

# **Problematic Situation on Schoolification of Early Childhood Education in Indonesia: What Early Childhood Education Department can do about it?**

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**Abstract** – early childhood is golden age whereas the most rapid brain development are because the brain are most malleable. During the early years, the concept of whole child by educator or caregivers should be stressed in order to support the development of child in all areas of growth. Many parents prioritize cognitive aspects as the outcome of children's learning in kindergarten, such as reading, writing, and arithmetic, which called as "RWA" or "*calistung*" in Indonesia. Ideally, the outcome of children's learning in kindergarten is the school readiness or schoolification. However, the emphasis on learning outcomes in cognitive and language aspects is growing rapidly in the community, including parents so that many parents prefer to include their children in tutoring "RWA" or "RWA" courses rather than studying in the kindergarten. In addition, public and private elementary schools have also applied the *calistung* test a prerequisite for primary school admission. In primary and High School and even in University, it is proved that cognitive orientation makes students. It is our duty for Early Childhood Department to consolidate all the elements of micro system and macro system developing partnership with families is integral part of an early childhood professional. As a lecturer we are obliged to teach, to do research and community services based on the three important components they are routines, environment and opportunities

Keywords : families, routines, environment, and opportunities.

## **I. INTRODUCTION**

### **1.1. Background**

Early childhood educator must know that early years especially birth to six years as a golden age. Perry and Shonkoff (2000) in Essa (2003:40) state that recent neurological research has helped to validate many of the beliefs and principles that early childhood educators have espoused for a long time. The rapid development of brain cells in infancy, the amazing learning that takes place as a result of developing connections in the brain, and the lasting effect of negative experiences have all underscored just how important the early years are. Thus the early years are crucial because the brain is most malleable; brain's capacity to change decreases with age, especially after three.

Furthermore, Early childhood is in a golden age period and it is the right moment in optimizing all potential integratively. Optimizing all potential children is believed to have an impact on the child's further education. Barnett, 1996; Scweihart & Weikart, 1997 in Essa

(2003:05) researchers have concluded that good early childhood program not only improve the lives of the children and families involved but also result in substantial economic benefit for society. Although early intervention are expensive, their cost is more than recovered in subsequent years through greater schooling success, decreased need for special education, lowered delinquency and arrest rates, and decreased welfare dependence.

Spodek and Saracho (1991:08) the early years in children's live have long been considered among the most important: (1) children learn a great deal at this age, and what they learn has long term, significant consequences, (2) early intervention program can provide significant long-term educational benefit to children, (3) in term of both social and economic cost, early childhood education more than pays for itself in realtion to money that need to spend later. The cost benefit analysis shows a 7-to-1 return investment, and (4) effective caregivers, whether parents or teacher, were succesfull in integrating a variety strategies to develop children intelectual competence.

Although we we look at a child as an individual, each child develops as a whole person. Reference to the concept of whole child by educator and caregivers indicate that there is interest in supporting the development of child in all areas of growth (Arce, 2000:17)

The orientation of teaching "RWA" make way teaching symbols rather than activities. If we what Arce (200:4) says activities is a core curriculum. Phrase hands-on use to refer to those activities in which children actively engage in some way. Hands-on means that children use their hands, arms, legs, feet and bodies rather than just listening and observing. You will also hear the words concrete describing activities that allow children to use real materials and and actively participate.

According to preliminary interview parents often scold the teacher if they see the learning approach is too much play and the content was not containing "RWA". Even though the teacher has informed the parents that play is the learning approach in kindergarten and the teacher's task not only in cognitive but also covers other aspects which include language, social emotional, religious morality, and art. Over time, the orientation of calistung in unstoppable and calistung's courses has grown rapidly because of the phenomenon of parents who prefer to enroll their children to the calistung course rather than to kindergarten. Their considerations are on the grounds of cost and time efficiency.

Thus, it can be said that the teacher's task is to organize learning activities and guide children's behavior through play activities. Of all the theories of play that are presented by experts about play and early childhood can be summarized as follows: (1) play is a natural activity for early age learning, (2) the role of adults is to organize the playing environment and

activities that encourage children to actively explore , and (3) the role of adults is to guide children in the learning environment.

The problems in schoolification is just like satanic circle where we don't have any idea the sources and the causes of the problem become more complicated. In daily life, it is popular that a clever children values them on how better they are in reading, writing and Arithmetic "RWA". Besides, most primary school entrance test about the abilities in "RWA" become one of requirements to pass test. The image of "RWA" is everything for children make not only the orientation to cognitive and language interm recitation of symbols but also learning approach through play are hard to be implemented. On the other hand in 2013 early childhood curriculum they are six developmentals aspects: moral and religion, cognitive, language, social emotional, and art.

Furthermore, most education experts realize that the nations competitiveness is low due to cognitive learning orientation so that the mastery of the attitudes and skills of Indonesian students is low. The cultivation of attitudes and mastery of skills, especially life skills should be prepared and designed early so that children have a strong foundation to develop their potential.

Actually through circular letter of Directorate General of primary and Higher Education Management number 1839/C.C2/TU/2009, it was warn that principles of education in kindergarten is learning through play and introduction for reading, writing and counting is developmentally appropriate practice. The meaning of "garten" in kindergarten is safe and comfortable. Contrary to that statementt, early childhood in Jabodetabek showed that the need for children's ability in reading, writing, arithmetic is higher. Most teacher said that they know about the Government Regulation No. 17 of 2010, article 69 paragraph 5, states that the acceptance of students in grade 1 (one) SD/MI or other forms of equal is not based on the results of the ability to read, write, and count, or other forms of tests. But this policy looks ineffective as evidenced by the demands of parents that their children should mastery "RWA" before entering elementary school and it had affected on learning orientation in early childhood education and centre (ECEC).

One of the challenges brought on by change is the society concept of chidhood. We assume childhood to special period of time when we are cared for, taught and protected because we re not mature enough to do this things for ourselves (Berns,2016:15). Immaturity of parents, and community in dealing with early childhood education has its impact to schools or to the teacher's activities. I believe most teachers understand that learning through play and learning by using concrete things is a must for early chidhood education but they can't applied it in order to facilitate parents need.

The problem of schoolification not only happened in Indonesia. Even in America Research, shows what everyone in early years education already knows: schoolification isn't working In the USA, the first grade class has always been known as kindergarten (K for short) and children are enrolled when they are five. Until the turn of the century, Grade K was a gentle, play-based introduction to education, in which children's social, emotional and physical development were accorded at least as much attention as narrow definitions of 'school readiness'. But all this changed in 2001 when George Bush's 'No Child Left Behind' legislation made standards of attainment in literacy and numeracy central to all educational practice ([October 30, 2015 Upstart One comment](#)).

Kagan, Lewit & Baker etc in Brooks-Gunn (2000:549-550) conclude that the implicit assumption was the programs are designed primarily for children, ignoring the fact that almost all early childhood programs target not only the child but also the family. A consequence, school readiness can be interpreted as preparing families and parents as well as children for school. School readiness should be viewed as school being ready for the range of children that come to them versus children and parents being ready for what the school staff believe is necessary for success in kindergarten and primary grades. Another challenge in technology and the work of the teacher. Technology potentially transforms every learning activity. One great reward of teaching is how you, together with students, go about discovering the power of technologies as tools for learning (Maloy, Verock et al, 2017:08)

I believe African proverb says that, "It takes a village to raise the child." is still relevant to solve problems in early childhood education. Most of books, theorists in early childhood education believe that parents and community is an important part in succeeding early childhood education. So under title Problematic Situation on Schoolification of Early Childhood Education in Indonesia: What Early Childhood Education Department can do about it? I hope we can share ideas to solve problems of early childhood education and care.

## **1.2. Problematic situation**

Schoolification or school readiness is meant differently by stakeholder of Early Childhood Education. The differences of idea schoolification depend on the need of the parents, teacher and staff and not rely on the need for children. The need for Reading, Writing and Arithmetic "RWA" mastery become parents concern because they are one of the requirements for primary school entrance tests and besides "RWA" is observable learning outcomes where children are always valued about. In daily speaking among parents, especially parents which have children are proudly talking much about how good their children in "RWA". Most "RWA" approaches are not play

based or hands on experience, they used paper and pencil. Unfortunately, only few parents realize that moral, sosial emotional and art also important for children to express feeling. Now adays there are many “RWA” cources promises children mastery “RWA” quickly, and some parents prefer to take their children to cources than to take them to ECE.

## II. THEORITICAL REVIEW

Learning in early childhood has been established in a curriculum which has developed in accordance to the level of child development. However, in the implementation of the curriculum is very dependent on educators and the needs of parents towards kindergarten graduates in going to elementary school.

In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, states that early childhood education (PAUD) is an effort shown to children from birth to the age of 6 (six) years that carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in entering further education. In line with this, Nixon and Aldwinckle (2001: 195-197) state that in order for children to easily enter school, several skills are needed, namely language, personal/social skills, mathematics and physical skills.

If it is associated with calistung, according to Nixon and Aldwinckle (2001), children's skills are focused only on language and math skills. Language skills include the ability to (1) speak to others about objects and known events, (2) answer and ask simple questions, (3) make needs known, (4) follow simple instructions, (5) use books for pleasure or to see pictures, (6) identify images in books, magazines, or on video or television, (8) use various objects (pens, pencils, textas, brushes, etc.) for drawing, chicken claws or writing, and ( 9) join in singing known songs. Meanwhile Mathematics skills include abilities in (1) recognizing numbers that can be used to calculate, (2) using words like all, many, more than, less than, (3) identifying objects in different groups, (4) seeing differences in form, (5) distinguish between top and bottom, above and below, in front of and behind, and day and night.

Gestwicki (2016:91) Just as there is more than one philosophy an model of parent involvement, there is also more than one set of circumstances that motivate the involvement. At least three separate forces have brought home and school together: (1) one motivator for family involvement is that underscore the interdependence of parent, child, and schools and other community agencies in providing for optimal development of children. It is related to parental interaction style and involvement with education systems, especially the intervention programs, (2) a second set of motives is through force of amandate, enunciated by various laws and

funding arrangements, that parents play a part in education of the children, and (3) community concern and efforts, encouraging parental involvement as a means of improving the schools and strengthening the family thus eliminating some problems of concern to the community.

Since the directorate of family education development has been formed, the implementation of parental education programs is growing rapidly, both in number and in form. These programs, in general, have different targets, some of which aim to improve one or a combination of aspects of knowledge, skills, attitudes, means to obtain social support, or to empower parents (Martin & Colbert, 1997).

### **2.1. Transition and routines**

In general transition and routines can be formed according to the place and the objectives of the activities. Every houses, schools may have different transitions and routines and the impact of transition and routines toward behavior according to consistency of doing transition and routines. In every day lives we can see the difference of children or students' behavior in accordance to the effectiveness of transition and routines.

According to Wittmer (2014:302) transition and routines are important opportunities for strengthening a child's relationship and learning with teachers, families and peers. Transitions are times of change that occur in child's life, such as when an infant and toddler enters an education and development centre or family child care home. Routines are regularly occurring events that the child experiences during a day, such as diapering time, feeding time or moving from play into nap time. Family routines are pattern interaction that will occur with predictable regularity in the course of everyday living.

In a more general perspectives (Gestwicki, 2016:204) states that transition times when children and families arriving at or leaving the school. The frequency and quality of these daily contacts depend primarily on factors in classroom routine and school policy that can be planned and regulated. Whereas (Everstone, Emmer etc., 1984:119) define transition is the interval between any two activities. Several management problems can occur during transitions, including long delays before starting the next activity and high levels of inappropriate or disruptive behavior. Transition problem can be caused by a lack of readiness by the teacher or the students for the next activity, unclear student expectations about appropriate behavior during transitions and faulty procedures for transitions.

Transition, changes from one activity to the next, have the potential to be disruptive. One classic transition dilemma occurs at cleanup between individual activity and large group. Instead the professional teacher uses alternative strategies that get children to the group on time

but do not undercut self esteem (Gatrell,2003:210). Therefore as Wong (2005:132) clarify that it is important to have preset effective routines, so that transition that do inevitably occur will be smooth and take up less time, resulting in more positive behavior from your students.

However, formulating effective rules and routines that can serve the purpose of creating conducive learning environment and smooth flow of learning activities is not an easy task. You must take time to carefully consider the background of the students to establish realistic expectations of good conduct in the classroom (Lourdusamy, 2005:27). Rules and procedures each refer to stated expectations regarding behavior. A rule identifies general expectation or standards for behavior. Rules frequently indicate unacceptable behavior as well as expected, appropriate behavior, although teachers sometimes manage to write the rules that are only positively stated. Procedures also communicate expectation for behavior. They are usually applied in specific activity, and they usually directed at accomplishing something rather than prohibiting some behavior or defining general standard (Everstone, Emmer etc, 1984:19).

Familiarity with the classroom and full use of its many resources help children to become confident, productive learners. Pat Sanford in Gatrell (2003:216-217) that the secret to classroom management lies in getting children used to routines. Pat believes that not “institutionalizing” individual space encourage a more comfortable atmosphere. Although she believes that helping children get used to routines is important to future school success, she brings a sense of humor to her managerial style.

## **2.2. Creating responsive, relationship based environment**

Many experts tell about the importance of environment as one aspect that gives influence to the development of a child. As usually we get a problem of one's bad behavior, we conclude one of its causes is the environment. Bentzen and Frost (2003:07) divide two kinds of environment, they are general environment and developmental environment. The general environment is relatively fixed and constant. It's made up of physical equipment and materials, together with their spatial arrangement and location. The general environment is the one that exists before everyone sets foot in the center of the classroom and is an objective environment. Whereas, the developmental environment exists within the general environment and is an environment in action. Once established, the general environment does not depend on anyone for anything more. The developmental environment, however, is dynamic and constantly changing. For instance, in an objective sense, wooden blocks are what they are; in a subjective sense, they are what ever children want them to be. The developmental environment is highly subjective.

As far as developmental environment highly subjective, actually it is not always true to blame of lacking of general environment such as facilities and learning resources. In dealing with this blaming facilities and learning resources Bentzen and Frost (2003:101) that facilitating play involves being alert to how children's play unfolds, because in principle, each interaction effect paves the way for more instruction effects. It's easy to think of general environment as the underlying structure for children learning, in a sense it is. But we can't over emphasize that the final analysis, a relatively poor general/physical environment can become relatively good developmentally environment. In turn, an excellent general/physical environment can fail to become a good developmental environment. So it is certain that even poor family can still optimize their general environment to optime it becoming developmental environment.

The brains of the children develop best in enriched environment. According to Wolfe & Brandt (1998) in Gatrell (2003:67) enriched environment have particular characteristics. They include the provison of: (1) consistent, positive emotional support that balances against both over-and under stimulation; (2) nutrition and life circumstance that promote physical health; (3) a learning environment that is pleaurably intense (intriguing) but free of undue pressure stress; (4) interest based activities that encourage multiple aspects of development (physical, emotional, aesthetic, cognitive, language, social, cutural); (5) ongoing opportunities for children con construct personal meaning from their learning activities; (6) ongoing opportunities for children to relate their learning to what they already know; and (7) ongonig opportunities for learning to be social by encouragng children to express, share, and scaffold ideas and to produce collaborative projects.

Wittmer (2014:306) the role of profesional is to set up a relationship-based, responsive environment with equipment, materials, and opportunities that support children development. Berns (2016:197) to provide a beneficial caregiving environment for children, it is critical for professionals who care for infants and chidren to collaborate with families regarding ideologies and socialization goals.

Torrelli and Durret in Wittmer (2014:306) a developmentally design environmment support children individual and social development. It encourages exploration, focus play, and cooperation. It provides choices for children and support self-directed learning, teacher-child relationship. Gestwicki (2016:338) families transmit their culture to their children. Each culture various and beliefs underlie parenting practice and ways of living and influence children's learning and communication styles.



Berns (2016:197) to provide a beneficial caregiving environment for children, it is critical for professionals who care for infants and children to collaborate with families regarding ideologies and socialization goals. Gestwicki (2016:202) parents want regular communication with teachers, do not feel that they always receive it, and wish teachers would reach out more. It is important that teachers recognize this need and use a variety of methods to communicate. This communication should be started at a family setting in the communities, in order to have perspectives on how their children learn. It is important because parents need and want to know what is going on, but in real sense of partnership grows through two-way communication, which encourages and facilitates true dialogue, with families actively reacting and responding.

Turnbull et al. (2000:631) family-centered partnerships are marked by power-with relationships with providers and family members. Service providers and family members recognize the value of knowledge and expertise each brings to the table. Ultimate decision making is responsibility of the family, although the decision might be to avoid making a decision or to delegate decision making to the service provider. Families who are regularly informed about their children's progress in school, and who are involved in their children's development, have happier children who have a sense of fulfillment. Nurturing Early Learners (2003:36) families are the most important influence on children's lives, values such as honesty, respect and responsibility for one's actions, are instilled by parents who are their children's first role models.

Gestwicki (2016:152) teachers who move into partnership with families express a genuine respect for parents, for their position as the most important people in their children's lives, and for their accomplishment in child rearing. They respect the experiences, knowledge, and expertise that each participant brings to the situation. In so doing, they validate parents and themselves, finding areas of strength rather than of weaknesses. They also respect the rights of individual parents to define their own needs for the education and care of their children. In general Feeney (2006: 338) suggests that children in early childhood will learn well and easily understand when information is displayed in a holistic manner, involving all of their senses, body and mind simultaneously. This statement is in line with what was stated by Bredekamp and Rosegrant in Charlesworth (2000: 08), about the learning cycle in early childhood consists of: (1) consciousness, namely a broad awareness of objects, people, events or concepts developed from experience; (2) exploration, namely the construction of self-meaning through sensory motor experience of objects, people, events or concepts; (3) inquiry, that is, the child compares his construction to culture, habits, which are known, general conclusions made based on something similar to what is done by adults; and (4) utilization, namely children can apply and use their understanding in new settings and situations.

According to Bruner in Riley (2004: 10-11) children are gradually able to recognize their world through three stages, namely: (1) enactive representation (2) iconic representation, and symbolic representation. First, enactive representation, which is the stage of children showing thinking only by means of action. Second, iconic representation, that is, children have begun to be able to think by describing it even without seeing the real object. Third, symbolic representation, meaning children have been able to think in the form of symbols (for example speaking and writing). This shows that calistung learning prioritizes direct or iconic experience with the help of adults.

### 2.3. Responsive opportunities

Another measure of national confidence in Head Start and its effects in families was the establishment of Early Head Start in the mid-1990s. Gestwicki (2016:94) framed as a child development program is designed to produce outcomes in four domains: (1) child development, including health, resilient, and social, language, and cognitive development, (2) family development, including parenting and relationships with children, home environment and healthy family functioning, parent involvement, and economic self sufficiency, (3) staff development, including professional development and relationships with the parents, and (4) community development, including enhanced child care quality, community collaboration, and integration of services to support families with young children.

The Head Start project runs by the government, using budget and supporting by all system of government. For university ofcourse, we can do something that can be handle. Regarding what Wilson (2014:72) says that the child and the family centre is a microsystem-it operates with in a community, never in isolation influenced by larger macrosystem of political, economic, and social issues. All the elements of the microsystem and macrosystem influence relationships between families and teacher (see figure 1 Links) as follows:

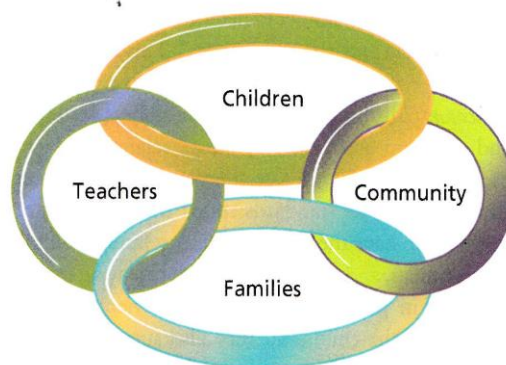


Figure 1. Link

Source: Lyn Wilson, Partnerships: Families and Communities in Early Childhood (2014:72)

As Wilson said that the child, family and school belongs to a system. Systems means a part of a whole to reach the same goals. In another sense as being a part of a system there should be continuation of responsive opportunities among sub-system. As Wittmer (2014:07) phrase the important of continuity of care in child care and education program is important for child's feeling of security. A more recent study of more than 1.000 toddlers found that when at least one care teacher "moves up" with the group of all care teachers stay with a group as the age, the following occurs: (1) children and teachers develop close trusting affectionate relationship, (2) at child care, children are more positive with peers, (3) at home, children are less negative and less aggressive, and children have increased cognitive and language skills.

According to Wittmer (2014:301-302) the infant and the toddler program are having profound experience that will influence how they view themselves, relationship and the world. When routines, environment and opportunities combine, they are transformed into who a child is and will become. The most important experience for children is how they transition into a program and their routines that they experience each day.

Sameroff and Wang in Berns (2016:155) when family and school or community values are collaborative, positive child outcomes are likely; when family and school or community values are conflicted, the child is at risk for school failure, delinquency and substance abuse.

Feeney and Cristensen et (2006:397) we live in a diverse society. So it is inevitable that the children in your class will come from families whose culture, religion, race, ethnicity, and lifestyle are different from your own. In order to support all children and families it is necessary to respect these differences. Understanding and learning to accept and to respect diverse families and their child-rearing practice may be more challenging than you think. Your view of a good family have their origin in your own childhood. They reflect your culture and your experiences. You may not realize the extent to which they are a part of who you are.

What ever the difference of parents Kemmis dan McTaggart (2000:573) suggest that basically everyone often changes his perspective not only because of his own views but based on the views of others. The change in the parent's perspective can also occur from two individual perspectives and from a broader perspective related to social and historical conditions.

In dealing with Essa (2003: 64) stated that we typically view parenthood from the perspective of the children's development and how parents facilitate, support and promote it. Rarely is parenthood seen from viewpoint of parents and their needs. She states what Erickson (1963), whose theory of human development was one of the first to span adulthood as well as childhood, consider that the most important need of the mature adult in the stage of generativity

is to care for and nurture others. The tasks of this stage are often carried out in parenthood, through which the adult is concerned with meeting the needs of the next generation.

When parents feel confident and competent in their abilities as mothers and fathers as well as a member of larger community, their children benefit. Essa (2003: 56) Unfortunately finds, some parents feel that they are powerless in controlling what happens to them and to their children. An important role that early childhood programs can serve for families is to promote empowerment, a sense of control or power over events in their lives. This particularly important as families deal with variety of agencies and professionals: for instance, school, welfare and political system.

To empower parents, it need them to get involve in dealing with their children education. Gestwicki (2016:86) the term parent involvement is used to describe all these patterns of family participation in early childhood education. Parent involvement is an all purpose term use to describe all manner of the family –school interaction: policy making, parent education, fund rising, voluteering time, and even the simple exchange of information of various sorts with staff. It is very helpfull to make parents choose the activites that they can optimize their involvement. A we kwow that every parents have their strengtengness dan their weaknesses, so they can join its best.

The report vital communities, vital Support in Wilson (2014:414) takes an indept look at parents' parenting behavior, their knowledge about how children grow and develop, their confident in parenting, and how each of these element are related, according to the research: (1) there is not enough positive parenting and too much negative parenting by Canadian parents, (2) parents' knowledge about child development is substatially lacking, (3) parents' lack of confidence in their parenting is even greater than teir lack of knowledge about child development, and (4) too many parents feel left to handle new parenthood on their own.

Ideally, every parents should involve in responsive opprotunities for their children. Wittmer (2014:313) responsive opportunities in terms of each child's and group's interest and level of development. Think of providing opportunities for learning from which children choose and respecting, reflecting and relating to children as they experiences these opportunities. Gonzalez-Mena and Eyer (2004:03) relationship between caregiver and children don't just spring into being-they grow. They grow from a number of interactions. Interactions not just any kind of interactions, but those that are respectful, responsive and reciprocal "three-R".

To bridge the gap in making parents involvemnet Turnbull etc (2000:631) clarify that power with partnership arise when collaborative decision making is used among parents and professionals through perceive equal competence, contextual communication, and sharing of

environmental resources. In family-centered partnership, professionals respect family member's competence, listen to their perspectives, and are influenced by the knowledge and resources inherent in the family system and community ecology. Because they are not the primary decision maker in most instances, professionals in the power of relationships are collaborators with families through information sharing and problem solving.

Learning Circle Five in Wilson (2014:72) Collaboration is a process of participation through which people, group and organizations work together to achieve desired result. Collaborations accomplish shared vision, achieve positive outcomes for the audiences they serve and build an interdependent system to address issues and opportunities. Collaboration also involve sharing of resources and responsibilities to jointly plan, implement and evaluate program to achieve common goals. Members of collaboration must willing to share vision, mission, power, resources and goals.

In line with it's collaboration Wilson (2014:72) says that developing partnership with families is an integral part of the role of early childhood educator. To work effectively with children, educator must work effectively with their families. But how do we define this partnership? Since different early learning environments are varying perspectives and serve different communities, it is not surprising that family-teacher partnership may take many form.

### **III What the Early Childhood Education Department can do in Socialization and Support System of Early Childhood Education**

#### **4.1 The Teaching**

- Percentage of each subjects of early childhood education curriculum should be more practical than theoretical.
- Practical Work (APE, Posyandu, family welfare movement) are trying to solve a problem in communities.
- Teaching Practice (teaching at Kindergarten, primary school class 1)
- Research for "mini thesis" based on child's problem, teaching problems, or community problems)
- Obligatory (rural) social action internship "KKN", especially concerning early childhood education.

## 4.2 The Research

- Family environmental readiness as developmental environment for toddler (Fidesrinur, 2018): The research is aim at to know families environmental readiness as environmental development for toddlerhood. The research conduct by using descriptive qualitative method with a respondent 106 families around “Jabodetabek”. The research result show that (1) the main caregiver is mother because most of them are an housewife, (2) most of play material is machine made, only few of them use traditional play material, and (3) furtunately most of toddler excercise riding or pulled wheel play material. Furthere more the research propose that parents need to involve in perparing enviromental development, use more traditional play material and a more usage of public and social facilities.
- The research: Evaluation of Family Function in Family Empowerment Center (Posdaya) shows that family education function (average score 4.27). Its prove that early childhood education own by some posdaya and the parents feel satisfied about quality of early childhood education because teeir children can excell after garduating the posdaya early childhood education (Zirmansyah and Fidesrinur, 2017)
- The research aims to examine the effectiveness of intervention programs to change parental perspectives on the children’s learning outcome in kindergarten. This qualitative research involved 131 parents parents from three kindergartens which assisted by a foundation. The three kindergartens located in Bogor, West Java in PAUD institutions assisted by the "ABC" foundation in Bogor, West Java. The questions contained in the questionnaire are open ended and given before and after the seminar is held. The intervention program for the teacher is in the form of coaching and discussion on how to teach early reading, writing and counting for kindergarten. The teacher need to be intervived also because teachers can help maintain the continuity in parental behavior. Children who attend this school are orphans and poor people so they are free of charge for education, starting from PAUD to high school. Generally, there are 162 parents who work as drivers, hawkers, scavengers, motorcycle taxi drivers, security guards, construction workers, food vendors, laundry workers, etc. The results of the study obtained from the average score revealed that 63% of respondents changed their perspective, they no longer prioritized calistung or cognitive aspects alone as the outcome of children’s learning of learning children in kindergarten. Thus, it can be said that interventions in the form of seminars are effective enough to change parental perspectives on the outcome of children’s learning in kindergarten. (Nurfadilah, Fidesrinur, adn Nila Fitria, 2015)
- Nurfadilah, Fidesrinur and Nila Fitria, “The Affect of Early Childhood Teachers from Jakarta, Bogor, Depok, Tangerang and Bekasi in Learning Mastery and Factors that Affected

it in 2014/2015”: result of the research 85% of learning approach is done with classical context, (2) incompetence educators who less explored the potential of the child.

### 4.3 Community Services

- Parental education programs is one of the intervention program for parents to help help children optimizing their growth and development. The intervention program in this study began with needs assesments through interviews with teachers, principals and foundations.
- Student Sharing for Communities “absyar” program (out of campus): the activities is stimulate Early chidlhood educators in making teaching media,
- Sharing for Indonesia (in campus) held by inviting early childhood to campus in order to share about teaching media, curriculum, or school management or depends on their proposal.
- We also collaborate with Asih Foundation, where it build Early childhood

### 4.4 Family Welfare Movement

- In collaboration with family welfare movement are not only inspiring students but also has four group task where one of the task of group task 2 concern about education. Optimizing role of cadre to promote school readiness. Core cadre task is to give elucidation , assistant cadre task is to prepare everything in order elucidation run well, and duty officer cadre to guard the activities in order to run well.
- Integrated services post usually for mother and their children health and there is activities for elucidation. The time for elucidation can be informed Holistic Integrative of Early Childhood Education.
- Most of non formal of early childhood education built by family welfare movement, even some of them take place in the *RW's* meeting room, the personal garage or part of ones' house. Based on interviewed, their idea is very simple, here at least the children have positive activities guided by adult people. Many of that non formal education free incharge, and their running based on charity or donation. But it should be managed better in the future if university collaborate with government and nongovernmental organization.
- Lesson learn form family planning success through “dasa wisma” ten household cluster for family planning specially family planning pills, contraception and revolving fund for cadre. I believe ten household cluster are able to inspire parents involvement in early childhood education.

## V. Conclusion

Based on background, problematic situation, theoretical review, and what the early childhood education department can do in socializing and support system of early childhood education, it can be concluded that:

- 5.1 It should have continuation curriculum from ECE to primary school to make transition smoothly.
- 5.2 The Three Responsibilities of Institute Higher Education (Teaching, Research and Community Service) can enhance early childhood education especially through empowering communities.
- 5.3 Have students more activities to interact within communities, especially related to Early childhood.
- 5.4 Optimizing collaboration with Family Welfare Movement to enhance early childhood education.

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