



**Multicultural Education and Special Education
International Conference 2014 :
Cultural Sensitivity in Educational Practices
Toward the 21st Century**

**December 17-19, 2014
Chiang Mai, Thailand**



Faculty of Education
Chiang Mai
University



Chiang Mai University
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Songkhla



Mahasarakham



Universiti

W

elcome Speech



Assoc. Prof.
Ratchaneekorn Tongtukdee,
Ph.D.

Dear Conference Attendees:

As part of our celebrations to mark Chiang Mai University's 50th Anniversary and the Faculty of Education's 45th Anniversary, I am whole heartedly delighted to welcome all of you to the 2014 International Conference on Multicultural Education and Special Education. The conference will focus on Cultural Sensitivity in Educational Practices Toward the 21st Century.

The conference was designed and organized to provide a cross-border and cross-disciplinary themes for researchers, educators, teachers, and students to effectively live through the 21st century which is characterized by rapid changes in various fronts. These changes, have in turn, presented difficult challenges as well as opportunities to various societies in their quest to deal with multicultural education and special education. Therefore, collaboration and working together will share the opportunities to find effective solutions and help us all overcome these enormous challenges.

We are indeed honored to have, as our keynote speakers, **Dr. André Keet**, who is the Director of the Institute for Reconciliation at the University of the Free State in South Africa and **Dr. Michael Wehmeyer**, the Director of the Kansas University Center on Developmental Disabilities. He is also the senior scientist at the Beach Center on Disability. In addition, there are more than 60 sessions which represent a variety of professional interests and perspectives in a single location. I hope that you will take advantage of this opportunity and make your contribution by participating in presentations, discussions, and interactions so that we may develop new ideas and new directions for future research studies.

I am happy to see all our partners with whom we have had good working relationships for many years now, and hope that our cooperation with new partners will be equally fruitful as well. Please allow me to thank our lead partners: the University of Free State, South Africa; Yogyakarta State University, Indonesia; Shiga University and Kagawa University, Japan; Niagara State University, USA; Universiti Brunei Darussalam, Brunei; and Mahasarakham University, Thailand for exhibiting exemplary collaboration over the years. Their systematic work has built up the network which has made it possible to bring many professionals from many countries to attend this conference.

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Imperial Ballroom, The Empress Chiang Mai Hotel
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I do hope that you will find the programmes at this conference, including lectures from our keynote speakers, the multicultural education and special education sessions, and other events interesting and educational. My heartfelt thanks go to the paper reviewers, the presenters, and the keynote speakers whose contributions make this conference possible. I'd also like to extend my special thanks to all schools for students with special needs, to those outstanding individuals, and to the organizing committee members who have taken time out of their busy schedules to help organize this year's conference.

Finally, I hope that you will have the opportunity, if time permits, to explore the cultural and historical richness of Chiang Mai and other parts of Thailand. The conference organizing committee and I look forward to welcoming you to Chiang Mai with open arms and warm greetings. And do wish each one of you a very pleasant and safe journey.

Sincerely Yours,

Ratchaneekorn Tongsookdee, Ph.D.
Associate Professor
Chair of the Conference

Dec 17, 2014	Dec 18, 2014	Dec 19, 2014
8:30-16:00 City Tour (Optional)	8:00-9:00 Registration	8:00-9:00 Registration
	9:00-9:15 Welcome Speech by Asst. Prof. Dr. Pongsak Pankaew Dean, Faculty of Education, Chiang Mai University	9:00-11:00 "Future of Special Education in the Multicultural Society" by Prof. Michael Wehmeyer (Ph.D.) Professor, Department of Special Education, University of Kansas
	9:15-9:30 Opening Remarks by Assoc. Prof. Niwes Nantachit (M.D.) President of Chiang Mai University	Executive Director, Kansas University Center on Developmental disabilities Associate Director, Beach Center on Disability, University of Kansas
	9:30-9:45 Photo Session	
	9:45-11:00 "Multicultural Education in the 21 st Century" by Assoc. Prof. André Keet (Ph.D.) Director, The International Institute for the Studies in Race, Reconciliation and Social Justice, University of the Free State, South Africa <i>(Coffee Break will be served in the room)</i>	
	11:00-12:00 Concurrent Sessions	11:00-12:00 Concurrent Sessions
	12:00-13:00 Lunch	12:00-13:00 Lunch
13:00-16:00 Registration	13:00-14:00 Concurrent Sessions	13:00-14:00 Concurrent Sessions
	14:30-14:45 Coffee Break	14:30-14:45 Coffee Break
	14:45-16:00 Concurrent Sessions	14:45-16:00 Concurrent Sessions

Multicultural Education and Special Education International Conference 2014 : Cultural Sensitivity in Educational Practices Toward the 21st Century

Imperial Ballroom, The Empress Chiang Mai Hotel
December 17-19, 2014

Concurrent Sessions

December 18, 2014

Time	Room	Track	Presentation Title	Presenter
11.00-12.00	Track: Multicultural Education			
	Petcharat 1	Cross-Marriage Family, Youth, & Gender Education <i>Moderator:</i> 1. Samart Srijumnong 2. Duanghathai Katwibun	LGBT Microaggressions Among Teachers in the Free State, South Africa Gendered Discourse to Form Women's Leadership Identity: A Case Study of Student Council Activities, Maesai Prasitsart School	<ul style="list-style-type: none"> Dennis Francis Pisit Sriwichai
		Multiculturalism & Rethinking Multicultural Education in Thailand <i>Moderator:</i> 1. Nongyao Nawarat 2. Jensamut Saengpun	Challenges for Thai Teachers in Multicultural Education	<ul style="list-style-type: none"> Nattiya Bunwirat
	Petcharat 2	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Nongyao Nawarat 2. Jensamut Saengpun	Trends Influencing Curriculum and Instruction of Multicultural Education Course Offerings at The California State University (CSU) System Weaving Educational Experiences of the Atayals: An Ethnographic Study about Indigenous Arts Education in Taiwan Educating about Sexual Minority Rights: Results from a Classroom-Based Project and Implications for Human Rights	<ul style="list-style-type: none"> Paoze Thao Hao Chen Trevor G Gates

Time	Room	Track	Presentation Title	Presenter
11.00-12.00	Track: Special Education			
	Imperial Ballroom	Inclusive Education & Transition <i>Moderator:</i> Yuwadee Viriyangkura	Education of Inclusions Children with Special Needs in an Inclusive Elementary School in Indonesia An Evaluation of Japan's Central Examination from Quantitative and Qualitative Perspectives The SEAT Framework: The Educational Provision Operation for Children with Special Needs in Leading Inclusive Schools	<ul style="list-style-type: none"> Ibnu Syamsi Kristy King Takagi Yih Yeh Pan Suchada Bubpha
Lunch 12.00-13.00				
13.00-14.30	Track: Multicultural Education			
	Petcharat 1	Curriculum & Instruction: Innovative Actions for Multicultural Education <i>Moderator:</i> 1. Samart Srijumnong 2. Duanghathai Katwibun	The Professor in Residence PDS Model: Promoting Ethno-Cultural Understanding, Affordable Education, and International Teaching Opportunities A Cross-Cultural Examination of In-Service Teachers' View on Blended Learning Students' Understandings of Human Rights: A Critical Reflection The Production of an Artistic Performance of Folktales for Multicultural Education	<ul style="list-style-type: none"> Robert Michael Smith Ming Ming Zhou Willy Nel Wajuppa Tossa Prasong Saihong Sanchai Duangboong Rukiyaht
	Petcharat 2	Language, Citizenship, Ethnicity, & Border Education <i>Moderator:</i> 1. Nongyao Nawarat 2. Jensamut Saengpun	Value Incultation for Early Childhood through Traditional Javanese Songs The Impact of Cultural Diversity on Special Education Provision in the United States Indigenizing Instructions – Can it really be done? Constructing an Eight-way Framework Strategy to Enhancing Afrocentric-Indigenous Pedagogy for an Inclusive Classroom	<ul style="list-style-type: none"> Manisara Palawat Joane Serrano Sherry Bayot Merrisigan Michal M van Wyk

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Value Inculcation for Early Childhood Through Traditional Javanese Songs

Rukiyati

Abstract:

The purpose of this study is to inculcate values through traditional Javanese songs as a model of character education in kindergartens in Yogyakarta, Indonesia. This study was conducted through the following phases: 1) The implementation of daily lesson plans of character learning in kindergarten; 2) The analysis of learning data; 3) The evaluation and revision of daily lesson plans and learning practices; 4) Learning practices using value inculcation methods through traditional Javanese songs. The results show that the teachers had implemented a value inculcation method as a model of character education through the following traditional Javanese songs: (1) Gundhul-gundhul Pacul which teaches people how to be kind, humble, and responsible; (2) Sluku-sluku Bathok which teaches people how to obey God, and be generous, and cooperative; (3) Jaranan which teaches people about respect, responsibility, discipline, and cooperation; (4) Menthog-menthog which teaches people how to be kind, humble, peaceful, and confident; (5) Lir-ilir which teaches people to love God, and to be responsible and disciplined; (6) Kidang Talun which teaches people about table manners and saying grace before meals; (7) Padang Bulan teaches people not to go to bed too early, and cooperation with others, and (8) Dondong Apa Salak teaches people to respect their parents and to not be fussy and naughty.

Keywords: value inculcation, Javanese traditional songs, early childhood, character education

Date: December 18, 2014

Time: 13.00–14.30

Venue: Petcharat 2 ✓

Multicultural Education

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Multiculturalism & Rethinking
Multicultural Education in Thailand

Value Inculcation For Early Childhood Through Traditional Javanese Songs

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Abstract and Key words

The purpose of this study is to inculcate values through Javanese traditional songs as a model of character education in kindergartens in Yogyakarta, Indonesia. This study is development research which is conducted through the following phases: 1. The implementation of daily lesson plans of character learning in kindergarten; 2. The analysis of learning process data; 3. The evaluation and revision of daily lesson plans and learning practices; 4. Learning practices using a value inculcation method through traditional Javanese songs.

The results show that the teachers have implemented values inculcation method as a model of character education through traditional Javanese songs. The songs are (1) *Lir-ilir* which teaches people to love God, be responsible, and be disciplined; (2) *Sluku-sluku Bathok* which philosophically teaches people how to obey God, be generous, and cooperative; (3) *Gundhul-gundhul Pacul* which philosophically teaches people how to be kind, humble, and responsible (4) *Padang Bulan* teaches people to not sleep early and cooperation, (5) *Jaranan* which philosophically teaches people about respect, responsibility, discipline, and cooperation; (6) *Kidang Talun* which teaches people about table manners, and saying prayers before having some meals; (7) *Menthog-menthog* which teaches people how to be kind, humble, peaceful, and confident and (8) *Dondong Apa Salak* philosophically teaches people to respect parents and not to be fussy and naughty.

Key words: value inculcation, Javanese traditional songs, early childhood, character education,

Introduction

The law No. 20/2003 on Teh National Education System in Indonesia states that the goals of national education are to create a man who is faithful and fears of God, is noble, healthy, knowledgeable, skilled, creative, independent, and a democratic and responsible citizen of Indonesia” "To realize the goals, the government issued a Ministerial Regulation Number 58/2009 on Early Childhood Education Standards. At the level of standards of development achievement, it is mentioned that one of the aspects of early childhood development is moral and religious development. Moral and religious development is an aspect that should be developed in line with the four other aspects, which are the aspects of social-emotional, cognitive, language and motoric developments. Among the five aspects, the moral and religious development aspects are the foundation of character education. Therefore, it is important to develop children’s maturity so that it will form good characters in children as early as possible. One of the ways to develop the moral and religious aspects of children as the foundation of character education can be through songs and games. Singing and playing are the children’s world. Through a learning process that is suitable with their world, it is expected that the character can be formed in children.

Objectives or purposes of the study

The purpose of this study is to design a character education model through Javanese traditional songs and games which generates a guidance of character learning through traditional Javanese songs and games in kindergartens; to describe character values of a character education model through traditional Javanese songs in kindergartens in Yogyakarta, Indonesia. This study is development research which is conducted through the following phases: a. the implementation of daily lesson plans of character learning in kindergarten; b. the analysis of the learning process data; c. the evaluation and revision of daily lesson plans and learning practices; d. learning practices using the character education model through traditional Javanese songs and games.

Perspective(s) or theoretical framework

Ratna Megawangi (2010) states there are nine pillars of character which are important to be instilled in order to form children's personality. The various pillars of character are in line with the values of local wisdom that contain noble and universal values, including: (1) the love of God and the universe, (2) responsibility, discipline, and self-reliance, (3) honesty, (4) respect and manners, (5) compassion, caring, and cooperation, (6) self-confident, creative, hard-working, and never giving up, (7) justice and leadership, (8) nice and humble, (9) tolerance, peace, and unity in the USA, there are seven values identified for character building: *public good, individual rights, justice, equality, diversity, truth, patriotism* (Kirschenbaum, 1995: 23-24). The character education expert, Lickona (1991) defines that a positive character consists of how one can know kindness and has a willingness to do good things. There are some characters that are important in our lives, namely: responsibility, honesty, respect, justice, cooperation, tolerance, and others. In America and others country, many schools have adopted "Living Values Educational Program" by Diane Tilman to build children character (Shea & Murphy, 2009).

The article 1 paragraph 14 of Law No. 20/2003 on The National Education System stated that the Early Childhood Education (ECD) is a development effort aimed at children from birth up to the age of six years that is done by giving educational stimulation to assist the growth and development physically and mentally so that children have readiness in entering further level of education. Kindergarten is necessary to develop a model of education that leads to the optimization of children's development in all development aspects, especially the development of moral and religious aspect to form the basis of character formation in children. To achieve moral and religious maturity, it is important to develop a learning model using children songs and games so that the basic characters owned by children are based on valuable Indonesian culture.

Songs and games are some of means of communication and socialization of children and their environment. Through songs and games, children can have fun and play in their spare time. Children games contain the values of togetherness, mutual support, friendship, and alleviating their egoistic manner. It will appear when they play because they always need a "partner", although they can also compete. It is different from digital games that are more individualistic. Value clarification technique (Simon, 1978) could be applied for children to explain the meaning of traditional songs and games at kindergarten.

Methods or modes of inquiry

This study is development research which is conducted through the following phases: a. the implementation of daily lesson plans of character learning in kindergarten; b. the analysis of learning process data; c. the evaluation and revision of daily lesson plans and learning practices; d. learning practices using character education model through traditional Javanese songs and games. Learning practice trials were conducted by kindergarten teachers. Data were in the form of moral and religious learning processed through songs and games which have been recorded in videos. Data were analyzed qualitative-phenomenologically. The learning phenomena were analyzed to find a model of character education in early childhood level in kindergarten through songs and games. The analysis of the trials was used to find a model of character education in early childhood level in kindergarten through songs and games. The results were used to perform evaluation and revision of the model. The revised model was repracticed by the teachers to show the model of character education through songs and games that has been expected.

Results

This research is at the stage of product trials, product revision and final results. The results of each stage are the following.

Product Trials Stage

The first year research has resulted Daily Activity Plan or Rencana Kegiatan Harian (RKH) which contains value inculcation through Javanese traditional songs. The first step of this second year research is training for kindergarten teachers practicing the RKH that has been prepared.

From the training, understanding between researchers and teachers about the importance of children songs and games as the character education media for children (kindergarten students) has been achieved. The teachers realized that character education is very important to design since early childhood because that is the golden time of children so that children can learn many things effectively. In the training, the teachers have studied RKH that has been planned by the researchers and done peer teaching among teachers using several Javanese traditional songs that will serve as a model of learning.

Character Education Learning in Kindergarten

The second step is practicing character education learning in various designated kindergartens (in remote areas) in Yogyakarta Province, Indonesia as follows.

Character Education Learning in Seruni III Kindergarten

Character education learning in Seruni Kindergarten was conducted by implementing *Jaranan* song. The students were enthusiastic to sing while marching following the movements and song led by the teacher. The second song sung by the students is *Lir Ilir*.

After the song was finished, the teacher required children to listen to values classification explained by another teacher. The teacher said that */lir ilir tandure wus sumilir/ tak ijo royo-royo/ tak sengguh temanten anyar/* meant that from young to old people should study diligently. *Cah angon cah angon penekna blimbing kuwi, lunyu-lunyu peneken* means that people should be brave to live hard and still work hard. Children who were already good at drawing and reading were the examples of the diligent, disciplined, and responsible children.

Character Education Learning in Kranggan II Kindergarten

Kranggan Kindergarten is located in a coastal area. songs and games played were *Gundul-Gundul Pacul* and *Menthok-Menthok*.

First, teacher and students made a circle. Children who became Gundul Pacul demonstrated how to walk *gembelengan* (heads were swaggered to right and left) while carrying a plastic basket. The basket was then dropped as if the rice inside spilled.

The second game was played by girls, namely *Mentok-menthok*. Children were happily singing and walking swaggering their bottoms like ducks. The teacher explained the moral values contained in the song *Menthok-menthok* and *Gundhul-gundhul Pacul*. The teacher said that the song *Gundhul-gundhul Pacul* told a story about an arrogant and irresponsible leader.

Character Education Learning in Aisiyiah Palihan Kindergarten

A learning process to introduce moral values to form children's character in Aisiyiah Palihan Kindergarten Sanden Bantul was conducted with a song *Pitik Tukung*. After singing and acting like a chicken, the teacher explained the moral values contained in the game.

However, the explanation is not complete. The results of an analysis on character learning aspects in each kindergarten are shown in the following table.

Table 1. The Results of an Analysis on Character Learning

No	Kindergarten Name	Opening	Song Practice	Value Clarification	Evaluation	Conclusion
1.	Seruni III Kindergarten Palihan	Very good	Very good	Values explained are too high.	Less clear (combining song 1 and 2)	Needs to be improved
2.	Aisiyiah Kranggan II Kindergarten	Very good	Very good	Values explained are too high.	Less clear (combining song 1 and 2)	Needs to be improved
3.	Aiyiyah Palihan Sanden Kindergarten	Good	Less Good	Less clear	Enough	Needs to be improved

Based on the results of the data analysis, evaluation of learning programs has been carried out. In conclusion, the character learning program that will become a model of character learning in kindergartens must be improved, particularly regarding aspects of value clarification and learning evaluation, because these two things have not been in accordance with the Daily Activity Plans that have been prepared.

The next step is retraining for teachers related to the revision of the learning character program. After that, the learning practice is conducted in each kindergarten that becomes the learning setting. The best learning practice was set up as good as possible and used appropriate learning media that are easy made by the teachers so that the learning process will be more attractive.

Product Revision Stage

From the analysis on the learning practices conducted, it is necessary to do a revision starting from the recomposing activity plans, particularly on the development of religious and moral values in character education for early childhood. The revision steps are as follows.

Training in Character Education through Javanese Traditional Songs

The training materials contained a presentation on the first stage of trial results and evaluation of the researchers on the learning character activity, presenting the recording results of learning activity in each kindergarten, assessment and suggestions by fellow teachers, improvement on composing learning scenario by teachers, and composing learning media scenario by researchers and media experts.

Character Learning Corrective Action:

Value Inculcation in Dondong Apa Salak Song at Aisiyah Kalibulus Kindergarten

A process of learning *Dondong Apa Salak* song guided by teachers was happy and fun. After singing the song three times while forming a circle, the teacher explained the values contained in the song. She explained that children should not be naughty and fussy. The teacher also explained that the song contained advice that children should obey their parents. After clarifying the values, the teacher continued to give learning evaluation by asking questions about names of fruits that children could find in the song and questions related to the values explained.

Value Inculcation in Menthok-Menthok Song at Aisiyah Kalibulus Kindergarten

The song and play *Menthok-menthok* was guided by teacher. She explained apperception by introducing several names of pets: cow, goat, buffalo, chicken, and duck. The teacher also demonstrated how the duck walked by swaggering her bottom. She also gave two duck's head-shaped hats made of cardboard to two children, while other children made a circle around the two children. While swaggering their bottoms, the two children were singing and dancing and the others joined hands making a circle and sang along.

In the values clarification session, teacher explained that the song *Menthok-menthok* described a person who gave advice to a duck to be a hard working animal, not be lazy and sleep so much in their pen. The teacher also said that the swaggering walk of the duck made others laugh so that the duck could entertain others.

Value Inculcation in Lir Ilir Song at Aisiyah Potorono Kindergarten

The song *Lir Ilir* was sung with the guidance of teachers. */Lir Ilir...lir ilir tandure wus sumilir/Tak ijo royo-royo/ tak sengguh temanten anyar/* and so on until it was finished. After that, teacher did the value clarification. She explained that according to Islamic teaching, there were the Pillars of Islam which consisted of five things, the same as the number of nodes in the star fruit. The children have known about the Pillar of Islam so that they could answer correctly when being asked its sequence.

Value Inculcation in Sluku-Sluku Bathok Song at Aisiyah Potorono Kindergarten

The song *Sluku-Sluku Bathok* was played with the help of teachers. The children sat in a circle while their legs are extended forward so that toes could touch other friends' toes. The children sang "*Sluku-sluku bahtok....bathoke ela elo si rama menyang solo, leh olehe payung mutho....*" While singing, the children began to rub their hands from knees to toes.

When the values clarification was done, teacher proceeded by assessing learning activities. The results show that the children generally have answered correctly questions

related to the values taught, such as the values of worshipping devotedly, generosity, gratitude, and not hurting others. From the learning, it is known that the character values learning contained in the song *Sluku-sluku Bathok* are accordance with the Daily Activity Plan.

Value Inculcation in Gundhul-gundhul Pacul Song at Theresia Kalibawang Kindergarten

Theresia Kalibawang Kindergarten implemented character education learning through the song and game: *Gundhul-gundhul Pacul* and *Padang Bulan*. The children sang *Gundhul-gundhul Pacul* while walking in a circle. Two children in the middle of the circle portrayed *Gundhul-gundhul Pacul* character who behaved arrogantly. Finally the rice in the basket spilled due to the arrogant behaviors (*gembelengan*: arrogant). While clarifying the values, teacher gave explanations about the arrogant behaviors. Arrogant people should not be followed because they behaved badly and harmed others. After clarifying the values, she performed the learning assessment.

From the learning of the song and game *Gundul-gundul Pacul*, it can be concluded that the children could differentiate between good behaviors (humble/not arrogant, responsible) and bad behaviors (arrogant, irresponsible, wasting food) contained in the song and game.

Value Inculcation in Padhang Bulan Song at Theresia Kalibawang Kindergarten

The song *Padhang Bulan* should be sung at the full moon but kindergartens teachers cannot teach the students at night. Therefore, the children were asked to imagine as if it was a bright night because of the full moon. In the beginning Teachers showed them a picture when there was a full moon and children played in the yard. Teachers asked children to sing *Padhang Bulan* while playing.

The learning evaluation showed that the children could differentiate good behaviors (praying diligently, studying, obedience to their parents) and bad behaviors (sleeping early, lazy to study, lazy to pray, not obedient to their parents).

Value Inculcation in Jaranan Song at Seruni Christian Kindergarten

Children in Seruni Kindergarten sang *Jaranan* while wearing costumes made of coconut midrib, making lines that each consisted of three children and following the movements and songs guided by the teachers in the school yard. Three children in the front line were “Ndara Bei”, while other children were “the assistants” who accompanied “Ndara Bei”. While walking and swaggering, they sang:

*/Jaranan...jaranan-jarane jaran teji/sing numpak ndara bei/ sing ngiring para mantri/
jeg jeg nong .../ jeg jeg gung/ prok prok turut lurung/ gedebug krencing gedebug krencing/
prok prok gedebug jedher/*

In the value clarification session, teacher explained about the roles of Ndara Bei who acted like a leader. The leader in a family is the father. Mantris are Ndara Bei’s assistants who help Ndara Bei’s tasks and jobs. The mantris in the family are the mother, children, and other members of the family. From the question and answer session, it showed that the children understood the good values contained in the song. *Jaranan* which philosophically teaches people about respect, responsibility, discipline, and cooperation

Value Inculcation in Kidang Talun Song at Seruni Christian Kindergarten

The teacher encouraged children to play and sing Kidang Talun. The children already wore hats made of leaves that had been arranged beautifully. The teacher then showed a deer doll and its food, leaves and string beans. The children sang these lyrics three times:

/Kidang talun mangan kacang talun/mil kethemil mil kethemil si kidang mangan lembayung/

After that, children were told that they should eat like a deer, *mil kethemil* (slowly, not in a hurry). The children were also told that they should love to eat vegetables so that their bodies would be healthy and strong. After the explanation was complete, teacher continued with evaluation. The children could answer correctly about good manners when eating and the benefits of eating vegetables.

Conclusion and Discussion

Based on the evaluation results of the first stage learning activities and the trials of the products, it is concluded that the learning activities have not completely fulfilled criteria decided, particularly on the aspects of value clarification and learning evaluation that have not been conducted correctly. It means that the value clarification becomes less effective. The character learning is also less focused.

With very good commitment and participation from the kindergarten teachers, the product revision will be conducted to find a model that is close to the ideal. At the revision stage, the value learning activities through traditional Javanese songs have been expanded to several kindergartens in Yogyakarta that consist of kindergartens located in remote areas. The implementation of the value inculcation through traditional Javanese songs generally was well, successful, and full of fun. All of the children in the kindergartens that became the trial places enjoyed the traditional Javanese songs taught by their teachers. The children were responsive and active to participate when playing, listening to the value clarification, and in the learning evaluation.

Regarding the teachers, it can be concluded that they were very skillful and creative when teaching the values by using their creativity to develop learning strategies and media that supported the success of the learning process. It proved that they were potential teachers who were willing to be creative and expanding forward.

The uniqueness and characteristics of various cultures in Indonesia with their various traditional songs are the important treasure to show to the world that Indonesia has a particular character education strategy that supports the universal values upheld by all people in the world like religiosity, honesty, responsibility cooperation, patience, diligence, hard work, and persistence in facing various life problems. The point is that inside the traditional songs, there are complete life values, both in the vertical dimension perspective (the relation between people and God) and horizontal dimension (the relation among people and the environment). Muhammad Zainur Roziqin (2007) states that religious values can be depicted as spirituality which acknowledges the existence of God and finally results in humanism and good manners. In the traditional Javanese songs, there are a lot of universal and religious values that serve as the foundation to behave and act thought by holy and wise people in the past as the legacy for the next generation. This the uniqueness of Indonesian culture that needs to be developed in accordance with the spirit of today's era through the early childhood education.

The results show that value inculcation learning through traditional Javanese songs can be conducted well. Teachers had implemented values clarification technique as a kind of value inculcation method as a model of character education through traditional Javanese songs. The songs are (1) *Lir-ilir* which teaches people to love God, be responsible, and be discipline; (2) *Sluku-sluku Bathok* which philosophically teaches people how to obey God, generous, and cooperative; (3) *Gundhul-gundhul Pacul* which philosophically teaches people how to be kind, humble, and responsible (4) *Padang Bulan* teaches people to not sleep early and cooperation, (5) *Jaranan* which philosophically teaches people about respect, responsibility, discipline, and cooperation; (6) *Kidang Talun* which teaches people about table manner, and doing prayer before having some meals; (7) *Menthog-menthog* which teaches people how to be kind, humble, peaceful, and confiden and (8) *Dondong Apa Salak* philosophically teaches people to respect parents and not to be fussy and naughty.

The method of learning values is in the form of instilling and familiarizing values. This model can be performed by kindergarten and play group teachers. Therefore, the important results of the research should be followed up by diffusing it to kindergarten teachers in Yogyakarta specifically, and if it is possible, can be expanded to kindergarten teachers in Central Java.

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