

Development of Integrated Learning Model Based on Local Culture in Improving the Competence of Kindergarten Children in Medan City

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Abstract

This study aims to develop an Integrated Learning Model Based on Local Culture in improving the competence of Kindergarten Children in Medan City. Through Research and Development, researchers developed the Dick & Carey Learning Model Design. This research was conducted in three major stages, namely: 1) Preliminary Study; 2) Development; and 3) Validation Phase. The results of the preliminary research show that: (1) the forms and values of local culture can be integrated into learning in kindergarten; (2) Integrated learning based on local culture can be done in the classroom or outside the classroom; (3) In general, kindergarten teachers in Medan City are very weak in their understanding and skills in developing regional cultural values in learning; 5) Lack of facilities and infrastructure that supports the implementation of integrated learning based on local culture in kindergarten. 6) In general, children's mastery of regional cultural values is very weak. The Learning Design Models developed are: 1) Formulation of indicators of child development achievement; 2) Formulation of learning objectives related to local culture; 3) Development of learning materials and local cultural materials; 4) determination of the steps of learning activities; 5) the determination of media and learning resources, especially for the development of local cultural materials in learning; and 6) Development of assessment instruments.

Keywords

development of an integrated learning model based on local culture; competence; kindergarten children



I. Introduction

Cultured humans are humans who have a love for their culture, respect the nation's culture, preserve the cultural values of the nation, for example by showing attitudes and behavior in accordance with the culture of the Indonesian nation and trying to develop and advance their regional culture. On the other hand, cultured humans have good mental, social-emotional strength, so they are not quickly influenced by the culture of other countries that can destroy the cultural values of the Indonesian nation. Education lasts a lifetime, and starts from the moment the child is born. Therefore, the cultivation of cultural values can be started since the child is in Early Childhood Education / Kindergarten.

Early Childhood Education has a very important role in preparing children to enter higher education levels. The importance of educating children from an early age because at this time all aspects of child development (cognitive, socio-emotional, language, values and morals, as well as psychomotor) experience very rapid developmental growth, so that the provision of appropriate stimulus, mental, moral, and spiritual development and the provision of healthy and nutritious food to children will be the foundation for children in

facing their growth and development in the future. This fact is emphasized in Law No. 20. 2003, concerning the National Education System, article 1 paragraph 14, namely: "Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of stimulation. Education to help physical and spiritual growth and development so that children have readiness to enter further education.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

One of the strategies or learning models applied in kindergarten is Integrated Learning. That is, when the teacher teaches the theme to children, the teacher in an integrated manner aims to achieve competence or develop all aspects of children's development (cognitive, language, religious and moral values, socio-emotional, and motor); the material developed is also an integration of several fields of science such as science, mathematics, language, social, and so on. With the demands of the importance of teachers instilling the values of local cultural wisdom (North Sumatra), teachers can develop an integrated learning model that has been carried out so far, namely by combining local cultural values, when teachers develop a theme in order to achieve learning objectives or achievement of aspects of child development. With a learning approach while playing in kindergarten, the cultivation of cultural values can be done in a fun way, through planting concepts, questions and answers, exercises and habituation, so that all of these will lead children to character building which will become capital for children in carrying out their duties. - Future development tasks.

In practice, it shows that learning based on local culture is seen as a number two class lesson and only as a complement. Weak learning based on local culture is one of the factors causing educational problems in the community. The current trend is that the education process in Indonesia has failed in instilling the nation's cultural values. Various problems that show the weakness of the nation's cultural values are seen in the community, such as acts of violence against children and adults, rampant rapes, sexual harassment and sexual harassment of students which are not only carried out by the general public but also by education personnel; thuggery, consumption of liquor, crime, corruption, fights between students and between communities, an attitude of not wanting to care about other people, both of the same ethnicity or of a different ethnicity, reluctance to help their own relatives or others who are having difficulties or need help, and so on. . On the other hand, education and learning that occurs in every educational institution is too oriented to the vocational field and glorifies intellectual abilities, but overrides the development of the affective aspects of students. Learning that is carried out by applying various types of learning models adopted from other countries and their application tends to pay less attention to local cultural values that exist around the education unit.

The problem of weak inculcation of cultural values is also seen in early childhood, especially kindergarten age. Children prefer to sing adult songs rather than children's songs, especially folk songs. Children really like dances from foreign countries rather than dances in their own country (Indonesia). Likewise with the development of children's languages, more and more early childhood children are mastering English as an

international language rather than their local language, especially children who are in urban areas. When analyzed the various factors causing the problems stated above, they are: (1) the number of PAUD/TK that carry out educational practices based on the demands of parents and because of competition, not according to the level of achievement of children's development; (2) In general, kindergarten teachers are still unable to develop teaching materials according to the themes set out in the curriculum, especially in developing materials according to local culture. Teachers are still not able to integrate regional cultural values during learning, teaching teachers always refer to the Children's Worksheet (LKA) provided by the school or purchased from the printing press, not the LKA made by the teacher based on the demands of developing aspects of child development (competencies to be achieved); (3) The lack of variety of methods applied by the teacher when explaining the material according to the theme, the teacher tends to apply the lecture and question and answer method. Teachers rarely apply learning models and methods of role playing, inquiry (discovery), experiments, observations, which lead to the development of all aspects of child development optimally, especially if the teacher integrates regional cultural values in children; (4) In general, teachers are less skilled in making simple media that can be used in learning, for example making pictures according to aspects of child development and inculcating regional cultural values; (5) The teacher's lack of understanding of the forms and values contained in each culture that exists around the child, making it difficult for the teacher to integrate it with the competence or level of achievement of children's development when the teacher develops themes in learning. Based on the problems that have been raised, it is necessary to develop an Integrated Learning Model Based on Local Culture in improving the Competence of Kindergarten Children in Medan City.

The city of Medan as the capital of the province of North Sumatra has a very heterogeneous population and almost all ethnic/tribes in North Sumatra are residents of the city of Medan. Each ethnic group has different cultural characteristics, such as customs, language, dances, clothing, food, moral values. With the application of the Integrated learning model, the introduction of the cultural values of each area can be applied by teachers in learning according to the level of achievement of the developmental aspects (must have competencies) for Kindergarten children (5-6 years). Cultural values that can be instilled in children through the process of education and learning include moral and religious values, aesthetic values, emotional values, and noble skills values that have lived for centuries in a society. Instilling local cultural values in PAUD / Kindergarten children when the teacher develops a theme in learning can help achieve the developmental aspects (competencies) of children. For example, when a teacher teaches the theme "FAMILY" by integrating positive values found in the Toba Batak tribe, there will be increased development in several aspects of child development (cognitive, religious and moral values, language, socio-emotional and motor).

This Research and Development aims to develop an Integrated Learning Model Based on Local Culture to Improve the Competence of Kindergarten Children in Medan City. The results of this study can be input in the development of learning models in every educational institution (PAUD/TK, SD, SLTP, and SLTA) that will develop local cultural values in learning. Furthermore, with the teacher applying an integrated learning model based on local culture, it will help children recognize their identity, develop creativity in preserving regional cultural values, and instill a child's love for the Indonesian homeland. Thus for teachers, this will make a major contribution in improving the quality of learning, especially the development of local cultural values in an effort to achieve standards of achievement of development (competence) for Early Childhood / Kindergarten.

Juridically, Article 32 of the 1945 Constitution states that "the Government is advancing Indonesian National Culture". The cultivation of this culture must be started as early as possible, by gradually instilling love and practicing skills repeatedly and continuously. This statement is emphasized in the special objectives of early childhood education listed in the generic PAUD menu, it is stated that children are able to recognize the natural environment, social environment, the role of society, and appreciate social and cultural diversity and are able to develop self-concept, positive attitude towards learning, self-control and a sense of belonging. With this statement, it can be stated that it is appropriate if natural wealth and local cultural wisdom are part of the learning activities that can be carried out in PAUD/TK.

In the concept of Developmentally Approach Practice (DAP) which was raised by The National Association for Education of Young Children (NAEYC), as quoted by Yus (2010: 99), that one of the principles of learning and child development based on DAP is that development and learning takes place and is influenced by various social and cultural contexts and children learn through interactions with peers and adults and all those in their environment. Culture in this case is defined as beliefs and patterns of behavior, both explicit and implicit, and passed on to future generations through the society in which they live by ethnic beliefs in it. Kindergarten teachers need to understand the influence of socio-cultural context in children's learning, therefore teachers must learn about the culture of the majority of children, and introduce children to cultural values that exist around children.

Views on the importance of inculcating cultural values, especially local culture since children are in early childhood education/kindergarten in increasing the achievement of children's competencies, it is necessary for teachers to integrate local cultural values in learning. The integration of local culture in learning requires a culture-based learning approach. Pannen (in Suprayekti, 2004: 49), suggests that culture-based learning is a strategy for creating a learning environment and designing learning experiences that integrate culture as part of the learning process. Integrated learning based on local culture to improve children's competence is based on a constructivist view that prioritizes the creation of meaning in learning, where children construct their knowledge based on their early cultural experiences. Learning will be meaningful, because children get a contextual learning experience, children will learn through play activities, learn naturally, learn by building knowledge, interesting and functional. Fink (2003: 6-7) suggests that meaningful learning is what is learned has a high potential to be used in life, both personal life and participation in social life. By combining or integrating local cultural values in developing a theme in learning, it will be meaningful for children's lives because what they receive from teachers can be found in everyday life, both in family life and at school.

Early childhood/kindergarten love to pay attention, smell, make sounds, touch and taste, therefore exposing children to a rich environment, which provides a lot of mental stimulation, all of which will improve children's learning abilities. (Tangyong, 2000: 2) suggests that inculcating local cultural values in children can be done through various situations such as through playing, telling stories, storytelling, dancing, singing, and explanations accompanied by examples and using media, doing exercises, demonstrations, and assignments. That is, in instilling local cultural values, teachers can use a variety of teaching methods, variations in learning media, and through the use of the environment as a learning resource. Thus all of this will lead to improving the quality of aspects of child development which include moral and religious values, motor, cognitive, language, social-emotional, and art.

II. Research Method

This study uses the Research and Development method. This research produces an integrated learning design model based on local culture that will be applied by Kindergarten teachers in an effort to improve the competence of kindergarten children. The research and development model design is based on the research and development model of Borg and Gall (1983: 775) which includes 10 steps, namely: 1) Research and Information Collecting; 2) Planning; 3) Develop Preliminary Form of Product; 4) Preliminary Field testing; 5) Main Product Revision; 6) Main Field Testing; 7) Operational Product Revision; 8) Operational Field Testing (field implementation test); 9) Final Product Revision (10) Dissemination and implementation. In its implementation, the research and development steps of Borg and Gall are grouped into 4 stages, namely (1) the Introduction stage, (2) Planning and Development, (3) Evaluation and Revision, and (4) Implementation stage. However, with limited research time, researchers only carried out research in 2 stages, namely (1) Preliminary Study which includes Literature Study, field survey, and analysis of local culture which can be integrated in learning in kindergarten; (2) Model development which includes the preparation of the initial draft of the model, and limited trials.

Based on the research approach and procedures, the research targets were set in 2 groups, namely: (1) Field Survey Locations; and (2) Limited trial locations. Location The field survey was carried out in 10 kindergartens in the city of Medan. The 10 kindergartens were determined based on a specific purpose, which was the location for the PG PAUD FIP Unimed Study Program Students to conduct the Integrated Field Experience Program (PPLT). Each kindergarten was assigned 5 kindergarten teachers who became the research subjects, thus there were 50 kindergarten teachers who became the target of the field survey. In the survey activity, teachers were asked to check the closed questionnaire that had been provided which included a) teachers' perceptions of learning in kindergarten; b) teachers' perceptions of integrated learning based on local culture; c) learning conditions that occur in kindergarten; d) the availability of facilities that support learning, especially learning based on local culture.]

The data collection technique was carried out using several research instruments, including: 1) Questionnaire (question list) and checklist used to ask questions at the preliminary study stage aimed at kindergarten teachers; 2) Observation Sheets, used to determine the improvement of aspects of child development, and to collect data about the implementation of learning carried out by teachers by applying a predetermined model; 3) Interview Guidelines; used as a means of collecting data from PAUD material experts and Sociology and Educational Technology Experts in connection with suggestions, criticisms and inputs during the preliminary stage, as well as at the model development stage.

III. Results and Discussion

Substantially the Local Culture-Based Integrated Learning Model in Kindergarten was developed based on the principles of holistic, constructivist integrated learning. The holistic approach to learning is based on gestalt theory, which emphasizes the full development of aspects of child development when children gain understanding. Jamaris (2006: 151), argues that integrated learning is a learning approach used in the implementation of learning that combines systematically and holistically with efforts to develop early childhood development clusters. As a process, the integrated learning model has characteristics; 1) child-centered learning; 2) emphasizing the formation of

understanding and meaning; 3) learning through direct experience; 4) pay more attention to the process than the result; and 5) loaded with relatedness. In connection with integrated learning carried out in early childhood education Forgaty (1991), explains the principles that must be guided by teachers are: a) integrated learning aims to help children actualize their various potentials; b) with integrated learning the growth and development as well as children's interests are growing in a better direction; c) integrated learning must be carried out with the principle of learning while playing; d) in line with the nature of early childhood (active, initiative and creative), the learning methods used in the integrated learning model need to emphasize providing opportunities for children to explore, inquiry, discover, work in groups, express opinions, the ability to hear other people's opinions, etc.

Regarding the importance of culture-based education in early childhood, Roopnarine & Johnson (2011: 143), argues that, "Culture has an effect on all aspects of human life; through culture children gain an understanding of identity, a feeling of belonging, a thought about what is important in life, what is right and wrong, how to care for self and others, and what to celebrate, eat and wear". This statement emphasizes the importance of educators in instilling cultural values in children, because with children knowing the cultural diversity around them, children will get to know their identity better, understand more about other people around them, the emergence of mutual respect, mutual respect, cooperate with each other, avoid wrongdoing, and even foster children's habits and creativity to preserve the cultural values that exist in themselves and the culture around them. The father of Indonesian Education (Ki Hajar Dewantara) has also carried out instilling cultural values from an early age when the child was at Taman Indria. He stated: "...In the meantime, in order to perfect the development of children's character, do not forget the basis of "Bhineka Tunggal Ika", which is to attach importance to all elements of good culture in each child's own region, with the aim of higher levels (SR; SL) carry out "convergence as necessary, towards the unity of Indonesian culture in evolution, in accordance with nature and its era" (Dewantara, 1977: 274). From this statement, it can be seen that the importance of cultivating regional cultural values from an early age, because this is a refinement of character education for children. By knowing the diversity of regional cultures, children will be embedded in the values of unity and integrity. All of this will be a provision for children to follow higher education, and face the development and progress of the times.

IV. Conclusion

Based on the results of the Research and Development that has been carried out, it can be concluded:

Local culture-based learning in Kindergarten in Medan City has not been implemented optimally. Factors causing not yet optimal implementation of local culture-based learning are: a) lack of teacher understanding of the concept of local culture-based learning; b) lack of knowledge and skills of teachers on forms and local cultural values that can be integrated into learning; c) lack of teacher knowledge about learning models that can integrate local culture in learning; d) lack of media and other learning facilities needed for the development of local cultural values in Kindergarten children.

The forms of regional culture that can be integrated into learning in Kindergarten are: a) regional stories; b) Regional dances; c) Regional songs; d) regional games; e) performing arts; f) local customs/traditions; g) regional specialties and their philosophical meanings; h) Regional clothing; The values contained in this cultural form are: a) Obedience and respect for parents; b) the emancipation of women; c) loyalty of a

woman/wife; d) heroism, agility, agility and enthusiasm; e) religious; f) joy; g) togetherness/cooperation; h) demands/advice; i) beauty; j) harmony, harmony and balance; k) heroism and strength; l) honor, courage and divinity.

Specific learning objectives that will be achieved with local culture-based learning in Kindergarten include aspects of Religious and Moral Values, Cognitive, Skills/motor, Language, Socio-emotional, and art.

The learning strategies implemented in implementing local culture-based learning in Kindergarten include: a) learning is carried out in the classroom with classical, individual, and group learning systems and can be done outside the classroom; b) with the principle of learning while playing and playing while learning, the learning methods used in local culture-based learning are lectures, questions and answers, demonstrations, assignments, storytelling, storytelling, conversations, performances; and d) the media used are: pictures/photos, videos, cassettes, APE, and the use of the environment around the school.

The evaluation tools used to determine the achievement of the implementation of local culture-based learning are: observation sheets, performance, work, anecdotal notes.

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