Early Childhood Learning Quality in Pandalungan Community

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ABSTRACT: The challenge for rural communities to provide quality education for early childhood in Indonesia is difficult. National politics, policies, and economic and cultural conditions affect the Early Childhood Education system, and Indonesia is a large multicultural country, so, even the quality of education is difficult. This study aims to look at the quality of children's education in Pandalungan. Using qualitative methods with ethnographic design, data collection techniques using interviews, observation, and documentation. The results showed that educational institutions for children in urban areas can be categorized quite high. However, for early childhood education services in Desa Sukorambi Pandalungan, the quality is quite poor. Research suggestions are the need for follow-up related to social, economic, cultural and environmental factors at the level of Pandalungan community awareness of early childhood education.

Keywords: Early Childhood, Learning Quality, Pandalungan Community

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1. INTRODUCTION

For decades to support early childhood development programs and policies (ECE), investment in ECE has expanded worldwide. At present, more than 70 countries have national ECD laws, the majority in the past 20 years. However, with this increase in investment there is evidence that the capacity of the policy system to support ECD - in the health, education, social protection, and other sectors - is weak, with unmet development potential, serious consequences in and throughout the country. Methodological challenges and direction inform the research agenda to support the progress of national policies in early childhood development (Yoshikawa, Wuermli, Raikes, Kim, & Kabay, 2018).

In 2010, there were 32.5 million children aged 0-6 who in 2045 reached 35-41 years. Meanwhile, children aged 0-6 years in 2016 amounted to 33.5 million people, by 2045 their ages had reached 29-35 years. This is a productive age, which if prepared properly from now on will become a development capital. Conversely, if not well prepared it will later become a burden of development. In order to realize lifelong education from birth to when leaving the world (Lifelong educations) so as to make people fond of learning that can improve the quality / quality of their lives, the need for an institution which is really quality and accountable, so it is necessary to identify learning needs. No exception is the Early Childhood Education (ECE) as a pre-level of basic education.

High quality early care and education (ECE) programs are seen as increasing opportunities for all children to succeed in school (Burchinal, 2018). (Hunkin, 2018) reports the findings of an in-depth genealogical study of quality discourse in the Early Childhood Education and Care policy. Quality reform has become the most important global policy agenda for early childhood education because of assumptions about the economic potential of quality services. Quality discourse has been applied tactically in early childhood education policies to realign educational outcomes with educational results, as a means for the government to selectively grow and regulate human capital. This positions quality as a high-stakes reform discourse for early childhood stakeholders, which is intertwined with broadening the reach and intensification of standards and incentives that are selective and performance related.

Early Childhood Development is one of the UN agenda with the Sustainable Development Goals (SDG). In 2030, ensuring that all girls and boys have access to quality early childhood development, care, pre-primary education, so that they are ready for basic education (Perpres, 2017). Early Childhood Education (ECE) Institutions Towards Quality ECE is a reference to ensure the implementation of quality ECE education activities which in turn are expected to contribute to the quality assurance of quality Early Childhood Education (ECE) services. Improved measurements in early childhood development (ECD) are a strategic focus of WHO, UNICEF and the World Bank Care Care Framework. However, evidence-based approaches to PAUD project monitoring and evaluation (M&E) in low- and middle-income countries (LMIC) are still lacking. Findings related to measurement of quality, scope and results for scaling of ECD are considered (Milner et al., 2019).

Pendalungan Community is a community that is quite unique because it represents the Javanese and Madurese (Satrio Roefandi, 2019). Communities in the Tapal Kuda (Jember, Banyuwangi, Bondowoso, Situbondo) region in the eastern part of the island of Java are often known as Pendalungan communities, with characteristics that are imaged as mixing Javanese culture with Madura culture. This mixture can occur, first, because of marriage between someone with a Javanese

family background and a couple with a Madurese family background. Second, the inclusion of a community in a society with a particular culture so as to bring out characteristics that are specific to that society. In this case, there is a tendency of opinion that migrants are Madurese who enter and interact with the local people who are Javanese.

In Pandalungan society, educational institutions especially for Early Childhood Education (ECE) institutions are still diverse, so there is a need for a very complex and comprehensive identification so that it is easy to map one region to another, because if the institution is not qualified, then to realize an education at the level preschool in this case is ECE Institution, it will also be impossible to be realized maximally and with quality, because the area around urban areas and also in rural areas with the level of community awareness of education, life style and diverse cultural life in each region also will directly affect the condition of educational institutions, especially in this case, which is no exception.

ECE Institute Based on the description above, it can be seen that the relationship between the search proposal with the road map or research plan of the "Melaud" Research Group (Management of the ECE Institute) in accordance with its vision of developing ECE education programs and Learning to realize quality education with science, environment and technology education that looks. And in this case the researchers to realize this vision, the first thing to do is to identify the management of the ECE community's views on the socio-cultural conditions of urban and rural areas. Therefore, researchers are interested in taking the title "Identification of Early Childhood Learning Needs Based on Socio-Economic Conditions of Culture and Culture in the Pandalungan Community.

Research on identifying learning needs in educational institutions for early childhood communication blocks is carried out on the basis of various levels of community concern for Early Childhood Education (PAUD), looking at the conditions of community relations that have a high enough awareness of the importance of education, the condition of educational institutions is also the same or different, or even lower quality than educational institutions in rural or urban areas where the community also has a low level of awareness when compared to urban communities. Based on the fact of the problems in the quality of early childhood education, this study aims to look at the level of quality of children's education at an early age in the Pandalungan community, Jember.

2. THEORITICAL STUDY

1.1. Analysis of Learning

Permanent tendencies in a person that gives rise to encouragement or activities to achieve certain goals are called needs. Needs arise as a result of changes (internal change) in the organization or due to the influence of events - events in the organizational environment. (Hamlik, 1978) understanding of needs is the gap between the present situation and what should be in a different but the same editor. According to Suparman, needs are also interpreted as a gap between what is expected with the actual conditions, desires are future expectations or ideals associated with solving a problem (M. Atwi Suparman, 2012). Meanwhile according to Morrison that learning needs can be interpreted as a distance between the level of knowledge, skills, and / or attitudes possessed at a time with the level of knowledge, skills, and / or attitudes that a person, group, institution, and / or community wishes to obtain achieved through learning activities (Morrison, 2012). While

the needs analysis is a tool to identify the problem that will be used to determine the appropriate action. According to Morrison, that needs is a gap (discrepancy) between existing conditions and conditions that should exist (Morrison, 2012). Learning needs (learning needs) or educational needs (education need) is a gap that can be measured between learning outcomes or abilities that exist now and desired learning outcomes or abilities.

From the explanation above it can be concluded that the learning needs are something that occurs because of the gap or gap between what is expected with reality, between what should be there with what is happening about the level of knowledge, skills, attitudes owned by the level of knowledge, skills, and attitudes obtained by a person, group, institution and community that can be achieved through learning activities. Learning analysis is the process of elaborating general behaviors towards specific behaviors that are arranged logically and systematically. With the compilation of specific behavioral images from the very beginning to the end. Learning analysis is a set of procedures that can be applied in a learning goal resulting in the identification of steps that are relevant to the organizer of a goal and subordinate abilities needed by students to achieve the objectives (Dick, 2009).

2.1. Learning Quality

Measuring Quality & Outcomes Early Learning was started to address the needs for child development and the quality of early childhood education data (ECE), especially for low- and middle-income countries conducted by MELCO. Taking from existing tools, MELQO held a consortium to make open source tools adapted to the national context, simultaneously informing monitoring of global and national population levels. While psychological analysis from MELQO shows that scores should not be used to compare the quality of child development between countries, country experience shows that data from MELQO tools in countries identify priorities for improvement in preprimary classrooms. MELQO also highlights the importance of local leadership to produce data with high leverage on ECE (Raikes et al., 2019).

Play as the most ideal conditions for quality early childhood education. But often playing in the learning process is just forgotten, because it is replaced by don't formalism in the setting of educational institutions. Among the main principles of proper early childhood education are: (1) Recognize each child as a unique personality; (2) Respect the characteristics of natural development; (3) Individualization of educational activities; (4) organizing the educational environment in the field of stimulation; (5) play as the focus of main / basic activities; (6) Reconsider the relationship between children, adults and early education institutions.

Planning and providing high quality early childhood education means answering various children needs, regarding various aspects of the development process: health, nutrition, psycho-social development, emotional well-being, and contact with the external environment (Ciolan, 2013). The success of early childhood education programs also involves, along with the factors already mentioned, several other elements, such as: (1) Collaboration with parents to increase their capacity to grow, care for and educate children; (2) Cooperation with various institutions in the community, having an interest in the lives of children and / or families; (3)Integrating in the development of early education programs the latest scientific research results on the development and education of children, as well as in the evolution of human behavior and actions in Indonesia of different ages and in different social and cultural contexts; (4) Promoting social and individual equality,

contributing to reducing inequalities and offering equal opportunities for all; (5) Receive and consider generation changes and new ways to downplay the special reality for new generations of children, already labeled as digital, original digital, millennial generation.

In the last decade, there are still challenging tasks for early childhood educators and for teachers in general to understand that learners' lives have changed very much and the way they understand reality has greatly changed organizing relevant and engaging learning for them never to be a problem (Ciolan, 2013). There is a very significant difference between the way of thinking of today's generation of children and the way of teaching teachers who were educated in earlier times (Tapscott, 2011). Playing in childhood is a very complex phenomenon. These are activities that combine into one whole, a very different line of thought and experience. Lots of play experience when children persist into adulthood (Nutbrown, 2011, p. 114).

Integrated center-based child education services are services that simultaneously offer the various actions needed to promote holistic early childhood development; in particular, nutrition, health, care and early education, in a way that is well articulated, free and timely given the age of the child. This integrated service requires intervention from many sectors that demand good coordination (Bernal & Ramírez, 2019). The quality of educational institutions is determined by various components. Components that directly affect the quality of learning design, learning design, facility support, and teachers as knowledge transfer. The focus of successful education quality is on increasing the provision of educational activities, learning facilities, and is needed to provide stimulation (Biersteker, Dawes, Hendricks, & Tredoux, 2016).

2.2. Early Childhood Education (ECE)

2.2.1. Objectives and Functions of Early Childhood Education

The goals of early childhood education are as follows: (1) Forming quality Indonesian children, namely children who grow and develop according to their level of development so as to have optimal readiness in entering basic education and wading through life in adulthood; (2) Help prepare children to achieve learning readiness (academic) at school. (3) Early intervention by providing stimulation so that it can grow hidden potentials, namely the dimensions of child development (language, intellectual, emotional, social, motor, self-concept, interests, and talents). (4) Conduct early detection of the possibility of disturbances in the growth and development of the potential of a child.

The function of Early Childhood Education consists of an adaptation function, a socialization function, a development function, a play function and an economic function (Wijana, 2014). The explanation is as follows: (1) The function of adaptation, plays a role in helping children make adjustments to various environmental conditions and adjust to conditions in themselves. (2) The function of socialization plays a role in helping children to have social skills that are useful in relationships and daily life where children are located. (3) The function of development is related to the development of various potentials that children have. Each element of the potential possessed by the child requires a situation or environment that can grow and develop that potential towards optimal development so that it becomes a potential that is beneficial to the child itself and the environment. (4) The function of play is related to providing opportunities for children to play, because in essence play itself is the right of children throughout their life span. Through play activities children will explore their world and build their own knowledge. (5) Economic function planned education in children is a long-term investment that can be profitable in any

300

subsequent developmental range. Moreover, the investment made is in the golden age (the golden age) which will provide multiple benefits. Kindergarten education is one of the foundations for further development.

2.2.2. Early Childhood Education Components

Early childhood competency standards consist of developing moral aspects and values of religion, social emotional and independence, language, cognitive, physical-motor, and art. Components of Early Childhood Education are as follows (Suyadi, 2010): (1) Students: targets of Early Childhood Education services are children who are in the age range of 0-6 years. Grouping children based on age, i.e. 0-1 years, 1-2 years, 2-3 years, 3-4 years, 4-5 years and 5-6 years. (2) Educators, competence of educators in ECE has academic qualifications of at least Bachelor (S-1) in ECE (S-1 / D-IVPG-ECE), other education or psychology and has an ECE teacher professional certification or at least has received ECE training. (3) Learning, early childhood learning is carried out through play activities prepared by educators by preparing material (content) and the learning process.

Early childhood learning materials are divided into 2 age groups, namely: (1) Material age of birth to 3 years, including: self-introduction (self-concept development) recognition of feelings (emotional development), recognition of other people (social development), introduction of various movements (physical development), developing communication (language development), and skills thinking (physical development). (2) Material age children 3-6 years, including: literacy, mathematical concepts, natural knowledge, social knowledge, art, technology, and process skills. Teacher can promoted communication, collaboration, and creativity in the classroom setting (Bers, González-González, & Armas-Torres, 2019).

2.3. Pandalungan Society

In English, society is referred to as society, is the origin of the word socius which means friend. Understanding society in general refers to the meaning of association between one individual with another individual in a group, where they live together in the form of friendship. Understanding the community is a group of people who intensely interact and settle together for quite a long time.

Institutions that play a strategic role in cultural inculcation are early childhood education institutions. Children entering early childhood education programs are not like blank paper that does not understand the appraisal of its crocodile. But on the contrary, children bring their own data banks which contain observations about people's characteristics, experiences with adult responses to their questions that can reflect varying degrees of discomfort on this issue, exposure to general prejudices about certain groups and theories compiled by themselves about the causes and effects of diversity (Johson, J. E, & Roopnarine, 2011). This different pattern of care will affect the growth and development of children, so it needs to be understood in full by the educator. Parenting patterns in social communities that have special characteristics will also affect children's development.

Thus, educators and children can co-exist productively in a particular community. Educators are strongly associated with different social communities and interactions between these social communities. This is evident in a society that emphasizes individualism, which of course is different

from a society that prioritizes collectivism. Individualism gives priority to personal goals, emphasizing values that meet one's own needs (Puspita, 2013). Social communities can influence early childhood through a pool of interactions that take place in society. The element of mutual need is interpreted as a feeling of dependence on the community both physical and psychological

The community is a group of people or groups of people who have goals and are usually formed because there is one thing in common for their members. The community of Social and Culture has a contribution to the socialization in early childhood. The socio-culture in question arises because of the interaction between early childhood and their peers, with data parents and the community. In the process of efforts to develop early childhood, the contributing factors are ecological and sociocultural (Cycyk & Hammer, 2018). It is intended that the existence of children is always in a society that consists of different social communities. each community has socio-cultural norms that have been agreed with the community.

Whereas the term Pandalungan means 'to speak / say with no certainty / manners' (Sutarto, 2006). In the context of community and cultural realities in the horseshoe area, that definition could mean that the everyday language used by the community concerned is abusive language (ngoko) or language whose grammatical structure is not yet well established, as indicated by the intensity of lexical and grammatical interference. This lack of grammatical aspects occurs because social interaction in community life is carried out by each language owner (Javanese and Madurese) whose position is equally strong or equally dominant. Culturally, the so-called pandalungan community is a hybrid society, which is a new civilized society due to the mixing of two dominant cultures. In the context of the East Java "horseshoe" region, pandalungan culture is a mixture of two dominant cultures, namely Javanese culture and Madura culture (Sutarto, 2006).

Based on the explanation above, it can be concluded that the pandalungan community is a society that is in a transitional position in the socio-cultural pattern. Transitional society is a society that has a mix of two dominant cultures, namely Javanese and Madura. Administratively, the Pandalungan cultural area includes Pasuruan, Probolinggo, Situbondo, Bondowoso, Jember, and Lumajang Regencies. In Jember, many Pandalungan communities occupy urban and suburban areas.

In a social environment, children can grow and develop according to the social characteristics of the local community. children indirectly make observations and imitate all forms of social behavior that appears in the community. one of the easiest aspects for children to imitate in a social environment is the language aspect. Children can easily follow the language used in a community environment. so that the community or social environment can be more effective in teaching language to young children. Children's participation in the community environment will develop the sociocognitive aspects of the child (Correia, Camilo, Aguiar, & Amaro, 2019).

In the smallest social environment, the family has a role in childcare education, including providing language communication patterns. in the family, parents can provide space for children to enter the social environment outside the family environment. The social environment of the community that can be followed by early childhood is the institution of early childhood education. Early childhood education institutions that exist within a particular community's social community can provide by preschool programs that schools with a local community social approach to the development of children's cognitive and pre-academic skills. Early childhood education services carried out in schools and parenting support in preschool programs as a whole and involving the social environment of the community will help optimize the development of this age child to achieve aspects of development (Grindal et al., 2016). Parenting education conducted by parents

302

in a social environment can provide examples or opportunities to practice positive interactions with children that will have a stronger additional impact than parental education programs that don't care.

The community environment has a very vital role in providing a counter to the risks that might interfere with children's development. The social environment with the values adopted can influence the pattern of thinking and behavior of a child in the process of growth and development. In this case the family as the smallest social environment with all its resources and strengths can allow it to act as a protective factor in the lives of children enabling them to succeed despite the challenges associated with discrimination (Herbers, Cutuli, Jacobs, Tabachnick, & Kichline, 2019). The condition of the family environment including the language can protect language that is not properly spoken by early childhood.

Children learn by playing. In the social environment, play is very possible to do children in the social environment where he lives. The game can be done by involving the rules. Therefore, it is necessary to have all the material resources that contribute to their training at the physical, social and emotional level (Lucas, 2017). A good game if done by considering aspects of development. So that children's games are done not just playing, but games that are full of meaning and are useful for early childhood. The place that is most likely to be done naturally in early childhood is that it occurs in the social environment of the community around where the child lives.

Conversations within the community occur because of a mechanism through a local social organization. Early childhood can never be separated from the social community where he lives. Wherever the social environment of early childhood, children will use language according to their environment. The use of the language in question yes occurs during the conversation in interaction in the community. Parents and teachers can see and evaluate different responses, identify effective practices based on what happens in real interactions' (Stokoe, 2014). As happened in Pandalungan communities. Early childhood has the characteristics of a master copycat, who is able to imitate what he sees, or hears. The children followed as the Pandalungun community. In an effort to optimize the development of early childhood, the community can play an active role for identify responsiveness (responsiveness) in the practice of responsive engagement. The conversation can directly inform professional development in early childhood education. Through speaking you can identify responsiveness in responsive engagement practices (Church & Bateman, 2019).

3. METHODS

3.1. Participant

This research was conducted in Jember Regency, and the object of the research was ECE institutions which were divided into 3 clusters namely cluster 1 (in urban areas), cluster 2 (in the suburbs), and cluster 3 (rural). This study uses a qualitative approach, because researchers want to identify the learning needs that exist in each ECE institution. This research can be classified as a descriptive / interpretative design because it refers to the description (description) of the data to be interpreted (Mapiare, 2013).

3.2. Research Desain

This research design uses ethnographic research design. The ethnographic research design was chosen because the researcher wanted to identify the learning needs of ECE institutions in the community which are part of the Pandalungan culture. Ethnographic research broad field of study of various social settings that allows direct observation and observation of activities and communication and interaction with institutions / people, both on formal and informal occasions (Mapiare, 2013).
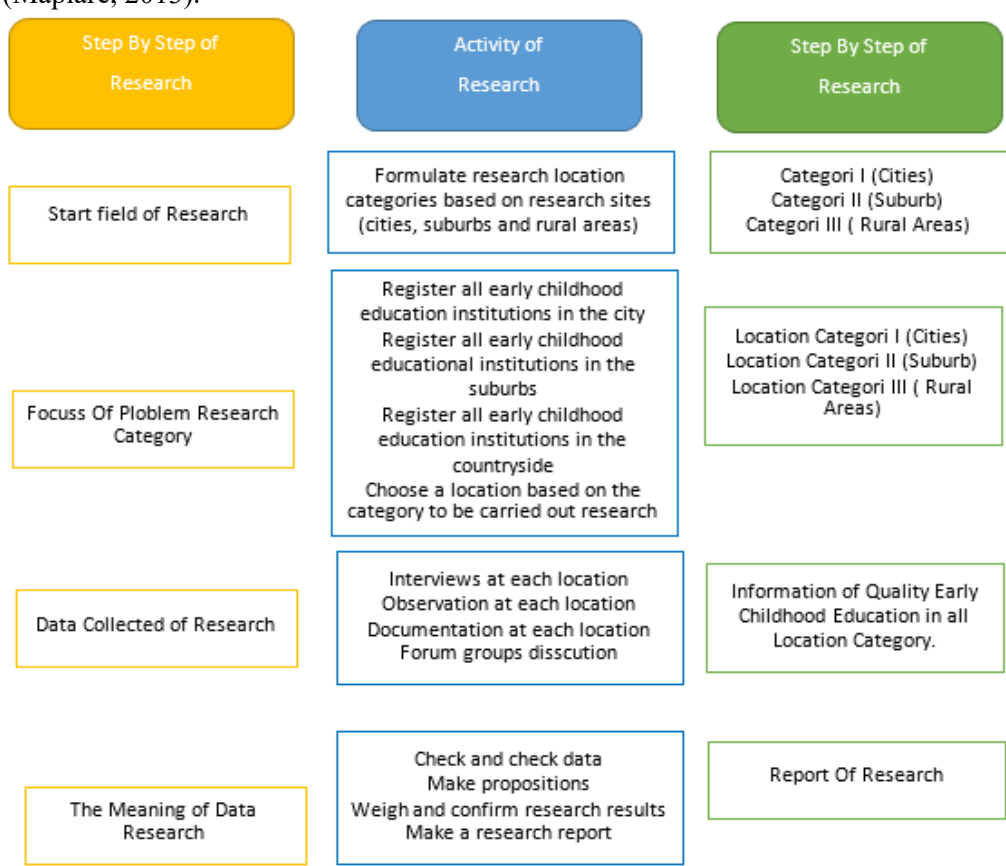

Figure 1. Reseach Design

3.3. Procedure

This research was conducted in 4 stages, namely field assessment, problem category determination, data collection, and data interpretation. Field assessment is carried out by formulating and determining the location of research categories. Field assessment is carried out by analyzing the characteristics of locations in Jember Regency. The characteristics that are used as a reference for analysis are the characteristics of ECE institutions in urban and suburban areas. After determining these characteristics, the selection of locations will then be subjected to research in each category (urban and suburban).

Determination of the problem category is done by weighing the conditions of the research location based on the categories that have been determined. The weighing process is carried out through the List of Early Childhood Education (Schools) in Accordance with Reference Data from the Ministry of Education and Culture in Jember Regency. The data is further grouped based on the urban and suburban categories. The results of the grouping are then analyzed to determine which

304

ECE institutions will be the target of research. After determining the location further communication with the Institution related to the aims and objectives of the study conducted to ensure willingness as a research target. Data collection is done by observation, interview and documentation. This data collection was carried out at each research target location.

The meaning of the data is done by analyzing the data that has been collected through checks and re-examinations and then conclusions are made by making propositions related to the logic principle, then weighing and elevating it into research findings and then making a complete research report. This process was carried out during the research.

4. RESULT AND DISCUSSION

4.1. Identification of the learning needs of Early Childhood Education (ECE) in Pandalungan Community in the Urban District of Jember.

The learning needs of early childhood education (ECE) in the Sumbersari area, which is an urban Pandalungan community, if viewed from the condition of community awareness about early childhood education (ECE), most are already aware of the importance of their role. Early childhood education is education prepared for preparation to the next level of school is elementary school. Children who have attended early childhood have an advantage when they go to primary school compared to not attending ECE education, both in terms of the developmental achievements of children who have been educated early on through quality ECE institutions and those who do not have many very visible differences. Whereas early childhood education institutions (ECE) in urban areas are already quite good from the quality level. In other words, most have implemented at least 8 early childhood education standards in accordance with national education standards (SNP) in terms of quality and quantity, it can be concluded that early childhood education institutions starting from standard achievement levels, content standards, processes, educators and personnel education, facilities and infrastructure, its management, funding and standard assessment have been applied so well that many in quality and quantity most of early childhood education (ECE) have been accredited both state and private status with a total of 57 early childhood education institutions (ECE). So the urban Pandalungan community already has a level of awareness and is supported by many early childhood education institutions (ECE) that have quality or quality that is in accordance with accreditation by the government, so that the learning needs of early childhood education (ECE) in Sumbersari already have the qualities that are high enough.

4.2. Identification of Early Childhood Education Learning Needs (ECE) in Pandalungan Communities in the Suburbs of Jember Regency.

The urban outskirts of the Pandalungan community in this case are in the Sukorambi area if the results of data mining by the research team can be drawn as a result of research based on data that has been excavated namely the condition of community awareness in Sukorambi is still lacking in terms of Early Childhood Education (ECE). It is proven that many ECE children are left to play all day without participating in ECE activities. The community has the opinion that playing is the same and the education is known as direct primary school. Besides because of economic factors that make the reason they lack awareness of Early Childhood Education (ECE). While the Condition of Early Childhood Education Institutions (ECE) in the Sukorambi area is still very low in terms of the amount, it is still half as compared to urban areas, there are 28 ECE institutions, and if viewed from the National Education Quality Standards instrument (SNP) through 8 standards

it can be categorized sufficiently quality, there are some ECE institutions that do not yet have accreditation so that the quality is still lacking.

4.3. Identification of the learning needs of Early Childhood Education (ECE) in Pandalungan Community in the Urban District of Jember.

Based on research findings that the learning needs of the Sumbersari community as a pandalungan community in urban areas of Jember Regency, if viewed from the condition of the level of awareness about early childhood education (ECE) which is quite high and the quality of ECE institutions in Sumbersari can already be said to be of sufficient quality. Because early childhood education is very important to do, several theories about brain development show that brain development in young children develops very quickly. Even if we want to invest in a country, the most profitable investment is through early childhood education. And early childhood education that will influence is early childhood education that can stimulate children appropriately according to their age stages. For this reason, a quality ECE is needed to be able to realize optimal stimulation. the ideals of ECE certainly hope to become a Quality ECE institution. At present, there are even many institutions that have certain labels, which sometimes make people believe that the institution is of good quality, without seeing the legitimacy of the government anymore. In Indonesia, all ECE institutions must obey and obey the Indonesian government regulations in carrying out its institution. In ECE, some regulations must be fulfilled as minimum service standards set by the government. To assess the feasibility, an accreditation instrument was drawn up which refers to the National Education Standards (SNP) as stipulated through the Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendment to the Government Regulation of the Republic of Indonesia Number 19 of 2005, which covers 8 (eight) standards.

To form a quality institution, we must take a variety of related parties, starting from the inspector and supervisor as technical advisors in the field, need to understand also the criteria of a quality institution in order to be able to actively participate in coaching. In addition, PKG as a forum for improving the quality of ECE institutions needs to be involved in preparing quality ECE institutions. ECE Education Institution in Sukorambi has implemented 8 quality standards as well as involving various stakeholders in its development so that it can be categorized that in terms of quantity and quality it already has a sufficiently high quality category, supported by awareness of urban Pandalungan people who are aware of early childhood education is education for the period the golden age of the child (Golden Age) if the students are erroneous then the character of the child will be inherent and difficult to change again, therefore it is in accordance with the guidelines that quality early childhood education must be at least based on national education standards especially those called institutional accreditation by the government.

4.4. Identification of Early Childhood Education Learning Needs (ECE) in Pandalungan Communities in the Suburbs of Jember Regency.

Each program is always carried out through a planning process, both structured planning and self-taught planning. Identification of learning needs is one part of program planning in organizing educational programs. The results of this study indicate that there is a lack of level of public awareness of the world of education, especially in this case is early childhood education (ECE). One of the factors that can influence the level of community awareness of the world of education is one of the economic factors, based on findings in the Sukorambi area as a high level of community awareness about the importance of ECE in preparing primary school education, one of the

causes is the fear of parents issuing additional funding for their children's education in early childhood education, so children are allowed to play randomly even though their age is actually included in the ECE school age category. In accordance with the Target of Early Childhood Education services are children who are in the age range of 0-6 years. Grouping children based on age, i.e. 0-1 years, 1-2 years, 2-3 years, 3-4 years, 4-5 years and 5-6 years.

Early Childhood Education Institutions (ECE) in Sukorambi are considered to be of poor quality, because the ECE institution is no exception assessing the feasibility of preparing accreditation instruments that refer to the National Education Standards (SNP) as stipulated through Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendments to Government Regulations Republic of Indonesia Number 19 of 2005, which includes 8 (eight) standards. There are various standards ranging from developmental achievements, content standards, processes, educators and teaching staff, facilities and infrastructure, management, financing and assessment. In Sukorambi the results are still partly accredited so that the quality and quality is very less compared to urban areas in Pandalungan which in this case are in Sumbersari, this also has to do with the lack of awareness and participation of the community around education. Besides the geographical conditions that affect it.

Sukorambi area has many areas that are in the highland category, access makes it one of the problems that must be faced by these urban suburbs, therefore a precise solution is needed to overcome this problem. Early childhood education institutions (ECE) must continue to prioritize quality so that people increasingly trust these educational institutions. Mayoriytas residents also have less economic levels, so this is also one of the causes of the community's unconsciousness in the world of education, especially ECE education

5. CONCLUSION

That identification of the learning needs of Early Childhood Education (ECE) in the Pandalungan community in urban areas of Jember, namely precisely in Sumbersari Kelurahan has a fairly high awareness of early childhood education (ECE) as an education prepared for further education, namely elementary schools, it is evident that in Kelurahan sumbersari there are early childhood education institutions in terms of quantity and quality, meaning that there are many Early Childhood education institutions (ECE) in this region and have sufficient quality, this is evident in complying with and obeying the Indonesian government regulations in carrying out its institutions. In ECE institutions, there are regulations that must be fulfilled as minimum service standards set by the government. Most ECE institutions in the Sumbersari Kelurahan are quite appropriate according to the instrument that refers to the SNP that covers 8 (eight) standards. Identification of Early Childhood Education Learning needs in the Pandalungan community in the urban outskirts of Jember Regency, namely Sukorambi Village, most if judged the feasibility of an Early Childhood Education Institution (ECE) is still inadequate if based on an instrument clause that refers to the SNP that covers 8 (eight) standards compared to urban areas. In this case the level of public awareness affects the results of identification of learning needs.

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