

Multicultural-based Education on Indonesian Character in Early Childhood Education

Atik Wartini

Graduate Program

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

E-mail: arimoh16@gmail.com

Received: 17th October 2016

Revised: 15th November 2016

Accepted: 1st December 2016

Abstract

This paper is a field research which examines Multicultural Education based on Indonesian Character on Early Childhood Education. This research is very interesting because the Multicultural Education is assessed on the basis of Indonesian character, while Indonesian must have character as Indonesian people. Furthermore, the Indonesian character needs to be applied early on, especially in early childhood education institutions. In addition, this research is the descriptive one with a qualitative approach. Data were obtained through interviews, observation and documentation. In this paper, there are three questions; *first*, how is the concept of Multicultural Education based on Indonesian Character according to SALAM?, *second*, how are the basic principles of learning model development on Multicultural Education based on Indonesian Character in SALAM?, *third*, how is the implementation of Multicultural Education based on the Indonesian Character in SALAM?. The objectives of this research are: *first*, to know the concept of Multicultural Education based on Indonesian Character on early childhood in SALAM, *second*, to know the basic principles of learning model development on Multicultural Education based on Indonesian Character on early childhood education in the school (SALAM), and *third*, to know the implementation of Multicultural Education based on Indonesian Character on early childhood in SALAM.

Keywords: Education, Multicultural, Indonesian Character

Abstrak

Tulisan ini merupakan penelitian lapangan yang meneliti Pendidikan berbasis Multikultural pada Karakter Indonesia di Pendidikan Anak Usia Dini. Penelitian ini sangat menarik karena Pendidikan Multikultural dinilai atas dasar karakter Indonesia, sementara Indonesia harus memiliki karakter sebagai orang Indonesia. Selanjutnya, karakter Indonesia harus diterapkan sejak dini, terutama di lembaga pendidikan anak usia dini. Selain itu, penelitian ini adalah deskriptif dengan pendekatan kualitatif. Data diperoleh melalui wawancara, observasi dan dokumentasi. Dalam tulisan ini, ada tiga pertanyaan; pertama, bagaimana konsep Pendidikan berbasis Multikultural pada Karakter Indonesia menurut SALAM?, kedua, bagaimana prinsip-prinsip dasar pembelajaran pengembangan model Pendidikan berbasis Multikultural Karakter Indonesia di SALAM?, ketiga, bagaimana pelaksanaan Pendidikan berbasis Multikultural pada Karakter Indonesia di SALAM?. Tujuan dari penelitian ini adalah: pertama, untuk mengetahui konsep Pendidikan berbasis Multikultural pada Karakter Indonesia pada anak usia dini di SALAM, kedua, untuk mengetahui prinsip-prinsip dasar pengembangan model pembelajaran di Pendidikan berbasis Multikultural pada Karakter Indonesia pada pendidikan anak usia dini di sekolah (SALAM), dan ketiga, untuk mengetahui pelaksanaan Pendidikan berbasis Multikultural pada Karakter Indonesia pada anak usia dini di SALAM.

Kata Kunci: Pendidikan, Multikultural, Karakter Indonesia

Introduction

Lately, the cases of abuse and neglect of children have caught everyone's eyes. As an example of which is currently making the government and the public instantly shocked and sad is about the case of neglect and abuse leading to the death of a little girl in Bali. Such case is an act of crime on children indicated that the characters in this era has been

increasingly unbalanced. Therefore, education has the urgency to teach character that is able to make mature. According to Yaya Suryana and Rusdian, education is expected to make mature because being mature is a characteristic of having a character. Therefore, every adult has a corresponding character of himself. It is thus necessary that education encourage someone to be himself.

Further examined, the case stemmed from an adoption of infants from the age of 3 days, because the baby's parents feel that the child will have a better life due to poverty reason. This is one example when a person has no character that they do not believe in themselves to grow their children up due to the poverty. It is therefore necessary to examine the Indonesian education about character education which is able to mature a diverse society. They are namely, a nation that has a lot of diversity, religion, culture, customs, language, and social status.

This fact proves the importance of Indonesian people to understand the broader meaning of multicultural education and the corresponding character of the Indonesian nation. This is because the characters need to be instilled with the appropriate Indonesian multicultural nation. The multicultural nation on the other hand made people learn more about the differences that led to the unity of the nation. On the other hand, some differences could lead to conflicts on ethnic or group. It, therefore, occurs in educational environments, such as the ethnic violence that increased more and more in recent months in Yogyakarta.

The issue of ethnic conflict arises because one of the victims of beatings to students of Ushuludin and Islamic Thought UIN Sunan Kalijaga in the Students Election (pemilwa) to select the president of the student (Presma), University Senate (Sema), BEM Faculty, BEM Department and the Faculty Senate. In these elections, a fight broke out between supporters of the student party that caused some students were injured. One of the effects of these fights are likely to become even widened the ethnic conflict issue.

The issue of ethnic conflict arises because one of the victims was a student party supporters beating students from certain ethnic. A few days later, some people from the hostel area who is not a student of UIN Sunan Kalijaga stormed UIN Sunan Kalijaga to revenge on him being a victim. One cause suspected to be the trigger ethnic conflict is the presence of the hostel area. From some of the news published in the newspapers, there are several reasons why the dorm area where allegedly the trigger inter-ethnic conflict, for example exclusivity dormitory area. The existence of dormitory area that tended to be exclusive feared to cause divisions between ethnic groups. Furthermore, according to Sultan, "if each region build a dormitory, it is feared that there will be a gap between ethnic groups that led to the violence. I'm afraid there will be violence between the ethnic itself". (Joglosemar.co, Wednesday, March 27, 2013).

The value of ethnic brotherhood becomes an absolute value. However, because this is a multicultural nation, the societies are supposed to be able to adapt to diverse cultures with the values of Indonesian character. This is so that the community is willing to accept other groups to be the same as unity, regardless of cultural differences, ethnicity,

gender, language or religion. Thus, in the concept of multicultural, there are demands recognition of all of the difference as an entity in society that must be accepted, respected, protected and guaranteed its existence. Today, the understanding and awareness of multicultural will cultivate an attitude of self-identity of the nation and not the ethnic identity that raises the issue of ethnic conflicts between groups. The understanding and implementation of multicultural character can be done through education. Education has an important role to establish the identity of the nation. Because education is able to become media of learning for all ages and circles in order to become mature human character. In education, it is important that every learner grows in accordance with the character of himself. In order to be meaningful it needs to be reviewed based on multicultural education of Indonesian character. Multicultural education needs to be applied early, namely in Early Childhood education, in order to be meaningful. This is because we know that early age ranges contained in the golden age. Golden age is where the child has a high absorption from the environment, or Montessori (1984) referred to the Absorbent of mind. This period can be analogized as tissue paper absorption of water. In the early stages, children constantly absorb information from the environment consciously and unconsciously. In other words, information is simply taken for granted. While in adulthood, information is absorbed little by little laid out in the structure of knowledge and used to think.

Furthermore, this research will be conducted at the Early Childhood Education at the Sanggar Anak Alam (SALAM) Nitiprayan RT 04, Jomegatan, Ngestiharjo, Poor Bantul Yogyakarta on multicultural education based on Indonesian character. This is due to several reasons, namely, *first*, SALAM organize childhood education that consist of Playgrounds (ages 2-4 years) and Parks Children (ages 4-6 years) based multicultural and founded in 1988 that seeks to not get stuck in education impoverishes the people, so this is mostly because education is not in accordance with the environmental concept of Indonesian of each potential areas. *Second*, realized and understood Multicultural education should be implemented early with the introduction of diverse environments that is, different religion, ethnicity, gender, language, social and cultural. *Third*, multicultural education must prioritize character of the nation that formed early in the child's identity themselves according to the character of himself who hold the Indonesian character. *Fourth*, the multicultural character-based education developed in accordance with the environment, as a perspective that can be developed in the learning process, namely food, health, environmental and socio-cultural. Therefore, the title of this research is a Multicultural education based on Indonesian character on Early Childhood Education (A Case Study in Anak Alam Yogyakarta).

Research Findings and Discussion

1. *Early Childhood Education in Sanggar Natural Child (Salam)*

Early Childhood Education (ECE) is an integral part of the national education system that is currently gaining considerable attention from the government. ECE from year to year continues to experience rapid growth when viewed from any increase in the number of units of Early Childhood Education significant community-driven around independently throughout the country. This development is an important part of a major program of development of national education.

Furthermore, based on Law No. 20 of 2003 on the national education system Article 1 paragraph 14 which states that ECE is a development efforts aimed at children from birth to the age of six years are accomplished by providing stimulation of education to help the growth and development of the physical and spiritual so that children have the readiness to enter education further. NAEYC (National Association for the Education Young Children), reveals that early childhood is children who are at the age of zero to eight years. Kids at this age are in the golden age because at this time that there is a "sensitive period" that the absorption of knowledge is incredible. This is in line with the opinion of Benjamin S. Bloom stating that 80% of mental development and intelligence of students took place at an early age.

This should make everyone, especially educators provides maximum stimulation in early childhood, for the purpose of early childhood education can be achieved. To achieve the goal of many aspects of early childhood education and child characteristics must be considered. Such as, the kids basically have a wide range of conditions, characteristics and culture that are appropriately understood by educators, parents and the community. Children who have physical differences, intellectual, the social conditions of emotional, linguistic and others have an equal right to get a decent education. This is in accordance with Act 1945 (already amended) in article 31, paragraph 1 which says every citizen has the right to education. The government provides the opportunity for all children to their schools without seeing a difference in the child.

The emergence of education for all children and without discriminating, according to researchers, one of them is motivated by the diversity of Indonesian society. It is also obvious from the motto "Unity in Diversity" which reminds that diversity which is a reality of Indonesian society is impossible to avoid, but how people can coexist peacefully, safely and comfortably. Early Childhood Education (ECE) is a development that is aimed at children from birth to age 6 years were done with the educational stimulus to help the growth and development of children physically and mentally in order to have the readiness of further education.

Furthermore, ECE organized by age group and type of services. ECE services for ages from birth to six years consisting of Daycare (TPA) and the kind of early childhood Unit (SPS). ECE services for ages 2 years to 4 years as Play Group (KB). ECE services for children aged 4 years to 6 years which consists of kindergarten (TK), Raudlotul RA (RA) or RA Bustanul (BA). The type of ECESALAM services in accordance with the regulations of the Minister of Education and Culture No. 146 2014 about early childhood education, which is a type of service for children aged 2-4 years who called Playground and for 4-6 year olds called Son Park. It thus complies with the educational philosophy KI Hajar Dewantara, namely educational praxis in the perspective of "parenting" is indeed gradually by students of the age who are believed to affect the level of the child's psychological. Early childhood according to Ki Hajar Dewantara, the age group 0-7 years are called as a playground for Playgroup (KB) and a children's park for the services kindergarten (TK). Early Childhood Education is priority habituation in order to maintain the behavior and rules born commonly called the Wiraga method(bodily).

Wiraga methods or according to the researchers referred to as a concrete method, must be visible and appropriate language and the children's world so that it is easily understood by children. Wiraga methods is used because according to the nature of the natural child, the child can explore the appropriate developmental age. Wiragais a very precise method used in early childhood education to instill Indonesian character early, because the characters are more effectively applied by habituation. Habituation need to be implemented intensively in children, because the child's cognitive development according to Piaget is at preoperational stage (2-7 years). Kids are starting to show clearer thinking process. Children begin to recognize symbols and signs, including language and images. Kids were able to play a game symbolic, imitation (either directly or indirectly) and able to anticipate the circumstances that will occur in the future. But children are very egocentric on how to think, children may not be able to take the perspective of others, both in perception, emotional, motivational and conceptual. Characteristic of this concept is the lack of ability to carry out conservation which is still centered way of thinking so that attention has focused on only one dimension (ignore the other dimensions).

Wiraga is an ideal method when applied to early childhood cognitive preoperational developed in stages, thus requiring concrete things which can be followed in daily life. Furthermore, because their thinking is still very egocentric to pay attention to one direction only, they need role models or modeling to emulate, in this case educators who are as role models need to instill habituation character early on, as if seen from the cognitive development of character instilled in children will be easily replicated both in symbolic or social game in everyday life.

2. *Multicultural Education Based on Indonesian Education in Salam*

In the history of multicultural education in Indonesia, actually in the reality of the nation then we can look at Indonesia, which consists of various races, ethnicities and cultures that exist in Indonesia. In Indonesia, there are many tribes or ethnic groups who use no less than 300 dialects, has many tribes, therefore, Indonesia considered conflict-prone countries and multicultural. No less important in view Indonesia is, a multi-religious country, Indonesia can be said as a country prone to integration of the nation, as the symptoms of disintegration that lately involve religion as a contributing factor.

Multicultural education is by definition means that education provides awareness to students about the importance of better understanding the various differences of ethnicity, race, culture, religion and gender. Multicultural education has put forward the principles of democracy, equality and justice in which there are values of tolerance as a medium that can bring awareness of multicultural education in understanding the differences. This is one result of multicultural education which can be a mature human to have a character.

According to Aristotle, Character s a good character as living with correct behavior, right behavior in relationships with others and with ourselves. Furthermore, according to investigators, character education is a good attitude toward God, Man and Nature. These three things must be balanced in order to form a harmonious character, tolerance and democracy.

Characters can be formed through the stages of mindset, attitudes and actions and habituation. Characters are the values that underlie human behavior based on religious norms, cultures, laws or constitutions, customs and aesthetics. If you are associated with education, character education is a planned effort to stimulate so that learners know, care about and behave as a perfect man. Therefore, education in Indonesia aims to make people learn who has four principal characters, namely the religious man, the human person, human social, and human beings as citizens.

Based on the four characters, education in Indonesia applies to form the characters of learners, namely religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, recognize excellence, friendship, love peace, love reading, environmental care, social care, and responsibility. Character values developed in educational institutions is a universal character of a perfect man.

A mid the diversity of the nations of the world, the Indonesian people should have the Indonesian character which is a marker of Indonesia which has a different Identity with other nations. Therefore, it needs to be invested in early on. Indonesian character in this context is defined as a human character that distinguish human Indonesia with another nation as the embodiment of self-existence and self-image of the Indonesian nation. This understanding could also be described as a nationalist character. According to the Basic Suryana Yaya Indonesian character is the value of the national spirit and patriotism.

SALAM taught Indonesian character early on, that is the value of the national spirit and patriotism. SALAM is well aware that Indonesia is a nation of diverse ethnic, cultural, language, religion, gender and social status. Therefore, from this diversity, the society should be able to make society a tolerant, democratic, just and peaceful so manifest the unity of Indonesia with a different identity with other nations.

The value of the national spirit is a way of thinking, acting and sound that puts the interests of the nation and country above self-interest and the group. While the value of patriotism is a way of thinking, being, and doing who demonstrate loyalty, caring, and high appreciation of the nation, the physical environment, social, cultural, economic and political nation. Basic values of Indonesian characters can be applied by growing in love and proud of the kids on their nations. Or in a sense, is proud to be the children of Indonesia. For the nation into an Indonesian child, educators need to introduce Indonesian national multicultural character early taught and grown in the child's own identity according to the character of the Indonesian nation.

Multicultural education based on Indonesian character inculcated early, thematically integrated by implanting stimulation in order to determine their own identity and later get to know the neighborhood. Environment is as one media source and learning to recognize multicultural and Indonesian character. Surely this education starts from the most simple and close to the child. For example, children can play together with friends of different religious, ethnic or gender and age. How children can socialize, mingle but not fused by

sticking to their own identity. Such things have a habit of children making it a regular and equal so that later they can adapt wherever they will live.

Over time, in the process of identity formation of children, the spirit of nationalism needs to be invested. It can never be separated from the world of children, that is playing. Children should always be stimulated the spirit of nationality by playing, singing with all the nice things both in the activities of individuals or groups. The national spirit can be implanted through the introduction of a multicultural of Indonesia to see the neighborhood that the neighborhood has a diversity of language, food and culture so that children should recognize, utilize and conserve. So that, the child has the knowledge of the local culture in accordance with the environment. Preserving local culture is one of the national spirits which is concerned with the interests of the nation above their own interests and groups, although in the end individuals and groups come to feel the way of thinking, behaving and acting in this matter.

The value of patriotism is necessary instilled early on by looking at the characteristics of the nation's multicultural so that education is needed which can stimulate children to get used to think, act, and to do that show of loyalty, care, and a high appreciation of the nation, the physical and social environment, culture, and economy. This kind of education will not be embedded properly without habituation and national spirit which is high, so the application needs to consider the characteristics of early childhood. Besides, the multicultural education must still put forward the belief in one God because, virtually, every religion teaches peace and love of the homeland. Therefore, education is highly integrated in the concept and practice of education, to always assess the environment of every region in Indonesia, so the characters will be kept up-to participate in everyday life. Indonesian character is embedded early on so that their identity will be formed in the diversity of the Indonesian in the world.

3. *Basic Principles of Learning Model Development of Multicultural Education in Salam*

Indonesian here to the philosophy principle that pluralistic, namely unity. This principle has a meaning and a value that are very deep and wide for harmony and wholeness. The formulation of this motto is as an effort to make this nation can live in harmony. The principle of diversity is based on the idea of the diversity of languages, traditions, cultural and religious homeland of Sabang until Marauke. This culture is the one that characterizes the attitude of the nation that is tolerant and aware of the plurality, so that the people are readily accepted in many circles in the nation and the world.

Development of Multicultural Education learning model based on Indonesian character is expected to produce output that can answer the challenges of the times. The better the quality of education of a nation, the readier the state will be to compete in the global arena. Therefore, the multicultural education needs to pay attention on the ideology of Indonesia as a reference for learning so that the characters can attach each learner's mind. Besides, educational is supposed to be able to resolve the problems of life in society.

Increasing number of education in Indonesia did not make the affluent middle-down, especially the increased enthusiasm to send their children to school. This is because the higher the education of school children, the more reluctant children to help parents work e.g to work in the field, in market and other activities. It arises because of their inaccuracy address problems of education in the community in everyday life. This is because the national curriculum which is understood as a fixed price, so that diversity is not touched, because educators do not just look at the curriculum and study the school environment. So that culture, local wisdom and character gradually faded. Therefore it is necessary to pay attention to diversity education with high character value so as to solve the problems of life as adult human traits to see the environment as a resource and learning media.

SALAM is as a school of life, a life that is closest to human social life. At least there are four basic things that always exist in social life. Therefore, SALAM takes it as a perspective that can be developed in the learning process. Among them are the Food, Health, Environment, and Socio-cultural. Hence, in the multicultural Indonesian character-based education four of the above are as learning model development principles in SALAM.

Food, begins by looking at the environment (environmental agriculture) natural wealth has been untouched by education. Indonesia, in each region, has a wealth of diverse. So SALAM needs to concentrate on the food. This is because in many societies children are sick (cold) never recovered because many packaged foods that contain preservatives or artificial coloring so it is not good for health. So that educators and learners to learn from the environment of healthy food. Healthy food is food that does not contain MSG, as well as with a good and true cooking, even food obtained from the plant itself. From this environment students learn biology, chemistry and mathematics from the food environment with emphasis on local food.

Health becomes urgent after providing a source of food for environmental health in the form of local food and plants so that the plants cultivated used as medicine and introduced to children early. So that learners can use it well. For example, if the children fall, they do not need to look for "red" medicine but to pluck leaves "binahong" or others instead.

The environment is seen as a media and learning resource that needs to be considered and used. Education becomes a simple matter if educators were able to see the environment. In the children's education, the environment is an important part of learning. This is in accordance with the early childhood, where children must is developed curiosity premises so it is necessary to explore the environment. Social and cultural rights. Indonesian diversity makes tolerance grown and has to be implanted throughout the ages. SALAM is as a school of life, a life that is closest to human social life. Therefore, social and cultural rights contained in the community need to be introduced early, because in society there are social and cultural character that need to be instilled early.

The principles of model development of multicultural education based on Indonesian characters in SALAM are namely food, health, environmental, social and cultural. The principles are from the perspective of the diversity of an area. Therefore it can be

concluded that the principle of developing multicultural Indonesian character-based ideally need to pay attention to the diversity of Indonesia according to the potential of each environment, with regard to the direction of multicultural education namely character education.

4. *Implementation of Multicultural Education Based on Indonesian Character*

Talking about multicultural education especially in early childhood, should pay attention to many aspects from the paradigm of multicultural education, teaching methods, and learning strategies so that the concept and principles of multicultural education delivered well. In addition, multicultural education for early childhood can be done by: (1) developing a curriculum designed and implemented that promotes self-concept and self-understanding assertive, able to feel and understand the other party in understanding diversity. Another thing that becomes important is how not to develop ethnocentric (attitude or outlook that stem from their own community and culture) and intolerant. By developing an attitude of non-ethnocentric hatred and conflict will be avoided to the maximum. (2) Emphasizing on integrative curriculum, comprehensive and conceptual that can be integrated in all aspects of learning. (3) Emphasizing on affective and cognitive aspects in accordance with the 2013 curriculum emphasis on character education by developing a scientific approach based learning process.

The implementation of Indonesian character-based multicultural education in Salam is according to Marhumah, that the implementation of multicultural education is as follows:

a. Curriculum development

Implementation of multicultural education based on Indonesian character in SALAM is implemented by developing curriculum Permendiknas 58 and curriculum ECE 2013 to examine the diversity of the Indonesian nation according to SALAM local environment. Thus the principles of development of the curriculum in SALAM are namely, food, health, environmental, social and cultural. This curriculum emphasizes the development of self-concept, so that the identity as a nation of Indonesia grows in the learner's life. In addition, according to SALAM, curriculum is not set in stone, but rather as life itself, there are grateful, diligent, and tenacious. These values are the values of character education that have been developed in education where these values are developed from the life of the neighborhood.

b. Integrative learning Thematic

Learning in multicultural education is integrated in all aspects of child development, namely cognitive, motor, language and social emotional child. Its study is integrated with each other, because the integrated thematic integrative learning designed according to life. Thematic integrative approach is the main approach should be used in the development of learning through playing primarily for children aged 3-4 years and 4-6 years in a variety of early childhood institutions. This is because the study will be presented in the form of integrated learning themes in the various areas of the developmental aspects of which consists of moral values and religious aspects, cognitive, social, emotional, language and motor with multidiscipline science called an integrative approach. It aims to build an integrated children are mature aspects of child development and capable in a variety of science or in accordance with their

respective intelligence. In a practical science, namely, children are able to communicate well with anyone, be nice or be able to adapt and survive in the environment wherever they are also called the theory of flexibility.

Integrated thematic approach is one of four approaches in early childhood education of K-13 with the following description; (1) thematic integrative, (2) scientific, (3) creative play, (4) intelligence plural. If a thematic approach and scientific integrative become a necessity in the development of learning activities for young children do not learn certain subjects such as math, science and language separately. It is on a variety of scholarly study of early childhood education that the children learn everything from phenomena and objects encountered. When learning about "WATER" they can learn to count (mathematics), get to know the properties of water (science), drawing water (art) and the function of water in the family / environment (social sciences). This can be interpreted as an integrated learning in the disciplines. While learning with certain basic theme is known as thematic. Therefore, this is one of the scientific evidence that the thematic approach used integrative approach to major in early childhood development learning activities.

Approach to create playing and plural intelligence as one of the alternatives can also be selected by educators in the development of learning through playing. But, in fact both approaches are typical of how children learn with a variety of potential intelligence different from one another. This is because only as an alternative to both of these approaches should be further developed, or not used, because in essence the approach play many kinds. Besides, the curriculum can be developed also with other approaches, for example based on local culture, based multicultural vision of agrarian etc . The meaning is not to be based on multiple intelligence but can be developed as a potential area and the need to co-education. But according to the author, the essence of creative playing and plural intelligence remains a reference in learning activities includes not textually but are integrated directly.

The concept of thematic learning is the development of two education leaders thought that Jacob (1989) with the concept of learning interdiscipline and Fogarty (1991) with an integrated learning concept. On the educational programs that have integrated learning and development, namely, the model of connectedness (connected), the model of learning that intentionally attempted to connect one concept to another, one topic to another topic, a skill with other skills in the field of study. The one who developed this is Robert Maynard Hutchins. A model spider net (webbed) is an integrated learning model using the thematic approach. Development of this approach starts from the determination of the theme. Themes can be determined by discussion between the teacher and the child. After the theme was agreed then develop sub-themes with regard to do with the field of study or area of child development. Then develop the learning activities to be performed by children. The one who developed this model is Lydon B. Johnson. Model of integration (integrated) is an integrated learning model to develop an approach interdisciplinary field of study. This model is sought by combining field studies by defining curricular priorities and determines the skills, concepts, attitudes overlap in several areas of study. First, educator selects the concepts, skills, attitudes are taught in one semester

from several fields of study then select the concept of skills and attitudes that have a close and overlap relationship between the various fields of study. The one who developed this model was John Milton.

In early childhood, thematic learning is more popularly used than the other approaches. Because thematic learning is an approach to learning that relate directly to some good aspects in the concept of learning or between the concepts of learning. Thus the child will acquire knowledge as a whole so that meaningful learning. Meaningful means that in the thematic learning a child will be able to understand the basic concepts they learn through experience and real linking concept between a stand alone or learning concept. Besides, according to Purwadarmita (1983), an integrated thematic learning is learning that use the theme to link several subjects so as to provide a meaningful experience of the child. Themes are the main ideas or central idea that becomes a moot point.

Thematic integrative according to Sangkot Sirait is a matter of learning activities by integrating multiple subjects in one specific theme. Thematic learning is an attempt to integrate knowledge, skills, values or attitudes of learning and creative thinking using the theme. From that perspective it can be said that an integrated thematic learning has the goal of increasing the quality of education and improvement of learning more efficient, especially in dense learning materials and conditions of the existing curriculum.

Furthermore, according to AndiPrastowo thematic integrative is a learning approach that integrates various competencies of various subjects into various themes. This integration is an effort to combine / integrate aspects of attitudes, knowledge, skills and affective into a unified whole in each subject or learning activities. At the Early Childhood Education thematic integrative approach is an approach to learning that involves several areas of development to provide a meaningful experience to children. The integration in this study can be seen from the aspect of the process, the time or the curriculum and teaching and learning aspects. The learning in thematic integrative taught to children because most children are still see everything as a whole (holistic) for physical development can never be separated with early childhood development such as the development of moral values and religion, cognitive, language, social, emotional and motor.

The theme is the subject of thoughts or thematic basis while the story is the theme or the subject of the conversation. Therefore, it can be interpreted that theme is the subject matter that becomes the talks. In early childhood learning the theme can be interpreted as a tool toprioritize various concepts of early childhood learning in a holistic manner. The theme exist with the aim of bringing together the curriculum in a unified whole, enriched knowledge of children and involve some learning activities to gain meaningful experience for children. Integrative learning activities can be seen from the aspect of time, the curriculum and the teaching and learning aspects.

It was concluded that the thematic approach is an integrative learning approach that integrates as the potential of a wide range of subjects in a variety of themes. The

integration is presented in the integration of spiritual attitudes, social integration, the integration of knowledge and integration skills in the learning process and the integration of various basic concepts related. It is Including basic concepts of multicultural education based on Indonesian character, the spirit of nationalism and patriotism. The idea of thematic learning is related to something very close to the child and the farthest thing with children

c. Indonesian Character-based

Multicultural education always puts the value of the character, because social learning , arts and culture in the community that are always extracted and introduced to children early, both in the activities with the community or school activities. Indonesian character, based on the Pancasila and the basic values of Indonesian character namely the national spirit and patriotism. Such things are introduced and instilled early on by using creative playing, with traditional games, songs as well as traditional and modern uses and to protect the environment of the school together. The teaching of character values is done by habituation and invited to read the environment in everyday life so that the knowledge gained will be more meaningful because of the knowledge acquired and later developed his own experience at the school.

Conclusion

The type of SALAM ECE services are in accordance with the regulations of the Minister of Education and Culture No. 146 2014 about early childhood education, which is a type of service for children aged 2-4 years called Playground and for 4-6 year olds called Kindergarten. Early Childhood Education is priority habituation in order to maintain the behavior and rules born commonly called the method wiraga (bodily).

Multicultural education based on Indonesian character in Early Childhood Education at the Anak Alam are the value of the national spirit and patriotism. SALAM is well aware that Indonesia is a nation of diverse ethnic, cultural, language, religion, gender and social status. Therefore, from this diversity we should be able to make society a tolerant , democratic, just and peaceful so manifest the unity of Indonesia with a different identity with other nations.

The basic principle of the development of multicultural education learning model based on Indonesian character in SALAM ECE, namely SALAM as a school of life , a life that is closest to human social life. At least there are four basic things that always exist in social life. Therefore, SALAM takes it as a perspective that can be developed in the learning process. They are the Food , Health, Environment , Socio- cultural.

The implementation of multicultural education based on SALAM ECE, namely the development of curriculum based on the environment or local wisdom, learning and Indonesian character-based thematic integrative that prioritize Pancasila forming the nation's identity.

Reference

- Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 146
2014 2013 About the curriculum and Early Childhood Education.
National Education Minister Regulation Number 58 Year 2009 On September 17 , 2009.
Act 1945 (which already amandemenk).
Qomarria, Rostanti , "Women Journalists Network of Central Java: Security of Women
and Children " , in *Republika: Leisure*, Tuesday, July 23, 2014 .

