CURRICULUM'S DISEEMINATION OF FULL DAY EARLY CHILDHOOD EDUCATION

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Curriculum's Dissemination of Fullday Early Childhood Education (PAUD) in Yogyakarta Special Region (DIY)

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This research aims to disseminate the result of the research about diffusion or the process of spreading the previous year innovation. The research method uses Research and Development (R and D) and dissemination process is the last stage. The dissemination process is divided into several stages namely socialization, training and assistance. This research employed an approach for adult education because the participants were early childhood education teachers. The methods used for training were simulation and peer teaching. There were five department receiving intensive assistances, and then these departments became the learning center for early childhood education departments around that region. Finally, dissemination was assessed based on the effectiveness of the training. Improving the quality of fullday early childhood education (PAUD) is very beneficial for the development of childrens. Despite the working mothers are greatly helped by the existence of quality fullday early chilhood education.

Keywords: Full-Day, Early Childhood Education.

1. INTRODUCTION

The formation of human resource quality depends on the three environments, namely school, family and society. Ki Hajar Dewantara called them as three centers of education. Scientific studies upon the importance of family education mostly mention family as the main and first education for children.

Social changes that affect the form of family, from extended to nuclear family, create parenting changes that depend on the husband and wife. This is supported by Fathurochman (2001:2) as cited in Ardiner and Gardiner (1998), in the last decades family has undergone the changes in formation from big to small family. This change influences several aspects. The first aspect is the size of the family is decreasing from extended to nuclear family. Second, in transition process, the role of the family shifts from social emotional to economics. The increasing phenomena of working husband and wife decrease family time so that children have more interaction with and are influenced by the school environment.

The role of working husband and wife is increasing day by day. This is supported by industrial revolution that gives women opportunity to work. Research in America shows that the number of working women is increasing in the last decades. Research was done in families whom have children under 18 years old.

In 1940, the number of working women was 8, 6%. The number is increasing up to 18, 2% in 1946, 27,5% in 1956, 35, 5% in 1966, 18, 8% in 1976, 62, 5% in 1986, and 70% in 1996. The increasing number of working mothers has significant impacts to the family status, the women status, the parent attitude and perspective upon children gender (children's perception based on sex and it significantly affects the middle to low family (Hoffman:2).

Hoffman found that there are different impacts from working and non-working mothers to children.

1. Daughters with working mothers have high academic achievement, more successful carrier, have various choices of non-traditional carrier, and have working commitment.

2. In the case of poor family with either complete or single parents, children with working mothers have high IQ score as well as EQ score.

3. In the last few years, research has shown that sons with working mothers have lower performance than boys with non-working mothers.

Hoffman and Nye in ngranurindani (2008: 3) mention that working mothers who enjoy their works have positive interactions with their children and become more sympathetic and patient while disciplining their children. The reason is because they feel guilty while leaving their children and struggle to be overwhelmingly better mothers so that children are raised using protective parenting. On the other hand, mothers who do not enjoy their work

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tend to use hard method to educate their children and give a minimum attention compared to mothers whom love their jobs.

The fullday kindergarten program has a positive impact on the academic and social improvement of children.[7,12,22]

The phenomena of working mother also take place in Indonesia. According to statistical data, the number of male and female participation in education at senior high school in 2011 is balanced. The percentage is 48,31% for female students and 47,64% for male students. This certainly provides a bigger number of job opportunities for women.

The increasing number of working women and the smaller family reformation make family needs partners to educate children. Therefore, there are increasing numbers of baby daycare institution and full day schools. According to statistical data, there are thousands of early childhood education institutions. In the Special Region of Yogyakarta (DIY), institutions with full day and daycare have various types and forms of services. Full day kindergartens, daycares, and lower elementary schools facilitate small families with working spouses. This is not only in Indonesia, but also in Rhode Island. In 2004–2005, the data show that 100% children in Rhode Island following full day kindergarten program.

Full day kindergarten program is educational program that provides services for 8 hours minimum in a day starting from 8 a.m., to 3 p.m. The research shows that children following full day kindergarten program are more ready to enroll in elementary schools and have better reading ability compared to children following half day program. The reason is because the teachers have more time to identify children's learning styles, needs and problems. Meanwhile, from children's perspective, they tend to have choices to do more activities, learning preferences, and activities due to longer time.

Indonesia as a developing country still has limitations related to research upon full day program in terms of effectiveness, impacts to children, and learning models. This research will map the existing full day programs, and then develop the types of the program and program management. This research produces learning model guidance to establish full day early childhood education.

2. EXTENSION-RULE BASED THEOREM PROVING METHOD/LITERATUR REVIEW

Early childhood education is one of strategic program which is widely developed. Wortham (2005) states that the early childhood education need analysis should involve parents and caretakers as the sources of information since children spend their time mostly at home. Preschool education, kindergarten, and early elementary school are more suitable for children's need and competence in learning. However, it will be difficult if the information from parents about children's habits, preferences, and competence is not collected since the beginning. This information will be developed at schools.

UNESCO (2001) defines early childhood education as a life period from baby to 8 years old. It is paramount time to develop children's brain as the basis of learning stages.

Ojala (Harkonen, 1985: 1993) defines early childhood education as interactive process in the home environment, daycare and preschool aiming to develop children's personality from 0 to 6 years old. Practically, Ojala (1978) describes that early

childhood education as practical knowledge where activities are applied in the preschool age. Preschool is started with children daycare service, playgroup and kindergarten.

The purpose of early childhood education is to develop all aspects of children's developments, beside education and teaching, as well as the fulfillment of children's basic needs. This stage must be able to prepare children slowly and well to school age. Ojala underlines that early childhood education should be based on theory and the theory should be suitable with what happens in the field.

Early childhood education management is an activity in organization or institution to achieve definitive goals. In relation to full day early childhood education, early childhood education management consists of several stages, namely planning, organization, motivating, assistance, assessment and development (Sudjana, 2011). Faludi in Sudjana (2011: 58) explains that planning is the process preparing a set of decision for action in the future directed at achieving goals by preferable means. From this definition, planning can be translated as a process of decision making for activities in the future to achieve certain goals. In relation to full day early childhood education institution, an institution should have planning including institution development as well as learning plan. The purpose is to achieve optimal child growth. Planning in early childhood education is classified in national standard including finance, educational personnel, learning, institution, curriculum development and the like. In this research, planning is limited to the institution and learning planning.

Connor in Sudjana (2001: 105) explains that organization is an activity that serves to achieve certain goals. Organization is done by arranging a group of people to do activities. In relation to full day early childhood education, the job descriptions are divided into teachers, educational personnel that are responsible for administration and the chairperson to lead the institution. Organization is important because the chairperson supervises the performance of teachers, caretakers, administration officers and the other field in relation to cleanness. The officer organization in full day early childhood education institution is mentioned as formal organization.

3. RESEARCH METHOD

This research uses Research and Development (R and D) methods. The first step is research and information collection and preliminary study were resulted on mapping out of fullday early childhood education (PAUD) in DIY.[6] The next step is developing the primary form of product which is resulted the development of fullday early childhood education (PAUD) model and the teaching guidlines which was validated by the expert (preliminary field) and content perspectives by Prof. Dr. Suparno while the curriculum structure was validated by the media expert Dr. Sujarwo. After got validation then it will be revised (main product revision) and had some limited trial tests (main field testing) then comes into the last revision (final product revision). The last step is dissemination by educator.

The greatest challenge is that the government and stakeholders did not have the exact data on the number of institutions that have fullday service so dissemination is promoted through social media. After socialization through social media then registered among 300 institutions which divided into three categories including; instutions which already has the services, institutions

which will open the services and institution which did not have services of fullday early chilhood education (PAUD) yet. From 300 institutions have been selected. It also focused on institution which already have and institutions which will open fullday early chilhood education (PAUD) services. From 300 institutions, 25 institutions were selected from Sleman, 20 institutions were selected from the capital city, 15 institutions were selected from Bantul, 15 institutions were selected from Kulonprogo and 8 institutions were selected from Gunung Kidul.

Therefore, the dissemination level is consists of planning, socialization and evaluation.

4. RESEARCH FINDING

After planning and organization stages, the next stage is motivating. Motivating is an effort to persuade someone or a group that are led by the chairperson by creating a motivation from the inner self to do given tasks according to plan in order to achieve the goals of organizations. Internal motivation is important for performance because it gives direct impacts to children. The main purpose of establishing full day early childhood education institution is to facilitate child nurturing and to make the institution as trusted partner for parents. In PNFI organization, motivation should be developed from below or bottom up and create a movement reflecting the vision of the institution.

The next stage is assistance. Assistance is the fourth actions in non-formal education management. Assistance is defined as a means of taking care or bringing a suitable condition. The functions are to control and to supervise (Sudjana, 2011: 210). Steele defines evaluating is the systemic process of judging the worth, desirability, effectiveness or adequacy of something according to definitive criteria and purpose. The assessment is a systematic definitive process about value, purpose, effectiveness or the suitability of something upon certain criteria. The strength of full day early childhood education program is the trust from parents because the process of education and nurture is always evaluated.

The processes of dissemination were done through several stages namely socialization, training and assistance. Goldstein and Gressner (Malcolm Tight 1996) define training as a systematic effort to master skills, rules, concepts, or attitude affecting the performance. Meanwhile, Gallery and England in Soebagyo (2002: 37) define training as prepared learning to improve the performance of the employees. Training is closely related to teaching, learning and development. Training is associated with preparing someone to do a role or job in working environment. Peter in tight states that training can be seen as a special element or an outcome of more general educational process. According to him, the concept of training can be applied in several types of skills that should be mastered. To master the skills, it needs practice and a little emphasis of theory. The definition above emphasizes on the mastery of tasks or roles, and in the need to do repetition in order to be independent, spontaneous without being motivated by knowledge and comprehension.

Nadler[13] explains that the purpose of the training basically is a formulated statement about desirable outcomes in doing training. Meanwhile, Mayer in Sudjana (2006: 104) defines a purpose as a statement proposed to happen to participants, namely changes after the participants finish their learning experience in training. Determining training purpose is the second step after need analysis. It is one of the important processes in the training because it can be the indicator of successful training.

Socialization and dissemination of full day early childhood education curriculum were arranged for 8 hours highlighting on the curriculum used in kindergartens, playgroups, and under-three-year schools. As teachers in early childhood education are mature, the conducted approach was focus group discussion (FGD) by looking at curriculum drafts on early childhood education carefully. Based on the FGD for about 4 hours, several suggestions were gained.

(1) The use of terms to be equated with the Department of Education: core competencies and basic competencies;

(2) Creating the community of a full day early childhood education (PAUD), considering the Department of Education and HIMPAUDI that have not held the database of a full day PAUD's organizing institution so that the community can be used as a tool for any information share;

(3) The community is divided into some districts such as Yogyakarta city, Bantul, Sleman, Kulonprogo, and Gunungkidul.

Rogers (1983) defines diffusion as *the process by which an innovation is communicated through certain channels overtime among the members of a social system*. It means that diffusion is a process where an innovation is communicated through certain channels within certain period of time among members in a social system. Diffusion is also a kind of social change which is a process of changes in the structur and functions of a social system. In this full day early childhood education context, diffusion is performing a communication through training and mentoring in early childhood education community both the managers and educators. The process of innovation and diffusion is then examined to see if the practitioners can utilize the guide and learning model of a full day early childhood education.

The diffusion process is started as adults, in this context are early childhood education teachers, gain new knowledge which is about a full day early childhood education curriculum. Then, researchers as agents of change execute a persuasion or an approach towards early childhood education institutions, HIMPAUDI. The existence of knowledge and persuasion then give alternatives to the institutions whether to adopt or reject the innovation. To receive the innovation is to implement it. Responses from the institutions are very good because based on observation, early childhood education institutions that have implemented a full day system own adequate facilities. Mentoring is needed to confirm whether the innovation has been implemented in accordance with the guideline or experiences barriers. Channels of communication can be done directly or throughout the organization. The mentoring of a full day education is done through a face-to-face meeting and Whats App group usage in the community.

Training and learning have an influential relationship between each other. Learning process has a wider scope than the training itself. Several education experts define learning as a process of change occurred in learners (Thorne in Sudjana, 51: 2003). The change is not caused by natural factors but deliberate efforts coming from the outside of the learners in the form of stimulus and changes occurred inside the learners (knowledge, attitudes, skills, and aspiration) which are some responses toward the stimulus. Crow and Crow explain that learning to involve changes is associated with changes in habits, knowledge, and attitudes. It allows individuals to conduct personal and social adjustment. From the definitions above, it can be concluded

that learning is a process of changes in attitudes, knowledge, competencies, and other social skills regarding an explanation from Bruner who says that learning is a process of changes or behavior shaping and it is placed in the context of competency development.

According to Abdulhak (2007: 523), the essence of learning is to prepare learners to be able to perform the behavior of learning results in real conditions to solve any problems faced in their lives. Therefore, the development of learning programs always applies a technique of learning needs' analysis to acquire the learners' necessary abilities. Abdulhak also explains that to perceive the success and effectiveness of learning, learners must be able to utilize any kind of learning resources maximally in solving problems of learning, so that the learning process must have practical values based on the problems and the needs faced in daily lives. Another nation is stated by Kindervatter (1976) who states that community learning should have a value of community development so that society as the subject of study has independence in their lives.

Boyle[1] categorizes the types of learning into three models: (1) informational, (2) institutional, and (3) developmental where Nadler also categorizes them into education, training, and development. In this research, the training was conducted in informational and institutional way. An informational way was done by giving information to educators and institutions or organizations to facilitate the more significant changes to the institutional changes especially in the learning process. Gagne in Sudjana (2006, p. 17) classifies learning activities into eight categories: (1) Signal learning. This activity is undertaken by responding the manipulated signs or knots in a learning situation. Learners' responses can be rational, reflective, or emotional.
(2) Stimulus response learning. This activity is associated with learners' behaviors that perform an appropriate response knowingly towards manipulated stimulus in a learning situation.
(3) Chaining learning. This activity is done by learners by arranging the relations between two or more stimulus and several responses associated with the stimulus.
(4) Verbal association learning. This type of learning is associated with learners' effort in connecting verbal responses to verbal stimulus.
(5) Multiple discrimination learning. It is corresponded with learners' activity in creating various responses used in varied stimulus, but those responses and stimulus are related to one another.
(6) Concept learning. This is a response to stimulus in the form of different concepts between one another.
(7) Principle learning.
(8) Problem solving learning.

The targets of dissemination are educators of early childhood education who are adults so it used an adult-focused learning approach (andragogy). Knowles (1990: 43–44) mentions four assumptions of difference between andragogy and pedagogy:
1. The need to know;
2. The learner's self;
3. The role of the learner's experience;
4. Readiness to learn;
5. Orientation to learning;
6. Motivation.

Therefore, the differences on the adult-focused learning approach will decide strategies to be carried out. Researchers will use not only the concept of memorizing but rather on understanding, analytical skills, and ultimately apply the curriculum and learning programm according to the distinctive of agencies creatively and accordingly. It is related to Bloom's theory of taxonomy where the highest capability in human thinking process is creating. In this context, educators can understand and thus create the curriculum, so that the pyramid of adult learning has straight proportion with Bloom's theory. The theory of learning, according to the research, is conducted through lectures, reading, audiovisual, demonstration, discussion, and peer teaching. It turns out that adults can better comprehend through peer teaching process by 90%. In this research design, a learning centre will be set up to teach partners and colleagues of early childhood education institutions and their surroundings.

5. CONCLUSION

Changes in family forms from extended family to nuclear family impact changes. In addition, communities and regulations who provide opportunities for women to participate in works also give color in changes of children care. The existence of a full day early childhood education program becomes a partner for the working parents. The condition of a full day early childhood education program which is limited and not backed up by the policy makes it not arranged neatly. The implementation guide of the full day early childhood education is the result of the result of the research as an innovation in the field of education that provides guidance for practitioners to organize early childhood education. To reach the high quality of early childhood education, it needs dissemination of the research result through training and mentoring using adult-focused.

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