
The Development of Habituation Learning Model Based On Traditional Child Song and Movement Game to Create the Character of Early Age Children

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ABSTRACT

Habituation learning in Early Age Child Education tends to emphasize on cognitive aspect only, leaving affective and psychomotor aspect untouched. It becomes one constraint in creating child character. This research aimed to analyze the development of habituation learning model based on traditional playground song and movement game to create the child character in Group B of Kindergartens in Surakarta. The data was collected using interview and observation in learning process in the classroom. Interview was conducted with teachers, children, and headmasters. Observation was conducted on the change of child character behavior after the song and movement game activity, and observation on model application performance by teachers. The result of research showed that in the habituation learning model based on traditional playground song and movement to create the character of early age children, teacher could organize: a) habituation learning by giving the children the freedom of imagining, exploring their self-potency to create, b) habituation learning with movement and song activity could internalize character values of traditional kid song lyrics, c) habituation learning based song and movement that could put the children the subject and the object of learning all at once, and the target of learning outcome including cognitive, affective and motor aspects could be achieved, and d) habituation learning putting the children in the center of learning, or called student-centered learning.

Keywords: Habituation, traditional playground song, children character.

1 INTRODUCTION

Habituation learning is the relatively permanent and automatic process of creating behavior/character through repeated learning process. The behavior becoming habituation has the following characteristics: (a) the behavior is relatively permanent, (b) habituation does not need high thinking function commonly, (c) habit is not a product of maturation process, but the consequence or the result of learning experience, (d) the behavior appear repeatedly as the response to the same stimulus, Dirjen Dikdasmen (Directorate General of Elementary and Secondary Education), Direktorat TK-SD (Directorate of Kindergarten-Elementary School (2007:4).

Habituation learning includes moral development aspect and religious values, and social, emotional and independency development. Moral and religious values development aspect will improve the children's piety to Almighty God and build the students' attitude in the attempt of putting foundation for the children to be the good citizen. Social and independency aspects are intended to guide the children to control their emotion reasonably and to interact with their fellows and adults well and to help

themselves in the attempt of life competency (Curriculum and Learning Outcome of PAUD Balitbang; 2002: 47).

The survey on habituation learning implementation to build children character took the teachers of Group B of Kindergartens in Surakarta city as the respondents, with observation as the technique of collecting data. Considering the result of survey, it can be found that in the implementation of habituation learning process in Early Age Children/Kindergarten B (thereafter called Paud/TKB), the target of teacher is still cognitive aspect, so that the children do not get freedom that should get leading to their discomfort in doing activities. Habituation learning that should be the part of moral, social-emotional development in character building had not been implemented completely by teacher.

The implementation of habituation learning for character building in early age children education in line with the implementation of 2013 Curriculum about PAUD is the development of attitude not only as the result of imitation (nurturant) of knowledge and skill development, but the component should also be planned maturely and in-depth and conducted continuously thereby creating habit, then becoming behavior and eventually becoming good character.

Habituation learning for character building in early age children education requires a learning model that can lead the children to emphasize on their innate characteristics freely, casually, cheerfully, joyfully, and excitedly. The development of good characters should involve moral knowing, loving good (moral feeling) and moral action (Lickona, 1992: 92). The process will create the strong character values inside children.

Joyce, Weill and Calhoun (2009) defined learning model as the conceptual framework used as the guidelines in conducting learning, meaning that learning model is a conceptual framework depicting a systematic procedure in organizing learning experience to achieve the learning objective. Learning model in Early Age Children Education (thereafter called PAUD), according to Dewantara (1977:276), is the one in which students are not only object but also subject, applied through playing. With playing the children actually learn, through playing children have opportunity of building their world, interacting with others in social environment, expressing and control their emotion, and developing their symbolic competency. Dewantara (1977: 2456), as the material of game for Kindergarten, used game and song appropriate to Indonesian culture, because Indonesia is rich of game tool and traditional song, child playground song. Singing child playground song means that the children play while singing. Children like traditional children playground songs because they are natural music composer; even two world music figures, Carl Orff and Zoltan Kodaly (in Montolalu, 2008:3-22) said that music is contained in child development.

Traditional child playground songs are local songs usually performed or sung by children cheerfully to spend their leisure time in twilight or at night. They are, among others, Gundul-gundul Pacul, Jaranan, Kupu etc. The author of traditional child playground song is usually unknown (anonym), because the song is derived traditionally and hereditarily (Singarimbun, 1992. books. google. com). Traditional child playground song is assumed as having positive effect on the development of child character in the future. It is because the traditional child playground song contains some education values, including implanting social, historical, honesty, religiosity, sportiveness, independency, discipline, respecting others, and physical

development values. Traditional child playground song has been inventoried in large number. This research uses four songs because these songs have been known by children in Kindergarten: 1) Gundul-gundul Pacul, 2) Cublak Suweng, 3) Sluku-sluku Batok, and 4) Jamuran.

However, habituation learning activity has not been able to develop children character completely (Nugrahani Farida: 2000) because the teachers of Group B Kindergartens in Surakarta City emphasize more on the development of cognitive aspect and lesson children behavior. Thus, the research and development of habituation learning model based on traditional child playground song and movement to create the children character in group B of Kindergartens in Surakarta should be conducted urgently.

2 METHOD

This research was directed on research and development, and used to design new product and procedure, that was then tested (tried) systematically, evaluated, and repaired thereby fulfilling the criteria of effectiveness and quality or certain specified standard. This research not only developed or designed a teaching product but also yielded an attempt of formulating a teaching technique ready to apply as the product of teaching in the classroom (Gall, Gall, & Borg, 2007: 569). This research was conducted in the children in group B of Kindergartens in Surakarta. The data collected consisted of primary and secondary data. Primary data contained information on informant, place, and event. Informant consisted of children in group B of Kindergartens and stakeholders involved in the development of habituation learning model based on traditional child playground song and movement to create the character of early age children. Furthermore, secondary data contained various documents relevant to the development of habituation learning model to create the development of early age children character.

This research was conducted in Surakarta City, Central Java, Indonesia at education unit level of group B-early age children, both public and private. The primary data was collected using observation method, by means of observing the change of children behavior, children activity, and teacher performance, data obtained from test of children's cognitive level regarding good and bad behavior pictures. Secondary data was collected by analyzing the documents of learning sets the teachers used.

3 RESULT

The basic principle of habituation learning to create early age children character is the implantation of good habits, so that the children can behave and act based on the values that have been their personality. Children can identify and receive values as their own character and be responsible for the decision made through a number of steps, including identifying the choices, evaluating the choices, taking a stance, and choosing the values based on their own belief. In this principle, the children learn through thinking, behavior, and acting processes. Those three processes is intended to the development of children skill in conducting social activity and encouraging the child to see themselves as the part of environment. These characters cannot be developed quickly and instantaneously, but they require a long, cautious and systematic process. In

some perspectives developed in human thinking history, character education should be done based on the stages of child development.

Lickona (1992:92) stated that the character developing education is the attempt the education takes to help the children understand, care about, and acting based on ethical values. The students can assess the right one, care about the right, and do what they believe as right despite external pressure and internal temptation.

At least, according to a theory from a psychologist and an elementary education scholar, Kohlberg (1992), there are four stages of character education: (a) habituation, as the beginning development of child character; (b) understanding and reasoning of students' value, attitude, behavior, and character; (c) implementation of child behavior and action in daily reality; and (d) interpretation constituting the child's reflection through entire assessment on attitude and behavior they understand, and do, and its effect and benefit on their and others' life.

Habituation learning based on traditional child playground song and movement to create the character of early age children, if related to Carl Orff and Zoltan Kodaly (in Montolalu, 2008: 3.22) in principle is the activity of playing and singing that will be the media for the students to learn and to develop their soul positively. Singing is playing music, and music is a very source to promote the child development. When children play with traditional child playground song, they are inseparable from the songs sung with the lyrics inherent to the game performed (Nurhidayati; 2005).

The character education in early age children, according to Thomas Lickona (1992: 7), passes through three (3) interrelated stages: 1) knowledge of moral (moral knowing) the important thing about moral to teach to the children, making the children get knowledge and good moral reasoning, 2) the moral-based feeling (moral feeling), the feeling aspect that should be created in the children. This feeling aspect includes conscience, self-confidence, empathy, love truth, self-control, and humility, and 3) moral action, a moral knowledge manifested in real action. Traditional playground song and movement is the activity of singing while playing/moving by understanding and conceiving the lyrics of songs: Gundul- gundul Pacul, Cublak-cublak Suweng, Sluku-sluku Batok and Jamuran, from which the children learn religiosity, honesty, discipline and independency character values.

4 DISCUSSION

The improvement of character development in line with the development of 2013 Curriculum for PAUD is the development of attitude not merely as nurturant effect of knowledge and skill development, but also as the component that should be planned more maturely and in-depth and implemented continuously thereby creating habit, then becoming behavior and eventually becoming good attitude and character.

The habituation learning model based on traditional child playground song and movement to create child character with the prototype of hypothetical model, adopted from Dick Carey & Carey's (2009: pp. 164-165) model, consists of ten designing stages:

1. Identify Instructional Goal
2. Conduct Instructional
3. Analysis Analyze Learners and Contexts
4. Write Performance Objectives

5. Develop Assessment Instrument
6. Develop Assessment Strategy
7. Develop and Select Instructional Materials
8. Design and Conduct Formative Evaluation of Instruction
9. Revise Instruction
10. Design and Conduct Summative Evaluation

The stages of teaching model development adopted from Dick Carey & Carey (2009: pp. 164-165) is then implemented to produce learning set packaged into Teachers' Guide for Group B of Kindergarten. Here is the specification of product yielded: the first one is syllabus: the beginning stage of designing habituation learning model based on traditional child playground song and movement to create the character of early age children is to determine the character values designed in Syllabus, that is in the development of religious-moral value and social-emotional aspects. Syllabus contains:

- a. Core Competency and Basic Competency in Standard Content to determine the *Among A3* system and character values chosen, included in religion and moral aspect development.
- b. Basic material the students discuss and teach to achieve the competency of religion and moral development aspects.
- c. Learning activity to be formulated in the teacher-made scenario, so that the students can interact with their learning object.
- d. The achievement of competency based on indicator taken to determine the type and aspects of competency to be valued in the assessment format.
- e. The time taken to achieve the competency.

Syllabus set is then elaborated into Daily Learning Implementation Plan (thereafter called RPPH) containing at least: the objective of learning formulated in indicator, student activity sheet and learning activity evaluation instrument. The activity with collaborator/ kindergarten teachers during FGD (Focus Group Discussion) is to develop daily activity, the first step of which is to equate perception to understand the development of habituation learning model based on traditional child playground song and movement to create character, with the following steps:

- a. The formulation of indicator in the learning objective of religious-moral and social-emotional aspects.
- b. Putting the traditional playground song and movement playing to be the formulation to design learning activity.
- c. Not all character values are practiced, those developed include: religiosity, honesty, discipline, and independency.
- d. The learning method used is playing with the material of traditional playground song and movement activity, adjusted with the running theme. The first theme is: Job, Subtheme: Farmer Instrument.
- e. As the material of character values (religiosity, honesty, discipline, and independency) development, playground song contains the philosophy of character values, corresponding to the running theme: farmer instrument, and the song chosen is "*Gundul-Gundul Pacul*".

The next step is to develop learning scenario. The learning activity stages used to implement the concepts developed in in-depth research on habituation learning are as follows:

- a. It starts from pre-activity in which teacher will put the children to be the subject and the object of habituation learning all at once, so that a student-centered learning is created.
- b. Routine activity in which teacher accustoms the children to be have religiously honestly, disciplined, and independently in daily life.
- c. Beginning activity in which the teacher invites the children to play traditional playground song and movement (*Gundul-gundul Pacul, Cublak-cublak Suweng, Sluku-sluku Batok, and Jamuran*), in the attempt of internalizing the character values (religiosity, honesty, disciplined, and independency) to create the character of students.

It is continued with the development of learning media, aiming to develop the media related to the pictures of character values to be used in learning process. The media starts with the picture of religiosity, honesty/dishonesty, discipline/not-disciplined, and dependency/independency character values.

Relevant to the playing material is the picture of traditional child playground song (*Gundul-gundul Pacul, Cublak-cublak Suweng, Sluku-sluku Batok dan Jamuran*).

The next step is to develop summative assessment instrument in learning. This assessment stage is the assessment of process implemented during the learning process. The process assessment is conducted through observing the competency aspects of behavior and attitude change, when the children practice traditional movement and song in character development.

The design of habituation learning model development based on traditional playground song and movement to create the children character is in line with children character education according to Thomas Lickona (1992: 7) that is then practiced in habituation learning activity process divided into three (3) stages: The first stage provides knowledge of moral (moral knowing), in which teacher reveals and explains the picture of religiosity, honesty, discipline, and independency characters. The second stage is moral feeling (the moral-based feeling) in which teacher takes values or philosophy contained in traditional playground song to stimulate the children's feeling in order to have religiosity, honesty, discipline, and independency attitudes/characters. The third stage is moral action in which teacher conditions children to practice movement and song in the attempt of internalizing the character values existing in traditional playground song (*Gundul-gundul Pacul, Cublak-cublak Suweng, Sluku-sluku Batok, and Jamuran*).

5 CONCLUSION

The habituation learning model based on traditional playground song and movement to create the children character can be conducted in the following ways: 1) teacher can organize habituation learning corresponding to the children's interest using movement and song playing approach, 2) teacher gives the students an understanding on playing traditional child playground song and movement, so that they can understand the content of song lyrics performed, 3) teacher can teach habituation not only in

cognitive aspect, but also affective and psychomotor ones through movement and song playing, 4) in playing movement and song, the children internalize the character values contained in the song into habituation, 5) putting the students to be the subject and the object of habituation learning process all at once, and 6) habituation learning that can set the children to the front to be the learning center or student-centered learning.

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