

Local Wisdom Implementation In Laa Tahzan Islamic School Cirebon

Suharti*

* Magister Student of Early Childhood Education
** Universitas Negeri Jakarta

Abstract- The values of local wisdom have begun to fade in the dimensions of people's lives today. Local wisdom can be introduced as early as possible in early childhood education. The process value of local wisdom is very synergistic with characters since early childhood. Because the true value of local wisdom of Indonesian society is a good cultural character values that have always been ad and deeply rooted in society. The purpose of this study is to describe local wisdom learning process implementation carried out in Laa Tahzan Islamic School Cirebon. This research is a qualitative descriptive study. The main data sources of this research is the principal, teachers, and students in Play group and Kindergarten Laa Tahzan Islamic School Cirebon. Collecting data using the method of observation, interview, and documentation. Data analysis techniques with interactive analysis model. Validation data using triangulation of data or sources, which collects data similar or equal to several different data sources as those in front and triangulation methods: interview, observation, document analysis. Implementation this learning process are applying habituation-conditioning caring and cultured, special time to play traditional games called "traditional games day" for every weeks.

Index Terms- local wisdom, character, learning process, traditional games day, culture

I. INTRODUCTION

In reality the conduction of early childhood education in the community is thriving, in accordance with the level of parents understanding about its importance that shall be given to children earlier. While the study conducted in early childhood education is about learning to build a foundation and to instill character values. Educators and parents are to be gentle and courteous to children at pre-school age or toddlers, because it is a big influence in the success of the educational process and is the subsequent formation of the children's personality [1]

Instilling the character values in early childhood learning process is impossible to do when the children feel uncomfortable. Character values can be found in local wisdom that can be incorporated into the learning process. These efforts should be carried out by teachers of early childhood education so that children feel comfortable following their teaching and learning activities. Teachers as learning technical implementator are expected to create a friendly and fun learning design, so that children can grow

and develop in accordance with their development phase. As it stated and written on Constitution of Indonesia Number 20, 2003 on National Education System article 1 number 14 which states that "Early Childhood Education (ECD) is a development efforts aimed at children from birth to the age of six years old, that are accomplished by providing educative stimulus to assist the children's growth and development physically and mentally in order to have the readiness to enter further education". [2]

The reception of students in the morning is done by teachers when they arrive at school will make them much appreciated and feel comfortable. In this case, when the student arrives at school of course the parents are not allowed to wait because if the student attended by his parents in the school, the target achievement of independence would be difficult to succeed. Therefore, teachers and parents must work together to create a conducive situation, including the moment since they arrive at school in the morning.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

This research was conducted in Cirebon Laa Tahzan Islamic School. The participants were teachers and students of the school academic year 2016/2017. The research method used was a descriptive study. Descriptive Study is a research method that seeks to describe and to interpret the object in accordance with what is observed [3]. Data collection techniques used was interviews, documentary studies, and observations. The instruments used were in the form of interview guidelines, observation guidelines, and documentation guidelines.

Geographically, Cirebon Laa Tahzan Islamic School is located in Jadimulya Village, District of Gunung Jati, Cirebon. As for the parents who send their children to the playgroup generally come from rural areas or different districts in Cirebon, thus requiring a considerable distance for them to send their children. This supports the parents who are also workers being unable to wait and take care their children during the learning process at school. With homey-like concepts school or home-schooling it is also expected to create comfortable conditions for children. Supporting factors in creating friendly and fun learning design for children should be kept well to the stimulating optimization given to early childhood that can match the objectives of the early childhood education system nationwide

III. FINDINGS AND DISCUSSION

As stated in the National Education Standards (NES) that implementation of standards-based process child-friendly school that learning process, interactive, inspiring, fun, challenging, motivating the students to take as active role, providing enough space for innovation, creativity, and independence in accordance with flair, interest, physical and psychological development of learners. [4] Learners are conditioned with a very comfortable and pleasant to gain knowledge and experience in school.

Implementation of local wisdom in learning process at Laa Tahzan Islamic School Cirebon that are play traditional games day every Friday. Traditional games Which is usually played by playing rubber jumps, playing hide and seek, playing cat and mouse, and gobak sodor. This process is followed by application based approach scientific are active, Creative and Fun in school. Teachers as facilitators of learning invites students to actively with scientific approach. The approach that touches three areas: attitudes, knowledge and skills. The scientific approach are in learning activities include observing, ask, reasoning, tried, forming networks for all subject.

The traditional game is a game that is very fun to play but the existence of the traditional game now is already replaced by any modern game play that is not required in complex media just as the traditional game play. [5]

Form of implementation of scientifically-based joyful learning seen since lesson plans created by teachers before teaching that the draft education program. Explicitly, in the learning activities of teachers has drawn scientific activities modified by variety of fun strategy.

The learning activities are carried out also accommodate the needs of individual learners and groups. Technique used by teachers when teaching with brainstorming showed that the students individual needs are met. In addition to needs of individuals who have served, teachers also never left the discussion with engineering methods both small and large groups. This is done in addition to providing services to the needs of learners in groups as well in order to foster a culture of working together and sharing knowledge and knowledge possessed by each individual.

A Variety local wisdom in traditional games presented by the school for the development of their interest, talent, innovation, and creativity of learners. Traditional games include indoor and outdoor activities. The whole of local wisdom handpicked according to the field of specialization and talent of the student.

Children's right to learn with fun in local wisdom especially traditional games was included in one of the school identifier, therefore a variety of programs that can be fun students conducted by school. Various strategies of active learning fun to be done varied, so that if one strategy does not contain a specific character values, can be supplemented with other strategies contains a more complex character value [6]. Enjoyable learning when students play traditional games is also in line with indicators apply care habits and culture in the learning environment.

Child friendly school indicators associated with the certainty of communication and dialogue when learning take place is realized in the form of making a deal at the beginning of the semester meeting between students and teachers. Making a deal which contain the consequences of the actions of these students was

recently implemented since in nursery and kindergarten. This is done in accordance with the psychological development.

At the time of learning process of local wisdom in traditional games, teachers also apply habituation-conditioning expected character becomes a habit and culture for students. This form of habituation among other things: shake hand to the teachers, lining up, apologize if you make mistakes, empathy and respect each other friends, speak good or quiet, listening to the opinion of friends and did not laugh if there is an error. Habituation is carried out every day with a reward if the child is doing well and orderly.

The implementation of local wisdom to build the character within the traditional games activities did not necessarily concern on the specific aspects needing to be enhanced. This could be through mapping the universal moral values that are allowed to be expanded to the kindergarten's student before further realizing them by means of arranging the lesson plan of learning process. The instructional patterns in moral and character educations were to be integrated within the traditional games activities and not allowed to be discretely.

In general, the behaviors of kindergarten students in getting moral and character that are local wisdom in Indonesia have been capable to implement the characters in accordance with their ages. The syllabus arrangement of character based on local wisdom has been clearly branded in the moral values having been taught particularly on certain themes and weekly programs, kinds of programs, integrated programs, the successfully planned daily programs, integrated programs, denoting the moral values, and containing the essence of child independency development.

Apart from the absence of mapping process by the teachers on the local wisdom that character values universally, they have already implemented all of those values if they were administered to comprehend the list of universal values. Logically, there was no difference between kindergarten and the distinctive visions and mission. In essence, all of the teachers confessed that there were universally accepted local wisdom apart from the various kinds of kindergarten's visions and missions to which the religion and cultures admitted the truth and assistances.

REFERENCES

- [1] Al Maghribi, Al-Maghribi bin as-Said (2004), *Begitu Seharusnya Mendidik Anak: Panduan Mendidik Anak Sejak Masa Kandungan Hingga Dewasa*. Jakarta: Darul Haq
- [2] Himpunan Perundang-undangan Republik Indonesia tentang Sistem Pendidikan Nasional (SISDIKNAS) No. 20 Tahun 2003. Bandung: Nuansa Aulia
- [3] Sukmadinata, N. S. (2005). *Metode Penelitian Pendidikan*. Bandung. Remaja Rosdakarya
- [4] Depdiknas. (2006). *Kurikulum 2004 Standar Kompetensi Taman Kanak-kanak 7 Raudhatul Athfal*. Jakarta: Depdiknas
- [5] Krisna Sukmaning Palupi and Umi Fadlilah, (2014), *Introduction Of Traditional Kid Game For Elementary School*, Muhammadiyah University of Surakarta.
- [6] Rahmawati, F.P. 2015. "TV Commercial: Strategi Pembelajaran Aktif, Menyenangkan dan Berkarakter" Dalam prosiding Seminar Nasional, Universitas Ahmad Dahlan Yogyakarta.

