



## The Examining Philosophical Foundation of Children Language Development Program Based on 2013 Curriculum

Wili Astuti<sup>1</sup>, Darmiyati Zuchdi<sup>2</sup>  
<sup>1,2</sup> Yogyakarta State University

### ABSTRACT

The theory of early childhood education aims to expose and research the complexities of child education. The goal of the study was to define the philosophy of the Language Development Program based on the 2013 Early Childhood Education Curriculum. Data collection techniques in this study used direct observation and recording methods in the Lesson Plan in Language development program based on 2013 ECE curriculum, based on predetermined categories. Data sources in this study were all information written in the children's language development program which was prepared in accordance with the 2013 curriculum. The data will be analyzed by Qualitative content analysis. The finding led to the discovery of the philosophical foundation of children language development program which are dominated by Progresivism.

### KEY WORDS

philosophical foundation, 2013 curriculum, children language development program

### CORRESPONDING AUTHOR:

email: [Wiliastuti.2019@student.uny.ac.id](mailto:Wiliastuti.2019@student.uny.ac.id)

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### ADDRESS

Website: <http://journals.ums.ac.id/index.php/ecrj>

Address: Pendidikan Guru PAUD

Universitas Muhammadiyah Surakarta

A. Yani Street No. 1, Pabelan, Kartasura, Surakarta, Indonesia

Telp. +62-271-717417 ext.

Email: [ecrj@ums.ac.id](mailto:ecrj@ums.ac.id)

### INTRODUCTION

Requirements Early childhood is a community that has a specific process of development. At that time, the process of development takes place along with the golden age (sensitive period). Golden Age is the best time to encourage and provide children with a good supply to sustain their physical and spiritual growth. The form of stimulation is intended to facilitate the growth of children and the development of children in order to fulfill the potential competence of children.

The form of education services for children can be organized in the form of education, care, protection, health and nutrition, in the form of units or kindergarten / Raudhatul Athfal programs (RA), Bustanul Athfal (BA), Play Group (KB), daycare (TPA), PAUD Unit (SPS) (Permendikbud, 2014).

Based on the statement above, one form of service for early children is Early Childhood Education (ECE). According to the Ministry of Education and Culture (2014) that ECE is an effort to stimulate children aged 0 to 6 years



which is carried out by providing stimulation of education in the growth and development of children, so that children have readiness to enter the next level of education. In order to achieve the goals of PAUD previously planned, a set of learning plans is needed, i.e. Curriculum. In other words, the curriculum is a set of learning plans with the results of certain abilities, skills, attitudes displayed by students (children) that can be observed and measured.

Since the independence of the Republic of Indonesia, the national curriculum has undergone several changes. As stated by Munawaroh in <http://m.kompasiana.com> (downloaded on 8/18/2019), the national curriculum changes 5 times. The reasons for this change are to improve the quality of national education and respond to the challenges of an ever changing era. Curriculum currently in effect is the curriculum for 2013 at all levels of education in Indonesia. Included in this is the ECE, as the first formal level of post-family education performed before a child attends primary education. As stated in Permendikbud No. 160/2014 regarding the enactment of the 2013 curriculum, article 7, The introduction of the 2013 ECE curriculum needs to be done as a basis for promoting the growth and development of children in higher education learning.

The Indonesian Minister of Education and Culture has determined that all elementary and secondary schools will have to implement the 2013 curriculum in the 2014 school year. In the 2013 curriculum, students are no longer the objects of instruction, but become subjects by engaging in the creation of established themes and resources. Teachers will serve as

facilitators in the implementation of the 2013 curriculum by providing students with ease of learning in order to optimally improve their potential. In line with what Mohammad Nuh said the 2013 curriculum emphasizes the ingenuity of students. Creativity is considered as capital in giving birth to an innovative generation, able to find solutions to the problems faced and be able to answer the challenges of an increasingly complex future.

Article 5 of Regulation No 146/2014 of the Ministry for Education and Culture of the Republic of Indonesia specifies that the framework of the PAUD curriculum requires development programs covering six aspects of children's growth and development. The development programs are (1) values, religion and morals, (2) physical motor, (3) cognitive, (4) language, (5) social emotions, and (6) art. One of the development programs in early childhood is the language development program.

Language in early childhood is one of the development programs for the 2013 PAUD curriculum. According to Syakir Abdul Azhim (2011), language skills need to be taught early so that children can express what they feel and think well, in keeping with the norms that exist in the society where children live. Stimulating the growth of children's language skills must go through experiences that are enjoyable for children. Communicating as a basic need for every child, because children are social creatures living side by side with others. No wonder language is considered as an indicator of a child's success. Children who are considered to talk a lot, are sometimes a reflection of children cognitive capacity.



Language is the foundation of a child to learn other things. Before he learns other knowledge, he needs to use language in order to understand well. Children will be able to develop their abilities in the fields of sound pronunciation, writing, reading that strongly supports literacy skills at a higher level.

Badudu via Dhieni (2014) defines language as a means of connecting or communicating between members of society consisting of individuals who express their thoughts, feelings and desires. Bromley (1992) explains that language is a regular symbol system for transferring various ideas and information. The development of language skills in early childhood includes four aspects, namely: speaking, listening, reading, and writing. Productive speaking and writing skills because children produce language to meet their communication needs. Meanwhile, listening and reading skills are receptive because children absorb a lot of language produced by other people.

Furthermore, the Ministry of National Education also explained several aspects related to early language language development, including: 1). Vocabulary, along

vocabulary develops rapidly. 2). Syntax (grammar) although the child has not learned grammar, but through examples of language that the child hears and sees in his environment, the child has been able to use spoken language with a good sentence structure. 3). Semantics Semantics means the use of words according to their purpose. Children in ECE can express their wishes, rejections and opinions by using the right words and sentences. 4). The phoneme (the smallest unit of sound that distinguishes words) Children in ECE already have the ability to string the sounds they hear into one word that contains meaning. For example: i.b.u becomes *ibu*.

The use of methods in language learning for early childhood is also very important. The use of appropriate teaching methods and in accordance with the character of the child will be able to facilitate the development of a variety of children's potentials and abilities optimally as well as the growth of positive attitudes and behaviors for children. Ministry of National Education (2004) explains that technically there are several appropriate methods to be applied to early childhood, namely (1) the method of storytelling, (2) the method of conversing, (3) the question and answer method, (4) the method of field trips, (5) ) demonstration method, (6) sociodrama method, (7) experimental method (8) project method, and (9) assignment method. According to Moeslihatoen (2004: 157) one effective method is the method of storytelling. Storytelling as an effective means of giving values to children without them feeling directly



with the child's development and experience interacting with their environment, children's



advised. Memorable stories will remain in the child's memory until he grows up.

Based on the description above, the research conducted at this time aims to find out the philosophical aspects contained in the early language development program based on the 2013 curriculum. As we know that a curriculum tries to accommodate and combine positive things from various philosophical streams. existing education, in order to achieve the educational goals of a nation. The focus of this research is to examine the philosophical foundations contained in the 2013 Curriculum Daily Learning Implementation Plan, at Intan Permata Sukoharjo, ECE institution in Sukoharjo, especially on the development of children's language skills.

## RESEARCH METHOD

The study aims at revealing the philosophical values that embody the children language development program in ECE. The research technique chosen was content analysis technique. Content analysis is a systematic method used to evaluate messages ' meanings through the disclosure of messages (Budd, Thorpe and Donahw, in Zuchdi 2019). Content analysis can also be interpreted as research that is in-depth discussion of the content or content of written information.

Data collection techniques in this study used the method of direct observation and recording in the 2013 RPPH ( daily teaching learning plan) in ECE curriculum, based on predetermined categories. Data sources in this study were all information written in the children's language development program which was prepared in accordance with the

2013 curriculum. Then the researcher will carefully select all the sentences contained in the daily learning implementation plan, based on theories in educational philosophy, and used as data from this study. By coding the language development values contained in the 2013 Curriculum Daily Learning Implementation Plan (RPPH), the data obtained will be analyzed with the Qualitative Content Analysis Document (qualitative document content review). Data reduction will be carried out by setting aside data that is not is part of the language development program for children in the age group (48 months to 60 months). It will not be included in inference and analysis. This is in line with the purpose of this research which is to examine the philosophical foundation in the language development program for children listed in RPPH ECE , which was compiled based on the 2013.

## RESULT AND DISCUSSION

### General Description of Intan Permata Institution

The number of Intan Permata students, Sukoharjo in the 2019-2020 school year is 50 students, which are divided into the Pearl age group (24 months-36 months), Intan (36 months-48 months) and Permata (48 months - 60 months). Every day children enter at 08.00 and go home at 10.30, except those who follow the full day program. Teachers and caregivers are asked to be present at 7:00 a.m. to welcome the children in the morning and prepare them to learn that day. Children participate only on Mondays, Tuesdays, Wednesdays and Thursdays. A flag ceremony is



held every Monday as a guide for getting kids used to respecting school rules.

Each time students enter a class, they are asked to row and pray first, then to go to their classes, accompanied by the teacher. Do not forget the teacher invites students to pray together again in the classroom before learning begins. Learning from PAUD Intan Permata, play is a lot done. This is consistent with Greeberg's opinion (Isjoni, 2006) which states that learning can be effective if children can learn, play and live together with their environment.

In general, learning is carried out by following the previously prepared RPPH. In the RPPH, contains themes, activities, concepts, vocabulary, learning resources, habituation materials, tools and materials. Learning begins with initial activities (praying, greeting, and apperception activities of children on the theme), core activities (conducting observations, asking questions, gathering information, reasoning and communicating as stated in the RPPH document) and closing activities (prayer, reinforcement or recalling). After the learning activities are finished, while waiting for the parents to pick them up, the children are welcome to play freely, this is usually where the teacher will provide scaffolding (providing personal assistance based on the level of child development) for the mastery of life skills for children.

### **The Children's Language Development Program**

The children's language development program carried out in PAUD Intan Permata, is inseparable from the 2013 curriculum.

Teachers are only as facilitators in teaching and learning activities. Although students are still very small but they are expected and endeavored to be able to learn independently. Preparation of teaching materials, adjusting the level of children's ability to understand receptive language (listening and reading) and expressive language (using language verbally and non-verbally) (data 3.10, 3.11, 4.10 and 4.11). The language development program at PAUD Intan Permata is more focused on developing oral language first, with the aim that children can communicate (express what they think and feel) well.

Nurhadi (1995: 342) suggests that speaking means actively expressing ideas or oral messages. Learners learn to talk through interaction with their environment. In addition, the environment provides lessons on behavior, expression and vocabulary enhancement. The same thing was stated by the Educational Science Development Team (2007: 125) in learning to speak, the most important thing was to teach verbal communication skills with others. So speaking skills should be taught first in learning, especially in learning a new language.

In developing children's language skills, PAUD Intan Permata, uses a variety of child language development methods, as stated in the 2013 curriculum, namely: telling stories (B.1), conversing (A.3, C.1, C2), sociodrama or play role (B2) (Permendikbudnas RI no 146/2014). Storytelling is a way of telling and telling a story orally. Stories told to children must be interesting and contain Indonesian cultural values. Children are given the opportunity to ask questions and respond to





the stories they heard. ECE educators can use the help of storybooks to tell stories to children. Conversation can be done with questions and answers between children and educators or children and other children. The difference between the conversational method and the question and answer method is the answer. Being conversational does not require a definite answer, while question and answer requires a definite answer in order to answer the next question. Role playing or sociodrama is done to develop the imagination / creation, the ability to express, inspired by the characters or objects in the storybook.

In applying the role playing method (B.2), participants are asked to perform certain roles and present "role plays" and conduct certain "dialogues" that emphasize the characters, traits or attitudes that need to be analyzed. Role playing must reveal a real problem or condition that will be used for discussion or discussion of certain material. In the role playing method, students are treated as subjects of learning, actively engaging in language practices with their peers in certain situations, looking for problem solving individually or together with peers. Effective learning starts from a participant-centered environment. students.

In addition to the use of learning methods that are appropriate to children's language learning programs, learning media are also important in supporting children's language development programs. The use of instructional media can also facilitate the teacher in the learning process. Daryanto (2013: 6) concluded that learning media is everything that can be used to channel

messages in the form of learning materials so that teachers can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals. The role of instructional media is very important in the learning process because the media can assist students in processing information in order to achieve learning objectives.

## CONCLUSION

From the results and research discussions that have been presented above, there are a number of things that need to be underlined in children's language development programs, before we determine the philosophical foundation that underlies the program. Some of them are teachers acting as children's playmates, facilitators in implementing language development programs in children. Learning activities carried out at RPPH prioritize some activities that can be carried out by children (telling stories, asking questions, communicating, playing roles, listening, responding to the words of friends or teachers) and these activities are carried out according to the needs of the child as a center or educational agent in school. Through role playing, children can use their imagination in solving problems they face individually or in groups, with the help of the teacher. In this case, ECE is a place for children to increase collaboration and not to compete with their friends. Children will learn effectively, if the learning material or the source of learning are not far from their surrounding or environment. That is why, when a teacher decided to make a lessonplan for semester, weeks or even daily,



she or he have to begin with inner circle from the children knowledge, such as my body, my needs, my family, my teacher, etc. This shows that the language development program in the early education curriculum is a student center not a teacher centre. Some of the above findings are very much in accordance with the philosophy of Progressivism, which aims to provide direct empirical experiences to students, as one of the efforts to solve problems encountered in children's daily lives. In the context of children's language development programs, the purpose of language learning is done so that children have good language skills so they can communicate well. The philosophy of progressivism's view of the teacher's role is as a facilitator and guide to the development of learner potential.

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