

# Culture development of early childhood education

*by* Buyung Surahman

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## Research Article

### CULTURE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION

Buyung Surahman\*

Tarbiyah and Tadris Faculty IAIN Bengkulu Indonesia

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#### 2 ABSTRACT

This study aims to formulate the development of Early Childhood Education culture. Development of the school culture in the form of the development of behavioral culture, artifacts, verbal messages, and the values contained therein. This research is a qualitative research using naturalistic approach. The findings of the study show that the forms and ways of Early Childhood Education are developing the following cultures: (1) behavioral culture of school principals, teachers, students and administrative staff in the form of discipline, technical, strategy, structure, policy, information, methods and media, administrative equipment, education and training, discussion / collaboration, manners, pitch, presentation, learning culture, and service; (2) artifact culture, among others: document arrangement and socialization, achievement, classroom, playground; (3) culture of verbal messages, among others: socialization and application of conduct code, and school programs; (4) the values contained in the culture of behavior include: principals, teachers, and employees as examples in disciplinary enforcement; teachers, administrators, and students have a high awareness in applying tatartib. The values contained in artifact culture include: socialization of achievements and trophies as motivating students in achievement. Values contained in verbal messages include: slogans, images/photos aimed at improving students' behavior in behaving, speaking, and acting.

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#### INTRODUCTION

Early Childhood Education is a stage of education that cannot be ignored, because it helps determine the development and success of children who will come. Therefore, the existence of early childhood is expected to grow and grow with a strong self identity (Noorlaila, 2010: 8). Efforts to improve the quality of early childhood education in Indonesia have been undertaken by the government by seeking: (1) equity of services, improvement of quality, and efficiency of early education; (2) strives to increase awareness and ability of the community in providing early education services; and (3) preparing children as early as possible in order to have the readiness to enter further education (Sujiono, 2009: 49), and the dream of the government is the realization of early childhood intelligent, healthy, cheerful and noble and have physical and mental readiness in entering further education. Referring to the National Education System 2003, PAUD plays a very important role in developing and preparing personal learners as a whole and comprehensive. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 58 Year 2009 (in Yus, Anita, 2011) on early childhood education standard, mentions there are 5 aspects that need to be developed in early childhood education that is, cognitive development aspect, language development aspect, religious morals, aspects of socio-emotional development and aspects of physical motor development. PAUD is one of the most strategic ladders and determines the journey and the future of the child as a whole, and will be the foundation for the preparation of children entering primary, secondary, and higher education,

will even color the whole life later in society. Therefore, early childhood should get proper attention from various parties, both family, government, and society. PAUD education in Indonesia is still low as evidenced by data from the head of the PAUD association (Neti Herawati, 2017) says that only 23.6% of PAUD educators are stratum-1, PAUD learning is still 80% read-write-count, and community involvement is not in line with institutions PAUD. Improving the quality of education requires concrete steps and actions, as stated by the UNY PPs research team (2013: 1), there are two main strategies for improving and developing school quality: (1) focus on structural strategy and (2) focus on strategy cultural with the emphasis on behavior change.

Based on long experience, structural strategy is less effective in improving the quality of Early Childhood Education, while the cultural strategy of some expert opinion has a big effect on students' learning behavior in Peterson school (2002: 110). This is evidenced from the results of research Stephen Stolp (1994) on Leadership for school culture, from several studies show that school culture correlates with increased motivation and learning achievement and job satisfaction and teacher productivity. Similarly, the study by Fyans and Maehr (1997), the effect of school culture dimensions from a survey of 16,310 early childhood, fourth graders, six, eight, and ten out of 820 public schools in Illinois, were more motivated in their learning by going through positive school culture. One effort to create a positive culture in school is through the development of school culture. As stated by Spradley (1979: 73), there are several cultures that need to be developed in improving the quality of schools: behavior culture, artifacts culture, and speech

\*Corresponding author: Buyung Surahman  
Department of Botany, ICSC, Hawal, Srinagar, J&K, India

messages. Therefore, in early childhood should be developed behavioral culture, artifacts, verbal messages, and contained in it in improving the quality of school.

Depdiknas (2012: 9) mentions a school that starts in Indonesia is a school that menumbuhkembangkan positive school culture in improving the quality of school. Related to this matter, hence this research aims to: (1) formulate the form of development of behavioral culture, artifact, verbal messages, and values contained in it applicable in Early Childhood Education; (2) to find ways to develop the behavioral culture, artifacts, verbal messages, and the values contained therein that apply in early childhood.

### Development of School Culture

The development of school culture will develop better if well-established school-community relationships, because in addition to government as well as communities that can help the progress of school. The strategy of developing school culture according to Zamroni's opinion (2012: 31-39) can be done through three levels: (1) development on the level of spirit and values; (2) development at the technical level; and (3) development at the social level. Development at the social level is a process of implementation and institutionalization, all policies and technical rules developed based on the spirit of values so that it becomes a habit (work habits) in school and outside school. Early childhood education has a very important role in the development of human resources, to reduce the functions of early childhood education can be done through various methods of learning (Moeslichatoen, 2004: 20).

The result of research of Myrnawati & Anita (2015) shows that: (1) There is a direct positive influence of nutritional knowledge to early childhood nutritional status, (2) There is positive direct influence of socioeconomic status to early childhood nutritional status, (3) (5) There is a direct positive influence of socioeconomic status on the diet, (6) There is a direct positive influence of nutrition knowledge on lifestyle, (7) There is a direct positive influence of socio-economic to lifestyle, (8) There is direct positive influence of lifestyle to diet. Thus to improve nutritional status of child in family at Post PAUD Semarang City, need to increase knowledge of nutrition, socioeconomic status, lifestyle and diet in the family.

The strategy of developing the school culture, in the opinion of Deal & Kennedy (1985), in three levels: first, the level of value, that is, the change that must be done is the change of old values that hamper the new value. Secondly, the level of daily practice, the transparency that will be done is to change old attitudes and behaviors that are characterized arbitrary (origin of teaching, origin, and origin), into attitudes and behaviors newly characterized by seriousness and dedication. The old behaviors that tend to wait for guidance and orientation to superiors, are also reformed into new behaviors that are full of initiative and oriented to the learning process of students. Third, the level of cultural symbols, the change that must be done is to replace the symbol of a conservative culture and centralistic with a dynamic culture symbol. Symbol changes can be done by changing the classroom settings and the teacher room, as well as the installation of student work, photographs, and motto.

The development of early childhood learning should lead to the development of quality as proposed by Palupi (2009), the Sentra and Circle model is a child-centered early childhood learning model that focuses on the center of play and the child in a circle using 4 types of scaffolding support the development

of children, namely (1) main environmental footing; (2) step before play; (3) footing during play; and (4) footing after play. A foothold is a shifting support tailored to the child's progress as a footing to achieve higher growth. The play center is a zone or play area that is equipped with a set of playgrounds that serve as an environmental footing needed to support children's development in three main types: (a) playing sensorimotor or functional; (b) play a role; and (c) play development. When a circle is a time when teachers / cadres / guardians sit with children in a circular position to provide a foothold to the child. Further Palupi (2009) explains that the center and circle approach is used to help early childhood in understanding the basics of reading, writing, and computing.

The results of the research by Farida Samad & Bujuna Alhadad (2016) indicate that BCCT (Beyond Centers and Circle Time) application method in early childhood learning in TK Khalifah Ternate run effectively. Before the learning activities are held, teachers welcome students by asking their parents not to participate in student learning activities. There are four scaffolding processes held, among others, the playing environment, before playing (circle time), while playing, and after playing (remembering). (3) evaluation of BCCT method on early childhood learning is done well. Where evaluation is done every day on each student. Types of assessment are spoken, written and practical judgments and also use symbols.

One form of school culture implementation in the opinion of Fletcher (2003: 134), if teachers and students collaborate in teaching and learning, and leadership collaborate with teachers and communities in solving problems. This is a positive culture development, and effective for all parties. However, in the opinion of Stephen S (1995) that prior to developing culture in school schools must first identify the culture in the school and both the development of school culture requires commitment and good cooperation among the citizens of the school.

The development of school culture is more or less the same as that of other organizational cultures. The hope of developing an organizational culture is to create a superior culture. Creating a culture of excellence in the opinion of Coold & Pyramid (2007: 58, 59) there are at least three things to do: (1) having a vision for excellence, to realize a superior culture, a great grand vision must be mobilized; (2) having exemplary leadership, competent, professional, and inspirational leadership, must contribute to employees; and (3) improving the organizational environment, the paradigm of leaders must change according to changing conditions. This opinion of Coold & Pyramid is supported by Kotter & Heskett (1999: 94) who said that the leading factor in cultural development is competent leadership, which develops in strategy, product, structure, policy, personnel and culture. Cultural development that can improve the quality of the organization, among others, changes in organizational behavior. Thus, the most preferred in the development of culture in the opinion of Young Pai (2003: 209), namely how culture can regulate the behavior of members in achieving organizational goals, the behavior is based on the values, norms, rules, and beliefs that have been agreed by organization member. One strategy in improving the quality of the organization is that culture needs to be socialized and implemented to the members of the organization. Culture development strategy in the opinion of Coold & Pyramid (2007: 164) can be implemented in two ways, namely (1) paying attention to the performance management system, the governing and directing system of employees. This can be done by formulating key performance indicators and targets derived

from new cultures, and (2) through skill (hard and soft). Cultural development in an organization is not easy, because the development of culture in the organization needs to adjust with members of the organization. For that, Firth (1958: 155) says "in any event, social or culture change cannot be regarded as a mechanical process, nor successful adjustment as a simple matter of introducing development, enlightenment, and process, to backward races". That is, wherever social change or cultural change cannot be like a mechanical process, the success of self-adjustment becomes a problem such as introducing development, and outlining the process at the step back of the race.

Therefore, Haviland (1983: 46) says that the development of organizational culture has not been predictable and often the result brings havoc. Kotter (1997: 25) also said cultural development could fail because of the culture of focus into the bureaucracy. The bureaucracy is inhibiting, narrow politics, low levels of trust, lack of cooperation, arrogance, lack of leadership at the middle management level, and general human fear of something unknown.

***The strategy of developing school culture according to Zamroni's opinion (2012: 31-39), can be done through three levels, as follows.***

1. Development on the level of purity and values that include the spirit and values of faith and piety, openness, honesty, life spirit, learning, self-awareness and the existence of others, to always respect others, unity and unity, positive attitude and prejudice, self-discipline, responsibility, and togetherness.
2. Development at the technical level ie (a) school organizational structure; (b) a description of the school work; (c) tatatertib of teachers; (d) student record; (e) learning system standards that teachers and students should follow; (f) formal and informal relationships between principals, teachers, and educational personnel or fellow teachers and education personnel including relationships with students; (g) various sanctions for dishonest and undisciplined students; (h) various programs of work in order to foster faith and piety of students against God Almighty; (i) various school work programs in order to familiarize students with problem solving; (j) various extracurricular programs that can foster honesty, discipline, sense of responsibility, spirit of life, unity and unity; (k) various learning and learning strategies that encourage students to learn the spirit; (l) the various rules of care and physical hygiene of the school.
3. Development at the social level, development at the social level is a process of implementation and institutionalization, all policies and technical rules developed based on spirit and values so that it becomes a habit (work habits) in school and outside school.

The strategy of developing a school culture, the opinion of Deal & Kennedy (1995), necessitates a change in three levels. *First*, the level of value, meaning that changes must be made is the change in old values that inhibit the new value. Old values that are characterized by mediocre values, such as complacency, closed, passive, and dependent, must be transformed into new values characterized by excellent values, such as open to innovation, competitive, initiative, independent, and responsible. Internalizing the value of this advantage is very

important for the success of the quality of education. There must be a spirit to innovate, compete and be brave to take risks.

*Secondly*, the level of daily practice, the transpormation that will be done is to change old attitudes and behaviors that are characterized arbitrary (origin of teaching, origin, and origin), into attitudes and behaviors that are characterized by sincerity and dedication. The old behaviors that tend to wait for guidance and orientation to superiors, are also reformed into new behaviors that are full of initiative and oriented to the learning process of students. *Third*, the level of cultural symbols, the change that must be done is to replace the symbol of a conservative culture and centralistic with a dynamic culture symbol. Symbol changes can be done by changing the classroom settings and the teacher room, as well as the installation of student work, photographs, and the motto.

The strategy of developing the school culture in the opinion of Savage & Armstrong (1996: 105), ie principals who intend to change the culture of the school must understand the existing culture, because the development of school culture greatly affects the relationships of school citizens. In addition, studying the old culture is important because it provides input to address current cultural issues, such as social unrest and cultural conflicts.

The development of school culture will develop better if school-community relationships are established, because in addition to government, the community can also help the progress of the school. Community-assisted school progress can be physical and nonphysical such as assisting in building construction and mind assistance. One form of school culture implementation in the opinion of Fletcher (2003: 134) is if teachers and students collaborate in teaching and learning, and leadership collaborates with teachers and the community in solving problems. This is a positive culture development, and effective for all parties.

Development of school culture is expected to lead to a positive culture (good). In Peterson's opinion in his article (1998: 110), there are some good cultural guidelines. First, every stakeholder stakeholder has an agreement on what the purpose of the school is and what values principles apply to the school. Second, the learning process and continuous quality improvement, and support the professionalism improvement program administrative staff. Third, attracting teachers and school administrators feels responsible for the learning process they provide to students. Fourth, the atmosphere is intimate, collaborative, sharing positive ideas, they work together to improve the quality of school. Fifth, professionalism improvement programs are strongly supported, they share information about their professional practice. The following is illustrated by the results of a negative school culture change study into a positive culture found by Deal Peterson's Joyce elementary school in Detroit, Michigan in his article Peterson (1998: 111) fifteen years ago the school was almost dead, but now strong because it managed to build a positive culture. Although the geographical location of the school is located in a lower middle class neighborhood, once inside you are greeted by a neat and clean garden of flowers and flowers. School mission is written on a large banner, right in front of you. Room by run of all the plant life pots are carefully groomed by the school staff and assisted students, principals, teachers, and students look friendly which makes the atmosphere conducive. In a school whose culture is not good, which was ever encountered by Deal and Peterson (1998: 110), everything was

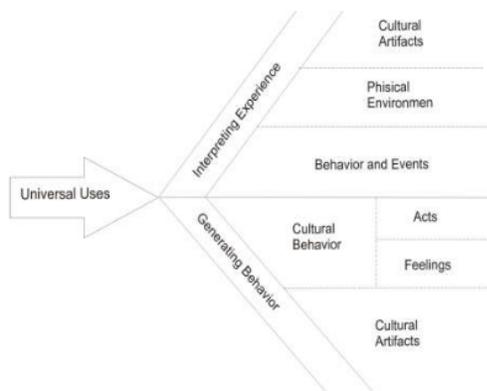
the opposite. The whole school was overwhelmed by depression and frustration. Every principal has his own minds about what the purpose of school is, they are divided. They do not believe they can improve the quality of school. Among them, the cause of school failure is only one, that is the students' own mistakes. They accused the students of not wanting to learn, even though they themselves are not the correct way of teaching. They blame the people, why not provide good quality students.

**Components of School Culture Development**

Depdikbud (2012: 26,29,36,41) mentioned the components that influence the development of school culture, among others are: (1) component of school principal, (2) component of teacher, (3) component of student, (4) you have to. Spradley (1979: 73-76) mentions the cultural components affecting the development of school culture include: (1) the organizational behavioral culture component; (2) artifact culture component; (3) components of verbal messages.

Freire & Achambault (1999: 490) suggests that, there are four components that influence the development of school culture. These components are: (1) educator, because it is the main agent that aims, directs, assumes responsibility for the education process; (2) the pupil, who becomes the object of educational endeavor in the sense that his behavior will be changed, his attitudes will be nurtured and muddled; (3) teaching materials to be implanted in students; and (4) the school's goals, objectives, goals, and outcomes. From some of the above opinions then the components that affect the school culture are: (1) the behavioral components of school principals, teachers, students, and administrative staff; (2) artifact culture components include documents, achievements, objects / school facilities; (3) components of verbal messages in the form of tatatertib and school programs; and (4) the value components contained in behavioral culture, artifacts, and verbal messages.

Spradley (1980: 8) suggests two levels of cultural knowledge can be described as follows:



The Two Levels of Cultural Knowledge Source: Spradley (1980: 8).

The picture above explains that cultural knowledge is two levels of awareness. First, explicit culture is the level of knowledge people can communicate about relative pleasure. Second, culture is not spoken (tacit). Spradley has done a lot to explain the unspoken nature of cultural knowledge. But according to Spradley each way of defining an unspoken culture is often different.

The concept of culture as acquired knowledge relates to symbolic interactionism, a theory that seeks to explain human behavior relating to meaning. Spradley (1980: 8) has identified three premises about the theory of human behavior. First, man acts on the basis of the meaning that things belong to them. Secondly, the meanings of a thing originate or arise from the social interaction. Third, meaning is handled and modified through an interpretive process used by a person in terms of the things they are dealing with.

Some opinions on the understanding of school culture above supported by the results of research Cavanagh, Robert F (1997) The culture and improvement of Western Australia senior secondary schools. The study is linked to school effectiveness. The results of the study found that the results of student studies are a consequence of the values and norms of school staff. It is these values and norms that shape the development of school culture and serve as a guide for teaching teachers.

The quality of school in the opinion of Freire & Achambault (1999: 490), in his book "Sued for education", will be realized with four elements. First, the educator who is the main agent who aims, directs, takes responsibility for the educational process. Second, the pupil who becomes the object of educational efforts in the sense of his behavior will be changed, his attitudes will be nurtured and modified. Third, teaching materials or knowledge to be implanted in the pupils. The four goals, goals, goals, and expected outcomes of the school.

The quality of the school is strongly influenced by the teacher component. In relation to this, the Planders research in Creemers & Laurens (2005: 81) concludes that teachers are positively related to the quality of student achievement, because teachers have a great influence on classroom teaching. Therefore, qualified teachers, as conveyed by Freire Archambault (1999: 492), are looking for ways to make meaningful material for students, motivate learners, and provide learning satisfaction, so schooling will please students.

The quality of schools is also influenced by the completeness of the administration of teachers, as stated by Glasser (1992: 19) that the completeness of teacher administration as a step to improve the realization of school's quality. In addition, Saphier & King (1985: 67-74) in Good seeds grow in strong cultures argues that the quality of schools is achieved through four elements, namely the quality of teaching teachers, curriculum renovation, good organization, parents and community involvement in schools.

Therefore, to improve the quality of school required a good school culture is as follows. First, improved behavioral culture of principals, teachers, students, and administrative staff. Second, the improvement of artifact culture in the form of documents, achievements, and objects. Third, the improvement of oral messages in the form of rules, school programs. Fourth, the improvement of the values contained in the culture of behavior, artifacts, and oral messages. In the opinion of Deal and Peterson (2002), the power that can be drawn from school culture is to build a more lively, enthusiastic, cooperative school and appreciate school identity.

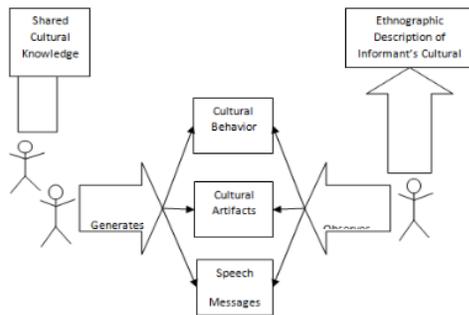
A quality school has good vision, mission, and goals to suit the school's needs. In the opinion of Kotter (1997: 85), good vision has three important goals, namely (1) explaining the general purpose; (2) motivate many people to take action in the right direction; and (3) will help coordinate the actions of many different people. School culture has a major impact on school

quality, as evidenced by the results of Wagner & Pellan's (2002) research in the Center for improving school culture (CISC), that many educators and researchers are trying to find the missing link in the field of school quality improvement. It is more related to school culture than the curriculum structuring project.

One indicator of quality schools, among others, has a good culture and excellence. Kotter & Heskett (1992: 31) suggests that a culture is good only if it "matches" with its context. In the opinion of Coold & Pyramid (2007: 62), superior culture is said to be strong if the cultural values themselves are understood and followed, and implemented largely by the human resources of the organization.

Quality schools include clear indicators. In the opinion of Douglas (1994: 350), the quality school indicator, the school has the ideal leader, makes the staff excel, understands and diligently tackles the problem, creates a caring and caring person for the school climate, instills trust in the school, and creates school development. In addition, quality schools, which are continuously communicating with communities to find ways to make schools effective. Glasser (1992: 178) says all the students will ask for quality schools and they will find out, so students say I like school because the school is more advanced, and I believe studying in school is good for us.

Spradley (1979: 11) writes that affect the development of culture includes components: (1) cultural behavior (cultural behavior); (2) cultural artifacts; and (3) verbal messages (speech messages)



Making Cultural Inferences Source: Spradley (1980: 11).

**The components that affect the school culture can be explained below**

**Principal Components**

Depdiknas (2012: 21-63) mentions that there are some task / role / responsibility of the principal in realizing the quality of the school. *First*, the principal needs to have the right strategy to achieve the school's vision, mission, goals, and targets. *Second*, the principal can bring a positive impression in influencing subordinates or others. *Third*, the principal is able to mobilize the existing resources in his / her environment. *Fourth*, the principal is able to make decisions skilfully (fast, precise, and sticky). *Fifth*, the principal can encourage school innovation. *Sixth*, the principal is able to build a team work that is compact, intelligent, and dynamic. *Seventh*, the principal encourages creative activities. *Eighth*, the principal creates the school as a learning organization.

Gerstner, Semerad., *Et al.* (1994: 119) argues, to advance the organization, leaders must be able to realize some things. *First*, devise and articulate a vision. *Second*, set a strategy for achieving it. *Third*, built a network of people who agree with and can help to accomplish the vision. *Fourth*, motivate these people (and others outside the organization) to work hard to realize the vision ". The task of leadership to advance the organization in the opinion of Kotter (1996: 26, 30) includes determining the direction of vision, directing employees, and motivating and inspiring members of the organization.

To make positive changes in the organization is not an easy thing, because the changes in the organization are many links between one another. Changes in organizations require a mature plan, both in the field of organization, job description, work culture, and leadership. DuRbin (2000: 13) says some of the following. First, leaders need to be able to influence people to follow an action using persuasion or example. Second, leaders need to establish relationships and partnerships with others. Third, effective leadership will inspire, influence, and motivate others into spearheads in moving useful change. Fourth, the leader transforms the extraordinary company by means of, among other things, showing the right direction.

The World Bank Report (2009) mentions the tendency of school quality to be closely related to the quality of school leadership. Research results found in other countries from studies conducted in 13 developed countries and 14 developing countries show consistent results that about one-third of the quality variance of education in schools is explained by the quality of principal leadership. The effort to improve the quality of schools is to improve the school culture, because in the opinion of Stolp (2004), that school culture will have an effect on improving schools, and the most important school leaders in improving school culture.

**Master Components**

In the opinion of Maslow (1954) quoted by Parkay & Stanford (2008: 116, 117) that the psychological orientation, the teacher should not force the students to learn. Instead, they need to create a climate of trust and mutual respect that allows students to determine what and how they learn, to question a policy, and to take initiative in making themselves. Teachers need to be facilitators, and the classroom should be the place "where the curiosity and desire for learning can be nurtured and strengthened".

Teachers in teaching need to have a variety of methods including constructivism teaching. Parkay & Stanford *et al.* (2008: 449, 452) argues that one of the most effective learning methods based on child development on constructivism teaching is as follows. *First*, the teacher provokes the student's previous knowledge and this is the starting point of teaching. *Secondly*, the teacher not only presents the material to the students, but also processes the student's effort to study the material. *Third*, teachers create a social environment in the classroom, a community of learners, which allows students to reflect and talk to others as they solve problems. *Fourth*, the role of teachers in teaching is as a regulator, guide, resource persons, advisors, and evaluators.

Teacher suggested by Martin Heidegger in Palmer (2001: 48), should establish a sympathetic and open relationship with the students, but not in a way to obey his will, but rather trigger a challenging spirit or motivation in learning, what needs to be offered to the child in subjects, and what are important issues

for learners in learning. Therefore, in Philip's opinion, Gail, and Lois (1985: 236) that teachers should be able to read, write, count, and have reasonable social knowledge. Teachers need to skill, have a lot of strategies, master class management, and can find solutions to problems.

To improve the quality of schools, teachers need to be provided with education and training. Horace Mann (1796-1849) in Parkay & Stanford, *et al.* (2008: 128) argue that teachers need to obtain education and training comprehensively with professional programs. Teacher training programs should not only be management behavior, but also related to teaching behavior. Horace Mann's opinion is supported by the results of Doyle's (1986) research in MONE (2002) which mentions that management behavior includes not only management, organization and classroom setting but also teaching behavior. Therefore, Creemers & Kaluge (2005: 8) says the learning process emphasizes education in the classroom that is mainly influenced by teacher behavior.

In addition, in realizing the quality of school teachers need to have a high professional. To go to the professional should the teacher know what and how professional it. In the opinion of Parkay & Stanford (2008: 175) teachers with high professionalism are as follows. First, care about the welfare of his students and represent them if needed. Second, foster relationships with colleagues in schools, parents, and agents in larger communities to support quality learning and student growth. Third, the teacher understands how factors within the school's outer environment (eg, family circumstances, community environment, health and economic conditions), because such things can affect students' lives and learning. In relation to Parkay & Stanford's opinion about the above-mentioned quality learning, the quality of learning process does not want as in the "bank style" education concept. It is stated by Freire (1972: 50) that the education of the bank style is education into a saving activity, where the pupils are a piggy bank and the teacher is a saver. The activity that happened was not the communication process, but the teacher asked questions, and filled in the savings received, memorized, and repeated obediently by the students.

The desired quality education process is that teachers and students work together in solving learning problems. Freire's statement is supported by Fletcher (2003: 134) put forward in his article, if teachers and students collaborate in teaching and learning, it can improve student achievement.

#### **Student Components**

The opinion of John Dewey (1902) in Parkay & Stanford (2008: 135) is believed that the mental, physical, and spiritual development of children can be enhanced by providing appropriate educational activities. The Montessori study of practicing physical exercise materials is used to develop students' knowledge and skills with appropriate material, and it turns out that the material stimulates students' interest and interest in their motivation to learn. Therefore, Parkay & Stanford (2008: 391) say teachers need to understand students' learning styles, and motivate and help their learning styles, so that with the help of teachers and others each student can develop skills strategies in learning according to their interests. One of the efforts in improving student achievement of learning, that is students need to be motivated. To motivate students to learn, among others, teachers need to find a good learning style, as Jerome Bruner (1966) cited by Ratna Willis

Dahar (1988: 125) suggests that discovery learning is consistent with human knowledge-seeking, and by itself gives the best result. Therefore, Bruner suggests that students learn through participating actively with concepts and principles, so they are encouraged to gain experience, and conduct experiments that allow them to discover the principles themselves.

In addition to learning by using good methods, students also need to be disciplined in learning. It is proposed by Geoff Colvin (2008: 10) that the fundamental means of enabling school goals is achieved, especially the goals of disciplinary achievement. Therefore, one of the criteria of qualified students is discipline in learning. Wien Sukarsih (2004: 7) said that students need discipline in improving the quality of school, the discipline in learning, dressing, making tasks, time of entry/exit class, ceremonial time discipline, and others.

To improve the quality of schools, it is not enough for learning activities for students, but also supported by others, such as Kent Peterson (2002: 111) that support the quality of schools, namely (1) intimate, collaborative, positive, they work hand in hand to improve school quality; (2) they share information about professional practice; and (3) their learning programs are sustainable; and (4) teachers, students, and staff have an agreement on what the purpose of the school is and what are the principles of values in school. However, in solving learning problems students need to help each other. Therefore, Parkay & Stanford (2008: 190) says to help students learn, students in groups work together in solving learning problems.

Students who acquire knowledge and skills in learning, mean showing the improvement of school quality. This is supported by the results of Creemers & Kaluge's research (2005: 131) which says that the results of 400 quality school studies in the United States with the following conclusions. *First*, schools have a productive climate and culture. *Second*, schools focus on the acquisition (knowledge) of students in terms of learning skills. *Third*, schools help students progress regularly. *Fourth*, good leadership. *Fifth*, the orientation of staff development on practical things in school. *Sixth*, the preparation and implementation of effective teaching. *Seventh*, high expectations of student achievement. *Eighth*, possibly another correlation.

#### **Component of Administrative Staff**

In an effort to achieve school progress, Kemendiknas (2012: 17) mentions the element of technical personnel, including librarians, labors, workshops, administrative personnel need to be empowered, so that their quality ability can be relied upon. Education and training are often used to upgrade their skills, but in principle these technical personnel will be more empowered if they are trusted. Kaagan (2008: 4) says to make their professional staff need training, they need to learn from each other, and how to do their work better.

To make professional staff, schools need to have a positive culture, as Coold & Pyramid (2007: 202, 203) say there are five stages of attaining a culture that positively impacts, that is forced, forced, ordinary, and cultural. The first stage is forced, it is realized that one of the constituent elements of behavior change is the existence of a system that can force a person or group to submit to the rules. The second stage is forced, through the established system, the employees with both consciousness and compulsion will willingly follow it. The third stage can be, a person's habits either through training or through coaching is associated with the system applicable

within the organization. The usual fourth stage, continuous habits, monitored is improved in accordance with changes in the environment that will become habitual work. The fifth stage of culture, routine and often expressed and accompanied by apersiation is expected to become a work culture that is a component of the organizational culture. Kotter & Koter & Heskett (1992: 18) say one of the quality performance indicators is a sense of commitment to the task.

To improve the educational process, school administrators need to improve their performance. One of the improvements in the performance of administrative staff is increasing the commitment, quality, and daily performance of the staff (Preedy, 1993: 46). Implementing commitments with jobs, staff coming and going on time, improving services to schoolchildren, doing good cooperation among staff, and doing tasks on time. Kotter & Haskett (1992: 18) says a sense of commitment or loyalty is said to make people try harder.

In addition, to support the improvement of teaching and learning process needs to improve the service administrative staff. Administrative clerk need skill that has skill needed in realizing performance. In the opinion of Coold & Pyramid (2007: 164), to advance the organization, the staff is required (1) teamwork, ie prioritizing teamwork to generate optimal synergy; (2) innovative, ie thinking and acting creatively; (3) excellent, that is to work hard to produce performance in accordance with individual potential; (4) proactive, ie taking the initiative when faced with possible risks; and (5) responsible, ie having a sense of responsibility for decisions taken and / or actions taken.

#### **Components Documentation**

Document of student achievement in the form of achievement of students entering elementary school of good quality. School program documents that have been successful in the past few years, such as student training program documents in competitions, sports competitions, art competitions, school hygiene contests need to be reexamined.

School documents about discipline have succeeded in disciplining students. This needs to be re-developed by schools in improving school discipline. In addition, if a school ever gets a school hygiene contest champion, the document needs to be revisited, perhaps steps to get the champion need to be improved as future guidance.

The document can be used to motivate students in learning by being socialized by the school's time of ceremony, meeting time with parents, and featured in the school profile book for students to see. Document documents of international, Asian, and national levels, which the school can need to maintain and display in the room so that students can see it, so that students are motivated in the next race and competition.

Documents goods/learning supporting materials students are always maintained/recorded as a guideline of the present and future in the form of the following documents. First, the building ministry document and the maintenance method. Second, documents purchasing books in the library as well as the rules of borrowing. Third, the Internet and computer purchase documents and the rules of use and maintenance. fourth, document the means of multimedia space and how to use and maintenance, and others.

#### **Achievement Components**

Components of achievement that affect students in achievement of academic and non academic achievement. Achievements are in the form of student achievement in coloring contest, bernyyi, reading poetry, reading prayers, and others. Achievements associated with the acceptance of high school entrance students both at home and abroad. Students' achievements in sports competitions/competitions, art contests, poetry reading contests, school hygiene contests, and so on.

Components of this achievement need to be developed by schools in improving the quality of school, such as the school ever get champion coloring contest, bernyyi, reading poetry, reading prayer, and others both national and local levels. This kind of achievement needs to be revisited how the school's steps are successful in achieving these achievements, and these steps are improved as guidelines for subsequent achievement.

Likewise sports or art achievements need to be developed by schools, such as schools have won sports or art events at the regional or national level. This needs to be examined again steps, then the school needs to improve the techniques or steps and be used as a guide for the future. In addition, schools need to give rewards to outstanding students. The prize as motivation and appreciation for students. With the award given by the school, of course students will be more pleased and feel cared for. The prizes can take the form of money, goods, or compliments, which are performed on certain occasions such as during flag ceremonies on Mondays, at farewell times, major school commemoration events, and so on. Some of these student achievements need to be socially discharged to students at school through announcements on the information boards, through school profile books, through pictures, etc. to motivate outstanding students.

#### **Component Things**

Depdiknas (2012: 3) states that the management of facilities and infrastructure are all activities related to the planning, procurement, storage, utilization and distribution, removal of facilities and infrastructure. In fact, it is mentioned also that the management of care and improvement including facilities management. In addition, carrying out supervision of facilities and infrastructure, whether moving or not moving in a school, to be used in accordance with the function and its work is also a means management.

Object component is very supportive of progress of school, because with complete of school facility, will give spirit of teacher and student to do teaching and learning process. For example, in school library books as needed, this is very supportive of student learning. The existence of the Internet is ready for operational and always on line in school, this is very useful for learning in school to find information related to learning materials.

In addition, the playground, the amount of play equipment, it is very helpful for students in practice in school, because students are not enough just to do the theory, but it is important also to practice in practice. Other facilities such as trophies need to be displayed in schools to motivate students, sports facilities, art facilities and learning facilities in the classroom is important in helping the learning process.

#### **Components of Rules/Code of Conduct**

Depdiknas (2012: 32) said that tata tertib school is a set of rules that must be obeyed and dilaksanakan by students, and intended

as signs for students in behaving, saying, acting in carrying out daily activities in school. The purpose of school discipline is to regulate the daily life of school so that the goal of education is achieved. Furthermore the school order to create conducive learning conditions, directing the behavior and attitude of students, and strengthen the unity and unity of school residents. Quality school rules are simple and clear school rules on rights and obligations, what can and can not be done, rewards and punishments are clear, and the rules are implemented consistently (MoNE, 2012: 32). Components of rules are very useful for students, teachers, and administrative staff, because the rules / rules are the signs of students, teachers, and administrative staff in performing tasks at school. Therefore, all schools need to have rules.

Rules are useful for students, teachers, and administrative staff to support the smoothness of their duties. If the school does not have an order, the school will be chaotic and insecure because there are no signs or rules to say, act, and act in school. Therefore, in schools need to be made rules and obey.

#### **School Program Components**

The school program component is very supportive of school progress because of the school program as a guide in achieving school vision and mission. School progress depends on the program, both long-term, intermediate, and annual programs. In PP 19 of 2005 on the national standard of education stated "Quality assurance of education as referred to in paragraph (1) done gradually, systematically and planned in a quality assurance program that has a clear target and time frame".

In the opinion of Dryden and Vos (Sudarwan, 2003) that measures to build a superior school or school to excel are presented below. First, plan the school as a lifelong resource center for the community. Second, ask students and their parents as customers of what they want. Third, guarantee success and customer satisfaction. Fourth, tanyani all kinds of intelligence and all learning styles. Fifth, use the best teaching, study and learning methods in the world. Sixth, invest in the main resource, the teacher as the facilitator. Seventh, make everyone a teacher as well as a student. Eighth, plan an integrated curriculum that connects personal growth, life skills, and learns about learning with all subjects. Ninth, change the scoring system. Tenth, use the technology of the future. Eleventh, take advantage of all community members as resources. Twelfth, give everyone the right to vote.

#### **Research methodology**

This type of research is a qualitative study using a naturalistic approach, this approach is chosen because it is suitable in describing the school culture associated with the culture of behavior, artifacts, verbal messages and the values contained therein. The study was conducted by three accredited Early Childhood Education schools A in Bengkulu. Data collection using documentation, observation, and interview techniques. School culture data were analyzed by domain analysis, taxonomy, component, and cultural theme analysis, referring to Spradley's book (1979).

#### **Findings of the Study**

The findings of the study indicate that the forms and ways of Early Childhood Education develop a behavioral culture, artifacts, verbal messages, and the values contained therein:

#### **Development of Behavioral culture**

The forms and modes of behavioral culture development include the following: (1) the principal as an example in disciplinary enforcement, the principal has the technical capability: strategizes, prepares the structure, prepares task details, transmits information through oral announcements, information boards, achievement boards, school profiles, and the internet; (2) the teacher as an example in disciplinary enforcement, using methods and media varied timing of the learning process, discussion / collaboration if experiencing difficulties, completing administration, following education and training; (3) students are well disciplined, have a strong karma, and have a good learning culture, (4) administrative staff as an example in the enforcement of discipline, collaboration / discussion if experiencing difficulties, follow the training, and do good service.

#### **Development of Artifact Culture**

The form and way of artifact culture development include: first, structuring and socializing the document of training result in school profile book, arrangement and socialization of trophies in cupboard and in display in strategic space to be seen by students every day, writing the data of students who achievement on the board of achievement, and attach pictures / photos of student achievement activities on the information board. The purpose of structuring and socialization of documents, trophies, and photos of student activities that is, to motivate students in achievement. Second, the arrangement of objects / school facilities include: the arrangement of classrooms to be comfortable and safe, the arrangement of library space, playground, internet, magazines and newspapers. All this aims to help students enjoy learning and make it easier to find lesson information.

#### **Verbal Messages**

The forms and ways of developing verbal messages include: first, socialization and application of order. The discipline of teachers and administrators is socialized by attaching the rules to the information boards in their respective spaces. The discipline of students, teachers, and administrative staff is properly applied in accordance with the applicable rules, such as if the remaining late, then the students and parents are given a warning, and sanctioned in accordance with applicable rules. If teachers are often late in class time teaching, then given a warning by the principal. If administrative staff is less disciplined then given a warning by the principal.

Second, the socialization and implementation of school programs. School vision and mission are socialized in front of the school, school programs are socialized to teachers and administrative staff at the initial meeting of the teaching year. School programs are well designed and implemented by schools through collaboration between principals, teachers, administrators, and parents. Implementation of the principal's program is monitored and evaluated by the school committee, the implementation of the teacher's program and the administrative staff is monitored and evaluated by the principal, the student's activities are monitored and evaluated by the teacher, and the activities of the principal, teachers, and administrative staff are evaluated by the parents at the end semester. If the implementation of a school program has a weakness then the program evaluation time is fixed in every semester by the principal, teachers, administrative staff, and parents.

### Values Contained in Behavioral Culture, Artifact Culture, and Verbal Messages

Based on the findings of the researcher, the form and way of developing the values contained in the culture of behavior in Early Childhood Education Accredited A namely: The value of faith and devotion of students in schools developed through among others: Islamic students commemorate the Prophet Muhammad SAW. Mining students' honesty values, among others, is that if students find other people's items in the school returned to the concerned or through the teacher, the students are honest in doing the class picket, and the students are honest in speaking well to teachers, friends, and others. The value of student openness developed through among others: students in the open daily interaction is friendly, mutual help, exchange of information. At the time the students talk is open both in issuing opinions and receiving opinions. Students are free to associate and do not distinguish ethnic, racial, and religious.

The development of the students' spirit values among others is through the implementation of 7K (security, orderliness, health, shelter, cleanliness, tidiness, and beauty). 7K shows the spirit of life for students, because their school is safe, orderly, clean, comfortable, beautiful, shady and neat, this makes students happy to come to school. If students feel happy to come to school means the students have shown the spirit of life. Clean, comfortable, neat, beautiful, and shady school environment, students also wear clean, neat, clean clothes. Development of the spirit of student learning in school, among others: students study in the class serious, diligent, concentrated, and often asked. Most of the rest periods are activities in the playground.

The value of self-awareness and the existence of others is developed among others: students have a simple lifestyle and are more concerned about others. Students have good manners that is polite, polite, respectful of others, and careful in attitude, speech, and action. The value to always appreciate others is developed in schools, among others: students do not harass others, care about others. Students are not selfish, not arrogant, and do not intercept talking time talking. Development of unity values and unity of students include: students have a value of unity and integrity in maintaining the cleanliness and security of schools, students help each other in difficulty as students help the weak economy if collecting money for the progress of the class. If a student is struck by a disaster such as his or her home students a fire, or there are students who are hospitalized because of illness, then the other students visit help, join in mourning and praying.

Development of values to always be positive attitude and prejudice to students in school include: students are not jealous or envy of others. Then students do not easily accuse others, students respect each other and respect, students behave, say in accordance with deeds, and students act according to the rules. Furthermore, students follow the teacher's advice about the value to always be positive attitude and prejudice against others.

Development of student discipline value through, students rarely violate *tatatertib*. As students are rarely late for classes, students are rarely late for flag ceremonies on Mondays, and students rarely do homework with friends in school. In addition, students always obey *tatatertib* berpakaian time to school, such as students wearing school material clothes, colors and models in accordance with the rules set school. Then students are always disciplined while studying in the classroom, students are

diligent, not noisy, not out if there is no interest and if there is interest students permission with the teacher.

Development of student responsibility values include: students are responsible for the cleanliness of the class, the class is clean because students have the picket class, then students do not throw garbage carelessly in the classroom. Responsibility with class security, students do not lose stuff in class, because all students secure the class. Responsibility if the teacher asked to come to the front of the class to demonstrate something.

Development of togetherness values for students, among others: students togetherness in maintaining school order, students togetherness in giving instructions to friends who have not mastered the subject matter described by the teacher. Students are together in helping the homes, the earthquake, and the flood, the fire. Students are together in giving the spirit of each team to compete, so that his team can win the game. The values contained in artifact culture are: (1) from the result of arrangement and socialization of value documents of student exercise result, socialization of student achievement both academic and non academic achievement, socialization of trophies, and arrangement of study room, library, internet room. These things have a positive impact to motivate students in achievement and (2) values contained in the culture of verbal messages, among others: socialization and application of school rules, socialization of school vision and mission, socialization of slogans, images / -write. These things can motivate and improve the attitude, speech, and actions of the student.

### CONCLUSION

Based on the research findings that the development of behavioral culture conducted by principals, teachers, administrators, and students, among others: disciplinary enforcement, technical ability; strategize, structure, detail the task of implementing good karma, doing discussions / collaboration, writing articles, making presentations, doing services, delivering information and applying a good learning culture. Documents and school achievements are socialized through oral / written announcements, information boards, through photos / pictures and display of trophies at strategic places. Socialization of documents and achievements aim to motivate students in achievement. Building / classroom is designed to be safe and comfortable, books in the library meet and relevant to the needs of students and teachers, playground as needed, the internet is ready for daily operation from 07.30 to 16.00, monthly magazine subscriptions, and newspaper subscriptions every day.

School rules help teachers, employees, and students do their duties and apply them to school rules, in addition to which disciplines are rarely violated by teachers, employees, and students. School programs are well-schooled and implemented by the school's citizens. Then the school develops the value of faith and devotion, honesty, openness, spirit of life, the spirit of learning, self-awareness and the existence of others, unity and unity, always positive attitude and prejudice toward others, discipline value, responsibility, and togetherness value.

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