

INNOVATION AND CHALLENGES *in early*

CHILDHOOD EDUCATION

PREPARING YOUNG CHILDREN FOR THE FUTURE



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PREFACE

Early childhood education is a cornerstone of human development, shaping the foundation upon which lifelong learning, personal growth, and societal progress are built. The rapid changes in technology, societal expectations, and global challenges demand that we equip young children with skills, knowledge, and values that will prepare them for an uncertain but promising future.

Innovation and Challenges in Early Childhood Education: Preparing Young Children for the Future seeks to explore the transformative opportunities and critical challenges faced by educators, policymakers, and families in nurturing the next generation. This book delves into the evolving landscape of early childhood education, presenting strategies, research-based practices, and innovative approaches to address the diverse needs of young learners in a complex and dynamic world.

The chapters within this book are designed to inspire dialogue, provoke critical thinking, and foster collaborative solutions for advancing early childhood education. Key themes include the integration of technology into learning environments, fostering social-emotional development, inclusivity in education, and preparing children to become global citizens with resilience and adaptability.

This book is the result of dedicated efforts by researchers, practitioners, and educators who share a common goal: to ensure every child receives the best possible start in life. Their insights and experiences form the backbone of this work, providing valuable guidance for anyone invested in shaping the future of education.

I extend my deepest gratitude to all contributors for their invaluable input and commitment to advancing the field of early childhood education. To readers, whether you are educators, parents, or policymakers, I hope this book serves as a source of inspiration and a call to action. Together, we can create an educational framework that not only addresses current challenges but also anticipates and prepares for future needs.

Let us embrace innovation, overcome challenges, and ensure that every child has the opportunity to thrive

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GREEN CURRICULUM IN EARLY CHILDHOOD EDUCATION: A LITERATURE REVIEW ON ENVIRONMENTAL-BASED LEARNING

Climate change is a global concern, and education is a vital tool for addressing it by promoting sustainability. In Indonesia, climate change education has not yet been fully integrated into the formal curriculum, highlighting an urgent need for a specialized curriculum to equip the younger generation with skills to tackle the climate crisis. This study aims to explore the implementation patterns and potential for a green curriculum in early childhood education through a systematic literature review (SLR). The literature provides an analysis of environmental education's role in early childhood education and defines a green curriculum as one offering environmental learning for young children. Thematic data analysis was employed to structure and interpret the findings. Results show that environmental education for early childhood development (ECD) in Indonesia faces significant challenges, including limited facilities, lack of specialized teacher training, and minimal integration of environmental topics. In response, UNESCO has introduced the Green Curriculum program, covering climate science, ecosystems, biodiversity, climate justice, resilience, a post-carbon economy, and sustainable lifestyles. This program promotes a comprehensive, action-based approach to sustainable education principles. Adapting such a curriculum in Indonesia could make environmental learning more relevant to young learners, preparing them for an active role in sustainability.

Keywords: *Climate change, early childhood education, environmental education, sustainability education*

INTRODUCTION

Climate change is a global issue that is not only the subject of discussion in Indonesia, but also in various countries around the world [1], [2], [3]. Indonesia is among the countries most vulnerable to the impacts of climate change, including the increasing frequency of natural disasters and ecosystem changes that affect people's lives [4]. The threat of climate change in Indonesia has a significant impact on the availability of safe sanitation, with the potential to further exacerbate existing conditions [5]. Other impacts of climate change include, but are not limited to, extreme weather, food and water crises, hydrometeorological disasters, sea level rise, ecosystem damage, and health impacts [3], [6].

Over the past five decades, there has been a fivefold increase in the occurrence of weather-related disasters, including rain storms, floods, tornadoes, and droughts [7]. Furthermore, data indicates that over the past decade, approximately 21.6 million individuals worldwide have been compelled to migrate as a consequence of climate change [8].

Furthermore, the peak in 2023 broke the record for the hottest year of all time, with heatstroke causing tens of thousands of deaths or illnesses [7], [9], [10]. The observation period in Indonesia, from 1981 to 2023, revealed that 2016 was the hottest year on record, with temperature anomalies reaching 0.6°C. The subsequent year, 2023, was the second hottest on record, with an anomaly of 0.5°C [9].

The climate crisis has a particularly pronounced impact on children and adolescents, given that their self-defense systems are still developing [11]. However, both students and teachers exhibit a tendency to underestimate the impact of climate change [12]. A 2021 survey of young people revealed that as many as 70% were unable to provide a comprehensive explanation of the principles of climate change. This is attributed to shortcomings in the quality of current teaching methods [13]. Nevertheless, children and young people have a significant responsibility to take action and contribute to efforts to address this issue. It is not sufficient for them

merely to enhance their comprehension; they must also facilitate tangible initiatives to confront climate change through mitigation and adaptation [5], [14].

The early childhood period represents an optimal time for the introduction of climate change education. This is because it fosters children's environmental awareness, provides a foundation for extensive learning experiences, and, most crucially, facilitates the formation of positive habits and traits [15]. Furthermore, early childhood education has an impact on climate change. Early childhood is involved in taking action, one of which is playing in nature, which is one of the positive approaches to sustainability [16]. Additionally, a nature-rich environment is crucial for early childhood development, as it offers numerous benefits for child development, including cognitive and social-emotional development [17]. The provision of opportunities for young children to freely explore natural play environments has been demonstrated to facilitate the development of environmentally responsible behaviours [18].

Environmental education in Indonesia is predominantly theoretical, with a paucity of practical activities, which has resulted in a dearth of public awareness regarding environmental care [19], [20]. To date, environmental education in PAUD has encompassed activities employing environmental approaches and contextual learning, daily activities utilising any materials at hand as learning materials [21], knowledge development activities, intensive cooperation, interaction with nature directly, and habituation to environmentally sustainable practices [22]. Furthermore, mitigation education is a standard operating procedure (SOP) for PAUD units [23], [24]. Mitigation education enables children to comprehend the indications of natural disasters, thereby facilitating their capacity to assist the community in addressing the health consequences of such events [25]. It fosters an early understanding of the significance of environmental protection and enables

children to regulate their physical and psychological well-being [18].

In order to address the global issue of climate change, UNESCO released a climate change guide in 2024 entitled 'Greening curriculum guidance: teaching and learning for climate action'. The Green Curriculum represents an educational strategy that seeks to integrate sustainability and environmental concepts into the learning process. The objective is to cultivate students' environmental conduct and instill a robust sense of environmental values [26], [27], [28]. The Green Curriculum encompasses a range of interrelated topics, including climate science, ecosystems and biodiversity, climate justice, resilience building, the transition to a post-carbon economy, and sustainable lifestyles. The programme's objective is to advance a comprehensive, pertinent and action-oriented approach to the tenets of sustainable environmental education [29].

The research on the Indonesian government's and UNESCO's climate change guidelines is still limited, which has resulted in a lack of understanding and effective implementation at the early childhood development (ECD) level. While the Indonesian government and UNESCO have formulated a curriculum related to climate change, the guidelines are still general concepts and require further development into a holistic curriculum for the ECD level. To enhance its relevance and effectiveness, this curriculum must be adapted to the cultural context and local needs of Indonesia, particularly at the ECD level.

A 2021 UNESCO report indicates that 47% of the existing curriculum worldwide fails to address climate change, and that only one-third of teachers are able to explain the impacts of climate change. The research conducted by Hermawan et al (2022) indicates the necessity for innovative modifications to educational policy with regard to environmental literacy, with the objective of ensuring the future sustainability of the environment. Furthermore, the study

conducted by Fitri & Hadiyanto (2022) demonstrated that the implementation of environmental education has not been executed in an optimal manner, resulting in the attainment of low scores in environmental literacy among students. Additionally, there are numerous studies on environmental education in schools, however, the majority of these studies have been published in less reputable journals.

A substantial body of research has been conducted on environmental education in Indonesia, including studies on climate change. However, there remains a gap in the literature regarding comprehensive climate change education that incorporates sustainability values in Indonesia. This research will examine the current pattern of education implementation in early childhood education and develop a comprehensive green curriculum for early childhood that incorporates sustainability values for early childhood in Indonesia. This curriculum will be based on the guidelines set forth by the United Nations Educational, Scientific and Cultural Organization (UNESCO) for a Green Curriculum and the Ministry of Education and Culture's Climate Change Education.

It is anticipated that this research will facilitate the identification of an implementation pattern and enable an investigation into the potential of a green curriculum for early childhood education. This will be achieved by preparing children to become agents of change in addressing climate change and global crises. This will be achieved by fostering students' habits and values to care for the environment, and by helping children explore the environment through their sensory experiences, which will be carried out through hands-on learning and play-based learning.

METHOD

The method used in this research is a systematic literature review (SLR) with a qualitative approach. SLR is a method of synthesising scientific evidence to answer a

specific research question in a transparent and reproducible way, while attempting to include all published evidence and assessing the quality of that evidence [32]. This study aims to explore how a comprehensive and sustainable green curriculum for early childhood in Indonesia, based on the UNESCO Green Curriculum guidelines, is being implemented. The literature search used Boolean logic 'AND', 'OR' and 'NOT'. The keywords used to search the literature are 'environmental education in early childhood education' AND 'disaster preparedness in early childhood education' AND 'renewable energy in early childhood education' AND 'early childhood sustainable lifestyle' AND 'sustainable development'. The literature was searched using google scholar, and the articles selected were those published between 2019-2024 and published in SINTA-accredited journals. The data analysis used was thematic data to identify keywords related to environmental education, greening the curriculum, disaster risk reduction, renewable energy and sustainability lifestyle in early childhood. Thematic data examined themes related to the implementation of environmental education in early childhood education, character values and the role of teachers. An in-depth evaluation of the findings was conducted to develop a comprehensive synthesis and explanation of environmental education in ECD centres.

The steps of this research are explained in detail through images, which help to visualise each stage of the research process to make it easier for the reader to understand. This process refers to the stages of

Xiao & Watson (2019) research.

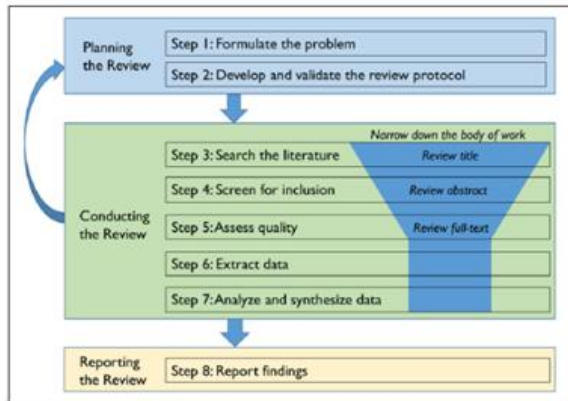


Figure 1. Systematic literature review process [33]

RESULT AND DISCUSSION

The objective of environmental education programmes in early childhood development (ECD)

In general, environmental education programmes in early childhood development (ECD) in Indonesia have started to emerge and are designed to meet the specific needs of young children. Nevertheless, the implementation of these programmes continues to vary and is confronted with a multitude of challenges. Despite the encouraging developments in environmental education in PAUD in Indonesia, a number of significant challenges remain. These include the lack of adequate facilities, capital, equipment and specialised training for teachers, as well as the absence of a comprehensive integration of a green curriculum. Although many ECD centres have commenced the introduction of fundamental environmental concepts to children, implementation is frequently irregular and inconsistent across institutions. Furthermore, the methodologies employed are not always interactive or aligned with the realities of children's daily lives, which may limit their capacity to grasp the significance of environmental stewardship. In the absence of robust policy backing, sustained training and more profound engagement from parents and communities, the endeavour to instil environmental consciousness at an early age may prove to be a mere symbolic programme

devoid of substantial long-term impact. This assertion is corroborated by prior research indicating that environmental education in Indonesia is predominantly theoretical, the materials and methods utilized for its implementation are perceived as inadequate and still teacher-centred, and that there are deficiencies in national education policies that impede the adoption and implementation of changes. The implementation of environmental education in early childhood education (ECE) settings is a crucial aspect that requires attention. Previous studies have highlighted the need for more effective and comprehensive approaches to environmental education in ECE [20], [30], [31], [34].

The following section will present the current status of environmental education in Indonesian ECE settings:

- 1) The creation of an atmosphere and learning environment for children that enables them to learn directly from their surrounding environment, utilising green plants, environmental care posters and environmental storybooks.
- 2) Implementing habituation activities to maintain and preserve the cleanliness of the school environment. This includes encouraging children to become accustomed to discarding garbage in the appropriate receptacles, bringing their own food and drink containers from home, reducing the use of plastic bottles, wiping their hands with a cloth, and closing water taps after use.
- 3) The integration of sustainability policy concepts with interactive game-based approaches, boards, and short stories and interesting character stories is a further strategy. The involvement of children in practical activities such as planting plants, garden management, or collecting waste provides an in-depth, hands-on experience related to the concept of sustainability.
- 4) The recognition of the indications of natural disasters, the implementation of agricultural techniques that are compatible with the prevailing season or

the characteristics of the local soil, and the designation of locations deemed secure or traditional evacuation routes can constitute elements of a mitigation strategy.

The embedding of character values in environmental education

If environmental education is not complemented by character development, children may only grasp the significance of the environment in a theoretical sense, lacking the intrinsic motivation to act and contribute constructively to their ecosystem. This ultimately undermines the long-term objective of fostering a generation that cares for and is responsible towards the environment. The following character values are instilled: Religiosity, sociality, gender, justice, honesty, self-reliance, responsibility, respect for the environment.

The Role of Teachers in the Implementation of Environmental Education

The role of teachers in the implementation of environmental education is frequently constrained by a dearth of comprehensive understanding of environmental issues and an absence of suitable pedagogical competencies to integrate this material into the curriculum. Despite the expectation that teachers will serve as guides in fostering ecological awareness in children, many remain entrenched in conventional teaching methods that prioritize theoretical knowledge over practical experience. This leads to a deficiency in children's exposure to hands-on learning, which is crucial for instilling a sense of love and responsibility for the environment.

In the implementation of environmental education in schools, the role of the teacher is also of great importance. One of the key roles of the teacher is that of a facilitator. In PAUD, the role of the teacher is to equip children with knowledge about natural resources, energy saving, and waste management from an early age. They must also serve as an example for children in saving

water, sorting waste, and maintaining cleanliness. Additionally, teachers should engage in gardening, use renewable energy, and be actively involved in sustainable activities such as planting bananas, managing waste bins, and caring for plants. Educators play a pivotal role in guiding children to comprehend and adopt sustainable habits [35]. They serve not only as disseminators of information but also as mobilisers in fostering children's awareness of their environmental responsibilities [31].

Following a review of the literature on the implementation of environmental education in PAUD, the next section will discuss UNESCO's Green Curriculum for early childhood, with a particular focus on its potential for development and implementation in PAUD institutions.

Green Curriculum for early childhood education

The Green Curriculum (GC) represents an educational strategy that integrates sustainability and environmental concepts into the learning process. The objective is to foster students' environmentally responsible conduct and instill a profound commitment to environmental stewardship [26], [27], [28]. The Green Curriculum encompasses a range of topics, including climate, ecosystems and biodiversity, climate justice, resilience building, the post-carbon economy, and sustainable lifestyles. The programme's objective is to facilitate a comprehensive, relevant and action-oriented approach to the principles of sustainable environmental education [29]. GC is guided by four core principles, which are outlined as follows:

1. Action-oriented.
 - The objective is to facilitate learners' empowerment and autonomy by developing their analytical, communication, and other competencies.
 - The approach is learner-centred, whereby students are actively and critically involved in shaping their personal experiences and natural

environment, as well as building their own understanding.

- Career-related: incorporates practices or ideas that can be applied to career choices and workplace practices.
- Transformative: plays a role in collective efforts across society to effect change at the individual, systemic and structural levels in order to address the underlying and root causes of climate change.

2. Justice-promoting

- The programme is based on a human rights approach, which seeks to promote understanding of human rights and utilise a human rights-based approach in addressing climate change. It involves raising awareness among young people, encouraging them to recognise and respect the rights of others, and advocating for those whose rights are violated.
- Based on gender quality: addresses the disparate impact of gender norms on inequality and vulnerability to climate change.
- Based on intergenerational equity: the formulation of concepts that guarantee the rights and obligations of future generations while upholding the rights and obligations of the current generation.
- Based on intra-cultural equity: The development of a vision of environmental, economic, and social justice and equity across communities and cultures within the current generation is a key objective.

3. The provision of high-quality content.

- The content is based on evidence related to climate change and sustainable development and is therefore scientifically accurate.
- Communicates the necessity for immediate action: the importance of greening education is underscored by the urgency of addressing the growing climate emergency.

- The content is responsive to the evolving abilities of children and youth as they grow, and is therefore appropriate for their age and stage of development.

- Indigenous-influenced: Indigenous knowledge and perspectives are integrated into the educational process, particularly those of locally-based indigenous communities.

- Balanced: The curriculum encompasses cognitive, social, emotional, and behavioural learning.

4. Comprehensive and relevant

- Comprehensive: The provision of comprehensive, accurate, evidence-based and age-appropriate information about sustainable development and climate change is ensured.

- Lifelong: an ongoing educational process commencing at an early age, whereby new information is built upon previous learning.

- Culturally relevant and context appropriate: the promotion of learning outcomes that are pertinent to the specific climate change challenges and solutions faced by the local community, as well as the cultural structures and norms that influence people's choices with regard to sustainable development and climate change.

- Inclusive: involving a diverse range of stakeholders from within and beyond the education sector, including in addition, the participation of experts, parents, community members and local leaders is encouraged, as they can contribute alternative perspectives, new skills, intergenerational knowledge and local knowledge to the understanding of climate challenges and solutions.

- Institution-wide: The principles of greening education are integrated throughout the learning environment,

influencing the organisational culture and practice.

Following an overview of the fundamental tenets of GC, this section will examine the environmental education programme devised by UNESCO for children aged 5 to 18. However, the focus here is on early childhood, specifically the 5-8 age group. The principal learning domains concentrate on three key aspects: cognitive, social-emotional, and behavioural.

Climate science

The section on climate science presents data on global and regional rates of warming, their causes, and consequences. Students at an early stage of their education can be made aware of the fact that solar heat is partially trapped by a blanket of greenhouse gases (GHGs) and that the excess CO₂ produced by human activities is causing a rise in temperature, which in turn is leading to the melting of glaciers and the occurrence of extreme weather events. The following are the climate science learning areas: 1) weather, climate, and climate change; 2) greenhouse gases; 3) the carbon cycle; 4) the water cycle; 5) avoiding pollution and conserving resources; 6) renewable energy

Climate Justice

Nevertheless, across the globe, individuals, communities, civil society organisations (CSOs), and countries are engaged in efforts to combat the disconnection with nature and advocate for nature conservation. Education plays a pivotal role in empowering learners of all ages to connect with nature. This can be achieved through a deeper understanding of the science of land and ocean biodiversity and ecosystems, eco-anthropology, and by practising sustainable agronomy. Additionally, outdoor education plans can facilitate experimentation with various approaches to connecting with nature. The following are the climate justice learning areas: 1) natural environments; 2) The evolution of biodiversity over time in the future; 3) Ecosystems, biodiversity, and ecosystem services; 4) Human relation to

nature; 5) Human-induced biodiversity loss and its consequences; 6) Reconnecting to nature and protecting it.

Post-carbon economies

The concept of climate justice in education encompasses the development of the requisite knowledge and skills to address the inequities associated with climate change, including an understanding of its causes, impacts, and potential solutions. The following are the post-carbon economies learning areas: 1) Contemporary manifestations; 2) Social determinants; 3) Historic economic and political processes; 4) Transformed futures.

Ecosystems and biodiversity

The objective of resilience-building in education is to enhance the capabilities of learners to anticipate, absorb, adapt to and/or recover from the consequences of climate change, climate shocks, climate stressors and/or a hazardous climatic event in a timely and effective manner. This approach to education strives to cultivate an informed and engaged citizenry capable of making decisions that contribute to climate change mitigation and adaptation efforts, and that foster healthy and resilient communities for the well-being of all. The following are the ecosystems and biodiversity learning areas: 1) Social impacts of climate change; 2) Navigating climate impacts; 3) Climate anxiety and constructive coping; 4) Strength in interconnectedness; 5) Urgency and community action; 6) Tackling climate mis/disinformation.

Resilience building

A post-carbon economy is one that is concerned with the economic impact of carbon energy dependence and climate change. It is a system that is designed to achieve sustainable development by incorporating environmental and societal considerations. In order to facilitate the transition to a post-carbon economy, a number of mechanisms and financial instruments have been developed. The following are the resilience building learning areas: 1) Economic growth and development; 2) The circular economy and

everyday life; 3) Climate change and our economies; 4) Energy consumption and carbon emissions; 5) Our roles in a post-carbon economy

Sustainable Lifestyles

The adoption of sustainable lifestyles has the potential to enhance the quality of our lives, safeguard our ecosystem and conserve natural resources for both current and future generations. Given that our present choices and everyday habits have the capacity to exert significant and long-term impacts on future generations, the practice of a sustainable lifestyle can be viewed as an ethical action that paves the way for a secure and liveable future for all. Sustainable lifestyles can contribute to the creation and maintenance of conditions where poverty, hunger and other forms of deprivation are eradicated, and where peace, justice, a decent life, equal access to clean water and energy, healthcare, education and fair work prevail. The following are the sustainable lifestyles learning areas: 1) Engagement with nature; 2) Renewable energy use; 3) Responsible consumption; 4) Sustainable living spaces; 5) sustainable mobility; 6) sustainable diets; 7) sustainable waste practices.

The findings indicate that the integration of a green curriculum in early childhood education has the potential to foster environmental awareness from an early age. Nevertheless, for this curriculum to be more efficacious in Indonesia, further development and adaptation to align with the local cultural context are necessary. Indonesia is home to a rich diversity of cultures and local wisdom, which can serve as a source of inspiration in integrating environmental conservation values into learning materials. By adapting the green curriculum to the characteristics of Indonesian culture, children can learn about nature conservation in a more relevant and culturally resonant manner, ensuring that this learning is not only theoretical but also rooted in experiences and cultural values that they understand and appreciate.

CONCLUSIONS

Green curriculum is a concept in education that focuses on sustainable environmental education. This curriculum is designed to shape children into citizens who have knowledge and care about the environment, as well as the willingness to protect and preserve the earth. The form of learning provided focuses on environmental awareness, empathy and care for the environment, understanding how environmental sustainability is the responsibility of everyone including children, and their disaster preparedness. The green curriculum is designed to encourage a comprehensive, relevant and action-based approach to the principles of sustainable environmental education. It is based on four key principles and six programmes.

AUTHORS' CONTRIBUTIONS

The authors were responsible for all aspects of the preparation of this article, including the research concept, data collection and analysis, interpretation of results, and writing and editing of the article. Furthermore, the author conducted a comprehensive literature review to ensure that the article was appropriate for the topic and objectives of the study. All subsequent revisions, improvements, and finalisation of the article were conducted independently by the authors to meet the required publication standards.

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PLAYING WITH MUSIC:A FUN EXPERIENCE FOR KIDS

Music plays an essential role in supporting children's development, both cognitively, emotionally, and socially. The purpose of this study is to explore the role of playing with music through music and dance performances in stimulating children's interest in musical arts, fostering creativity, nurturing a deep appreciation for the world of music, and enriching enjoyable experiences for children. This research uses a qualitative case study approach. The study will delve deeply into the experience of playing with music through performance activities, using direct observation techniques conducted over three sessions. The results show that playing with music not only enhances children's learning interest but also helps them develop motor skills, communication abilities, and boosts their confidence and teamwork skills. Furthermore, music has proven to be an effective medium for introducing fundamental concepts, such as rhythm and patterns, which are important for cognitive development. Thus, playing with music provides a fun and educational learning experience for children. These findings support the broader implementation of music-based activities in early childhood education as part of a holistic approach to support comprehensive child development.

Keywords: *early childhood, play, music, and performance.*

INTRODUCTION

During early childhood development, play and exploration play a very important role in forming the foundation of a child's development. Play activities provide an important boost to children's holistic development [1]. Play is not only a time of entertainment, but also one of the most effective ways to facilitate learning. This is why interaction with music during play is so valuable in enriching early childhood experiences. Play for early childhood is a process that plays an important role in their holistic development. According to Conny R. Setiawan [2] play is not just an activity that children choose for fun, but a window into all aspects of a child's development. Free play allows children to explore what they already know and discover new things, strengthening and giving birth to their physical, mental intellectual and spiritual potential. Therefore, play for early childhood is not just an activity, but a vehicle that brings out a child's full potential.

Opini Khobir [3] the benefits of play are not just as an ordinary activity, but as a field of privilege that brings a number of benefits to children. These include improved physical skills such as running,

jumping and kicking, the ability to connect all the senses, and the development of creativity through activities such as building, sculpting and drawing. Not only that, play also plays a role in shaping personality by teaching responsibility, rules, and cooperation, as well as helping children recognize themselves with all their strengths and weaknesses. The benefits of play for children are more than just an activity, play is a way for children to channel their unmet needs and desires, while training and developing various aspects of their development. One of the play activities in early childhood is playing with music. Music as a universal art form has long been recognized as having a significant impact on early childhood development. Music for early childhood is the introduction of self-expression and musical exploration in the education and development of young children, such as children in kindergarten [4]. At the same time, at an early age, children have a natural sensitivity to melody, rhythm and musical expression.

Music, as a universal language, holds a unique place in human culture, capable of transcending linguistic boundaries while remaining deeply rooted in the cultural

contexts from which it originates [5]. As an art form, music involves elements like melody, rhythm, harmony, and dynamics to create works that can evoke a range of emotions, thoughts, and feelings in listeners [6]. According Irawana & Desyandri (2019), music serves various functions: it holds religious significance in rituals, acting as a medium to convey beliefs and spirituality; serves as a form of communication, transcending language and connecting people across diverse backgrounds; offers recreational value, providing entertainment and relaxation; has an artistic role that inspires and creates beauty; plays a practical role in everyday media as a mood enhancer; and fulfills a therapeutic function, aiding in psychological and physical healing. These multifaceted roles underscore music's broad influence across spiritual, social, emotional, cognitive, and therapeutic dimensions, making it an essential component of human experience and a powerful tool for child development.

Plato's [8] view of music is a profound reflection on the power and influence that the art of music has in human life. He considered music as a moral law that inspires and shapes the character and morality of individuals and the environment. His statement, "Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." Implying that music has a fundamental moral force, like a law in the universe. It gives soul to everything, wings to the mind, flight to the imagination, and charm and gaiety to life. Music for early childhood is intended to assist in a child's early educational development, developing the child's development and brain intelligence [9]. Not only is it about introducing children to sound but it also helps children in developmental aspects, such as language development, physical motor, social emotional, cognitive, artistic, and moral values.

The art of music has been one of the most powerful and pervasive forms of expression in human life throughout history [10]. At an early age, children are given the

opportunity to play with simple musical instruments, sing, dance and create music. It aims to be a way for children to learn through play and express themselves through music. Integrating music into early childhood education can provide a strong foundation for children's development in many aspects of life and help children have a deeper appreciation for the art of music. Music plays an important role in inspiring, and infusing emotions.

Based on the research that has been done on play, according to the study Hanifah & Solehuddin (2023) learning vocabulary through play, providing a deeper understanding of the use of learning media in play activities to improve children's vocabulary. In addition, according to research Lubis (2019) play can help social and emotional development in children. Through play, children learn to interact with peers, develop sharing skills, and understand and manage their emotions. Research that has been conducted on music according to Rahman (2019) music is able to develop children's ability to control children's emotions using learning strategies through music. In addition, according to research Rizzkiya (2023) through angklung musical instruments can foster creativity skills in early childhood. Kamtini & Tanjung (2005) The elements of music illustrate that music is not simply an amalgamation of independent elements, but a harmonious unity of sound, rhythm, melody, harmony and notation that come together to create a rich and balanced musical experience. Djohan's (by Priyanto, 2013) children's music education demonstrates a holistic approach in the development of various aspects of children's abilities. Children's music education involves a series of activities that are not only related to the technical aspects of music, but also relate to the development of children's verbal, motor, physiological, cognitive skills and emotional responses in the context of music. This shows the importance of a comprehensive approach in building children's abilities through music.

Based on various studies, play is very important as it shows that play is not only a recreational activity, but also has a significant positive impact on vocabulary learning and the development of children's social and emotional aspects. In addition, research on music has also found that music can develop children's ability to manage emotions and enhance their developmental aspects. While there has been substantial research on music, studies focusing on joyful experiences for children remain limited. Therefore, this study will explore the aspect of playing with music to provide a unique novelty, as reflected in the title "Playing with Music: A Joyful Experience for Children," thereby making a valuable contribution to the understanding of the relationship between play and musical exploration in joyful experiences for children. This paper aims to explore the role of playing with music through music and dance performance activities in stimulating children's musical interests, fostering creativity, nurturing a deep appreciation for the world of music, and enriching enjoyable experiences for children.

METHOD

The research method used in the study is qualitative. Hasibuan (2022) qualitative research is designed to help describe behavior and perceptions about a particular topic. The type of approach is a case study. This research will explore in depth about playing together with music through performance activities. This study uses data collection techniques through direct observation when children practice together in music activities 3 times and when the performance takes place. Direct observation is a data collection technique, where the researcher will make direct observations of the object to be studied closely [16]. The art performance was held on Wednesday, January 3, 2024. The children's dance and music performances illustrate the cultural diversity of the archipelago, each region such as West Java, West Sumatra, Kalimantan, Papua, Maluku and Bali.

RESULTS AND DISCUSSION

As the author analyzed through direct observation during the children's three practice sessions in music activities, it was observed that although there were moments when the children felt shy, the overall atmosphere was full of excitement. While the children may have been initially awkward or shy in the face of the rehearsal process, they gradually found comfort in interacting with the music and each other.

As the performance progressed, the excitement and enthusiasm of the children became very noticeable. Although there may still be some nervousness, the children seem happy and proud of the progress they have made. The cheerful facial expressions, enthusiasm for the music, and positive interactions between the children were evidence that despite their initial shyness, they managed to find joy in the process of playing with music.

This shows how important the experience of playing music is for children, not only in honing musical skills despite being played by the teacher, but also in building confidence, overcoming shyness, and finding joy in collaborating together. The process illustrates the remarkable transformation from initially feeling shy to finally feeling proud and happy when on stage. The following is a description of the observations that have been made.

A. Playing with Music



Source: Author's Personal Documentation

In the research of Pagelaran Anak Nusantara, which involves early childhood, Early Childhood Education Teacher Education students and Music Arts. Playing with music becomes a valuable and joyful learning experience for children. Early childhood with music and Early Childhood Education Teacher Education students integrate music with movement in dance performances. Early childhood learns to harmonize movements with the music played, enriching dance performances with harmonious musical flow. Through playing with music in the Nusantara Art Performance, young children not only learn about music, but also gain joyful experiences, stimulate creativity, and deepen their involvement in the arts. This creates a fun and educational environment where music becomes a game that supports children's growth and development.

Playing music at an early age helps in the development of various aspects of a child's development. Through music, children learn about rhythm, melody, harmony, and various basic musical concepts. It not only enhances the child's understanding of music but also helps in the development of fine motor skills and coordination.

When children learn to play along with music with a teacher, children also hone their social skills. The child learns to share, collaborate and work together in a group. Teachers can be great role models in showing how to cooperate, listen and contribute in a collaborative musical environment. Experiences with music also help children develop creativity and self-expression. Children learn to express their emotions, ideas and feelings through music. A good teacher will encourage children to explore different sounds, instruments and musical styles, allowing children to discover their own preferences and interests in music.

In addition, through learning music with teachers, children can also gain knowledge about culture, music history and musical diversity. This opens up the child's

worldview and helps in enhancing the child's understanding of the different traditions and values contained in music.

Thus, early childhood music co-play with a teacher is more than just an entertainment activity. It aims to be a learning journey that engages various aspects of a child's development, opening up opportunities for creative expression, healthy social interaction, as well as expanding a child's knowledge of the world of music and culture as a whole. A caring and committed teacher who guides children through this musical journey can help form a strong foundation for their future development.

B. Children's Interaction with Play with Music

Play is not only an entertainment activity, but also the main place for children to interact with various aspects of music. Play is not only an activity favored by children, but also by adults. [17]. Play activities provide opportunities for children to explore, express and learn through direct experience. Children's interaction with music through play is an important window into cognitive, social and emotional development.

Play becomes a vehicle for exploration that allows children to engage directly with the world of music [9]. Through playing with music, children not only learn about various elements of music such as rhythm, melody and harmony, but also experiment with simple instruments, create sounds and develop an understanding of basic musical structures. In addition to being a vehicle for learning, playing with music facilitates social interactions that are important for children's development. Musical activities in the context of play strengthen children's interactions with peers and adults, helping children learn about cooperation, sharing and respecting differences in creating music together. Play can also provide creative expression for young children. Through playing with music, children can express their emotions, bring out their creativity and discover their experiences..

As quoted [3] highlights the importance of play as an experience that has benefits beyond just a normal activity for children. Playing with music can be a powerful way of developing children's physical skills, such as connecting movements to the rhythm of music, practicing coordination of body movements, and improving fine motor skills. Through playing with music, children can also experience the connection between different senses, such as listening, responding and responding to music, which helps hone sensory coordination. In addition, the interaction of music in the context of play also plays an important role in the development of children's creativity. Activities such as building, sculpting and drawing done while engaging in music can help children express their creativity in different ways. Music has the ability to awaken children's imaginations, and when children play while engaging in music, it can enrich their creative experiences. Therefore, play is not just an entertainment activity, but also a powerful tool in facilitating children's all-round development. Musical interactions in the context of play make an important contribution to enhancing children's physical, sensory and creative skills, confirming that musical experiences play a major role in development.

Music interaction with children involves children's active engagement in the world of music through both formal and informal approaches, including activities such as singing, playing instruments, dancing and listening to music collectively. Musical interaction with children provides a rich foundation for the development of children's creativity and is an important tool for children's development in several aspects.



Source: Author's Personal Documentation

First, musical interactions with children facilitate children's cognitive development. Through exploration and understanding of musical elements such as melody, rhythm and harmony, children can improve their problem-solving skills, creativity and understanding of patterns. As in the picture, children interact with music by playing according to the instructions given by the teacher.



Source: Author's Personal Documentation

Secondly, it plays an important role in the development of children's social aspects. When children interact with music with peers or in a music group, they learn about cooperation, listening to each other's directions and sharing roles, all of which are important social skills.



Source: Author's Personal Documentation

Thirdly, the interaction of music with children also affects their emotional

development. Music has the power to touch feelings, trigger emotional expression, and help children manage their feelings. In a musical context, children can express happiness, sadness, joy or calmness. Finally, musical interactions with children create the foundation for a child's appreciation of the art of music. Introducing children to a variety of nursery rhymes and having them interact with music early on can shape their musical preferences in the future.

This refers to Vygotsky's cognitive theory in the research Sit (2018) highlighted the importance of the social environment in child development. In his theory, Vygotsky emphasized that children acquire their knowledge through interaction with the social environment and other individuals [19], [20]. Vygotsky highlighted the concept of Zone of Proximal Development (ZPD), which is the distance between what children can do independently (actual performance) and what they can achieve with help or guidance (assisted performance) [21], [22]. In the context of playing with musical interactions, this theory suggests that when children engage in musical activities together, they are in the ZPD. Therefore, it can be said that when children play with music together, they have the opportunity to learn and develop in a more effective way than if they were doing these activities alone. Collaboration in musical play allows children to expand their ZPD with help from adults or peers.

C. Children's Music Performance Experience

Anak Nusantara performances provide valuable experiences for young children. The nature of early childhood learning is through enjoyable experiences, which become paths and pathways for children to explore (Musi & Winata, 2017). The experience of music performance for children is a valuable moment that is not only entertaining, but also provides an opportunity for children to be actively involved in music. Through performances, young children can express themselves

creatively, whether through singing, performances of musical instruments played by the teacher, or dances performed by the children. Children learn how to prepare themselves to perform in front of the public, build confidence, and express emotions through music while dancing.



Source: Author's Personal Documentation

The Anak Nusantara Performance involving children and students of ECETE and Music Arts created a mesmerizing stage, showcasing the richness of Indonesian culture and the creativity of the younger generation in bringing cultural heritage into the spotlight.



Source: Author's Personal Documentation

Early childhood students guided by ECETE students convey their creative expression through evocative dance movements and lively musical interpretations. Children explore traditional movements and create collaborations with music that enrich the art experience. Through this performance, there is an effort to preserve the culture of the archipelago. Children not only learn and perform traditional dances from various regions, but also maintain the authenticity of the culture in the performance. The collaboration between dance and music creates a beautiful unity. The music of the archipelago accompanies the dance

movements, creating a harmony that evokes emotions and brings to life the story conveyed through body movements.



Source: Author's Personal Documentation

Music performances are also a way to showcase young children's work to parents, teachers and audiences in order to recognize and take pride in their achievements, motivating children to continue participating in music activities. In addition, it can spark a deeper interest in music and the arts as a whole, building a strong foundation for the development of early childhood musical talent.



Source: Author's Personal Documentation

Children's musical performance experiences also play a role in the development of their social skills. When children are involved in rehearsing and collaborating for a performance, young children learn about cooperation and supporting each other. This can help children develop social skills that are important for everyday life. Therefore, the musical performance experience for children is not just about performing on stage, but also about learning, developing skills and providing valuable experiences that enrich children's overall development. Plato's (Suci, 2019) on music emphasizes the importance of the art of

music as something more than just entertainment or a fun activity. For him, music has a profound influence in shaping one's morals and character. Analysis of Plato's relevance to the research topic shows that music has great power in shaping an individual's values, emotions and philosophical understanding, especially when introduced early in life. The experience of music performance for early childhood is important in the context of Plato's view. Plato considered that music should be chosen carefully as it has the potential to shape children's morals and character. Music performances that are conducted specifically for early childhood can have a significant influence in shaping children's moral and ethical foundations. Therefore, the experience of musical performances tailored for young children has a profound impact in shaping their perception of beauty, morality, and values.

CONCLUSION

Playing with music has a significant impact on children's development, not only in terms of creativity and self-expression, but also in the development of motor, social and emotional skills. Music performance activities for young children provide a pathway to rich and deep experiences in their development. Through playing with music in the form of art performances, young children not only express creativity, but also hone social, emotional and cognitive skills. This becomes an important foundation in building a sense of appreciation for the art of music from an early age. Recommendations from the research for educators and parents need to encourage the integration of music in children's educational environment. The importance of support and facilitation from adults in early childhood musical exploration. Teachers or parents can be facilitators in introducing various types of music and providing opportunities for early childhood to experiment.

AUTHORS' CONTRIBUTIONS

This research involved significant contributions from each author. author was responsible for developing the main idea of the study, designing the methods used, and analyzing the data obtained. Author actively collected data in the field, conducted experiments with children, and drafted the initial manuscript. There was also an author who focused on editing the manuscript, ensuring the validity of the findings, and performing the final review before submission to the international seminar.

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ANALYSIS OF CHARACTER VALUES FOR EARLY CHILDHOOD IN THE NGALAKSA TRADITIONAL CEREMONY IN RANCAKALONG DISTRICT SUMEDANG REGENCY WEST JAVA INDONESIA

Character education is a very important element in early childhood development. One effective way to instill character values is through local culture and traditional traditions which are rich in philosophical meaning. The ngalaksa traditional ceremony is a Sundanese culture that contains educational values and life guidelines that can be used as a means of building national character. This research aims to identify and analyze character values that can be instilled in young children through the Ngalaksa traditional ceremony in Rancakalong District, Sumedang Regency, West Java. This research uses a descriptive qualitative method through a literature study that identifies, examines and analyzes various relevant literature sources. The results of the study show that in the Ngalaksa traditional ceremony there are four character values that can be instilled in children, namely: Cooperation, respect, responsibility and spirituality. The involvement of young children in Ngalaksa traditional ceremonies not only strengthens cultural identity, but also provides them with a rich context for learning character values, which are important in the development of children as individuals.

Keywords: Local culture, ngalaksa, character values, early childhood.

INTRODCUTION

The current era of globalization has had a major impact on human development throughout the world. Globalization also has an impact on progress in several fields. Apart from positive impacts, there are also negative impacts, namely changes in the nature of society. Currently, the Indonesian government in its independent curriculum focuses on character education through the Pancasila student profile at all levels of education, including early childhood education. Character education in early childhood is a crucial element that is good for children in their golden age.

Character is the identity that each individual has, these characteristics are inherent in the behavior of each individual. In the era of globalization, the personalities that emerge in students are influenced by the globalization process itself. This influence can be seen in the behavior of children and adolescents which reflects a decline in personality values. One of them is that children's sense of politeness and politeness towards older people seems to be decreasing. It is important to address the low quality of children's personality in this era of

globalization by introducing the culture and local wisdom of the area where they live so that they can become role models in life in society (Sartini, 2004). Howard in Setyobudi (2011) emphasized that local wisdom plays an important role in behavior, norms and values in aspects of life which then become differentiators between other communities.

Character formation in early childhood is an important stage in children's moral and social development (Aisyah, 2020; Sujiono, 2017). The values instilled during this period form an important foundation for their personality in the future. Local wisdom has a significant contribution in forming children's character, including traditional arts and rituals that are rich in traditional values. Local wisdom itself is an important thing that cannot be separated from people's lives. Local wisdom is everything that is always attached to community procedures and becomes a guide to life for that community. Wagiran (2012) said that local wisdom is a great force in shaping national character.

Rancakalong District, which is located in Sumedang Regency, West Java, has a traditional Ngalaksa ceremony tradition which is an important part of the social and cultural

life of the people in the area. The Ngalaksa traditional ceremony is carried out as a form of gratitude to God for the harvest obtained (Guntur, 2016). The ceremony involved various elements of society, including children. This traditional ceremony is not only a means of expressing cultural identity, but also plays an important role in instilling character values in children. In the context of character education, the ngalaksa traditional ceremony can function as a forum for teaching moral and ethical values to children from an early age. will shape their personality in the future. The Ngalaksa traditional ceremony can be an asset for building the character of the younger generation, especially in Sumedang Regency.

Although traditional ceremonies such as Ngalaksa have great potential in cultivating character values, there are several challenges that need to be considered. The first challenge is modernization and globalization which often causes the erosion of traditional values in our society. Second, not all families or communities give full attention to children's involvement in cultural traditions. Supriyadi (2017) explains that in the modern era, the biggest challenge in culture-based character education is maintaining the relevance and attractiveness of traditional values for the younger generation..

This research aims to analyze the character values that young children can learn through their participation in the Ngalaksa traditional ceremony. A descriptive qualitative method with a literature review study was chosen to collect various relevant information from various sources that are related to this topic.

RESEARCH METHOLOGY

This research was studied using descriptive methods, data was obtained from literature studies or literature reviews. A literature search in the form of collecting data in research is carried out by reviewing several journals, books, documents and other sources of data or information that are in accordance with the research topic (Hayati & Khamim Z. P, 2017). This research comes from national and

international articles that are deemed suitable for the problem you want to study. The steps for library research carried out by researchers are, first, identifying and reviewing sources, second, selecting literature that will be used as reference data, based on 30 studies, only 10 journals were found that were appropriate to the problem to be studied. thirdly, analyzing and synthesizing, which is carried out on all the compiled literature to see how they are related to each other to produce findings. This research uses descriptive analysis. Descriptive analysis aims to describe data based on facts, not just describing it but providing understanding and explanation of the data (Putrihapsari & Fauziah, 2020) to then obtain conclusions from the findings that have been obtained.

RESULTS AND DISCUSSION

3.1 Character Values in Early Childhood Education

Character education is a planned process to instill moral and ethical values in children from an early age. Character education is an effort to instill virtues that build morality in individuals, especially in early childhood (Lickona, 2013). At an early age, children are very vulnerable to environmental influences, so their involvement in various social and cultural activities will help shape their character. Character education is a process that aims to form positive attitudes, behavior and values in children. Lickona (2013) said that character education involves moral and ethical development which must be taught consistently. This education is very important for early childhood because it is a critical period in the formation of a child's personality. Childhood is the time when children begin to understand and absorb social values. Nugroho (2014) emphasized that character education in early childhood functions to build strong moral and social foundations. The values instilled at this age will influence their behavior in the future.

Some basic character values that must be taught to children include honesty, responsibility, respect and cooperation/collaboration (Lickona, 2013). Honesty teaches children to always say and act honestly, this can help build self-confidence and integrity. In responsibility, children are taught to be responsible for their actions, both in personal and social contexts. Respect teaches children lessons in respecting other people, including parents, teachers and peers in order to build healthy social relationships. The value of cooperation can encourage children to work together in groups, understanding the importance of collaboration to achieve common goals.

Character education in early childhood is very important to form individuals who have positive values. One of the most effective methods for instilling character values in early childhood is through experience-based learning methods (Driyarkara, 2005). By applying the right methods, character education can become a strong foundation for children's moral and social development. Early childhood children learn through activities and direct interaction with the environment. Early childhood children learn through direct experiences, including interactions with parents, friends, and their cultural environment. These character values can be taught through daily activities that involve the environment, one of which is various traditional ceremonies which are often carried out by the people in the environment where they live. Joint efforts between parents, educators and society are needed to overcome existing challenges and ensure that character values can be instilled effectively in children.

Lickona (2013) explains that the value of character education contains three main elements, namely knowing the good, loving the good and doing the good. Apart from the three main elements of character education, Lickona said that there are two basic moral values that must be given, namely respect and a sense of responsibility. Good character consists of knowing good things, wanting good things and

doing good things, habits in thinking, habits in the heart, and habits in action. The internalization of character education will be effective and meaningful if students not only understand goodness, but also make goodness into attitudes and traits, and manifest it in their daily behavior and actions. This means that character education does not only stop at students' knowledge and understanding of character. Lickona (2013) also shows that other forms of values that should also be taught in schools are honesty, justice, tolerance, wisdom, self-discipline, mutual help, caring for others, cooperation, courage and democratic attitudes.

3.2 Traditional Ceremonies

Traditional ceremonies are part of culture that functions as a means of social and spiritual communication in society (Koentjaraningrat, 1985). The Ngalaksa traditional ceremony is one of the traditions of the Sundanese people in Rancakalong District, Sumedang Regency, which is carried out as an expression of gratitude for the rice harvest obtained. This ceremony contains deep spiritual and social meaning and is a symbol of local wisdom and community ties. The Ngalaksa traditional ceremony has deep meaning in the Rancakalong community. This ritual is not only a form of thanksgiving to God, but also a way to strengthen social ties between community members. In this ceremony, children are invited to participate in various activities, such as watching the tarwangsa art performance which is part of the Ngalaksa traditional ceremony. Tarawangsa musical arts performances are an integral part of this ceremony.

The Ngalaksa traditional ceremony is carried out in several stages, the preparation stage begins with collecting ritual materials and arranging offerings as an expression of gratitude. Then the opening stage where the Ngalaksa ceremony begins with a prayer led by a community leader or religious leader, which is intended to ask for blessings from God. The implementation of the

ngalaksa traditional ceremony includes various rituals, art performances and joint prayers. Children's involvement in this activity is certainly important, so that they can learn the values of togetherness and gratitude to God. The Ngalaksa traditional ceremony ends with hopes for a better harvest in the future. People usually gather to enjoy the food provided as a symbol of gratitude.

From a spiritual perspective, the Ngalaksa traditional ceremony functions as an expression of gratitude to God for the blessings of the rice harvest obtained. This is reflected in the prayer rituals held before and after the ceremony. This is in line with what Supriyadi (2017) said that traditional ceremonies not only strengthen spiritual ties with God, but also remind people of the importance of being grateful for the blessings they have received. Wibowo (2016) stated that traditional ceremonies also function as a means of social bonding that fosters a sense of togetherness in society. So socially, the Ngalaksa traditional ceremony can strengthen social relations within the community, the involvement of all community members creates a sense of togetherness and solidarity. Apart from that, if viewed from a cultural perspective, it is very clear that the Ngalaksa traditional ceremony is a medium for preserving local culture and traditions. Hasanah (2018) emphasized that through a series of traditional ceremonies cultural values are preserved and passed on to the next generation.

As explained above, it is clear that the Ngalaksa traditional ceremony is very relevant in early childhood character education. Their involvement in this ceremony not only introduces them to cultural traditions, but also teaches them positive values that can shape their character. Character education through local traditions is an effective way to instill moral values in the younger generation (Driyarkara, 2005).

3.3 Character Values that can be Instilled Through the Ngalaksa Ceremony

Traditional ceremonies such as Ngalaksa certainly not only function as a means of preserving culture, but also have great potential for instilling character values in children. As Supriyadi (2017) views, traditional ceremonies can be an effective medium for instilling moral and social values in children because of their interactive and community-based nature. Hasanah (2018) said that through social activities such as traditional ceremonies, children can learn moral and ethical values directly from their real experiences. By being directly involved in the Ngalaksa ceremony, children can learn various positive values that can form a moral foundation for them. Children's involvement in traditional ceremonies can help them understand the importance of cooperation, appreciate traditions, and feel gratitude for God's gifts. The Ngalaksa traditional ceremony, held in Rancakalong District, Sumedang Regency, brings various character values that are important for early childhood development. Some of the character values that can be instilled through this ceremony include: gratitude, togetherness and mutual cooperation, respect and tolerance, responsibility and love of the environment.

Gratitude is the essence of the Ngalaksa ceremony, which is an expression of thanks to God for the harvest. Through involvement in this ritual, children are taught to be grateful for everything they have. Teaching gratitude from an early age helps children to develop a positive attitude towards life and appreciate what they have (Nugroho, 2014). Ngalaksa is also a joint celebration involving all members of society. Children involved in the preparation and implementation of the Ngalaksa traditional ceremony can learn the importance of cooperation and mutual cooperation. Suyatno (2015) said that children who grow up in a social environment that prioritizes mutual cooperation will have better social skills and a high sense of solidarity. In this ceremony children learn to work together in community,

understanding the importance of collaboration in achieving common goals.

The Ngalaksa ceremony also teaches the value of respect for parents, elders (elder people) and nature. Children learn to respect their ancestors and nature as a source of life for them. In indigenous communities, respect for tradition is an integral part of character education. This is in accordance with the view of (Lickona, 1991) which states that respect for authority and other people is an important element in children's character education. Another element is responsibility, through involvement in the Ngalaksa ceremony, children learn to be responsible for the tasks given to them. For example, helping prepare offerings or maintaining cleanliness during the event. Giving responsibility to children from an early age is one method of instilling discipline and moral awareness (Driyarkara, 2005). Apart from that, the Ngalaksa ceremony also teaches the importance of maintaining natural balance. In Sundanese tradition, nature and harvests are seen as blessings that must be protected. By involving children in this activity, they learn to love and preserve the environment. Children's involvement in nature-based activities will foster their sense of love and responsibility for the environment (Nugroho, 2014).

There are several methods that can be applied to instill character values in young children, namely participation and observation where children learn by observing and being directly involved in activities carried out by adults during ceremonies. This is an effective way to instill values such as respect, cooperation and responsibility. Telling traditional stories: the stories that accompany the rituals in the Ngalaksa ceremony contain many moral messages that can be conveyed to children. They can learn cultural values and character through narratives told by traditional elders. Community-based learning: traditional ceremonies also provide opportunities for children to learn in the context of a larger community, where they see

the importance of collaboration and togetherness.

CONCLUSION

The Ngalaksa traditional ceremony in Rancakalong plays an important role in instilling character values in young children. Through participation in this ceremony, children are taught about togetherness, respect, responsibility, and spirituality. Their involvement in local culture not only strengthens their cultural identity, but also shapes their character for the future. The Ngalaksa traditional ceremony in Rancakalong District not only functions as a religious or cultural ritual, but can also be used as a strong character education tool for early childhood. Values such as gratitude, togetherness, respect, responsibility and love of the environment can be instilled through children's participation and observation in this ceremony. Or other methods such as telling traditional stories and community-based learning. By actively participating in traditional ceremonies, children will not only get to know their cultural traditions, but also internalize moral values that will shape their character in the future.

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