habituation such as independence, politeness, creativity, agility, perseverance, and responsibility.

According to Eri Erikson (in Diana Mutiah, 2015: 22) the influence of the social environment will affect personality development in children. The explanation is supported by the existence of several stages that were passed in childhood. The first phase is the Trust vs. Mistrust that occurs at the age of 0-1 years. This stage relates to children's trust in adults who care for them which has an impact on how far a child places trust or suspicion in dealing with new situations. The second stage is Autonomy vs. Shame which occurs at the age of 2-3 years. It will lead to the growth of joint autonomy and shame. In this case we know it with an affirmation system. Children must have confidence in something. In this period the child tries to explore the world around him. In this period children need to develop their self-confidence. The next stage is Initiative vs. Guilt which is 3-5 years old. According to Erikson at the age of 3-6 years is the period of play. This phase lies the foundation for being creative which will be important in the next phase. The important stage in this phase is creating identity as a human being and self-confidence to explore. The next stage is Industry vs. Inferiority which occurs at the age of 6-12 years. They need for understanding of activities carried out through play with the aim of exploring the environment and learning arts and culture in early childhood education.

The art development program is realized in order to develop children in the phase of exploration, expression, and appreciation of art in the context of play. This means that in providing stimulation when the process of early childhood learning is more effective while playing. Educators should give freedom to children in exploring the surrounding environment. Play activity is one of the efforts made by someone to get pleasure where this activity pays more attention to the processes that occur during activities (Ahmad Susanto, 2017: 97). Playing is an approach carried out in the learning process that involves the activity of children. Play activities involve exploring, discovering, using objects found in the environment (Directorate of Early Childhood, 2003: 3). Besides learning through play is one of the teaching techniques that makes children happy, very memorable, increasing to satisfy children so that learning programs will be effective if given through play.

Art development is one of the most important parts of the early childhood education curriculum. The development of art directs children to have competence in the basic aspects of knowledge and skills of art and attitudes related to the ability of art taste and the development of creativity. In Article 10 paragraph 7 the Minister of Education and Culture Regulation No. 137 of 2014 explains that art learning involves the ability to express themselves, understand a number of movements, music, drama and various other fields of art such as painting, fine arts, crafts and can appreciate works of art, motion and dance.

Aristoteles explained that art is a presentation that describes the real condition. Likewise, Ki Hajar Dewantara explained that art is the result of beauty. This means that an environment that has an element of art will definitely bring peace of mind and body to someone.

Art cannot be separated from the word culture. The position of art and culture can be said to be important in the lives of individuals or groups of people. Culture is the way of life of a group of people through generations from one generation to the next. Culture is formed from many elements including the political and religious systems, customs, clothing, language, equipment, artwork and buildings. Edward Burnett Tylor explained that culture is a part of life that contains beliefs, art, morals, knowledge, customs, law.

While Andreas Eppink argues that culture contains social values, social norms, science and overall religion, social and many other structures. This means that all these elements are bound together and influence one another. While with Harry Sulastianto who explained that art and culture is an effort in realizing ideas, ideas or thoughts with the aim of presenting a human civilization. While M. Thoyibi illustrates that art is a collection of feelings expressed by a group of people with the aim of creating a better life (in Sofyan Hadi; 2015). This means explaining that art and culture should go hand in hand so that there is a harmonious interaction between groups of people.

Based on the explanation, it can be understood that learning in early childhood is the beginning of learning the introduction of art. This learning aims to develop social, moral, scientific and psychomotor values in children.

Problems:

To implement learning culture and art, it needs to be identified what are the supporting and inhibiting factors, and how is the implementation of cultural arts learning in early children education insisting character education.

Discussion:

Arts and culture education are basically multidimensional learning. This learning emphasizes the development of cognitive, social, emotional, creative, ethical and aesthetic aspects. In this case the need for an attitude of commitment to the learning of art and culture in order to habituate in the context of urging positive character. Based on observations and interviews conducted on early childhood education in Surakarta related to child-friendly cities, it can be described as follows:

1. Inhibiting Factors And Supporting Character Education.

Based on the results of research conducted in three cities such as Denpasar, Surakarta and West Jakarta, results were obtained which explained in the implementation of character education, especially in learning arts and culture in early childhood education institutions, there were several obstacles. Some obstacles that occur include; (1) the teacher does not have competence. This means that there are some teachers who have skills but do not work in educational institutions. It cause the teacher's education is not linear with the profession. Based on the results of observations, there are teachers who have not understood the developmental tasks in early childhood. On the other hand, influenced by the existence of accreditation institutions for early childhood education programs is still at minimum standards. (2) lack of consistency. This can be seen in families or parents who often ignore child development. Parental education is also very important to support character learning in schools. Parents and institutions must always communicate related to children's growth and development. (3) Infrastructure is incomplete. Most of the early childhood education institutions are managed by the community or are independent management, which in the main funding comes from parents and government assistance. Based on observations there are early childhood education institutions that are not yet in accordance with the standards in

the provision of educational teaching aids. There are playgrounds made of concrete that can endanger the child while playing. (4) Rapid technological developments also have an impact on cultural shifts. Digital generation will influence the development of those who ultimately prefer things that are instant. This will later affect the character values of children.

The supporting factors are (1) competency-based art education curriculum re-listed in the early childhood education curriculum. In the competency-based art education curriculum, it is explained that active involvement of children is needed in supporting growth and development. (2) learning of early childhood education is oriented to local wisdom so that the insertion of cultural and artistic moral values is based on local potential. (3) the commitment of the government and community elements that are strong in supporting competency-based art education curriculum.

2. Implementation Of Cultural Arts Education In Early Childhood Education Based On Character Education

Thomas Lickona (1991) explains about education is a deliberate effort with the aim of making individuals from the ignorant become aware of something. This means character education is a deliberate effort aimed at familiarizing individuals with positive behaviour. Each region has a different character culture so that the presence of a distinctive attitude is reflected in the behaviour of a group, Daryanto (2013, 73). Good character must support good knowledge (knowing morals), good feelings (good love) and good behaviour (moral actions) that unites with someone. The implementation of arts and cultural based learning activities requires remediation and enrichment programs. Education based on national character can be developed through learning themes that involve moral, cognitive, language, social emotional and artistic aspects.

Cultural activities can be done by means of conditioning, routine activities, spontaneous activities, modelling and programmed activities. Families, schools, and communities have an important role in supporting harmony in the implementation of character education. Learning of art in early childhood education aims to instill character education in early childhood. In behaviorism describes that in the operand variable theory, the environment influences the learning process of students. (Schunk; 2012, 145). Carroll in Schunk explains the quality of learning and the amount of time students spend learning is a very important point. Planting character education can be done through habituation and integrated learning. In monitoring the successful implementation of character education, the school make a questionnaire for the family and the environment closest to the student. In detail, it can be explained in table 1.

Table 1. Character education activities in early childhood education

Types of Activities	Examples	Character Values
Routine activities	Activities carried out continuously. For example: Pledge, or march before entering class, pray before and after the lesson	Integrity; Discipline, religious
Spontaneous activities	Spontaneous activities are done by the child at that time, for example children collect donations when there are friends who are sick or there are natural disasters	Mutual cooperation; caring for the environment, social-caring
Modeling	It is the attitude of the teacher, education staff and parents and students themselves who can be role models	The teacher arrived early and was not late, worked hard, kept the environment clean etc.
Programmed activities	It is an activity programmed to create conditions that support the implementation of character	Tidying up his own toy items, throwing trash in the trashcan, wearing shoes and putting things in proper place

Naturally children are born with potential artistic abilities. They are able to develop imagination freely. Children have begun to cross out objects that are in the environment. Children begin to learn and absorb information that occurs in the environment. Every object played by a child will function in accordance with the imagination of the child. Open learning is an effort to develop various intelligences in children.

The material given in art learning in early childhood consisted of singing children's songs, playing applause, guessing songs, playing artificial instruments, making batik, drawing, playing drama, colouring, finger painting, singing, dancing, playing music like angklung, gamelan and drum band. The traditional culture-based games also have an important role in supporting children's development, for example games in Java such as cranks, mushrooms, dakon, bekelan. All activities that lead children to move actively can stimulate intellectual intelligence, emotional intelligence, creativity.

3. Character Education In Early Childhood Education In Supporting Of Children's Worth City

Child Friendly City is a design of a city development model that pays attention to children's rights and integrates them with commitments and resources of the government, society and the business world as a whole and sustainability. (Ministry of protection of women and children of the Republic of Indonesia). Development of child-friendly cities is one of the government's efforts to discuss issues related to children's rights. This means a program that aims for children to get rights fairly without worrying about threats that endanger their lives. Integrating the concept of child protection into an urban program will be easier than creating a convention on children's rights directly. Children's city policies are governed by the Republic of Indonesia Minister of Women Empowerment and Child Protection Regulation Number 13 of 2011 concerning Guidelines for Child Friendly District Development and subsequently Regulation 12 of 2011 concerning the city is worthy of children. This study focuses on cluster 4 with indicators including fulfillment of education, utilization of leisure time and cultural activities. This study also examines how early

childhood can participate in child-friendly education programs and encourage children to be able to take advantage of leisure time through cultural activities that reflect positive character.

Based on sources from the data center and statistics, education and culture (2016) regarding early children education participation rates in three cities as research locations (Surakarta, Bali and West Jakarta), it can be explained in Table 2.

Table 2. Rough Education Participation Numbers Figures

City / Levels	Central Java (Surakarta)	Bali (Denpasar)	Daerah Khusus Ibukota (Jakarta Barat)
Early Childhood Education Program (EARLY CHILDHOOD EDUCATION)	86,83	99,97	62,38
Elementary School (SD)	95,16	96,04	96,16
Junior High School (SMP)	87,04	98,50	93,67

Source: Ministry of Education and Culture, Data Center and Educational and Cultural Statistics, 2016

The level of participation that shows an increasing tendency is certainly very good in forming children's character because learning outcomes in early childhood education are not mastery of science and technology but are focused on independence, soft skills, creativity, sense of responsibility, discipline. Good character is expected to be internalized from an early age but there is a protective pattern in caring for children so that children are not independent.

The steps needed to support the implementation of character education for early childhood are the planning stage, the implementation and assessment stages, and the development stage. At the preparation stage there should be agreement and commitment from all citizens, parents, leaders, teachers, and the surrounding environment to implement the moral values for children. This is because character education is a habituation consistency from an early age so that all elements need to be involved. Determine priority values by considering existing facilities, infrastructure, and conditions. Tasks The headmaster socializes character formation through values that have been prioritized to parents, students and the surrounding community to support the implementation of character education.

The implementation phase is carried out after socialization and agreement have been made. One example is parents deliver and pick up students until the gate, train independence, courage, discipline and so on. Then implement a program that is approved with a learning program before, during and after learning, including when taking a break. Then establish habituation behavior and develop basic skills in accordance with the field of development in early childhood education. It is also necessary to provide infrastructure to support character education such as disposing of garbage in its place. The school provides separate bins for organic and non-organic waste.

The assessment stage is carried out to measure the success of the application of character values, including the commitment of parents to harmonize character values, moral support to fulfill their infrastructure. The indicator of success is how reflection of character values in students has been carried out routinely, in spontaneous activities and programmed in daily activities.

The development phase is carried out as a follow-up to the evaluation results. This is based on suggestions from the family, the community so that the development stage is made. This can be seen from adding character values to develop or cultivate character values after the child has internalized positive character values on him.

Conclusion:

1. Learning art and culture in early childhood education is very important because it can hone their creativity and imagination according to their developmental tasks.
2. The development of moral, physical, emotional, social, cognitive, artistic, and language developments can be stimulated through learning cultural arts.
3. Character education can be implemented through learning cultural arts based on local culture. Introducing local culture aims to direct children to love and be loyal to the homeland as a form of gratitude to God.
4. The results of the study have explained that art learning and art and culture based on regional culture are able to build positive character in children so that it will be easier to realize decent cities of children in areas with different colors and characteristics of each area of art and culture.

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