

Receiving Socio-cultural diversity in Reggio Emilia's schools (insight from the visited to Reggio Emilia)

Ika Budi Maryatun
Early Childhood Education Department- Yogyakarta State University
Email : budi_ika@yahoo.com

Abstract

Indonesia is a country consisting of thousands of islands and has a diversity of cultural, linguistic and other diversity. So many socio-cultural diversity is so necessary acceptance of each socio-cultural to be able to accept each other. Receipts must be taught from an early age a child starts from the immediate environment, namely family and school. However, habituation to a child can accept and appreciate the socio-cultural outside itself is not easy, especially since early childhood is still very concrete thinking. Thus habituation is needed which should also be very concrete. This article gives an overview of habituation acceptance of socio-cultural diversity in early childhood classes are implemented by the Reggio Emilia schools. Reggio Emilia is an early childhood education institutions located in southern Italy. This school has students from different socio-cultural backgrounds and religions is almost similar to the situation in Indonesia. Family background of students who attend school in Reggio Emilia among other European nations with Catholicism, Protestantism, and Judaism; East Asian nations that many Moslems; Central Asia (China), which believe Confucius. This diversity must be served in a classroom learning in an atmosphere of mutual acceptance. Reggio Emilia acceptance this attitude by participation and how to involve parents and community collegiality, social management, support the differences, dialogue as friendship, listening intensely, and working in groups.

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