



Early Children Education Based on Local Culture

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Abstract

Indonesia, one of the countries known and recognized by the world as a country with character and culture. Attention to the importance of naming culture in early childhood has been increasingly seen in the curriculum of early childhood education, in the profile of Pancasila students where there is a global diversity character, students including early childhood are expected to have a great love for Indonesian culture but still have thoughts open to interacting with foreign cultures. The purpose of this study is to explain the importance of learning early childhood education based on local culture. The method used is in the form of literature review with data sources obtained from articles, journals, books and other written works. The results of the study show that learning local culture in early childhood is very important, especially for early childhood development, besides that introducing local culture from an early age will form children with polite personalities, have a strong spirit of nationalism and will be able to be open-minded towards other cultures. As for cultural learning in early childhood can be done by introducing the closest cultural values such as the introduction of art, food, clothing, language, games, traditional house buildings. In addition, collaboration between parents, school/community, and local government is very important for the ongoing learning of local culture in early childhood.

Key words: Early Childhood, Local Culture, Early Childhood Education.

Introduction

Education is something that is very important, especially for a country, including Indonesia. Currently every country is competing to create a quality education system. According to Law no 20 of 2003 (Ministry of National Education, 2003). related to the notion of education, we can see that education is an important effort made in building the foundation and potential for students. As previously explained, education is not only part of social life, but also part of the life of the nation and state which has an important role in increasing the capability and stability of cultured humans (Nuraini, 2017).

Along with the progress of the era, the higher the demands placed on humanity, one of which is in the provision of education. Currently, the awareness of the community, especially parents, in providing education is increasingly advanced, people are starting to be aware of providing education as early as possible for their children. One option for parents is to send their children to an institution called PAUD. PAUD is an educational institution aimed at children aged 0-6 years. The purpose of organizing PAUD is to form a quality generation, which grows and develops according

to its age level. Furthermore, in Permendikbud (2014) it is explained that PAUD is education that has the aim of stimulating and maximizing aspects of early childhood development. Where the aspects of child development that are stimulated consist of 6 aspects of development. This was also confirmed by Fauziddin & Mufarizuddin (2018) who stated that the purpose of PAUD is to develop six aspects of development in children, where the six aspects consist of cognitive aspects, aspects of religious and moral norms, language aspects, physical motoric aspects, social emotional aspects. and finally the artistic aspect.

Providing stimulation and stimulus is very appropriate given to early childhood considering that at this early age, children are in a very fast development phase. This is called the golden age (golden age). In the phase where the child's development is at a frequency that is fast enough to make the child more sensitive, especially to the stimuli and stimuli that are given to him. Stimulus and stimuli received by children from their environment both from the family, school and community environment contribute to forming a solid foundation for children's development. Stimulus and stimulation, both positive and negative, will be absorbed by the child completely without the child filtering it first, so it will be wiser if the environment first screens the stimulus or stimulus that will be given to the child. According to Fitri & Rakimahwati (2021) revealed that the early childhood phase is an important phase in instilling local cultural values. This was also confirmed by Widiastuti (2015) who revealed that early age is a very important age in instilling the values of nationalism, nationality, religion, ethics, morals, discipline, and social which will be beneficial in survival and become the best way of develop a nation.

Indonesia is one of the largest countries in the world, besides being famous for its large population, Indonesia is also famous for the country that has the most islands. Indonesia itself is known as an archipelagic country because it consists of 17,504

islands, with a population spread of approximately 275.77 million people. rich in diversity. We can see this from the diversity of ethnic groups, races, customs, languages, ethnicities, religions and of course the culture they have. Where this diversity must be maintained, preserved and of course also passed on to the next generations. According to Novitawati and Anggreani (2021) revealed that values in a nation such as goodness values, noble values, artistic values, architecture and technology etc. can also be referred to as a cultural heritage of a nation. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 10 of 2014 concerning Guidelines for Preserving Traditions Article 1 states that the preservation of traditions is an effort to protect, develop and utilize a custom from a group of people supporting culture whose transmission and inheritance take place from generation to generation (Kemdikbud, 2014). If we look at some of the big countries in the world, a big country is a country that certainly respects the culture of its own nation. The challenge for the Indonesian nation today is that many generations have begun to forget their culture and begin to admire the culture of other countries. Like many young people today who are crazy about Korean culture, whether it's in terms of art, food or language. The existence of the local culture itself ultimately gets a disadvantageous position with quite a big challenge to survive and develop among the younger generation with quite tight competition from outside cultures.

The preservation and inheritance of culture in this increasingly modern era has become one of the most important things so that the culture of the Indonesian nation does not just disappear and of course it is also not eroded by the times, cultural preservation can be handled by one way or another through education.

Early childhood education is felt to be one of the most appropriate alternatives in introducing local culture. Referring to the previous explanation which explained that early age is a sensitive phase or age in human life, so if children are stimulated or stimulated to recognize local cultural wisdom it will be more effective because it will be easily absorbed and digested by the child's brain which will make an impression and make children accustomed to it. to preserve, love and appreciate the culture of the Indonesian nation. Muzakki & Fauziah (2015) stated that early childhood learning based on local culture is a way of preserving local culture. The government's attention to local culture has now begun to be seen in the current educational curriculum, namely the independent curriculum. Where in the independent curriculum one of the characters used as a profile for Pancasila students is a character with global diversity, where a child with this profile dimension is a student who in general can love and preserve culture.

In the context in Indonesia, research related to local culture-based early childhood education has now begun to be carried out a lot. However, unlike previous studies, this research will try to discuss and describe the importance of local culture-based early childhood education by referring to various articles related to this theme.

Method

The research method used in writing this article is literature review, or what we usually know as library research. Literature review is a research method which in practice uses certain data sources by taking data from the results of research that has been done previously (Mahanum, 2021), whether in the form of articles, papers or other research results (Borrego et al., 2014). Meanwhile, according to Nazir (2015) Literature study is a method that is carried out by collecting data sources by conducting an analysis of literature which is used as a data source in this case, namely books, articles, and reports and notes that have similarities with the focus of the research being carried out.

researchers do. Library research itself requires a deeper search for and understanding of reading sources, in this case related to local culture and early childhood education.

The sources of data obtained in this study come from articles, journals, books and other written works. The findings in the reference sources are then explored by the authors and understand more deeply and the authors collect and combine them with a descriptive approach. The sources selected in this study are sources that were published within the last 10 years. It is intended that the situation which is the subject of study in the research source is still relevant to the research theme that the author is carrying out, namely early childhood education based on local culture.

In addition, the research procedure or research steps consist of several research steps including: 1) Selection of research topics, 2) Finding and exploring relevant information and data, 3) Determining the research focus, 4) collecting data sources, 5) Preparation presentation of data; and finally 6) Report preparation (Mirzaqon & Purwoko, 2018).

The data analysis technique used in this research is content analysis technique. According to Weber, the content analysis technique is a methodology that utilizes a series of steps to draw conclusions from sources in the form of documents or books that are used as references (Moleong, 2007). In the process, this content analysis technique is carried out in several steps such as sorting and selecting, comparing and finally bringing together several sources so that in the end you find the right one. The same thing was expressed by Sudjana (2009) who revealed that the content analysis technique has the aim of knowing the description of the characteristics of the content and drawing the right conclusions.

Results and Discussion

Indonesia is a country that is known and recognized by the world as a country with character and culture. Every region in Indonesia has its own culture. The diversity of the culture of each community, region and ethnic group in a particular area can be seen from the ways of life, customs, habits, traditions, arts, thoughts, value systems, ways of working which of course have their own uniqueness, a culture that is unique to each. We can call each of these areas local culture.

Attention to the importance of naming crocodiles in early childhood has been increasingly seen in several studies conducted and also in the implementation of the curriculum imposed by the government. In the early childhood education curriculum in the profile of Pancasila students where there is a global character of diversity, it states that students including early childhood with dimensions of global diversity are students who are cultured, able to show themselves as a reflection of the noble culture of their nation, have self-identity, open to regional, national and global. In this increasingly advanced era, students are no exception, young children are required to be able to preserve culture, this aims so that young children can maintain the identity of the Indonesian nation and also maintain noble culture even though they still interact with other cultures and have an open mind towards outside influences. . When early childhood is able to maintain and preserve noble culture, mutual respect will grow, respecting each other may even be able to innovate in forming a positive new culture without conflicting with the culture of the Indonesian nation which has been passed down by our ancestors (Wiyani, 2022). This further shows that in fact culture is quite important and contributes a lot in the development of a child. Culture has actually shaped early childhood learning and development even years before. According to Kotchick et al. (2001) stated that culture, ethnicity, socio-economic status and environment affect children's development. Mimin (2021) also states that culture-based learning and social interaction refers to aspects of socio-historical-cultural development, contributing to the development of a child's memory, perception, and way of thinking. In addition, Vygotsky (Santrock, 2007) also stated that the contribution of culture, social interaction and history in the mental/behavior development of children greatly influences the growth and development of children. This means that regardless of cultural learning can maintain the culture of a nation, local culture in fact does make a very good contribution to children's development.

The current challenge, where the younger generation prefers foreign cultures, is a separate problem for the Indonesian people because a new behavior that originates from foreign culture and is not in accordance with the philosophy of the Indonesian nation, will have an adverse impact on early childhood development. So for that, in order to get around this problem, one thing that can be done is by instilling local cultural values in early childhood (Widiastuti, 2015). This is because in fact child development is not only built naturally but culture and community groups can actually build early childhood development (Nyarko, 2014).

PAUD is an institution that serves as a vessel and plays a role in spreading local culture. In its implementation, local culture in early childhood learning is developed based on pre-existing themes and sub-themes. This was confirmed by Gomes & Sidi (2022) who revealed that the implementation of local wisdom in the learning process was developed based on existing themes and sub-themes. For this reason, the local culture-based learning process is actually returned to school institutions and teachers. How can school institutions, especially teachers, develop existing themes into sub-themes that are interesting and contain local culture? The teacher, in this case, is given the freedom to be able to develop sub-themes with local cultural content from existing themes as creatively as possible.

In addition, from the learning theme raised, the teacher is also given the freedom to choose the learning methods and resources to be used in accordance with what potential the education unit environment has.

The importance of developing local wisdom-based curricula was also conveyed by Pingge (2017) who stated that the potential of an area can be preserved through a curriculum in an educational institution. If we look closely, every region in Indonesia has a balanced potential to be explored. Each region has a variety of cultures that can be used as a source of early childhood learning in PAUD institutions that carry out scientific learning methods. In addition, if we refer to the concept of the DAP learning approach, it will increasingly be seen the importance of local culture in early childhood learning, which in the DAP approach concept states that

learning material in early childhood will be better if sourced from the social and cultural environment where the child is. stay. Learning materials related to the culture of an area, especially the culture where children live, can be the basis for learning activities in PAUD. Culture teaches children about cultural values, so they understand their cultural environment (local culture)

Referring to several studies that have been conducted, in learning local culture-based early childhood education, it can be seen that the implementation of local cultural learning in PAUD is a simple development of local cultural values such as introduction to art, food, clothing, language, games, buildings. custom house, etc. Some of these elements are the elements closest to the child. So that children will more easily digest and understand the learning of the local culture of their environment. As research conducted by Muzakki & Fauziah (2015) revealed that there are several elements of local culture that are introduced in early childhood learning in one of the PAUD institutions in the Special Region of Yogyakarta, such as the introduction of values, traditional games, dance, food, religion, language, songs, , livelihood systems, musical instruments, and of course also Javanese folklore.. Furthermore, research conducted by Fajriati & Na'imah (2020) at Nasyithatun Nisa Kindergarten revealed that in this Kindergarten cultural elements were introduced in educational learning early childhood, namely traditional clothes, songs, dances and typical Riau Malay food. Gomes & Sidi's research (2022) in his research also revealed data results that were almost the same as research conducted by Muzakki & Fauziah (2015) and Fajriati & Na'imah (2020) revealed that the development of local cultural content values was introduced in Bunda PAUD. Maria Grazia is a simple local cultural content, in which the values of local cultural content that are introduced to children are the values that are closest to the child's life such as regional traditional clothes, traditional houses, regional dances. Finally, research conducted by (Wiyani, 2022) revealed that at the early childhood education level, there are local culture-based learning activities in the form of introduction to regional songs, regional dances, regional traditional clothing, regional languages, regional art products, and traditional games. area.

The purpose of introducing local cultural values to young children is to instill as early as possible a sense of love for Indonesian culture. So that later when the child grows up he will be able to be wise in filtering all information from outside culture, and can continue to preserve the culture of the Indonesian nation. In addition, children will also realize and know the importance of

Indonesian culture, love and uphold the culture of their nation. The same thing was expressed by Afrianingsih et al. (2021) who revealed that introducing local culture to early-aged children has many distinct functions such as instilling love for the motherland, having polite behavior, attitudes and manners and growing a strong spirit of nationalism. PAUD itself is in fact designed to be able to form early childhood as agents of inheritance and cultural preservation who have high creative abilities and of course have concern for the problems that the Indonesian people have (Gomes & Sidi, 2022).

In introducing local culture in early childhood education, of course, collaboration and cooperation from various parties. Based on the results of Erviana & Faisal's research (2022) states that collaboration in habituating local wisdom values from various parties such as parents, educational institutions, the community and the village can develop children's character development, thus forming a generation with a strong moral profile.

To strengthen the introduction of local culture in early childhood, the first parties who play an important role in determining it are parents. Because local cultural education is introduced for the first time by parents or family, besides that, early childhood also usually spends more time at home with parents or family.

Next is the school institution or teacher. School institutions, especially teachers in terms of managing local cultural learning activities in the classroom should be carried out through fun activities so that they attract attention and are certainly liked by children, making it easier for children to be able to learn literacy based on local culture and of course will be able to give more community trust on the part of the community. institution or school (Amaliyah et al., 2022). When the teacher is able to innovate and be creative in the local culture-based learning process, children will usually be more interested in the learning process, so that learning activities will be active and livelier. When learning can have a fairly positive impact on both children and the environment, the community will more easily accept it, so that the community will give more value to the school institution.

Furthermore, the community, the community is an institution whose existence is quite important for early childhood, because in fact the existence of the community also has a significant influence on children, especially when the existence of the community contributes to children's social activities, children will learn a lot from their environment including the community environment. When the community environment implements and preserves local culture, the child will also imitate this and the child will apply it in the child's daily activities and life. Finally, the

role of schools in preserving local culture is not only considered as a formal educational institution, more than that schools must have a role as a vehicle for preserving local culture. Furthermore, the role of the government, especially the village government, is required to be able to preserve local culture by carrying out creative and innovative activities by cooperating with various related parties so that they are right on target and on target. For example, the local government holds traditional food bazaars, art activities or traditional clothing fashion show activities that can attract the attention of many people and many groups, of course the event also involves early childhood

Conclusion

Early childhood education is the right place to spread local culture. Because the PAUD institution is an institution that provides educational services for children from birth to the age of six, where this vulnerable age is the most effective and appropriate age group in providing stimulation and stimulus for learning local culture to children. Local culture-based learning in PAUD in fact has its own benefits, apart from being an effort to preserve local culture it also has its own benefits for children's development, besides that introducing local culture from an early age will form children with polite personalities, have a strong spirit of nationalism and will be able to be open-minded to other cultures later he grows up. The implementation of local cultural learning in PAUD is a simple development of local cultural values such as introduction to art, food, clothing, language, games, traditional house buildings, etc. In addition, collaboration between parents, community, school and local government is a very important collaboration in implementing local cultural learning in early childhood. We certainly hope that the results of this research can provide benefits to readers, especially early childhood education activists, and remind us that introducing local cultural learning to early childhood is very important for children's development.

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