
BAHASA INDONESIA FOR LEGAL FIELD AS LEARNING MEDIA IN KINDERGARTEN: CHILD-FRIENDLY EDUCATION WITH HOLISTIC METHOD

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Abstract

Bahasa Indonesia for legal field seems to be an appropriate additional lesson for students in Kindergarten. This subject contains the aspects in the field of law, which are easily understood by students at this educational period. It is essential to emphasize the establishment of child friendly atmosphere, particularly to attract the students and to convey the material given by the teacher. Holistic methods have been used to commence child-friendly learning strategies. This study discusses the holistic methods applied by kindergarten teachers in utilizing *Bahasa Indonesia* for legal field as learning media. It is a descriptive qualitative analysis based on literature review of books and scientific journals about holistic methods in the perspective of child-friendly education. The results indicate that the utilization of *Bahasa Indonesia* for legal field as learning media can improve the professionalism of kindergarten teachers in the learning process. Child-friendly education can be attained by using assorted learning media. Holistic methods are evident to support the learning process related to the introduction of *Bahasa Indonesia* for legal field in kindergarten since it collaborates the elements of interest and comprehensible for learners.

Keywords: *learning method, Bahasa Indonesia for legal field, Kindergarten teachers, child-friendly education, holistic method*

INTRODUCTION

Child-friendly school is designed as a cozy medium for the fulfillment of children's right to education, health, play and fun, protected against violence and abuse, and spaces for children to express opinions and participation in decision-making according to their capacity. It is also a part of educational institutions serving as mediating media in children character building by instilling the responsibility to respect the rights of others and diversity, and to resolve the pluralism issue without resorting to coercion.

Conducive atmosphere is a requirement thus the students will be comfortable in expressing their potential. Such an atmosphere can be realized by taking into account several aspects, among others, by utilizing *Bahasa Indonesia* for legal field as learning media as child-friendly education strategies by using holistic method. Strategies that can be done, among others, by involving parents in the utilization of learning media, therefore parents can guide and assist their children during their activities in home and social environment within the community in accordance with the education provided by educators at school. Mahdum et al. (2012: 1), suggested that the implementation of education should be addressed to inculcate noble behavior and to nurture the national morality by emphasizing on the aspects of cognitive, affective,

and psychomotor, as well as on morals according to religious teachings.

The strategy of parent involvement in the utilization of learning media is encouraged by the role of the family as the first social environment for children in the education process. The parents' role in the educational process included by giving a exemplary and positive behavior as a maturity process. Character education is compulsory, even though the foundation of character education is in the family (Lestari & Sukanti, 2016: 73). It indicates that family has an central role in the process of providing education to children.

Collaboration between schools and parents in accordance with the criteria of child-friendly school determined by UNICEF, namely: (1) reflect and implement the rights of children in schools; (2) perceive children as a whole, as part of family, school and community; (3) center on student progress; (4) sensitive to gender differences and friendly to female students; (5) prioritize the progress of the quality of learning outcomes; (6) provide education that is relevant to life; (7) flexible response to differences; (8) open to inclusive education and respect equal opportunity; (9) support the child's mental and physical health; (10) provide affordable and accessible education; (11) strengthen the capacity, values, commitment and status of teachers; (12) focus and involve family; and (13) involve the

school environment. Based on these criteria, parents and schools should work together to guide children into civility in social life within the community.

The role of family and school can be synergized in a holistic education framework adjusted to the children developmental process. However, it is essential to recognize that holistic approach involves the contribution of parents and teachers universally, which is to guide and direct, because the child has full rights to the thoughts and psychological development for their own future. Learning media provided in the educational process and development must be in compliance with the psychological conditions during their dynamic age development. The school atmosphere should be a space for children to learn about life.

The provision of learning media is in accordance with the childrens' rights regarding their process of capabilities development in formal educational institution or school. The optimization of children development and the fulfillment of children characteristics as unique individual who has distinctive experiences and knowledge. Various efforts can be carried out, such as providing stimuli, encouragement, and support to children, which must be adjusted for their age and development stage.

Based on the background, the problem statements in this study are formulated as: how the utilization of *Bahasa Indonesia* for legal field as learning media in kindergarten as a strategy of child-friendly education with holistic method?. The purpose of this study is to describe the utilization of *Bahasa Indonesia* for legal field as learning media in kindergarten to support the child-friendly education with holistic method.

Previous study on holistic approach was conducted by Zuchdi (1997: 59-70) based on the existence of test instruments in language learning used to evaluate language learning outcomes that does not reflect the assessment of linguistic performance. Evaluation of language learning outcomes merely covers independent language competencies and specific language skills in limited numbers and less support the language proficiency. Hence, the evaluation instrument should be able to develop the functional and contextual language skills, holistically. Such evaluations include process observation, outcome observation, contextual assessment, and non-contextual assessment—as a breakthrough in language learning. Furthermore, its implementation requires knowledge, skills, positive attitude, and new spirit.

Pudjaningsih (2013: 82-94) investigated the theme- and center-based language development methods in kindergarten. The basic thing that is

proposed is the method of language development, learning in kindergarten, and the method of language development on learning in kindergarten. The results cover the basic development and indicator of child language, extension of child language competence, and ability of language proficiency through role play. It involves several methods of speaking, answering & questioning, role play, sociodrama, and traveling. Additionally, applied methods should be in accordance with the language development objectives to be achieved, the selected theme, and the centers used in kindergarten.

Study of learning strategies to develop verbal-linguistic intelligence propounded by Yaumi (2015: 185-200). It aimed at revealing the concept of verbal-linguistic intelligence-based learning strategies, the essence of verbal-linguistic intelligence, and the strategies that can be implemented to develop verbal-linguistic intelligence. Micro learning strategy is used to guide each element of learning experience. Verbal-linguistic intelligence is a clever word, a part of general intelligence that refers to the ability to think about words and use language to express and appreciate complex meanings. The activities are brainstorming, storytelling, biography reading, journal writing, publishing, tape recording, research/library study, book review, listing, traded pantoums (*berbalas pantun*), creative writing, arguing/discussing, newspapers reading, diaries writing, reporting, speech practicing, humor making, words writing, vocabulary practicing, and letters writing.

Previous studies have not discussed about the utilization of *Bahasa Indonesia* for legal field as learning media with holistic method. The novelty in this study is to introduce the utilization of *Bahasa Indonesia* for legal field for both teachers and parents as a strategy of utilizing learning media with holistic method in kindergarten.

RESEARCH METHOD

This study employed descriptive qualitative approach. The sources were obtained from literature review and scientific journals on learning media for kindergarten teachers by using holistic method in the perspective of child-friendly education. Analysis is presented on the basis of parenting-based holistic education as an integral element of language development that includes cognitive, physical, emotional and social, ethics and aesthetics, and spiritual dimensions.

However, there are four types of strategies frequently implemented and perceived in accordance with the real conditions of educational institutions in Indonesia namely brainstorming, storytelling, biography reading, and journal writing.

RESULT AND DISCUSSION

Learning based on holistic method is a strategy to explore meticulously the potential of students. Musfah (2012: 114-115) suggested that holistic education is a method used in the educational process to construct a whole human through the development of students potential universally, which includes socio-economy, intellectual, moral or character, creativity, and spirituality, to become holistic humans capable of developing all of their potential. The Law No. 20 of 2003 on National Education System states the purpose of education in Indonesia is to form a holistic and characteristic human.

Several considerations in the implementation of holistic learning strategies are: (1) the use of transformative approach learning, (2) flexible learning procedures, (3) interdisciplinary-based problem solving, (4) meaningful learning, and (5) community involvement (Musfah, 2012:132).

Holistic-based Learning in School

Holistic-based learning in school is manifested in three activities, namely intracurricular, cocurricular, and extracurricular. Those activities are integral to the realization of the goal of education. Yulianto et al. (2016: 282) asserted that the objective of integrative holistic learning is that the basic needs of a child can be fulfilled in full and thorough, so as to experience growth and development optimally. Holistic learning in kindergarten is described as follows:

1. Intracurricular Activities

The daily main activities for teachers and students are intended to achieve the goals of at least each main and special course of study based on time allocation in the structure of learning program.

2. Extracurricular Activities

Extracurricular activities are an integral part of the implementation of holistic education in kindergarten. The purpose is to expand the insight and to construct a positive attitude of students. This activity is done to guide the children talents and interests and to support the development aspects and character building. Lestari and Sukanti (2016: 84) reasserted the extracurricular activities are intended to develop students' personality, talents and abilities in various fields outside the academic field. The activities cover sports and arts performed after intracurricular activities and customized to respective interests and talents.

Extracurricular activities are conducted to broaden knowledge, to develop positive

values or attitudes, and to apply the knowledge obtained in intracurricular activities. These activities emphasize on the students' interests and talents, environmental and socio-cultural conditions, and group activities. The process is handled by teachers or appointed personnel.

The process of activities include: introduction, line up, greeting, praying, and dialogue about the children feelings—which is associated with children character. The core activities concerns with the implementation of activities directly guided by teachers. The closing activities cover activity review, reflection on children feelings after joining the activity from beginning to end, and the teacher conveys messages about the pillar of character embodied in the activities that have been done, and ended by praying together.

3. Cocurricular Activities

Activities are undertaken individually or in groups to deepen and appreciate the lesson materials that have been learned in intracurricular activities. Such activities can be done individually or collectively. Coordination and cooperation among teachers should be done to prevent any material repetition conveyed to students.

The implementation of cocurricular activities is adjusted to the academic calendar in kindergarten, such as national holidays, religious ceremonies, health surveillance, introduction of school environment, and performing arts. These activities are linked to the implementation of holistic education, by inviting children to recognize the reality with experience and directly experience the events.

Parenting-based Holistic Education

Parenting activities in holistic education approach is a collaborative activity between school and parents. Cooperation between schools and parents in the education process is an integral part of the holistic education process. Character building in the process of holistic education is an attempt to establish the children responsibility on the preference of developing self-potential.

The activity is conducted to support the learning process in kindergarten in relation to the development of all aspects in child development and character building values. The implementation of parenting-based holistic education to students in kindergarten is to improve the religion, cognitive, language, social, emotional, physical and creative, and religious abilities. Character or noble character building in children is attained by applying the

character values in accordance with the indicators set out in the objectives of learning in school. The Ministry of Education and Culture/*Kemendikbud* (2017: 91) mentioned that character configuration in the context of the totality of psychological and socio-cultural processes are performed holistically, coherently and conceptually complementary as the noble values that can be grouped into: (1) spiritual and emotional development, (2) intellectual development, (3) physical and kinesthetic development, and (4) affective and creativity development.

Cooperation in the educational process is done through the communication between school management and parents, namely: (1) the provision of information on learning activities in schools through communication books, (2) the provision of reports on child development periodically through communication books, and (3) the invitation for parents to attend regular meetings at school. Parenting-based holistic education approach in kindergarten is an integral part of the implementation of character-based holistic education, as it is implemented for the development of whole potential of children.

***Bahasa Indonesia* for Legal Field as Learning Media**

The utilization of *Bahasa Indonesia* for legal field as learning media in kindergarten can be applied with theme and center-based learning model. Pudjaningsih (2013: 83) propounded one aspect of the development of kindergarten students is the language learning improvement that should involve the theme and center-based language development method.

The theme must be attractive, stimulative, and contextual, thus the students can recognize various concepts with ease and unambiguous to achieve the learning objectives. For instance the theme of traffic rules on the highway.

Implementation of learning in the classroom can be done by using a micro center, in which students play a role (drama). Pudjaningsih (2013: 91) reasserted that the center is role play divided into two parts of: Macro as actual play and Micro as a symbolic play, imitation, fantasy, imagination, or drama. The center of macro and micro role play serves to build imagination, life force, adaptation, independence, linguistic, and leadership in children. The general micro center is implemented by the students and guided by teachers, such as a traffic crossing simulation with traffic light signs, role play as pedestrians, motorists, drivers, and traffic police officers.

Simulation activities undertaken by carried out by students in school can be communicated to

parents hence students can practice it outside the school with direction and guidance from parents. It is done to maintain continuity between activities at inside and outside school. Information of activities to parents is conveyed during the meeting with parents, in which the school gives direction to parents related to the learning center with the theme of road traffic. Another activity, for instance, is by involving parents in seminars and workshops of the utilization of learning media.

The introduction of *Bahasa Indonesia* for legal field as learning media for teachers and parents in Kindergarten is a part of integral education related to language development. Suryoputro (2012: 191-193) introduced holistic-based linguistic learning which includes several dimensions, namely cognitive, physical, emotional, aesthetic, social, and spiritual dimension. Pudjaningsih (2013: 92) reasserted the application of language development methods in kindergarten must be in accordance with the selected goals, themes, and centers.

Cooperation between schools and parents in the application of *Bahasa Indonesia* for legal field as learning media involves the cognitive, physical, emotional and social, ethical and aesthetic, and spiritual dimensions. The scope of these dimensions is described in the following description.

1. Cognitive Dimension

Cognitive dimension is the linguistic ability of children to cope with complex thought processes, including the inter-correlated memories, perceptions, thoughts, meanings, and emotions in the structure of the human psyche. The cognitive aspects of language learning include some of the children development, namely: (1) thinking stage, (2) internal mental activity, and (3) complex thought processes.

Based on this, the language used by teachers must be in accordance with the children way of thinking, which is different to adults. Teachers should help students to interact with the environment. *Bahasa Indonesia* for legal field as learning media can be implemented, among others, with the theme of "Traffic Rules on the Road". The purpose of this lesson is to enable students to understand the traffic rules, in particular, to distinguish the meaning of traffic lights (red, yellow, green) at T-junction or intersection.

Concrete operational learning in the classroom is a picture of traffic light with green, yellow and red color, and then the teacher explains the meaning of each color

in a language that is easily understood by the students. Outside the school, children are guided and directed by parents, for example when passing a T-junction or intersection, and there is sign of “Left turns continue on” or “Left turns follow the traffic light”, parents should be able to give understanding as a follow-up of school learning in a language that is easily understood by children.

2. Physical Dimension

The role play center by children being pedestrians, motorists, drivers and traffic police officers is an activity that explores their physical movements to work out their body and muscle. Physical movement will affect motor development because it requires coordination of the body (hands, feet, and eyes) and senses (vision, hearing, smell, taste, and touch), thus children can stimulate themselves to be responsive and sensitive to the surrounding environment.

3. Emotional and Social Dimension

Learning with the role play center is linked to the development of the age of students that involves emotions and personality. Students can release tension, relax, have self-confidence, be supportive of others, train their ability to build positive relationships with friends, and train their concentration in understanding the basic concepts of color associated with the signs of traffic rules on the road.

Role play is useful for social and emotional development, since students can communicate verbally and non-verbally through role negotiation and respect for other road users. Khadija (2016: 120) suggested sociodrama is a role play in learning method to solve problems related to social phenomena, namely issues concerning the relationship between humans. The social dimension in this learning is that students are directed to respect others in their social life to tolerate each other in their social and daily life.

4. Ethic and Aesthetic Dimension

Ethics is the norm that lives in the life of society related to good or bad and appropriate or inappropriate actions done by the member of society. The balance of human action is summed up in the concept of aesthetics, namely the moral beauty that creates harmonization in human life. Sardila (2015: 88) argued that the implementation of ethical and aesthetic values in the formation of behavior or morals is the basis of development

on the emotional intelligence of an individual.

The ethic and aesthetic dimension in *Bahasa Indonesia* for legal field in kindergarten is that students understand the appropriate or inappropriate actions performed by road users. Based on the role play center of general traffic rules on the road, students can find out the appropriate option as road user, which is to comply with traffic rules on the road. The benefit is children are capable to develop a flexible thinking and to overcome the real problems.

5. Spiritual Dimension

The spiritual dimension involves the guidance for students to appreciate and respect their fellow as God’s creatures. Hidayah (2013: 90) argued that spiritual intelligence is the ability to deal with and solve problems in daily life related to good relationships with God, human, nature, and oneself according to respective religion. Good attitude and behavior by respecting other road users is one aspect of spiritual intelligence.

Guidance to children to have noble characteristics is directed to comply with traffic regulations as a manifestation of the attitude of respecting road users to live social life in harmonious. Sependi (2015: 18) proposed that to nurture children to have noble characteristics can be done through explanation and understanding, the best behavior, and suggestion for commendable characters by avoiding disgraceful ones.

Learning Evaluation Activity with Holistic Method

Evaluation activities are required to assess the abilities of children and the prevailing programs. Assessment of the children ability is conducted to examine the achievement of the program that must be achieved by children at a certain age stage.

The learning process in kindergarten is carried out through: (1) observation, which is the assessment system conducted to collect information related to the student progress in all aspects of development and character values, (2) anecdotal record, (3) portfolio assessment, i.e., assessment related to the children work, conversation record, or photos of children’s activities, (4) questionnaires, i.e., assessments related to the student progress in character building with parent involvement, and (5) visiting.

Evaluation for the cocurricular activities, among others, are: (1) related to intracurricular activities with the aim to give opportunity to students to deepen and appreciate the subject matter,

(2) prevented any excessive burden for student, (3) prevented any cost burdens for student and parents, and (4) regular administrative systems, monitoring, and assessment.

There are eleven principles in the assessment in kindergarten to be included in the holistic assessment category, namely: (1) integration; (2) comprehensive; (3) continuity; (4) objective; (5) relevant; (6) regularity; (7) validity; (8) educative; (9) child-oriented development; (10) open; and (11) meaningful.

Integration means that all parameters must be an integrated whole, inseparable from each other since they are interrelated. For instance, in an activity, there are objectives, materials, methods, and media, in which one aspect cannot be evaluated separately, but must be entirely united and linked.

Comprehensive means the assessment should cover all aspects of development and activity, none is detached. Based on the principle of integration, all aspects are assessed both from the components of activity and the aspects of child development, which should be actively involved in the assessment.

Continuity means evaluation should be done continuously during the process of activities from planning, implementation, until assessment within the specified time, instead of discontinued in the middle of the process

Objective means the students or the objects are evaluated in accordance with the portion based on the assessment criteria. The process should be in accordance with the benchmarks or indicators to be achieved on the objectives of the activity, instead of involving the subjectivity/personal element of the teacher or assessor.

Relevant means in accordance with the current actual conditions. Aspects and indicators of assessment should be directed to the conditions of the era. Science and technology continue to grow so that the stimulation of development or activities should be adjusted to the current state.

Regularity means the objects of assessment should be in accordance with the stages of child development and activity stages, not random.

Valid means in accordance with the children development or the suitable knowledge. The provided stimulation or activities of development should be in accordance with stages of child development or knowledge.

Educative means the results of results should improve the children ability to be better. In overall, education activities are the acts done to improve the children ability.

Child-oriented development refers to an indicator of stages of development/ability of children

according to their age. This principle is more emphasis on the apparent ability of children, whereas objectivity is more emphasis on how teachers view indicators that must be achieved by children in the development stage.

Open means the evaluation is accessible, anyone can know the progress and activities to follow up on the drawbacks and excesses of the assessment. Assessment should be recognized by all components of human resources related to school progress.

Meaningful means that the assessment must have meaning for both student and teacher, thus it can motivate them to improve and develop their potential.

CONCLUSION AND SUGGESTION

Based on the description on the study of *Bahasa Indonesia* for legal field as learning media for kindergarten teacher in implementing child-friendly education with holistic method, several points can be concluded as follows:

1. *Bahasa Indonesia* for legal field as learning media in kindergarten is one of child-friendly education strategy by using theme- and center-based approach.
2. Implementation of theme- and center-based approach in role play must be aligned and continued with three activities, namely intracurricular, cocurricular, and extracurricular.
3. The application of parenting-based holistic method involves parents in the educational process as an integral part of the holistic education process, therefore, parents can provide understanding as a follow-up with language that is easily understood by children.
4. Holistic method is associated with language development, including the cognitive, physical, emotional and social, ethic and aesthetic, and spiritual dimension.

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