

# Curriculum Design of Early Childhood Life Skill Based on Indonesian Local Culture

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**Abstract**— Life skills introduced at an early years will help children become to be responsibility, independent and disciplined for the future. The provision of stimulation of life skills must be adapted to the local wisdom of the region in order to become a nation's strength in shaping the identity and character of Indonesian children. This study aims to produce a development model in the form of a life skills curriculum model for early childhood based on Indonesian local wisdom. The research method used is research and development. The development of the early life skills curriculum model was carried out through survey and documentation studies in 4 (four) provinces (Sumatra, Java, Sulawesi and Kalimantan). The results of the first year study show that teachers have taught life skills in early childhood that is self-help skills and social skills. The stimulation of life skills is taught through habituation, modeling, and cultural-based exemplary activities in the local area.

**Keywords:** *childhood life skill, Indonesian local culture, curriculum design*

## I. INTRODUCTION

The introduction of good living habits in children can begin at an early age. Habits that are introduced to early childhood, generally adapted to the view of living in their homes. Giving stimulation about life skills becomes an important thing that needs to be considered together by parents, educators, and also the community around children. Life skills are important to teach so that children grow up to be active and creative individuals in finding problem solving, responsible, and independent in adulthood [1] This is a great hope for the nation in realizing the golden generation of Indonesia in 2045.

Efforts to bring the golden generation together must be carried out in a sustainable manner with the child's environment. Provision of stimulation starts from the family at home and is continued by the teacher at school. But unfortunately, stimulation for early childhood in Indonesia still needs to be developed. Stimulation programs in Indonesia are still minimal. This results in the life skills of Indonesian children at a low level. This will contradict the Sustainable Development Goals (SDGs) programmed by the United Nations has the goal of ensuring quality education, inclusive, and promoting life-long learning, if this educational problem is left unchecked since early childhood education.

Life skills are a provision for a child to live life. Through the skills possessed by children to dare to face and all the problems of life naturally without feeling depressed and always active, proactive and creative can find and find solutions to overcome them. Provision of life skills stimulation can be started through habituation to a clean and healthy life. Life skills in caring for personal hygiene can be started from home and continued through habituation activities at school [2]. Provision of stimulation about life skills is unfortunately not done optimally at school. This underlies researchers to continue research and develop life skills curriculum models that are tailored to the local wisdom of each region.

Local wisdom in Indonesia has good characteristics for the development of early childhood development stimulation and national character development. Indonesia which has multi-ethnic, multicultural, with very diverse geographical conditions has local wisdom whose variations can be used as a reference in providing stimulation to optimize children's development [3]. The life skills curriculum model for early childhood, of course, is adapted to the cultural character of the Indonesian nation. Local wisdom is characteristic of Indonesian culture with its many unique characteristics in each region.

## II. LIFE SKILLS IN EARLY CHILDHOOD EDUCATION

Life skills possessed by children must be able to be developed and directed in accordance with the characteristics of the child so that the child is ready to face life's challenges. According to WHO, life skills are positive and adaptive behavioral abilities that support a person to effectively deal with demands and challenges during his life. The World Health Organization divides life skills into five groups [4], namely: (1) self-awareness or personal skills, (2) social skills, (3) thinking skills, (4) academic skills, and (5) vocational skills. Life skills can be introduced to children through habituation in accordance with the cultural background in the place of residence.

Provision of stimulation about life skills can provide basic provisions and exercises that are done correctly to students about the values of daily life so that those concerned are able, able, and skilled to carry out their lives in the future [5]. Life skills are needed for early childhood, life skills that need to be stimulated, namely personal skills and social skills. This life skill aims to develop the ability of children to be able to

regulate themselves and also be able to relate well in their social environment. In the process of growth and development of children, children will continue to acquire new skills, which will continuously make children become more independent individuals.

According to Catron and Allen explain that children's abilities become increasingly complex as their motor skills develop and they are able to care for their physical needs more independently [6]. This explains that the child's ability will increase in a complex direction and the child will be more able to meet their needs independently. Life skills are skills that a person has to dare to face life's problems and a reasonable life without feeling pressured. The Ministry of National Education's Broad Base Education Team in Widayati defines that life skills are skills possessed by someone to be brave and willing to face all life problems actively and proactively so that they can solve them. Based on the above definition, life skills become very important in early childhood education to develop abilities about life skills. The development of life skills of young children can be done in various learning activities at school [7].

#### *A. Self Help Skills*

Important self help skills are taught from an early age so that children grow into self-reliant, disciplined, responsible, and caring for themselves and the environment. When teaching self-help skills, children need guidance from surrounding adults [8]. Self-help skills are skills that need to be possessed by early childhood so that children grow to be independent that can be taught through routine activities requiring simple guidance and instruction from adults. Self-help skills are important things that will be useful for children's lives in the future [5].

Improving self-help skills will help children carry out daily activities, such as wearing and removing their own clothes, taking their own food and drinks, and other routine activities. Specifically Catron and Allen also explained the purpose of developing self-help skills, namely: 1) Increase children's ability to dress and remove their own articles of clothing, 2) Encourage children to regulate their own needs for activity and calm and to provide their own self-cues to quiet for rest / sleep when necessary, 3) foster independence in serving and eating a variety of foods at mealtime, 4) help children to learn to regulate toilet patterns [6].

This explains that through the introduction of self-help skills children will have the ability to take off and put on clothes, increase children's self-awareness when children need to be active and when to rest or sleep, strengthen children's independence in preparing their food alone, and helps children to learn the regulation of time to the bathroom or toileting. Early childhood who are in the age range of 2-3 years can begin to be introduced and taught about self-help skills. At that age children need to be given the opportunity to try to serve themselves, so that children can say "I can do this by my self", I can do it myself. According to Hussey-Gardner said that there are five major types of self-help skills: eating, dressing, grooming, household skills, and toileting. There are 5 important things that children need to master in helping

themselves, namely in eating, using clothes, caring for themselves, cleaning objects, and toileting. Self-help skills in children in some routine activities carried out daily will make children accustomed to independence and always maintain cleanliness.

It can be concluded that the skills to help themselves in children aged 2-3 years that need to be developed include the skills of using tableware and preparing meals (eating), the skills to use and take off clothes (dressing), self-care skills (grooming), practical skills (household), and toileting. The development of self-help skills is needed by children to be able to survive and adapt to every condition throughout their lives. In habituation is not the result of the process of maturity but as a result of the results of experience or learning. Habituation to early childhood should be done flexibly and can be carried out routinely, spontaneously and programmed.

#### *B. Social Skills*

The social skills possessed by each individual will help them be well received in the environment and in social life. This important social skill is built from an early age. Early childhood will learn how to build relationships with others, both with peers and adults in the vicinity. Children who have social skills will show some good behavior that can be accepted in the social environment. According to the National Research Council & Institute of Medicine, which says that As children develop social and emotional skills, they gain the confidence and competence needed to build relationships, solve problems, and cope with emotions [10]. Children who have good social skills will be more easily confident, children are easy to empathize and easy to get along with the environment and so on. Children who have good social skills can also solve and overcome problems experienced by herself.

Social skills related to children's ability to build positive relationships and interactions with others. According to Walker in Steedly, Schwartz, Levin and Luke argue that social skills as a set of competencies that a) allow individuals to initiate and maintain positive social relationships, b) contribute to peer acceptance and to a satisfactory school adjustment, and c) allow an individual to cope effectively with the larger social environment [11]. Social skills are competencies in human beings in building initiative in themselves and building positive social relationships, interacting with peers in their environment, and becoming acceptable individuals in their social environment [12].

In an effort to develop and shape a variety of skills in children, teachers in schools must now have learning strategies and design stimulation that is right for children. The stimulation provided must be adjusted to the age characteristics of each child [13]. Therefore, people who are in the environment around children both in the home environment and in the school environment must understand the characteristics of early childhood. The stimulation provided must be integrated with each other. So that the stimulation provided by the school is appropriate and can develop optimally in children.

Development of social skills from an early age is an important thing that should be a concern for adults around

children. Social skills that are taught from an early age, will be a provision for children in the future, because social skills are needed for children to build relationships with others. Schools and teachers basically have to play an active role to participate in developing various skills possessed by children. A child-centered approach can be a choice for teachers to stimulate a child's social skills. Children also need to be given the opportunity to interact and explore a lot in their environment.

Social skills are associated with positive behavior displayed by children or often associated with social behavior. In PAUD Curriculum 2013 also explained that prosocial behavior that is able to play with peers, understand feelings, respond, share, and respect the rights and opinions of others, be cooperative, tolerant, and behave politely [13]. This explains that social behavior is expected to be stimulated and appear in children early on. Based on several opinions, it can be concluded that social skills consist of several aspects such as being able to collaborate with people around him in whatever situation occurs. Children can also establish good interactions by creating a pleasant atmosphere for people around them by exchanging ideas or sharing experiences. The development of social skills is an important thing that needs to be considered by early childhood educators. Social skills that are well formed early on will have a big impact on the lives of children as adults. The design of stimulation made by the teacher must also be appropriate to the age and stages of the child's development.

### III. CURRICULUM DESIGN OF LIFE SKILLS EDUCATION IN EARLY CHILDHOOD EDUCATION

The curriculum design developed in this study is a conceptual design that refers to curriculum building which includes four aspects of curriculum components or elements which include: objectives, material or content, learning process and evaluation. Along with the development of society in the 21st century, curriculum design is integrated, multicultural, and technological, competent and takes into account children's potential, participant uniqueness, regional needs, multi-cultural ethnic diversity, life skills, futuristic, and education for all. Life Skills curriculum development aims to stimulate a number of abilities and skills that must be possessed by a child to be able to live their lives [14]. Life skills education is education that provides personal, social life skills, skills aimed at developing children's abilities.

This life skills curriculum is structured by designing a play activity program which is a set of learning experiences through play that will be provided to children in the context of achieving competence based on developmental tasks that must be mastered [3]. The target of the development of this curriculum is early childhood which is a child in the age range of birth to 6 years which is the age of the individual figure who is undergoing a process of development with a rapid and fundamental to the next life. The purpose of developing a life skills curriculum design is to obtain a set of written documents and facilitate children's learning in accordance with their life skills through a creative play program. The procedure for developing a life skills curriculum based on a creative play program was developed by combining competency standards and indicators for children aged 5-6 years contained in the Early Childhood Education Curriculum (K-13 PAUD) in

this developer only carried out with two dimensions of life skills namely self-help skills and social skills.

### IV. METHODOLOGY

The research method used is research and development. The research was carried out in 3 (three) stages: in the first year, the pre-development stage of the model was carried out through surveys and documentation studies in 4 (four) provinces (Sumatra, Java, Sulawesi, and Kalimantan) to produce supporting data for the development of the initial model; in the second year, the design of life skills curriculum design models and the development of digital media and limited trials in Jabodetabek; in the third year, large scale model trials were disseminated to 4 (four) provinces in Indonesia.

The study population is children aged 2-6 years and teachers who teach in PAUD institutions (TPA, KB, TK / RA, PAUD Units) in Four provinces (Sumatra, Java, Sulawesi, and Kalimantan) while the study sample is teachers, PAUD institutions, and children who are in PAUD who meet the criteria for applying the model according to regional characteristics. Data collection techniques and tools used were document study, interviews, observations, questionnaires and tests. The technique used to obtain data on the condition of early life skills is carried out through document studies, the use of rating scales to capture data on early life skills in 4 (four) provinces in Indonesia. While interviews are used to validate the information obtained from the results observation and questionnaire. Development of the first stage, namely concept validation and a limited trial of model design that aims to obtain qualitative data whose results are used as consideration for revising and perfecting the model design.

### V. DISCUSSION AND RESULTS

Conceptual foundation for the development of curriculum design based on life skills programs for creative play and Indonesian local wisdom for young children. Life Skills Curriculum Based on Creative Play Activities Program for Early Childhood is developed based on the following characteristics:

- Learn it based on the concept of how children develop and learn.
- The life skills curriculum design and learning activities program for early childhood must be relevant to the individual children's needs and development.
- Every child has different abilities and needs, especially those related to potential life skills that can be used as modalities in learning
- The pace and pace of learning of each child is different, this depends on the potential intelligence it has. For this reason, give different opportunities and times for different children.
- Children are active learners and construct their own knowledge, so that the most appropriate approach in

early childhood learning is through play that can improve life skills.

- The learning strategy implemented must be thick with the nuances of active, creative and fun play activities

The Life Skills Curriculum Design Model was developed in accordance with the model development objectives, three development products have been produced, in the form of: (1) conceptual models, (2) procedural models and (3) physical models of life skills curriculum models based on the Play Activities Program. In the process of working these three product development models are hierarchical and mutually

sustainable. That is, in the first step a conceptual model is developed that is related to the Development of Life Skills Curriculum based on play activities programs, then in the second step a procedural model is developed that relates to the learning design used and in the third step a physical model is developed in the form of a set of guidelines and media which are used as learning material through played. The results of the Conceptual Model Development in the form of a life skill-based play program program in order to improve early childhood creativity are developed based on a number of theoretical studies, in order to obtain the model in the form of the following chart:

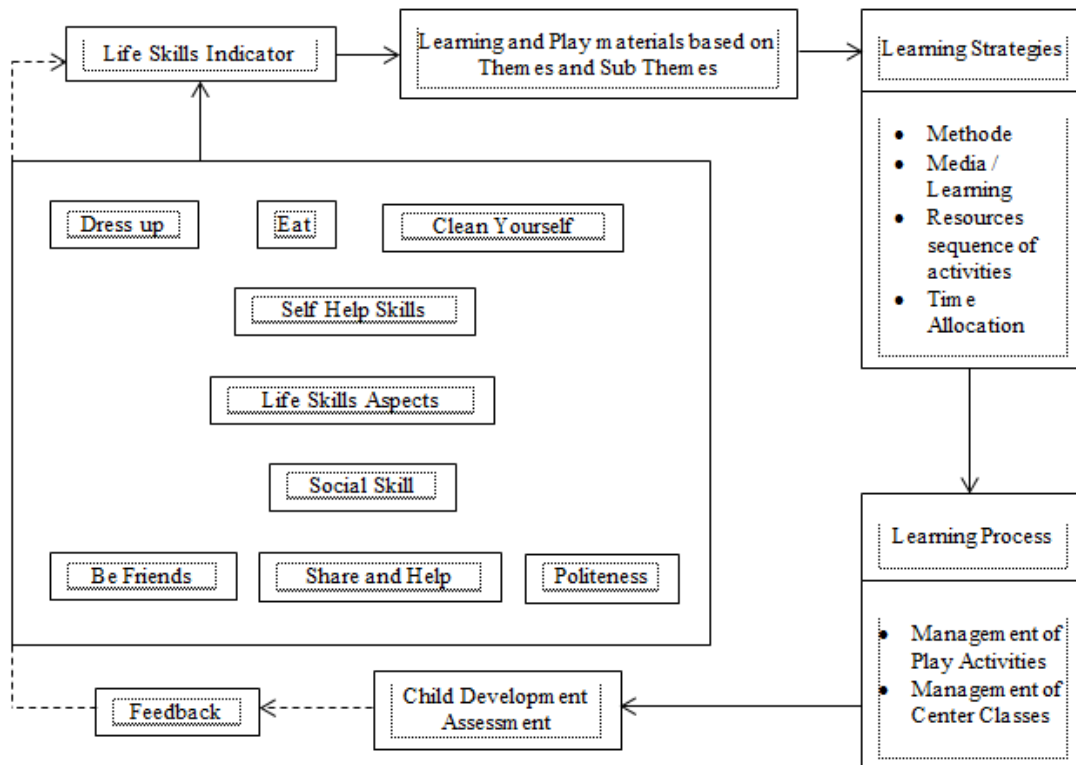


Fig. 1. Life Skills Curriculum Model Based on Early Childhood Play Activities Program.

Life skills curriculum model based on early childhood play activities program is a learning system consisting of 5 (five) learning components, namely:

- The objectives of the play activities program (goal and objective) in the form of basic competencies and indicators;
- Creative learning and play materials (learning contents) through the development of themes and sub themes;
- Learning strategies (learning strategies) in the form of methods, media and learning resources, sequence of learning activities and time allocation;
- The learning process (learning process) in the form of managing play activities through moving classes activities that refer to work-based play activities (learning by doing), play-based stimulation activities

(learning by stimulation) and example-based activities (learning by modeling);

- Learning evaluation in the form of assessment of child development through performance.

Having produced a life skills curriculum model based on early childhood play activities programs, further development of each learning component contained in the model has been produced. Development goals program activities activities consists of 2 (two) results of development, namely the integration model of basic competencies and aspects of life skills as well as the integration matrix of development fields and aspects of life skills.

Life skills are introduced and taught through play activities that are designed by educators to be included in teaching and learning programs. The ability of children based on life skills used in this study was developed by integrating indicators

contained in the field of development in the curriculum of early childhood, especially in the age range 5-6 years, namely the development of behavior, cognitive, physical, language and art with indicators developed based on aspects of life skills, namely self help skills and social skills.

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