Development of a Healthy Culture-Based Culture Model in Regional Islamic PAUD Al Azhar Banda Aceh

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Abstract. The main objective of this study was aimed at developing healthy gymnastics cheerful for early childhood based on Aceh culture in the face of a shift in Acehnese cultural values in Al-Azhar IT Kindergarten children in Banda Aceh. Early childhood education is to form quality Indonesian children, namely children who grow and develop according to their level of development, namely religious and moral, physical-motoric, cognitive, language, social-emotional and artistic values. This research was carried out in the Al-Azhar IT Kindergarten Banda Aceh Banda Aceh and limited trials were conducted at the FKIP Unsyiah Banda Aceh with a total of 20 children. The research method used is Research and Development research. Types of data collected in the form of qualitative and quantitative data. Data on kinesthetic intelligence uses observation instruments in the form of scale 4. Quantitative data were analyzed by descriptive techniques consisting of calculating frequency, average and percentage, qualitative data were collected by observation, interviews and documentation, qualitative data were analyzed by Miles Huberman technique which included steps; data reduction, data presentation and data verification. The results showed a significant increase related to the condition of children's kinesthetic intelligence before and after getting the action of the Aceh region culture-based cheerful gymnastic activities in improving the physical motoric intelligence of children both inside and outside the classroom. With the improvement of kinesthetic abilities that are significant both in terms of process and results, the Acehnese culture-based cheerful gymnastic learning activities are very well used in learning to develop various developments in children, especially the motor physical intelligence of children.

1. Introduction

Based on RI law No. 20 of 2003 concerning the National Education System, states: "Early Childhood Education is an effort to foster efforts aimed at children from birth to 6 years of age carried out through the provision of educational stimuli to help growth, physical and spiritual development so that children have preparation in entering further education ".

The implementation of education for early childhood must be adjusted to the stage of development that is passed by the child. In addition, PAUD efforts not only develop in terms of education, but include efforts to provide nutrition and children's health so that in the implementation of PAUD is carried out in an integrated manner. Early age education is the initial foundation for growth and development that can be useful for future success, based on its development aspects, children can learn
well if their physical needs are met and they feel psychologically safe and comfortable. In addition, children build their own knowledge, through social interaction with adults or peers. Children learn through play, children's interests and curiosity motivate them to learn while playing and there are individual variations in learning development.

According to Campbell and Dickinson learning motion in children "is a variety of movement in the form of walking, running, jumping, clapping, gestures, dancing, or free exercise and fantasy exercise. The above activities can be done by children to improve the ability of motion that is on him ".

Gross motor is a movement or body movement skill that uses large muscles as the main basis of movement. Coarse motor skills include locomotor patterns of movement that cause displacement of places such as walking, running, kicking, jumping and jumping. As Berk [1] states that "five-year-old children have a lot of energy like four-year-olds, but fine and gross motor skills have begun to be more focused and focused in their actions".

Piaget [2] suggests that "motion is always related to the process of thinking at the sensory stage, knowledge and thinking arise as a result or effect of behavior that occurs through gestures". Every child has a good body balance through interaction in the room around him, the child has a strong memory they can remember and process every information received in the context of learning.

Edgar H. Schein (2010: 18) defines culture as a pattern of common basic assumptions that certain groups learn to overcome external adaptation problems and formal internal integration and have worked well and therefore are taught / passed on to new members as a way the right one understands, thinks and feels related to these problems. Schein then explained the cultural elements, namely: science, belief, art, morals, law, customs, behavior / habits (norms) of society, basic assumptions, value systems, learning / inheritance, and problems of external adaptation and internal integration.

Regional culture is basically rooted in a very moralistic social structure with distinctive characteristics. Such a social structure is the result of dialectic growth from social systems and cultural systems several generations ago. At certain stages of development, dialectic growth manages to structure a clear structural figure and is able to move the participation of the community towards progress, and then give it a separate identity for the people of Aceh.

The specific aim of this research is to develop cheerful gymnastics for early childhood based on Acehnese culture in the face of shifting Acehnese cultural values in integrated Islamic kindergarten children Al-Azhar Cairo Banda Aceh and underlie any learning carried out and in accordance with policies in the field of childhood education early that applies now.

The aim of this Acehnese culture-based cheerful gymnastics learning is to improve kinesthetic intelligence in early age and to preserve Aceh's culture through education provided early so that it will form a culture based on Acehnese culture. Acehnese children are also ready to live side by side with anyone who has high values of behavior and tolerance for mutual respect, but also understands cultural differences, because Indonesia has a variety of different regional cultures.

This research explores, collects, and examines the culture of Aceh's values. For this reason, a concept of cultural study framework is presented which is part of the microculture study in the form of "origins, customs and art of storytelling / verbal art" related to ten aspects of culture, namely (1) Origins and customs, (2) manners, (3) Greetings, (4) Various Arts, (5) Various Games, (6) Various traditional clothing, (7) Various traditional houses, (8) Various foods, (9) Various Celebrations, (10) Folklore (verbal art) that exist in Acehnese culture. A very urgent problem in this study is:

1. Have regional cultural values been implemented in the Early Childhood curriculum in Aceh?
2. Does regional culture have basic goodness values in the order of living in Aceh?
3. What is the development of a regional culture based cheerful healthy gymnastic learning model for Early Childhood in Al Azhar Integrated Islamic Kindergarten Banda Aceh?
4. What is the learning process that takes place in response to a regional culture based cheerful healthy gymnastic learning model for early childhood kinesthetic intelligence in Al Azhar Integrated Islamic Kindergarten Banda Aceh.
Associated with these problems, researchers are very interested in studying further by conducting R & D research so that it can answer the problem of how the development of Acehnese culture-based cheerful gymnastics in Al Azhar Integrated Islamic Kindergarten Banda Aceh.

The design of these ten aspects was adjusted to the development of grade B kindergarten children through "Developmentally Appropriate Practice (DAP)" from Sue Bredekamp (1992). This concept of learning refers to propriety of age and propriety of the uniqueness of each child (age appropriate and individual appropriateness). As individuals each child has universal similarities in aspects of physical, emotional, social and cognitive development, language, art, which can be predicted and indicated until he is 6 years old. Children as individual beings are each child is unique because children have different development patterns and rhythms, different learning styles and family backgrounds. For this purpose an integrated learning material can be designed (integrated learning content adapted to a variety of individuals in the classroom according to the development context of each child.

Although there have been attempts to include local content in learning in kindergarten, it has not touched the Acehnese culture. Therefore, the development of Acehnese culture-based cheerful gymnastics is expected to improve aspects of early childhood kinesthetic intelligence. This culture-based education helps teachers to develop or create games for early childhood based on Acehnese regional culture.

Early childhood have distinctive characteristics, they are always active, enthusiastic and curious about what they see, hear, feel, as if they never stop to explore and learn. Early childhood education is a period where children are still learning non-formally, at an early age children have a targeted development potential that can affect the future of the child, as stated in the theory of Marjory Ebbeck (Isjoni, 2011: 19) states education early age is service to children from birth to age six.

According to [3] what is meant by preschoolers are those aged between 3-6 years. They usually attend preschool programs. In Indonesia, generally follow Child Care (3-5 years old) and play groups (3 years old) programs, while at 4-6 years of age they usually attend kindergarten programs.

Early childhood growth and development in children can develop with various aspects of development, so that children at this time can experience rapid development, the process of early childhood learning is one form of treatment given to children and must pay attention to the characteristics of each each child's development. Early childhood education is a place of education services for newborn children to six-year-old children by providing stimulation to all the developmental abilities of each child both physical abilities and non-physical abilities.

Important things in the early years of early childhood include: (1) Children 3 years old can learn to play and speak; (2) Children aged 3 to 4 years have a great curiosity, therefore freedom and opportunity to observe, move and conduct self and environmental exploration activities need to be given; (3) Children aged 2 to 6 are happy to recognize themselves and the world that surrounds them. According to Ki Hajar Dewantara (Nugraha, 2008: 23-26) explained that the child is in the age range of 1 to 7 years.

According to Yuliani in Suyadi et al (2013: 1) the PAUD scientific framework is built from interdisciplinary science which is a combination of several disciplines including: Psychology, physiology, child education, health, nutrition and science about human brain development. Based on the above opinion it can be concluded that early childhood education is one of the efforts to stimulate, guide, care for and provide activities to children and can develop the abilities and skills in children in accordance with the abilities, uniqueness and growth of the child itself.

The implementation of education for early childhood must be adjusted to the stage of development that is passed by the child. In addition, PAUD efforts not only develop in terms of education, but include efforts to provide nutrition and children's health so that in the implementation of PAUD is carried out in an integrated manner. Early age education is the initial foundation for growth and development that can be useful for future success, based on its development aspects, children can learn well if their physical needs are met and they feel psychologically safe and comfortable. In addition, children build their own knowledge, through social interaction with adults or peers. Children learn
through play, children's interests and curiosity motivate them to learn while playing and there are individual variations in learning development.

Early childhood there are several developments that can be developed, one of which is the ability to move where this ability is needed for children ranging from children aged 0-6 years, which is referred to as "The Golden Age", the golden age. Every stimulation of learning given will greatly influence the development of the next child. According to Campbell and Dickinson (Sujiono 2010: 59), learning motion in children "is a variety of movement in the form of walking, running, jumping, clapping, gestures, dancing, or free exercise and fantasy exercise. The above activities can be done by children to improve the ability of motion that is on him ".

According to [4] Physical activity carried out regularly can increase the relationship between neurons and strengthen nerve tissue, because the formation of nerve tissue is a direct response to the child's experience, when the body, moving, and learning, nerve cells from the nervous system interconnected in a complex pattern. This pattern is arranged throughout life so as to enable children to have the ability to receive information in carrying out various activities.

Cheerful healthy gymnastics is a series of movements that are arranged systematically and are a combination of brain and touch exercises to be healthy. The form of movement and the attitude of healthy exercise is cheerful, more colored by movements imitating animal behavior and dance movements. This series of movements will open parts of the brain that were previously closed or obstructed so that learning activities take place well because the whole brain is used. As a result, the mind will be clearer the relationship between humans is more relaxed and happy, more eager to concentrate, creative, and efficient, and more healthy and learning and working achievements increase.

Cheerful healthy gymnastics based on regional culture is a combination of Seudati dance movements with Saman dance and with dance in PAUD. The combination of the movement was accompanied by poems in the local language which were taken from the song Saleum, Meusare-sare and the Aceh LoenSayang song. Acehnese art basically has very real characteristics, namely Islam in it.

Culture is important in future national life. Huntington firmly stated that the source of future conflict is no longer an ideology or an economy, but a problem around culture (Samuel P, 2003: ix). Various international experts include Francis Fukuyama, Lawrence Harrison, Robert Kaplan, Seymour Martin Lipset, Albert Putnam, Thomas Sowell, and Samuel P Huntington agreed to state that the key to success in a country is largely determined by the extent to which a country has a culture that is conducive to progress [5].

High social capital and low conflict can make a country progress. To liken trust as lubrication that will lubricate existing groups or organizations so that they can work effectively [5]. This level of trust will influence and determine whether a country can lose or win in global competition. Victory can only be realized if each individual upholds a sense of togetherness, has loyalty, honesty, and trust in carrying out their obligations.

Regional culture is basically rooted in a very moralistic social structure with distinctive characteristics. Such a social structure is the result of dialectic growth from social systems and cultural systems several generations ago. At certain stages of development, dialectic growth manages to structure a clear structural figure and is able to move the participation of the community towards progress, and then give it a separate identity for the people of Aceh. The distinctive characteristics of Aceh's social structure relate to central values and concepts of truth that are very important and upheld in the community. The quality of one's appearance is assessed in terms of this central concept. Values such as self-esteem, dignity, steadfast establishment of glory, loyalty, piety, courage, accomplishment, wide association, and sincerity become personal characteristics in society [6].

2. Methodology
The research method used is Research and Development research. The main steps of Research and Development developed by Borg and Gall (Conny, 2007:38) are: (1) research & information collecting, (2) planning, (3) developing preliminary form of product, (4) testing & product revision fields (5) final product revision, (6) dissemination & implementation. Research and Development
combined with a small experiment using the one group pre test-post test design [7] in the fifth stage of Research and Development. Small experimental was carried out to find out the extent to which the results of effective research and development were carried out for children of Al-Azhar Integrated Islamic Kindergarten Cairo Banda Aceh, and produce a final model, but to get empirical evidence that this model is perfect and suitable for early childhood Experiments were tested at TK FKIP Unsyiah Banda Aceh. According to [8] testing was carried out with the aim of comparing the effectiveness and efficiency of old learning with new learning.

Types of data collected in the form of qualitative and quantitative data. Data on kinesthetic intelligence uses observation instruments in the form of scale 4. Quantitative data were analyzed by descriptive techniques consisting of calculating frequency, average and percentage, qualitative data were collected by observation, interviews and documentation, qualitative data were analyzed by Miles Huberman technique which included steps; data reduction, data presentation and data verification. The validity of the data uses source and method triangulation techniques.

3. Results and Discussion
The results showed a significant increase related to the condition of children's kinesthetic intelligence before and after getting the action of Aceh culture based cheerful gymnastic activities in improving the physical motor of children both inside and outside the classroom. In children's class playing with motor sensory activities, playing development and role playing, while activities outside the child are able to play physical games, both fine motor and gross motor. With a significant increase both in terms of process and results, thus the Acehnese culture-based cheerful gymnastics activities are very well used in learning to develop various developments in children, especially motoric physical intelligence.

Research findings supported by qualitative data show that child gymnastic activities are accompanied by several Acehnese poems with the titles LikokPulo, Meusare-sare and Aceh LoenSayang. The component of kinesthetic intelligence is shown in the form of children can play their friends and understand that early childhood is very happy to play / move both using fine motor and gross motor.

4. Conclusion
The cultural framework has not been implemented in education at Al Azhar IT TK Cairo Banda Aceh. The findings of the concept of the cultural framework for each child, thus demanding immediate implementation of various educational principles. Cultural education is very important given to kindergarten-age children to instill noble cultural values in children.

Al Azhar IT Kindergarten Cairo Banda Aceh is used as a place of research because it has the character of a diverse community of cultural backgrounds. The background is not an obstacle to teach the philosophy and noble values of Aceh culture that are universal. The results of the study have not the slightest problem, because what is taught is the noble values of Acehnese culture.

Motor development (movement) of the child becomes more flexible and develops well, and has an impact on the interaction between one child and the other more closely intertwined. Whereas the learning process takes place in a fun, exciting, intellectual, and empowering way to respond to the needs of various children. So that there is a balance between affective, cognitive, and psychomotor aspects.

Based on the results of the above studies, a number of suggestions were submitted to lecturers of Early Childhood Education, students, kindergarten teachers, the community, especially the managers of early childhood education policy making and researchers as follows;

1. For FKIP institutions in the Department of PAUD Unsyiah, it should be able to continue to develop themselves through various efforts including action research. As a lecturer can find the right way to improve the ability of students in making or practicing Aceh culture-based learning activities.
2. For schools (level of education) especially teachers: understanding of concepts based on this research is expected to be a reference for developing learning models for children. Model Learning cheerful gymnastics in early childhood based on Aceh culture is to be able to develop the potential and abilities of kindergarten children.

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