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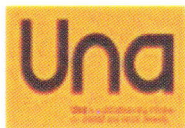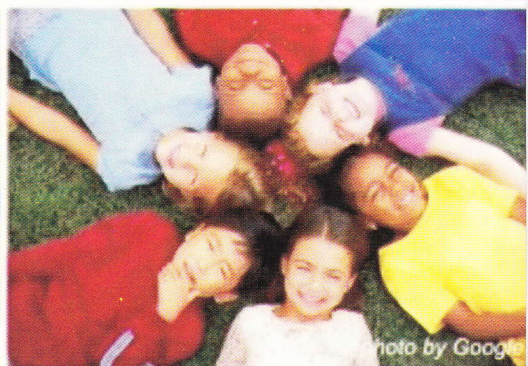**Yogyakarta State University**
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Proceeding

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International Seminar

Early Childhood

Education

in and for

Socio-cultural Diversity

(As a Foundation to Develop Character Building)

Proceeding

International Seminar
Early Childhood Education in and for Socio Cultural Diversity
(As a foundation to develop character building)

Table of Contents

Part One
Multiculturalism & Early Childhood Education in General

Part Two
How to Develop Programs in Multicultural and Early Childhood Education

Part Three
Educational Research in Multicultural Diversity

Part Four
Language

v

Part Eight
Teaching

Part Nine
Program, Multicultural Research & National Building

Certificate

This is to certify that

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Early Childhood Education
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Building a Nation Personality System in Cultural Diversity Through the Early Childhood Education

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Abstract

Forming a society that has a cultural diversity in Indonesia's health can not be *taken for granted* or a *trial and error*, but should be pursued systematically, programmatically, integrated and sustainable, and even necessary acceleration (acceleration). One important strategy to accelerate is the multicultural education which was held early on through "the golden triangel" all educational institutions, both formal, non-formal and even informal.

Cultural diversity or multiculturalism is often referred to as a relatively new terminology present in the current global discourse. Multicultural in perspective of the Indonesian nation is not something surprising. Personal character and the Indonesian people already familiar with remarkable diversity of the Indonesian people who have this diversity. However, the current phenomenon for humans in some parts of the world is the diversity of mankind is deemed to be the cause of disintegration, disharmony, suffering and even misery. There is strife and war which is seen as a result of this diversity that gave birth to the human attitude toward superficiality. So experts believe that multicultural awareness should be inculcated and become part of the consciousness of mankind in various aspects of life. To instill an awareness of the need of effective methods. Education ultimately considered as a solution to this.

Planting multicultural consciousness at an early age would be a step that is very creative and strategic efforts to manage cultural diversity. When the system is a dynamic personality to national identity then it can not be separated from culture and social system more open, inkulsif and adaptive to any changes. Multicultural approach in the education process, including community-based non-formal and informal educational institutions is considered to have a central role in the development of the personality system. Therefore an early age is the most crucial period in the formation of personality, the educational strategies with parents as the primary group that is most responsible for the development of the personality system that emphasizes respect for differences.

Keywords: early childhood, the personality of the nation, multicultural education.

Introduction

When a family formed through marriage will result in many consequences, especially when the marriage occurred between two different cultures. In the terminology of the social sciences, a marriage between men and women is not only about the two people alone but has been involved in social, economic, cultural and even two families or more. Perhaps the less pleasant consequences do not occur when the child has not been the result of their marriage, because of adjustments made as complex if the complex has not been any kid. This mixing of cultures through marriage implies the growth of seeds of different conscious or unconscious will bring many new problems and lasting at least require conformity to completion during the current marriage.

Adaptation to the norms, values for the individual society is a socio-cultural activity that must be passed by every member of society in various forms. Infants born from a mixture of two or more cultures is a common social phenomenon in this pluralistic society. Ralph Linton, an anthropologist describes that every baby is born like a barbarian who should serve as a civilized human. This means that a child will have the ability to be civilized if through a process that not only through education will be his parents but also through another process called socialization, the process of continuous adjustment to the socio-cultural value system of his community. In connection with building a personality that is never separated from the culture of the nation's social system (the plural), dynamic, even full of uncertainty because of the impact of globalization.

When we look at the phenomena, the emergence of socio-cultural crises in society can occur in various events. Socio-political disintegration, vertical or horizontal citizen disputes originating from the euphoria that was almost too far; loss of social control in the face of difficult life of our society easily cause a rampage, doing a variety of anarchist actions, and even committed suicide. People are starting to lose my ability to empathize, politeness, mutual respect and respect for differences of variance. Building a multicultural awareness at an early age for the development of the nation's personality system becomes very important in the context of Indonesia, which have such great cultural diversity. Early age (0-5 years) is a crucial age, the formation of character and personality of children.

Early age will determine subsequent growth and human development. Because, at an early age the basics of child's personality has been formed. At that time also, the children experienced one crisis called the basic formation of a personality crisis. If they get a proper education will form the basics of a strong personality. Conversely, if you got the wrong education will form the basis of personality that is not good. Therefore, education is the cornerstone of efforts to form a personality.

Besides, efforts to achieve and maintain the integrity of the nation and a multicultural country of Indonesia to another purpose of the conduct of community-

based education. As patterns and basic principles of national education systems, the systematic organization of education, programmed, integrated and sustained into an advantage. Strategic steps that can be done one of them is through an organized approach to multicultural education through formal educational institutions, non-formal and informal. Non-formal and informal education have an equal role to shape the personality of early childhood organized by and for people from as stated in Act No. 20 of the National Education System 2003 (Undang-Undang Sistem Pendidikan Nasional No.20 Tahun 2003).

This article will illustrate the complexity of cultural diversity in its relevance to early childhood education by parents, society in general in non-formal and informal education systems towards modern society an inclusive, adaptive and open. The ideas of inclusive education through a multicultural approach into a tool for development of the nation's personality system. Building a child's personality system did not escape the social system, culture is organized through a multicultural approach to teaching the attitude of mutual acceptance, respect for cultural values and even different beliefs does not grow itself automatically. Especially in a person there is a tendency to expect others to be like him (Ruslan Ibrahim, 2008)

Discussion
Development of the Individual and the Situation of Cultural Diversity.

> United States President John F. Kennedy and President Adolfo Lopez Meteos met in Mexico in 1962. When driving, pay attention to watches Kennedy President of Mexico. Kennedy also praised Lopez " *how beautiful your watches*" Lopez immediately gave his watch to the U.S. president said: *"These watches belong to you now."*
>
> Kennedy was embarrassed by the gift. He tried to resist, but the president of Mexico explained *"that in his country when someone likes something, something that should be given to him.* Ownership is a matter of feelings and human needs, not private property, "Kennedy was impressed by that explanation and received the watch with humility.
>
> Shortly thereafter, President Lopez turned to the U.S. president and said: " *how beautiful your wife*" was answered by Kennedy: *"please take back your watch."* (Stewart L. Tubbs, Sylvia Moss, 2001)

Dialogue between the two presidents as described can be explained as follows:

1. How is the cultural diversity of social reality which can be an inspiration how to understand a different culture is a form of continuous self-adjustment, integrated into the norms and values of society.
2. That individuals in a plural society groups claimed to respect, accept that other people or different groups have the same rights to live and thrive.
3. That every society has *a way of life* different, unique, and may also not be easily understood by other community members.

In simple communities generally have a higher degree of homogeneity so that the values and norms has become clear, while in modern society, more open, with the heterogeneity of values and norms are relatively clear (multiple meanings) according to Emile Durkheim and also Talcot Parson (George Ritzer and Douglas J Goodman with *The Modern Sociological Theory*, 2007).   When someone has the ability to understand another culture it will be wise in life with o In the context of education, learning to live together with others (learning to live together) becomes relevant to be discussed in this paper to an understanding of cultural diversity possessed by each individual even since early childhood.thers, even though he was different social backgrounds, cultures and religions.

In the perspective of symbolic interactionist theory, according to Herbert Blumer (George Ritzer and Douglas J.Goodman, 2007)) humans interact with other human beings through various ways including through symbols, signs and also the language which sometimes can only be understood or not understood at all by the perpetrators of the interaction but the interaction continues . Uniqueness is that humans interpret each other and mutually define the actions both through verbal and non verbal communication.

When a child is born he does not have a personality for two or three years he lived and grew up with a variety of behavior. Son of the living, flourished in a patterned interaction with the community, whether that community is good or bad, pleasant or unpleasant, which is expected or unexpected, such as can differentiate with other parts of the body and still many others until he was an adult . Attitude himself grew up with social interaction. In the process of interacting with others, the child begins to claim that the actions of others is definitely her and she began to respond with her own reaction repeated. Children will learn to think of personality traits are copied from others, for example, a child is arrested or imitate something that he met with his intelligence he began to expect the introduction of new and creative re-use will be considered with intelligence.

The sociologist, Peter L. Berger and Luckmann (George Ritzer and Douglas J.Goodman, 2007) defines socialization as the primary socialization of individuals

served first as a child to learn to become members of society (families). Primary socialization took place when children aged 1-5 years or when the child does not go to school. Children begin to recognize family members and family environment. Gradually he began to distinguish themselves with others around her family. In this stage, the role of the people closest to the child becomes very important because a child is doing in limited interaction patterns in it.

When sociologists of structuralist functionalism flow assume that each component has a function of the other components because the social system which is built on the basis of the functioning of meaning. Not so with the Dahrendof Ralph statement's (George Ritzer, 2007), the originator of the theory of conflict by stating that not all of the integration, harmonization, or the social construction created through the adaptation course. Social conflicts have become an integral part in the process toward a change, because the individual is active and has the ability to change the existing social order. Similarly, an individual, also has a personality that is not static, but develop with produce certain tendencies. It's not against individuals but the culture of individual deterministic influence on the cultural environment, and this can be created through education from an early age. The reason this is particularly relevant because the people of Indonesia who have socio-cultural diversity.

Multicultural Approach As Part of Building a Personality System

Talking about multi-cultural society, our minds are focused on a diversity of valuable but vulnerable to social conflict. Therefore, as part of its multicultural approach to learning becomes an important discourse to be applied in the education system both in formal, non formal and informal. Understanding diversity in the community mentioned that *God created everything good there*, and even human beings were created by him as the highest than any creature on earth. But instead there would be human intervention makes it evil (*Things Every God make good; man meddles with Them and they want changed from evil*). One of the many treatments of adults to children is violence. The low level of protection for children in Indonesia is one of the causes of the increasing cases of violence that occurs in children. Increasing the number of cases of violence against children within two years from 1626 cases in 2008 increased to 1891 cases in 2009. From 1891 data on 2009 cases, there were 891 cases of violence occurred in the school environment. The number of cases of violence against children continues to rise (Source: The Rifka Annisa; Resources Development Center; For the Elimination of Violence against Women in the Wold Vision Indonesia *rifka-annisa.or.id/.../world-vision-diakses dated May 5, 2010*).

Being true if the situation through a variety of ways including the issuance of child protection laws continue to be disosialiasasikan to various parties as a reference to keep protect children from all interference irresponsible adults. Clearly mentioned in the Law of the Republic of Indonesia Number 23 Year 2003 on the protection of children to make the world safe for the child (a word fit for children). If the family environment and educational institutions are no longer providing security to children, where more children can get their rights. Violence instead of education, education does not have to with violence.

Being a responsible parent and can provide educational supplies for their children is not easy. Characteristics of education in the family, usually the most prominent is about the method of modeling. An educator prosecuted become mentors to their students (Tilaar, 1999). The reason is the interaction within the family was so intense, so that indirectly or directly that there are individuals in these families Identify and socialize with each other after the first child doing imitations.

Process held a multicultural approach to education with respect to the difference. Various educational praxis was even labeled religious, has not been effective to educate the youth (school) background to appreciate others. Tend to emphasize differences. Some community leaders and academics through the Centre for Research and Inter Religious Dialogue (CRID) with the theme of the Brotherhood of Knitting Back to Indonesia's West Kalimantan Syarif Hidayatullah State Islamic University (UIN) Jakarta would like to extend it until whenever that differences will never run out, it should rewarded rather than highlight his own religion and culture. Multicultural means idealize each other differences, not eliminate them.

Agreed with the above statements on numerous occasions seminars and writings HAR Tilaar, a Professor of Education who are really concerned educational praxis in relation to cultural diversity (2002, 2004) suggests that multicultural education does not aim to eliminate differences but eliminating prejudices, create dialogue, to know the difference so that the resulting sense of mutual respect and appreciate. From here is expected to show the cultural capital of a nation because the people who have lost their cultural capital will be very prone to rupture. This cultural capital of local wisdom born of wealth nations that if elected could become a huge force. In the Indonesian context, known compound, into strategic multicultural education to be able to manage diversity creatively, so that the conflicts that arise as a result of transformation and social reform can be managed intelligently and be part of the enlightened life of the nation into.

More specifically, T Raka Joni suggested had 4 (four) levels that are integrated to be done to facilitate the growth of ability to respect diversity. The four levels are:

1. Personal level (personal level), through parenting (parenting) in a family to instill the ability and the habit of respecting cultural diversity
2. Organizational level (organizational level), both in formal education, institutions or employers.
3. Societal level (community level) in a broad sense, which should always have to prioritize tribute to diversity.
4. System-level (the level of systemic) through legislation. Especially on a personal level, planting multicultural awareness at an early age in a period of parenting is a very creative and strategic diversity management in the nation. As the saying goes "learn in a small time like carving on a rock" so that respect for differences will be embedded within a lifelong human child.the future.

Introducing a paradigm of multiculturalism on the child during parenting can be done through various ways, including with how to deliver messages about multiculturalism by example in daily life, or by submitting stories that contain messages about multiculturalism, among others, from the fairy tales, legends, including through the medium of television . The ability to respect diversity and differences in a plural state of Indonesia becomes necessity that can not be bargained and should be owned by each of its citizens, if this country wants to remain in existence.

Multicultural education for children of early age is very important to be encouraged as a foundation for the development of Indonesian society more open, tolerant and democratic. One Day Seminar and Workshop on Multicultural Education Forum held Interfaith Child We're Different We're Just in Love Humanity Nursery Agency (Percik) Salatiga, Central Java, Saturday (31/10). The seminar was attended elementary school teacher, MI, school week, TPQ and TPA, as well as a number of parents. (Kompas.com. November 2, 2009).

To develop this capability, the path of education - whether informal, formal and non formal education - is a media which is very strategic. Through this pathway, multicultural education is a theme that must be appointed to develop the ability to respect diversity. These themes themes such as religion / divinity, humanity, national origin / nationality, democracy and social justice.

Early Childhood Education aims to develop various competencies children from an early age as a preparation for life and can socialize with the environment. Associated with policy development, early childhood education through educational institutions and informal non formal 2008 Enrollment in Rough (GER) Early Childhood Education (ECD) has only reached 50.62%, while the Ministry of Education Strategic Plan target was 53.90% in 2009 , whereas the Millennium Development Goals target of 75% in 2015.

Until now, schools or any educational institution is the ideal social system which consists of elements interrelated system of behavior which, if managed in a system of inclusive education, is open can develop a personality system, develop a child's ability and talent, develop the social intelligence of children, develop intelligence Interpersonal child, stimulates the development of emotional intelligence of children, and to develop the child's social communication. UNESCO as a world institution in the field of education through various socialization highlights the importance of strengthening the relationship between education and cultural diversity.

Early childhood education is in fact is a shared responsibility between families, communities and governments. School as the assistant to the continuation of education within the family, because education is first and foremost is obtained by children in the family. Family as the smallest social unit is the most important environmental education and the first, in the sense of family is the most responsible environmental educate their children.

Conclusion

The system is described as the nation's personality patterns of behavior and habits of individuals who collected within himself and used to adjust to all stimuli both from outside and from within. Personality system according to the theory of action systems Talcot Parson, is a series of systems that can not be separated between the social and cultural systems that have an influence on individuals continually resulted in the formation ndividu behaviors and ultimately shape the personality system. This dynamic personality system that will be increasingly characterized by the interaction between children and immediate family members. Therefore the environmental impact of diverse, unique and dynamic personality system that children survive and thrive in a diverse socio-cultural systems create unique personalities as well.

The concept of system is used to analyze the behavior and social phenomena with a wider variety of systems or with sub systems included. An example is the interaction between the family called a system, the child is a sub system and society is the supra-system, apart relation vertically can also be viewed in a horizontal relationship of a system with a variety of systems equivalent. In the view of Talcott Parsons, the community and a living organism is an open systems that interact and influence each other with their environment.

As long as children are trained to discipline in learning and growing knowledge will be more mature and stable personality. Multicultural education for young children is very important to be encouraged as a foundation for the development of Indonesian society more open and advanced. Building a nation's personality system through multicultural education that put "different" the same height and same values become very important in the paradigm of education for tolerance, democracy and inclusivism, and rejection of discrimination and exclusivism developed in the social

system of cultural diversity. Then build a multicultural awareness at an early age is very important in the context of socio-cultural diversity of the nation Indoensia as fact. Educational paradigm that ignores the child's development from an early age, and more emphasis on development of cognitive (intellectual) alone may produce a less civilized human beings.

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