

BUILDING POLITICAL AWARENESS OF GENDER FOR THE YOUNG LEARNERS


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Abstract: *The development of early childhood political and gender learning is based on various comprehensive rational considerations, children are a quality asset to the nation. Their success will determine the sustainability of the nation's life so that the nation will achieve its full potential. The purpose of this study was to determine the planning, methods, media, children's learning behavior, inhibiting factors, and teacher's efforts in overcoming obstacles, as well as evaluations carried out by teachers in introducing politics and gender in children aged 5-6 years in RA Ya Salam, Pati Regency. This study uses a descriptive research method with a qualitative approach. The samples of this study were 2 teachers and 21 children in grade B. The data collection used purposive sampling. The teacher's lesson plans were prepared quite well. There are 4 methods used, namely, habituation, storytelling, conversing, and sociodrama. The media used are pictures, books, videos, and dolls. The changing learning behavior of children includes their ability to classify their gender and they understand how to look the right way as a boy and a girl, they become aware of gender equality and are passionate about achieving their goals. The inhibiting factors faced by teachers are the stereotyped behavior of gender roles that have been entrenched, as well as the limited time and learning media. The results of this study indicate that political and gender learning in overall learning has been implemented well.*

Keywords: *child politics, child gender, early childhood*

A. Introduction

Cases of immoral acts involving victims of minors are still rife. Since the Law on Crimes against Sexual Violence (TPKS Law) was officially passed at the Plenary Session of the DPR RI on April 12, 2022, cases of child sexual violence have not subsided and tend to increase and even occur one after another in almost all levels of Indonesian society. Ironically, most of these acts of social violence occurred in the school environment, from early childhood education to tertiary education. Child sexual abuse is a form of child abuse in which an adult or older youth uses a child for sexual stimulation. Forms of child sexual abuse include asking or pressuring a child to engage in sexual activity (regardless of the outcome), providing indecent exposure of the genitals to a child, displaying child pornography, having sexual relations with children, physical contact with the child's genitals (except in certain non-sexual contexts such as medical examinations), viewing a child's genitals without physical contact (except in non-sexual contexts such as medical examinations), or using a child to produce child pornography. The effects of sexual violence on children include depression, post-traumatic stress disorder, anxiety, a tendency to be further victimized in adulthood, and physical injury to children among other problems. The age of children is very vulnerable to experiencing sexual violence, where children do not yet understand the circumstances of their surroundings, children can only absorb what they see and then imitate it. Children are very easy to be influenced, so supervision and protection from various parties must be given and paid attention to. This is in line with early learning about gender recognition, how children protect themselves from various acts of sexual abuse around children and children stalk their gangs and try to take good care of them. The role of schools, teachers, and parents is very important in inculcating gender from an early age Arini (2015:1). Moreover, the gender pay gap in Indonesia needs to be addressed more seriously. The data shown by UN Women, the gender pay gap in Indonesia is a severe problem. It shows that women are paid 23% less than men (UN Women Indonesia 2020). This issue also must be addressed using political awareness of gender in early childhood education. This aims to show young learners gender equality and the prospective jobs that they may

have regardless of their gender and stereotypes.

Early childhood education is a fundamental effort in facilitating every child's progress in their golden age. As a fundamental process, education does not only focus on the academic value of the pupils, but also empowers holistic development such as potential, self-concept, and characteristics of pupils. One of the aspects of self-concept and characteristics of children is the realization of gender roles. Hurlock (1978: 172) stated: "Because the foundations for determining gender roles have been laid during the first years of life." Another researcher Meece (2002: 413) also claimed: "Children have already learned a great deal about gender roles before they enter school." Therefore, the introduction of gender roles needs to be given to children from an early age to help children fully realize their self-concept as men and women.

The introduction of gender by educators is fundamental to be given to early-age students. NAEYC (in Sujiono 2011:6) described: "Young learners are children in the age 0-8 years." Children aged 5-6 years are part of early childhood which is terminologically referred to as pre-school age children. Experts call it the *golden age*, where the development of intelligence during this time has increased by 50%. According to Santrock (2009: 11), "Gender is another key dimension of children's development." The importance of introducing gender roles from an early age is closely related to the development and formation of children's behavior and personality patterns in adulthood. Therefore, any kind of information that is correct and closely related to gender roles must be implanted appropriately so that it can be stored in the child's memory in the long run.

Learning about gender roles in children can be done through various learning methods in which the implementation of every learning activity must be concrete and oriented to play activities. According to Hurlock (1978: 175) "A teacher who wants to encourage children to learn gender roles as equals will let boys and girls play with toys of their choosing, regardless of gender." The task of teachers as planners of learning activities is required to create a learning environment that is comfortable, and safe, and attracts children's interest and curiosity to learn more about gender roles without categorizing activities that are suitable for boys or girls only. Methods that can be used for gender role

recognition include storytelling methods, habituation methods, sociodrama methods, and conversation methods.

Previous research was conducted by Dewanti (2015) at Permata Bunda Kindergarten, Pontianak Timur, with the results showing that the introduction of gender roles in learning tends to refer to Permendikbud No. 137 of 2014 and has been well-implemented. The difference with this study is that it uses an independent curriculum in PAUD units.

B. Methods

The research method used in this study is descriptive. According to Nazir (2011: 55): "The descriptive method is a research method to gain a picture of a situation or event, so this method intends to accumulate basic data only." This study uses a descriptive method because through this method the researcher wants to explain the conditions of gender role recognition in learning that takes place in class B, RA Ya Salam, Pati Regency thoroughly, broadly, and deeply, both teacher activities in planning learning, children's learning behavior, methods and media used by teachers, inhibiting factors, teacher efforts in overcoming obstacles, and evaluation of learning.

The research approach used in research on the introduction of gender roles in learning in children aged 5-6 years in RA Ya Salam Pati Regency is qualitative. The data was then analyzed using a descriptive-analytical method. This method was chosen because the presentation of the research results chosen by the author does not use statistics and numbers. The subjects of this study were 2 class B teachers and class B children totaling 21 children consisting of 12 boys and 9 girls. The data collection used is purposive sampling, in which the researchers take a chunk of the population in the school which it has students in early childhood education with a gender-based curriculum. The selection of schools is based on schools that have implemented gender education from early childhood.

Data collection techniques in this study are (1) Direct observation techniques carried out on objects at the place where the event took place so that the observer is in the same place as the object observed. Researchers use a form of participant observation with data collection tools in the form of observation guides and field notes. This technique is used to observe the teacher's ability to plan learning, observe the teacher's ability to

carry out learning, and children's learning behavior in recognizing gender roles. (2) Unstructured interview technique is a way of taking research data using researchers determining the focus of the problem only and not providing alternative answers that must be chosen by informants (Musfiqon (2012: 118). The data collection tool used to obtain data in this research is in the form of a guided interview. The interview was conducted face-to-face between the researcher as the interviewer and two class B teachers of RA Ya Salam, Pati Regency as informants/resource persons. Researchers also interviewed the head of RA Ya Salam and three parents of children for additional information to enrich the results of the study. This is done to obtain information about planning, methods, media, children's learning behavior, inhibiting factors, teacher efforts in overcoming obstacles, and evaluating the introduction of gender roles in learning in class B RA Ya Salam. (3) Documentation technique is a way of collecting data through written relics, especially in the form of archives and including books on opinions, theories, postulates/laws, and others related to the problem of Nawawi investigation (2007: 141). The data collected in this study are in the form of archives such as Daily Activity Plans (RKH), RA profiles, number of children, number of teachers, and photos during learning. All documentation data can support the research process.

The process of analyzing data while in the field using interactive models from Miles and Huberman. Data analysis consists of three lines of activities that can occur simultaneously, namely: data reduction, data presentation, and conclusion/verification Miles and Huberman (1992: 16).

Data Collection

Data collection is one of the most important stages in the research process, because only with the right data can the problem formulation be answered by researchers. The data collected in this study are related to planning, methods, media, children's learning behavior, inhibiting factors, teachers' efforts in overcoming barriers, and evaluation of gender role recognition in learning. Data collection was obtained from observational studies, documentation, interviews, and field notes.

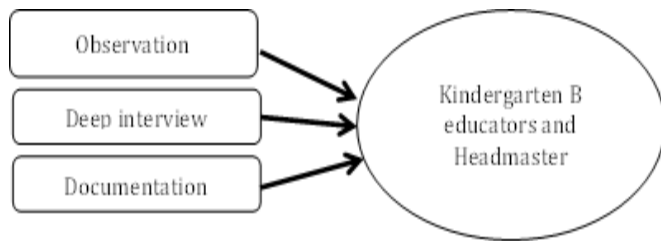


Figure 1. Technical Triangulation

Source: Sugiono (2014)

Data Reduction

Reducing data means summarizing, choosing the main things, focusing on things that are not important, looking for themes and patterns, and discarding unnecessary Sugiyono (2014: 338). Data collected from observational studies, documentation, interviews, and field notes were then selected and focused on research on gender role recognition in learning, while unrelated data were discarded. Data that has been reduced will obtain a clearer and sharper picture of the results of observations which also makes it easier for researchers to find the necessary data.

Data Display

Data display or data presentation is an effort to see the overall picture or certain parts of research data (Asmara 2007: 75). The presentation of data in this study will later be in the form of narrative text. By presenting data, it will make it easier for researchers and readers to understand and know everything that happens in the introduction of gender roles in learning.

Conclusion Drawing/Verification

This research was carried out at RA Ya Salam which is located at Jalan Kyai Gusti No. 04 Pucang Desa Jatiroto RT. 02 RW. 05 Kayen District, Pati Regency, Central Java Province. This study aims to describe the introduction of gender roles in learning in children aged 5-6 years in RA Ya Salam. The following will be discussed the results of observational studies, documentation, and interviews regarding the introduction of gender roles in learning.

Planning for the Introducing Gender Roles in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

Planning for the introduction of gender roles in learning at RA Ya Salam is prepared in the form of RKH referring to Permendikbud rules No. 137 Year 2014. In RKH the teacher has listed themes, indicators, and learning activities consisting of 4 stages (pre-learning activities, initial activities, core activities, and closing activities), 4 steps (footing the play environment, footing before playing, footing when playing, and footing after playing), and characters that want to be developed in children. However, there are still several shortcomings, including the RKH which was compiled does not contain an assessment instrument for recognizing gender roles in learning.

Implementation of Gender Role Introduction in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

The introduction of gender roles in learning in RA Ya Salam, Pati Regency is carried out through four stages of learning activities, namely pre-learning activities, early learning activities, core learning activities, and closing learning activities. In the four stages of the activity, there are also four learning steps, namely environmental footing before playing (in pre-learning activities), footing before playing, footing when playing, and footing after playing (in the core learning activity).

Methods Used for Gender Role Recognition in Learning for Children Aged 5-6 Years in RA Salam, Pati Regency

The methods used for the introduction of gender roles in learning in RA Ya Salam can be described as follows; The method used is the storytelling method carried out by the teacher at the beginning of each learning activity, the conversation method is carried out by the teacher at the end of the core learning activity and at the time of recalling, the habituation method is carried out by the teacher in the morning in pre-learning activities, namely by *toilet training*, children put on clothes and look neat to kindergarten, and accustom children to be polite and obey the rules in kindergarten. Meanwhile, the sociodrama method as expressed by class B teachers is only carried out and staged at the end of each semester.

Media Used for Introducing Gender Roles in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

The media used for the introduction of gender roles in learning at RA Ya Salam are images, videos, storybooks, and dolls. The form of image media is one-dimensional image media such as photos, print-out whole color images of boys and girls, color series images to train children to do personal hygiene, and photos of adult work and professions. The drawing media is made and prepared by the teacher himself at the same time as compiling the RKH. Video media in the form of videos about movies and songs downloaded from youtube contain content about gender equality and gender recognition in early childhood. Storybook media uses books made by teachers themselves using cloth and books that are sold in bookstores that contain gender learning for children. Lastly, the medium of puppetry, used for role-playing, there are hand puppets and finger puppets about the differences between men and women.

Children's Learning Behavior After Following the Introduction of Gender Roles in Learning in Children Aged 5-6 Years in RA Ya Salam, Pati Regency

Children's behavior that seems to change after children follow the introduction of gender roles in learning includes; Boy and girls can identify the attribute of a certain gender, children know that they are boys and/or girls, children know what is right for them, children know how to look appropriate for themselves as boys and as girls, children understand their capacities and abilities, children can do personal hygiene, children dare to be leaders, children are more enthusiastic in spreading their dreams and most children only want to play with the same sex.

Inhibiting Factors for the Introduction of Gender Roles in Learning in Children Aged 5-6 Years in RA Salam, Pati Regency

Factors inhibiting the achievement of the goal of recognizing gender roles in learning include the frequent occurrence of gender bias in social interactions between teachers and children in RA Ya Salam. Gender bias behavior that often arises includes teachers assuming that girls are more obedient and organized than boys, girls should not feel strong / considered inappropriate

behavior (displaying physical abilities such as playing climbing, running around), boys should not cry, boys who behave meekly are considered not men / tend to be more female. Furthermore, there are limitations of media used in learning, namely only image (visual) media, lack of teacher insight into gender roles and the emergence of cross-opinions and habits that occur between teachers and parents, the absence of socialization regarding gender roles and the absence of gender roles specifically and in detail in Permendikbud rule No. 137 the Year 2014.

Teachers' Efforts in Overcoming Barriers to Gender Role Recognition in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

Teachers' efforts in overcoming barriers to gender role recognition in learning include making pictures of gender roles and pasting them on classroom walls; printing out images found on the internet during lesson planning; training children to use the toilet and perform proper personal hygiene; Boys and girls are free to be master of ceremonies (ceremonial commander), lead prayers, head playgroups; incorporate gender role recognition materials into the Daily Action Plan; and arrange the sitting position of mixed children, there are men and women in one group (one group consists of at most five children).

Evaluation of gender role recognition in learning in children aged 5-6 years in RA Ya Salam, Pati Regency

Evaluation of the introduction of gender roles in learning carried out by teachers is, assessment is carried out when children play in core learning activities by asking children several questions and looking at children's ability to complete tasks and changes in behavior shown by children after the introduction of gender roles in learning. Data from documentation studies obtained by researchers on the assessment of child development in recognizing gender roles are carried out by teachers using assessment sheets that have been made previously and the summary and the assessment aspects of development such as language, cognitive, social-emotional, motor, and so on so that there is no assessment instrument made specifically to assess the recognition of gender roles in learning. Teachers use the indicators

of the level of developmental achievement in Permendikbud rules No. 137 Year 2014 as an assessment guideline.

C. Result and Discussion

Planning for the Introduction of Gender Roles in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

The Daily Activity Plan made by teachers refers to the Regulation of the Minister of National Education Permendikbud rules No. 137 Year 2014 concerning Early Childhood Education Standards. Based on the data found in RKH, there are already themes, indicators, and learning activities consisting of 4 stages (pre-learning activities, initial activities, core activities, and closing activities), 4 steps (footing in the play environment, footing before playing, footing when playing and footing after playing), and characters that want to be developed in children. However, some shortcomings were also found, namely not containing sub-themes, core competencies, basic competencies, learning objectives, learning outcomes, learning steps, content, or learning materials according to the theme were not prepared so that there was no clear reference/basis for the material and the assessment instrument for gender role recognition was also not specifically prepared.

Trianto (2011: 121) revealed that preparation in preparing lesson planning, namely: "a) Pay attention to the kindergarten learning program for one semester. b) Describe each theme into subthemes. c) Perform an analysis to estimate how long the theme can be used in learning, for example, six days, two weeks, or something else. d) Pay attention to themes and subthemes." According to Masitoh (2007: 4.4): "The components of learning planning are learning objectives, content (learning materials), learning activities (teaching and learning activities), media and learning resources, and evaluation."

Based on the explanation above, it can be concluded that the planning of gender role introduction in learning for children aged 5-6 years in RA Ya Salam has been prepared quite well by the teacher.

Implementation of Gender Role Introduction in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

According to Tangyong et al (2009: 6) the implementation of

the teaching and learning process consists of: "Organizing classes, using teaching and learning facilities, carrying out teaching and learning activities with a supportive play arrangement (opening, core, and closing)." The data found by researchers after researching the implementation of gender role recognition in learning at RA Ya Salam indicates that in the implementation of teaching and learning activities at RA Ya Salam, the teachers have organized classes, using facilities such as image media as learning resources, varied play tools and adequate infrastructure, everyday activities are divided into four stages, namely: Pre-learning activities; Early learning activities; Core learning activities consisting of four footings (foothold of the play environment, footing before playing, footing when playing, and footing after play) and; Closing learning activities.

Based on the explanation above, it can be concluded that the implementation of gender role recognition in learning for children aged 5-6 years in RA Ya Salam has been carried out by teachers well.

Methods Used for Gender Role Recognition in Learning in Children Aged 5-6 Years in RA Ya Salam, Pati Regency

The methods used for the introduction of gender roles in learning in RA Ya Salam include the storytelling method, conversation method, habituation method, and sociodrama method. This is in line with Suardi's opinion (2012: 118) which states: "Choosing the right method will arouse student learning motivation." The four methods above are considered right on target because as expressed by Trianto (2011: 94) "The storytelling method is in the form of listening to an oral speech that tells an event." Furthermore, Permendiknas Number 58 of 2009 concerning Early Childhood Education Planning Process Standards on Learning Principles states that: "Learning activities are carried out gradually, continuously and habitually." Paciorek (2007: 128) says, "Sociodramatic play clarifies the world of pretend versus real." Trianto (2011: 94) revealed, "The method of conversing is in the form of conversing or questioning activities between children and teachers or children and children."

Based on the explanation above, it can be concluded that there are four methods used by teachers for the introduction of gender roles in learning, namely the storytelling method, habituation method, sociodrama method, and conversation method.

Media Used for Introduction of Gender Roles in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

The media used for the introduction of gender roles in learning at RA Ya Salam are images, videos, books, and dolls. The image media used are chosen based on the students' characteristics, needs, interests, and learning objectives. This is in line with what was expressed by Subana and Sunarti (2010: 323). They stated that the purpose of using image media in gender role recognition through learning can be achieved if the image meets the following requirements: "1) Good, clear, interesting, and easy to understand. 2) Suitable with the learning material. 3) Authentic, meaning to describe the real situation. 4) Appropriate for the age level/ability of the student. 5) Although it is not absolute, the picture should have interesting colors so that it looks more real and stimulates students' interest in observing. 6) The comparison of the size of the image must match the size of the object that should be. 7) To make the pictures more interesting and can be understood by the students, the pictures must show what the deed is doing. 8) The image chosen should contain pure values in social life." Video media in the form of videos about movies and songs downloaded from YouTube contain content about gender equality and gender recognition in early childhood. Storybook media uses books made by teachers themselves using cloth and books that are sold in bookstores that contain gender learning for children. Lastly, the medium of puppetry, used for role-playing, there are hand puppets and finger puppets about the differences between men and women.

Based on the explanation above, it can be concluded that the media used by teachers for the introduction of gender roles in learning for children aged 5-6 years in Ya Salam, Pati Regency uses images, videos, books, and dolls.



Figure 2. Teachers use image media to introduce gender-based learning and politics from an early age



Figure 3. Teachers use book media to introduce gender-based learning



Figure 4. Children use book media in gender learning



Figure 5. Teachers use the teacher's book media in gender learning



Figure 6. Teachers use hand puppet media in gender learning



Figure 7. Teachers use video media in gender learning

Children's Learning Behavior After Following the Introduction of Gender Roles in Learning in Children Aged 5-6 Years in RA Ya Salam, Pati Regency

Changes in behavior shown by children such as boys being more expressive in conveying their feelings, girls do not embarrass to lead their friends, children knowing how to look right according to their gender, children knowing the right play tools for themselves, and children being trained to use the toilet. This is largely in contrast to the opinions of experts such as Schustack and Friedman (2006:12) who state: "If gender differences were seen as something learned through reinforcement, they might be more flexible to change." This is in line with Emma Watson (in her 2014 HeforShe campaign launch speech) who stated: "Both men and women should feel free to have sensitive feelings. Both men and women should feel free to be strong. It's time for all of us to accept gender as a spectrum, not as two opposing ideas."

Based on the explanation above, it can be concluded that children's learning behavior after following the introduction of gender roles in learning mostly changes towards positive social behavior, which includes appropriate boundaries for appearance for boys and girls, training to use the toilet, recognizing themselves as humans who are different according to gender.

Inhibiting Factors for the Introduction of Gender Roles in Learning in Children Aged 5-6 Years in RA Ya Salam, Pati Regency

Factors inhibiting the introduction of gender roles in learning in RA Ya Salam, obstacles that exist include lack of time to introduce gender roles so that the process of forming self-concept understanding in children becomes inhibited, there is a cross of habits between parents at home, and teachers in RA, lack of teacher insight into gender roles, the culture of behavior stereotyping gender based on gender, difficulty in adapting gender role recognition learning materials to various appropriate learning methods, limited learning resources and media owned by kindergartens, issues regarding the right values for each gender have been deeply rooted in society so that they affect education, and the short concentration of children in listening to The teacher's explanation makes it difficult to deliver material on gender roles.

The above findings are in line with the opinion of Slavin (2011: 158) who states: "Teachers tend to punish women more quickly and overtly for aggressive behavior than punish men." According to Woolfolk (2007: 179): "By age 4 or 5, children have developed a gender schema that describes what clothes, games, toys, behaviors, and careers are 'right' for boys and girls."

Teachers' Efforts in Overcoming Barriers to Gender Role Recognition in Learning for Children Aged 5-6 Years in RA Ya Salam, Pati Regency

Teachers' efforts in overcoming obstacles to gender role recognition in learning at RA Ya Salam are, making pictures about gender roles and pasting them on the classroom wall, making printout images found on the internet, training children to use the toilet correctly, inserting gender role recognition materials into DAP, boys, and girls are free to be ceremonial leaders, prayer leaders, lead the playgroup and arrange the position of mixed children between boys and girls. However, the barriers found by researchers regarding the culture of behavior stereotyping gender roles carried out by teachers unknowingly have not been overcome due to limited learning media and teachers' lack of insight into gender roles themselves. This is in line with what Santrock (2004: 157) expresses: "Gender stereotypes are categories that reflect impressions and beliefs about what behavior is appropriate for men and women."

Evaluation of gender role recognition in learning in children aged 5-6 years in RA Ya Salam, Pati Regency

Evaluation of the introduction of gender roles in learning, evaluation is carried out by teachers when the core learning activities are in progress. Assessment instruments that specifically assess gender role learning outcomes are not made specifically because teachers assess learning outcomes with assessment sheets that contain all aspects of development using indicators by Permendikbud No. 137 of 2014. Values are measured using the number of stars not based on the categories of underdeveloped (BB), beginning to develop (MB), developing as expected (BSH), and developing very well (BSB). The assessment procedure, although not specific, is almost to the opinion of Rohman (2012:

20) who states: "Evaluation is a step to determine the success of a teaching and learning process, as well as find weaknesses that exist in the process to be improved."

These are the result of the evaluation of gender introduction in RA Ya Salam, Pati Regency according to the daily plan activity and students' activities in class. Five standards are sought to know about gender introduction in the classroom. The standards are: 1. Teachers prepare gender-based activities that differentiate boys and girls, 2. Teachers offer gender-based play tools, 3. Students can express their feelings freely, 4. Students can identify their gender group, 5. Students can freely choose their occupation regardless the gender. The result of the observation shows this figure:

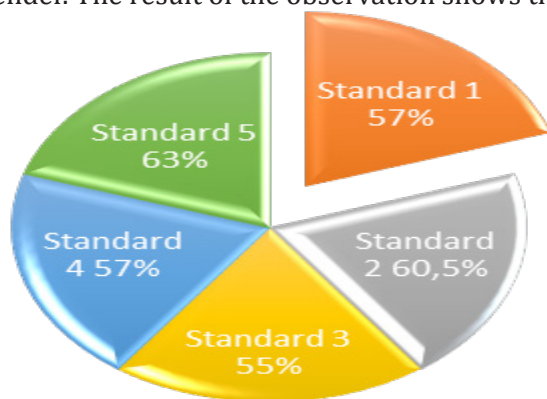


Figure 8. The result of the observation

From the figure, it shows that several treatments must be done to address the problems. To increase gender-based activities in the DPA, researchers introduce some fun activities for students. Those activities are singing along to gender-based music, watching videos and moving along, role-playing with gender-based themes, and storytelling. To meet the second standard, researchers gave some examples of play tools that will assess students' understanding of gender. The tools provided by researchers are books, videos, cardboard, puppets, and pictures. The third standard was tried to increase by encouraging students regardless the gender to be outspoken about their feelings through some games and storytelling. This method is also used to increase the standard fourth and fifth. The result of the treatment can be seen in this display of the Likert scale below:

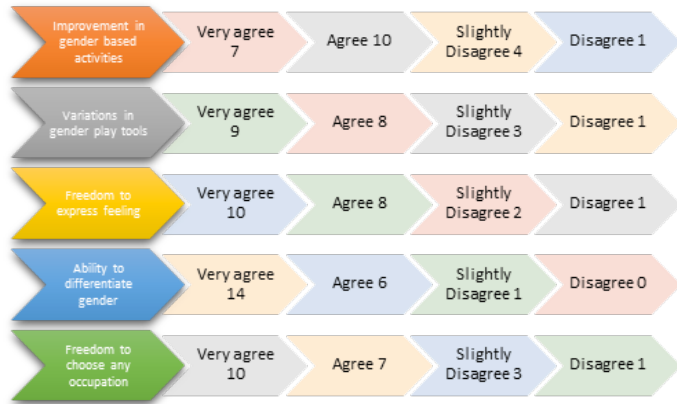


Figure 9. The result of the treatment of the Likert scale

D. Conclusion

Based on research conducted at RA Ya Salam regarding the introduction of gender roles in learning for children aged 5-6 years, it can be concluded that the activities to introduce gender roles in learning for children aged 5-6 years at RA Ya Salam refer to Permendikbud regulations No. 137 in 2014 and in general, it has been implemented quite well. This is because the methods used have varied and are right on target. However, there are still some deficiencies in the planning prepared by the teacher, namely the media used is only one type of media image, and the teacher's efforts in overcoming obstacles have not been maximized. The evaluation is not specific to one aspect but directly assesses all aspects of children's knowledge development. The novelty of this study is to use an independent curriculum that is implemented in early childhood education and daily activity plans made by teachers referring to the Regulation of the Minister of National Education Permendikbud No. 137 of 2014 concerning Early Childhood Education Standards. Meanwhile, the limitations of the research were that research was only conducted at one institution, namely RA Ya Salam, Pati Regency, so the data presented was incomplete. Further research can be carried out at several wider early childhood education institutions and from various regions.

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