
RACE AND EARLY CHILDHOOD EDUCATION

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Abstract

This article supposed to extent how far race issue is discusse in Early Childhood Education (ECE). The issue which often missed by teacher and adult attention because think that children can not understand about race issue in ECE. So that, researcher want to know about how important teacher and adult understanding about race issue in ECE. This article use meta-analysis and learning about some previous litelature about race issue in ECE in the world. Also use postkolonialisme theory, researcher analysis the founding. Result and finding are show that race often being a caused of lighter diverse in ECE. It often make children do a racism act. It caused children is an active agent. Racims act not only showed by the children, but ofrne teacher also do the racism act. This finding hope can be a new litelature to make teacher aware about how to transfer a good attitude to children. Also create a social justice with not do a marginalisation to children just because they have different race in an ECE environment.

Keyword: Race, Early Childhood Education (ECE)

INTRODUCTION

Indonesia is a nation that has a racially and ethnically diverse. The racial difference in Indonesia have existed since the colonial period, when the Dutch split typology of society into three parts, namely race European nations that the Dutch people, the racially divided nation Asian foreigners are Chinese people and races indigenous population is indigenous Indonesian (Suryadinata, 2003). The racial difference then being a conflict where racial issues often occur. Juditha (2015) explains that one of the issues of racism in Indonesia occurred in the Chinese ethnic in 1980 in Makassar. The racist issue continues to occur until the 20th century in Indonesia (Handi, 2010). One of the issues that arise racist in 2017 is explained by Setijadi (2017) which states that there is a new concern about anti-Chinese sentiment in Indonesia gubernatorial election in Jakarta. The conflict proved that the issue of racism constantly occurring in Indonesia. It is described by Fankerberg & Mani (1993) that the legacy of colonialism forming an axis of power that occurred through social relationships between individuals and subjectivity.

The conflict is not merely accidental, Juditha (2015) explains that stereotypes, prejudice and discrimination are things that can initiate racial hatred and violence. Where is the “race” has been used to marginalize, oppress, suppress and classify certain groups (MacNaughton & Davis, 2009). The issue of race is also a particular concern in Early Childhood Education (Al-Hatib and Lash, 2017). Where the issue of race has also been a concern

in the United States about the impact of racism that occur within the community towards children (MacNaughton & Davis, 2009). This is because early childhood is the most vulnerable layers exposed to racial discrimination (Keita 2011). MacNaughton & Davis (2009) adds that racial segregation in society shown by adults affect children’s behavior and the formation of children’s experiences in learning.

Particularly racial discrimination happened to the child, not only in the reality of social life. But also occur indirectly through scientific findings are often considered as a reference by various circles, especially in the field of education. Many studies have shown how black children represented different than white children (Morland, 1963; Keita, 2011; Al-Khatib & Lash, 2017). This triggers the grant of a different attitude from the adults to the children of one of these skin color. Giving a different attitude certainly can have an adverse influence even to a negative effect on children’s development.

In tune with the opinion of Irab (2007) which states that the acts of a racist or discriminate against individuals based on physical characteristics will only give a negative impact and should be prevented from getting rooted in people’s lives. Because children indirectly have received different treatment from the people around just because of the child’s skin color. It can be fatal, it can make children get developmental disabilities, one of the development disabilities is social barriers and health burden in the future as a result from setres posed by racism (Hakim, 2016). As example, the child will grow into a unconfidence, low self-esteem and have problems

with her or his self-esteem. In a long term, children potentially being a bullying actors towards others as a form of their bad past retaliation (Dulmus & et al, 2006). As Crick & Grotpeter (1996) and Crick (1995) also describe that there is a possibility the bully is a bullying actors children who are victims before, and causes of action bully one of them is due to the activity marginalize or exclude one person from the group or from one social activity. So to prevent this from happening, the provision of moral values that exactly related to race should be done as early as possible. One is by providing proper education to children, from an early age.

Based on the problems of race issues that have been described above, it can be said that it is important to examine the issue of race in Early Childhood Education. Due to building anti-racist education of children, each element of which is engaged in early childhood education as well as the surrounding requires proper understanding of the race. As described by MacNaughton & Davis (2009) that children build their identity of some social groups. This is done based on gender, race or family. In the process, educators have an important role to create anti-racist education on all children. So that all children can feel justice without discrimination of race in early childhood. Through research with meta-analysis of studies using postcolonial perspective, it is expected to be one source of perspective that helps teachers to understand the issue of race in early childhood. It is important for teachers to understand that race is a complex issue that can be understood by children, so teachers will not be transferring acts of racism to children in educational practice.

RESEARCH METHOD

This study uses meta-analysis, the research done by reviewing a few papers that have racial theme and the theme of early childhood education. A paper on the review of around 8-10 papers. After reviewing the researchers draw an outline of the research questions that have been owned previously (Elyasir, 2015).

RESULT AND DISCUSSION

The discussion in the meta-analysis study of this paper is divided into two parts: 1) Post-Colonialism in Education; and 2) Race Issues In Childhood

Post-Colonialism in Education

Adriany (2018) describes how post-colonial theory is used to analyze the relationship between colonizer and colonized is not always binary. Where this theory deconstruct the western position that has

a superior position compared to the eastern culture (Sunarto, 2012). Adriany (2018) also explains that the theory of post-colony used to analyze the oppression practices of the colony time. Viruru (2005) agreed that the post-colonial theory refers to the legacy of colonialism, which the west dominate the world for hundreds of years has tremendous power to essentialise diverse community into a universal form. Fankerberg & Mani (1993) agree that the colonization showed domination systems that involve geographically or racially between ruler and ruled both in the political, economic, and discursive. Thus, postcolonialism as one of the theoretical bases which focuses on the oppressive practices (Viruru, 2005). Nieuwenhuys (2013) also agree than replacing one with another theory, postcolonialism into perspective to leave the position of superior and try to understand the many differences and marginalized position.

Viruru (2005), shows how early childhood education is strongly influenced by the dominant discourse in the understanding of early childhood, as an example of the theory of Piaget and Vygotsky, when ideas are both psychologists constituted by colonization. Nieuwenhuys (2013) explains that during the colonial era of research and theory to understand childhood universally built, not just lives of children in the south, including the lives of children in the north at the same globally averaged. This was disclosed by Viruru(2005) about how early childhood education indoctrinate children to learn, which is then interpreted as the child's needs. Where it is often a barrier child in a social process. Unfortunately, opportunities for children to create social relationships and steer themselves often influenced by the social and political state of the social environment, including when the child tried to identify their race. MacNaughton & Davis (2009) explains that the children's understanding of race grows out of social and political contexts, including hatred of a race that is transferred to the child, so the views of post-colonialism challenged the idea of a child who is not able to recognize a complex issue such as the one race , Post-kolonilisme outlook on the contrary, believes that children already understand about the issue of race and not ignorant about the issue of race.

MacNaughton & Davis (2009) explains that when viewed from the side of developmentalism from western views then racism in children refers to the lack of cognitive capacity of children to understand the meaning of race itself, arguing that children aged three to four years did not understand issues of race, privilege, inclusion and exclusion. In fact, early childhood was able to understand complex issues, one of which is an issue of race

(MacNaughton, 2005; Sholehuddin & Adriany, 2017; MacNaughton & Davis, 2009). The view of developmentalism until now often used as the only view in understanding children. Developmentalism assumes that children have the same pattern of development, so if there are children who do not have the same development is considered to have a delay (Adriany, 2018). As performed by Keita (2011) in Spain, in the perspective of developmentalism which found that children are white have awareness of racial and ethnic faster at the age of 4 and 6 years old through the representation of a puppet than children from racial and other ethnic groups who do not choose a doll that does not represent them at the age of 7 years. The study shows much of the research with the perspective of developmentalism shown that children are white have the ability to identify the race compared with black children, so some studies often assume that black children have not been able to identify race as well as the child was white and assume that black children failed to identify his race (Morland, 1963). The results of these studies may lead to racial discrimination often assume that a child who is white is considered superior to the black children, regardless of social, cultural and political influence of possible differences is owned by each child.

Race Issues in Childhood

In the perspective of post-colonialism that view refers to how often whites considered as a superior race. As Irab (2007) mentions that in America, whites still in power over blacks. In order to maintain the integrity of his race, the whites are able to tolerate racist acts that occurred. Even for those blacks, violence and intimidation are reasonable and normally received by blacks. It is also an impact on early childhood blacks. Black's early childhood is often considered not much better than whites (Hakim, 2016). As a result it is not uncommon that black children are marginalized and excluded from a group or community, when a group or community feels different from them. It is certainly trigger an injustice acts that received by children

According to Al-khatib & Lash (2017) that early childhood learning which done by the teacher in the class is strongly influenced by the teacher's identity. Teacher identity is closely related to race and ethnicity where teacher came from. Because teachers are using the self-identity as the basis for they activities at school, then of course it will have an impact on aspects of early childhood development. Rooted racial discrimination, will be able to have an impact in the future. If a teacher has a poor self-identity on the race, it will become

one form or attitude that also be shown when the teacher make the learning process. This certainly can not let be happend. Racial discrimination would make the child suffered injustice that can impact on the decrease in the optimization aspects of early childhood development (Wainwright, 2009).

MacNaughton & Davis (2009) explains that anti-racis education can be started in the early childhood education practice to challenge racism, prejudice and discrimination on racial issues. As the Short (1996) states that as time goes by, racism will be grow stronger then before. So that needed a preventif strategy such as anti-racist education. It added that the anti-racist education can be packaged by multicultural education programs which can provide appropriate learning with introduce a differsty to early childhood (Burnett & McArdle, 2011)

CONCLUSION AND SUGGESTION

In the post-colonialisme perspective, understand the issue of race is not separated from the history, politics and culture. It is an important part for every individual involved in the circle of early childhood. Thus, the issue of racist not delivered to the children social environment. The issue of race is an important issue to be known by children since they are in the early childhood. It is as an attempt to erode the racism which is getting stronger as the development of the globalization era. Racism to be bad because it can inhibit aspects of child development. Moreover, racism can lead a long term effects such as create an actors of bully and a conflicts because of the racis issue. So it is important to educate about racial issues since early age.

Doing an educational of racial since early age in order to provide meaningful learning and can be used by children in the development of globalization. Educational issues of race can be introduced by multiculturalism education in early childhood education. Multiculturalism education teaches children to create social justice to the diversity and love the difference. In accordance with the ideology of the Indonesian nation is Bhineka Tunggal Ika.

The purpose of the reinforcement that the child does not produce and reproduce racist issues evolving social environment. So there is not a child that do a racist and understand that Indonesia is a country with diverse races, but a unitary state. Being one without discrimination, making the country safe and secure, so that children can be comfortable and safe getting an education despite coming from different sections.

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