

Design of Support System For Early Childhood Teachers in Implementing Sustainable Development Based Education

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Abstract : Early childhood education teachers play a very important role in achieving the objectives of sustainable development based program at school. However, many obstacles faced by teachers when implementing a new program including this sustainable based education program. Therefore, a support system is needed to overcome these problems. This library research-based research aims to answer the problem of what kind of support system for early childhood teachers in starting and maintaining the education based on the concept of sustainable development. There were two types of support systems that can be implemented, namely conventional system and social media based system. These systems were designed based on a behavioural psychology approach.

1 INTRODUCTION

Early Childhood (EC) education as well as other levels of education has great potential to contribute to saving the environment. Research shows that early child can accept and take partiality in the environment as children at a higher level (Allen & Kelly, 2015; Darling-Churcill & Lippman, 2016). Based on the previous research, the role of PAUD teachers becomes so crucial.

Early Childhood teachers play a very important role in the implementation of sustainable development based learning in the school environment. Because EC teachers are usually more emulated and adhered to by their students. Therefore, a comprehensive policy is needed to help teachers in the process.

2 THEORETICAL FRAMEWORK

Changes in behavior go through several stages. This paper adopts a behavior change model developed by Proschaska and Diclemente (1983: 392). According to them, behavior change through 10 stages, namely (1) raising consciousness, (2) self-liberation, (3) social liberation, (4) self-reevaluation, (5) environmental evaluation, (6) counter conditioning, (7) stimulus control, (8) reinforcement management, (9) dramatic relief, and (10) helping relationships. These ten stages become a reference for

analyzing the role of PAUD teachers in implementing a learning strategy based on sustainable development.

3 METHOD

This paper applied a library research-based research. The library research was used to answer the problem of what kind of support system for early childhood teachers in starting and maintaining the education based on the concept of sustainable development.

4 RESULT AND DISCUSSION

In its position as an individual, talking about changes in individual behaviour refers to the Ten Processes of a more relevant and specific process proposed by the stages of individual behaviour change by (Prochaska and Diclemente, 1983).

1. Consciousness Raising (Increasing Awareness)

In this stage EC Teacher must be involved in some program that aims open mind and promoting awareness about teacher as individual that linked to the society and the world. It should increasing awareness about the causes, consequences and treatment for a particular problem behaviour such as throw away waste, either organic nor inorganic, not in the place is should be. The program could be such as seminar or talk show can be used to this stage.

2. Dramatic Relief (Emotional Arousal)

Second prosed produces increased emotional experiences followed by reduced affect if appropriate action can be taken. For example, one feel guilty when use single use straw and feel happy when not use or use stainless steel straw. Role playing, personal testimonies, and media campaigns are examples of techniques that can move people emotionally

3. Environmental Re-evaluation (Social Re Appraisal)
How the presence of absence of a personal habit affects one's social environment, by combining both affective and cognitive assessment. This can also include the awareness that one can serve as positive or negative model for others. EC Teachers would re-evaluate him/herself about new habit, is it followed by children or colleague.
4. Social Deliberation (Environmental Opportunities)
Requires an increase in social opportunities or alternatives. This need an appropriate policies that can promote this new life style changing, such as free bin for separating organic and inorganic waste in school to the teacher exchange aboard for those who had been successfully transform Early childhood School environment.
5. Self Re-evaluation (Self Reappraisal)
Combine both cognitive and affective assessments of one's self image with and without a particular habit. In example; Teacher sees herself as a good teacher when she can do an environmental friendly program in her school. Value Clarification, a good role model, imagery are technique that can move people evaluatively. Hanging a motivation note or pictures in a wall that can be seen in daily activities can promote this process.
6. Stimulus Control (Re Engineering)
Removes cues for bad habit and add alternatives to promote good new habit. Changes the old garbage bin, bring lunch boxes and water bottle to school,
7. Helping Relationship (Supporting)
Combine caring, trust, openness and acceptances as well as support for a better behaviour change.
8. Counter Conditioning (Substituting)
Requires the learning of better behaviour that can substitute the problem behaviours. Single use plastic bag with cloth based bag, separating waste can be done in ease with separate bin.
9. Reinforcement Management (Re-warding)
Contingency contracts, overt and covert reinforcements, positive self-statements and group recognition are procedured for increasing reinforcement and the probability that better responses will be repeated.
10. Self-Liberation (Committing)
This process is both the belief that one can change and the commitment to act on that believe. New Year's resolution, public testimonies and multiple rather than

single choice can enhance self-liberation or what the public call will power. Motivation research indicates that people with two choices had greater commitment than people with one choice; those with three choices have even greater commitment; four choice do not further enhance will power. So with bad habit such as buy a single use water bottle, bring your own water bottle, or asking for water to someone else.

By the Ten Process of change, EC Teacher need support system from government as regulator.

1. The socialization of the new point of view in EC Curriculum that can promote sustainable development for EC Teachers
2. Adjusted education budget to support sustainable development programs in EC school
3. Award and reward for EC School or teacher who had been successful to run the sustainable education in school. This need a challenge that
4. Gradual event to celebrating and promoting the sustainable development program in EC education that can be seen by public.

5 CONCLUSION

As we lived in the era of social media, we realised that its impact to people is tremendous. Therefore it is important to maintenance several social media that can link every EC teacher with the other EC teacher locally or globally.

One thing about social media, we need to rise a person as a role model or it is commonly called as influencer, to be some one that performing real life action of sustainable life style. EC teacher need to see and follow what can be done in same circumstance they have as the influencer.

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