DISPARITY OF IMPLEMENTATION OF REGIONAL CULTURE AS CHARACTER EDUCATION IMPLEMENTATION IN CITY WORTH CHILDREN

Siti Supeni[1], Dian Esti Nurati[2], Feri Faila Sufa[3]
[1,2,3] Universitas Slamet Riyadi Surakarta
Email: sitisupeni@unisri.ac.id

Abstract

The research objective was to analyze the needs and attitudes of children in implementing regional culture-based character education as a contribution to the mental revolution in a Child-Friendly City, seen from the aspects of art, recreation, and competition. The research subjects consisted of; teachers, bureaucrats, parents, 20 respondents. Research methods through literature study, interviews, observation, and documentation. Analysis of data on regional cultural development based on character education is supported by psychological, educational, and socio-cultural approaches, with qualitative descriptive analysis.

The results of the study show that the School has artifacts (symbols) bearing regional cultural art in accordance with the development of the age of the child, in the city of Surakarta: 63%, in the city of Denpasar: 93%, in the city of West Jakarta: 60%. 60%, Denpasar: 100%, and in the city of West Jakarta: 33%. compulsory education program in three cities; 93%, Bali, 95.5% Surakarta, and West Jakarta 90%. In conclusion all have followed the Child Friendly City program.

Keywords: regional culture, character education, child-friendly city.

A. Introduction

There are many kinds of problems faced by children, including: school dropouts, prostituted children/trafficking and Commercial Sexual Exploitation of Children (CSEC), child violence (rape, molestation, abuse, intercourse), escape, neglected children, children affected by malnutrition, worst workers children, street children, and child labor. Aspects of child protection and children's rights which are inseparable unity equate perceptions of the spirit that must be developed in realizing Jakarta Child-Friendly Cities ... The therapeutic risk of being addressed by the National Technology is the most effective aspect of society, especially the life of those who are not alone to responsibility. They inclined to indiscriminately copy Western culture which is distinctively shown in their dresses, eating habit, music, selfishness and extravagance in their spending. (Ladda, Silanoi, Assoc. 2012: 1812 - 1816.).

Surakarta, Bali and Jakarta are known as cities that have cultural diversity. Lately the government in various cities is trying to reintroduce its original cultural identity (Javanese, Balinese and Betawi), such as puppets, gamelan / music, and traditional arts, traditional clothing, regional languages, and will continue to be cultivated and known at the national level even International level as a tourism and cultural asset that is able to attract foreign tourists to get a closer look at Indonesia is very important to reintroduce to children about regional cultural arts, because through cultural arts and various regional games that were played, but now began to be unknown by children because of the influence of electronic games that are now starting to mushroom among the people.

How is the implementation of regional culture-based character education as a contribution to the mental revolution in the Child Friendly City (KLA), analyzing the needs and attitudes of children to implement character education in their culture-based behavior in Surakarta, Bali and Jakarta, so that needs to be identified children implement character education in their behavior based on regional culture by identifying the needs and attitudes of children to implement character education in their behavior based on regional culture. Sousi in realizing a Child Friendly City will open more green open spaces for public space, child-friendly traffic parks, children's playgrounds, easy access to birth certificates, and so on. Building child-friendly facilities, such as child-friendly parks, children's playgrounds, village libraries, etc. are very important.

B. Research methods

The research subjects consisted of; teachers, bureaucrats, parents, 20 respondents. Research methods through literature study, interviews, observation, and documentation. Data analysis through R & D (Sugiyono, 2006: 407), development of regional culture based on character education is supported by psychological, educational, and socio-cultural approaches, with qualitative descriptive analysis.

C. Discussion and Analysis

Implementation of regional culture-based character education as a mental revolution contribution in the Child-Friendly City (KLA), The cultural heritage of landscapes makes an important contribution to people's local identity, which addresses the human-nature collaboration relationship and information making (Mehmet Ülgera, Süleyman Yiğittirb, Orhan Ercan, 2014: 442-449). through education, utilization of leisure time, and cultural activities can be done through education, ensuring that every child has access to quality education and training without discrimination, for example encouraging inclusive schools, expanding vocational, non-formal and informal education; encourage the creation of child-friendly schools by applying the concept of non-violent discipline and safe and secure routes to and from schools. The aim of education is to ensure that educational institutions aim to develop children's interests, talents and abilities and prepare children to be responsible for tolerant, mutually respectful lives, and cooperate for the progress of the world in the spirit of peace.

Through vacation activities, and arts and cultural activities, ensure that children have time to rest and can take advantage of free time to do various arts and cultural activities, for example the provision of play and recreation facilities and children's creativity facilities, from minority and isolated groups guaranteed the right to enjoy culture, language and beliefs.

The principle of fulfilling children's rights does not differentiate ethnicity, race, religion, gender, language, political understanding, national origin, economic status, physical or psychological condition of the child, or other factors. Recognize and ensure that every child has the ability to express his opinion, given the opportunity to freely express his views on everything that affects him.

Character education as a contribution to the mental culture-based regional revolution to support a child-friendly city can be reviewed through three cities as follows; (1) in Surakarta City, Central Java, the city government of Surakata initiated

83

the Child Friendly City Program (KLA) since 2003, wanting to create a friendly and friendly city with a growing and developing environment for children, has taken various steps towards improvement by changing the city which becomes a city that is feasible for the growth and development of children.

To ensure the success of the City's Child Friendly City Program (KLA) invites the community to participate together in managing the city environment into a friendly and viable environment for the growth and development of children, through a district / city development strategy that integrates planned government, community and business commitments and resources in a comprehensive and sustainable manner in programs and activities to fulfill children's rights with a range of activities which include; health, education, protection of children and participation of children, in an effort to create a child-friendly city, the need for a new breakthrough by creating a Child Friendly City Program (KLA).

Compulsory education programs for children, integrating government and community commitments and resources that are planned in a comprehensive and sustainable manner in children's rights fulfillment programs and activities which include: health, education, child protection and child participation. Use of leisure time and art activities culture, which was developed in the Surakartas child-friendly school, assistance with signs and socialization of the SelamatSek Sekolah Zone (ZOSS), providing helmets for school children, Solo Car Free Day, smart parks, playgrounds, and children's creation stages, mobile libraries and smart cars providing various books reading and teaching aids about science for children free of charge.

In line with Denpasar, Bali, as a city of tourism that is culturally insightful, does not escape the various problems of the city, one of which is the problem in child growth and development in urban areas, not all children have optimal health, victims of natural disasters, children victims of exploitation, minority groups. Innovate in empowering children based on local wisdom through creative culture, improving public services for children towards community welfare through activities in health, education, social welfare, environment, economy and tourism, and improving community infrastructure especially children from the poor.

Child-friendly cities in West Jakarta, as the capital city of course are central to social and cultural activities with various facilities in the fields of education, culture, sports, and health by making the area a child-friendly area. As a metropolis, data from the Indonesian Child Protection Commission (KPAI) February 15, 2018, stated that there were 1,844 cases of violence against children since the turn of the year. is an area with the most cases, will make West Jakarta area a child-friendly area, will be built a variety of supporting facilities for children to form a children's forum program in realizing a decent city based on character education through regional culture.

In realizing a city worthy of children, compulsory education programs in three cities show: 93%, Bali, 95.5% Surakarta, and West Jakarta 90%. All have followed it. Overall it can be shown in the following diagram below:
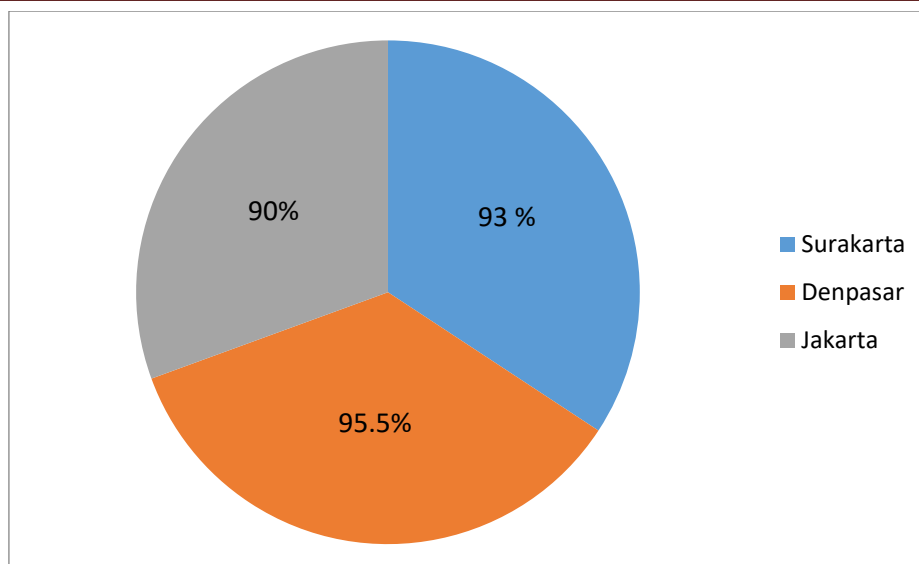
Figure 1. Percentage diagram
Mandatory Learning (school vision and mission, compulsory education)

Child Friendly Schools, have safety requirements, a sturdy building structure, and are safe for children, have a heterogeneity in a sturdy building structure, but for advanced private schools it is more representative. The school has artifacts (symbols) bearing regional cultural art in accordance with the development of the age of the child, in Surakarta city: 63%, in the city of Denpasar: 93%, in the city of West Jakarta: 60%. Between in the city of Surakarta and in the city of Denpasar there are differences, because in Denpasar the nuances of art in building artifacts are more dominant. The creation of culture is polite, friendly and ethical to everyone while inside or outside school. in Surakarta City: 77%, in Denpasar City: 80%, in West Jakarta City: 73%. Between Surakarta and Denpasar there are few differences, because in Denpasar the nuances of adat and Hinduism in performing traditional and religious ceremonies are more dominant, whereas in West Jakarta there has been a shift as a modern city.

Schools always play local art and culture songs during recess, in Surakarta city: 77%, in Denpasar city: 76%, in West Jakarta city: 57%. There are differences in implementing regional art and culture songs during recess, due to different environmental conditions and visions.

The school provides freedom of expression in developing the potential of their talents and interests, in the city of Surakarta: 87%, in the city of Denpasar: 93%, in the city of West Jakarta: 70%. Almost all schools support freedom of expression in developing potential talents and interests of students.

The cultural heritage of the landscape cycles is an important contributor to people's identity, which addresses the humanitarian relationship and informational processes. However, cultural heritage assessments in the context of cultural services services are still challenged by the lack of consistent method of the spatial distribution of cultural heritage. (NilsStanika, b, IngeAaldersa, DavidMillera, Ecological Indicators 95 (2018) 288–297

In the analysis of Child Friendly School discussions by having safety

requirements, the existence of artifacts (symbols) bearing regional cultural art, culture being polite, friendly and ethical, playing local art and culture songs during recess, giving freedom of expression in developing potential talents and his interests, the percentage conclusions can be displayed in diagram. as follows:
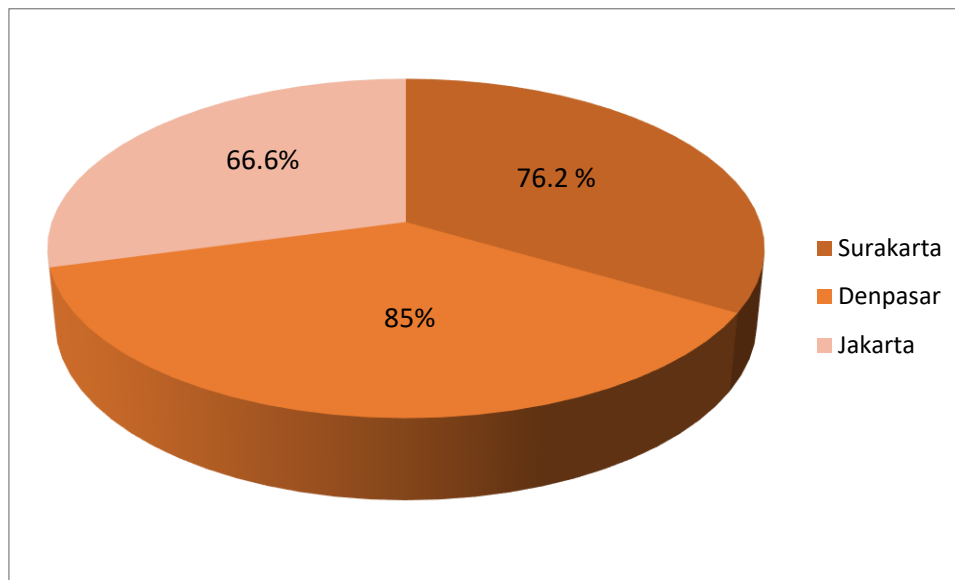

Figure 2. A Child Friendly School

Based on the diagram above, the KLA Denpasar Bali shows the highest processing rate of 85% on the grounds that there are no cigarette advertisements in Denpasar, in integrated local arts and cultural activities schools in each of the Rukun Tangga (Tempek), in every Pillar Residents (Banjar), because as a tourism asset that continues to be fostered, in Surakarta cigarette advertisements are still found on highways that stand out by screening cigarette adverts on street corners, which will reduce Child Friendly Schools, especially in West Jakarta by getting a percentage number 66% because they don't have a KLA profile especially in West Jakarta.

Creative activities and child-friendly recreation outside the school for the development of local cultural arts; Students are given opportunities in peer communities, for example forming a community of arts and culture students. (the existence of an art and cultural studio) in Surakarta: 60%, in Denpasar: 100%, in the city of West Jakarta: 33% chose extra-curricular activities in accordance with the interests of regional artistic and cultural talents. in the city of Surakarta: 87%, in the city of Denpasar: 100%, in the city of West Jakarta: 40%, facilities for conducting cultural arts activities. in Surakarta City: 60%, in Denpasar City: 100%, in West Jakarta City: 40% can be seen in the diagram below:
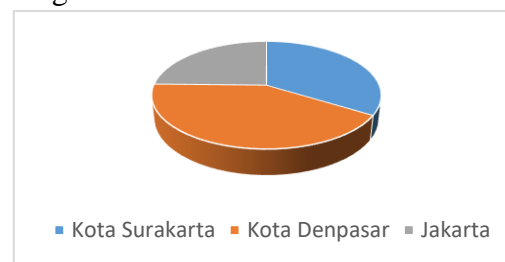

Figure 3. Creative activities and child-friendly recreation outside the school

Teachers' implementation of teaching programs should be competent for the first field of education and education in order to order aqualified generation. (Ülgera, Yiğittirb, OrhanErcan, 2014: 442 - 449). Students are given the opportunity in peer communities to form a community of arts and culture students, with the construction of cultural arts studios, children can freely choose extra-curricular activities in accordance with the interests of regional artistic and cultural talents, and all children can access facilities for performing arts and cultural activities. The arts and character education program in three cities provided support and facilities in cultural arts competitions: Surakarta 100%, Denpasar 100%, West Jakarta 70%, had programs for developing local culture, part of character education into behavior (manners, queuing, said words, etc.), Surakarta: 80%, Denpasar: 87%, West Jakarta 4 7% and have had artefacts (symbols) in public places in developing behaviors, how to conduct and discipline the deviant children's behavior, because they have city characteristics different, can be seen in the picture diagram below:
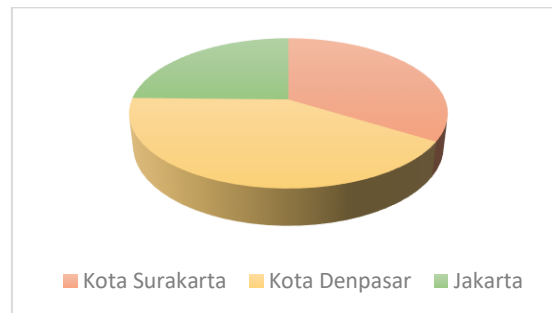

Figure 4. The arts and character education program in three cities provided support and facilities in cultural arts competitions

D. Conclusion

The inhibiting factor is the implementation of cultural arts activities in internalizing character education to realize a child-worthy city, among others; technological developments are very fast, the impact of globalization can erode cultural values, an environment that is not conducive to child development, crime in children, infrastructure that is less supportive for cultural arts activities. Changes in digital civilization based on the digital revolution 4.0 of course greatly impact on regional cultural changes in society. Industrial revolution based on digital revolution where time spacing becomes very effective and efficient, tends to be individualistic, and diminishes humanist value because it does not depend on direct interaction.

E. References

Borg, Walter R dan Gall, Meredith D. 1983. *Educational Research*: *An Introduction*. New York: Longman.

Daryanto. 2013. Implementasi Pendidikan Karakter di Sekolah. Yogyakarta : Penerbit Gava Media.

Donie Koesuma, 2009. Pendidikan Karakter Strategi Mendidik di Zaman Global.Grasindo: Jakarta

Eman Suherman. 2008. *Desain pembelajaran pendidikan karakter*. Bandung: Alfabeta.

Harper, G. 2010. *On creative writing*. New York USA: Shor Run *Press* Ltd.

Koentjaraningrat. 2009. *Pengantar Ilmu Antropologi*. Jakarta: Aksara Baru.

Ladda, Silanoi,Assoc. Prof.*Faculty ofEducation,* KhonKaen *University, 40002,*

Lickona, 2004. *Character Matters: How to Help Our Children Develop.*

Locke, E. 2009. *Handbook of principles of organizational behavior: indispensable knowledge for evidence-based managemenet.* West Sussex, UK: John Wiley & Sons Ltd.

Larry P.Nucci, dkk. 2014. *Hanbook Pendidikan Moral dan Karakter*. Bandung: Nusa Media.

Siti Supeni 2011. *Kepemimpinan Sekolah Berbasis Budaya Jawa*, Yogyakarta: New Almatera.

................, 2012. *Évaluasi Nilai Kepemimpinan Budaya Jawa Dalam Pandangan Dan Perilaku Kepala Sekolah Dasar*. Jurnal Penelitian dan EvaluasiPendidikan UNY. Vol.1, No.2, ISSN 1410-4725. Akreditasi N0.64a?DIKTI/Kep/2010.

................, 2015. Pengembangan Model Internalisasi *Pendidikan Karakter Pancasila Pada Guru PAUD*. Jurnal Ilmiah Pendidikan CAKRAWALA PENDIDIKAN, Terakreditasi No. ISSN:0216-1370.Yogyakarta: LPPMP UNY.

Soemahamidjaja. 2003. *Pendidikan karakter mandiri dan pendidikan karakter.* Bandung: Angkasa.

Sugiyono. 2010. *Penelitian pengembangan R & D*. Bandung: Alfabeta.

Suryana. 2003. *Pendidikan karakter: pedoman praktis, kiat dan proses menuju sukses.* Jakarta: Penerbit Salemba Empat.

Muhammad Nur. 2011. *Pembelajaran paikem gembrot.* Jakarta: Multi Kreasindo.

MehmetÜlger[a*],SüleymanYiğittir[b],Orhan Ercan,*Secondary School Teachers' Beliefs on Character Education Competency,* Procedia – Social and Behavioral Sciences 131 (2014) 442 – 449.

Nils Stanik,IngeAalders,David Miller, , 2018,*Towards an indicator-based assessment of cultural heritage as a cultural ecosystem service – Acasestudy of Scottish landscapes,* Ecological Indicators 95 (2018) 288– 297

Nugroho Alois Agus. (September 2007). *Konstribusi gagasan driyakara dalam mengembangkan visi pendidikan khas Indonesia.* Makalah disajikan dalam seminar nasional tentang pendidikan, di USD Yogyakarta.

Zubaedi, 2011. *Pendidikan Karakter*, Bandung: Widya Aksara Press.

Character Education Based on Sufficiency Economy Philosophyin Thailand, Procedia - Social and Behavioral Sciences 69 (2012) 1812 – 1816. International Conference on Education and Educational Psychology (ICEEPSY2012)