PROCEEDINGS

NEGOTIATING PRACTICES OF EARLY CHILDHOOD EDUCATION

THE 2014 INTERNATIONAL CONFERENCE OF EARLY CHILDHOOD EDUCATION

Editor: Vina Adriany

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The 2014 International Conference of Early Childhood Education


Editor: Vina Adriany
Desain sampul: Endang Dedih
Tata letak: Yusman

Penerbit
Program Studi PG PAUG Jurusan Pedagogik
Fakultas Ilmu Pendidikan
Universitas Pendidikan Indonesia
WELCOMING NOTES

I would like to welcome all delegates and invited guests at the 2014 International Conference of Early Childhood Education in the Indonesia University of Education (UPI), Bandung, West Java, Indonesia.

This conference is held as part of the celebration of UPI’s 60th Dies Natalis. The theme chosen for our conference is Negotiating Practices of Early Childhood Education. We are aware that nowadays there are different practices of early childhood education that compliment each other in one way but it may also contradict in another way. Our hope is this conference will provide a space where those different practices can communicate with one another.

This conference can only be possible with assistances from so many institutions and individuals. We are grateful for the support provided by Rector of UPI, Dean of Faculty of Education and his staffs, School of Postgraduate Studies, as well as hard work of staffs in our program, Early Childhood Education Teacher Education Program (PG-PAUD) and our students.

We also would like to extend our deepest gratitude to all our keynote speakers from Lancaster University, UK, Gothenburg University, Sweden, Flinders University Australia, National Dong Hwa University, Taiwan, University of Malaya, Malaysia, as well as from Indonesia University of Education. We also thank our presenters and participants from various places in Indonesia as well as from oversea like Malaysia, Australia and Oman.

We wish you a wonderful conference.

Head of PGPAUD-Program

Dr. Ocih Setiasih, M.Pd.
FOREWORD

This proceeding is based on papers presented by participants in our international conference of early childhood education (ECE). The theme chosen for this year is “Negotiating Practices of Early Childhood Education”. The theme is based on understanding that we live in a hybrid world where different values, ideologies, practices including those of in early childhood education interact; compete yet they also complete one another.

Papers presented in our conference reflect this theme. This proceeding is commenced by papers and extended abstract from our keynote speakers. The topic ranges from gender issues in ECE, negotiating concept of care in ECE, a cross-cultural perspective on parenting and play. The diverse topic presented in the keynote speech illuminates the richness of practices and theories of ECE.

The proceeding is divided into 13 themes. There are Philosophical Issues in Early Childhood Education; Curriculum and Assessment of Early Childhood Education; Quality and Human Investment in Early Childhood Education; Information, Communication and Technology (ICT) in Early Childhood Education; Parenting; Gender Issues in ECE; Teachers Training in Early Childhood Education; Language Development and Literacy in Early Childhood Education; Children’s Social and Emotional Development; Children’s Cognitive Development; Creativity in Early Childhood Education; Multiculturalism in early childhood education; and Primary Education (Grade 1-3). Each theme is hoped to stimulate debates and discussion in ECE. All these themes take into account new trend and concept that affects the way childhood is situated and constructed.

The papers presented in the proceeding also reflect different epistemological and philosophical framework that shape each author’s writing. It is not our aim to demonstrate which framework is the most suitable one, as we do not one to make one particular theory as the only truth in ECE. Therefore, we welcomed existing theories in ECE while at the same we attempted to go beyond current theories as well as practices and embrace new perspectives in ECE. It is our hope that each theory can help us understand children, childhood and ECE better.

Editor

Vina Adriany, M.Ed., Ph.D
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APPLICATION OF GENDER RESPONSIVE LEARNING IN KINDERGARTEN

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Abstract
Implementation of learning in Early Childhood Education is still not giving equal treatment between boys and girls. Though education should be implemented equally, fairly and equitably. Realization of equality of educational efforts can be done through gender responsive learning, i.e., learning that no particular superiority of one gender over the other gender. Gender have often given meaning as differences in the male and female also gender was not an issue but the actual physical biological differences between men and women, nor the problem of sex differences. Actual concept of gender is that gender is a difference in the role created by society about what and how men and women should behave. Gender differences can lead to gender bias, i.e., a view that distinguishes the role, position, and responsibilities of men and women in family and community life so that the appearance of gender bias should be minimized as early as possible.

Research conducted in Aisyiyah 56 kindergarten at Baron Surakarta aims to identify the implementation of gender responsive learning. This research is descriptive qualitative. The research focus is gender responsive learning conducted in the classroom. Technic data collection used were observation and interviews. The observations were made to determine directly the learning process conducted by the teacher while the interviews were conducted to obtain verbal descriptions about the learning process that teachers do in the classroom.

The results showed that gender responsive learning conducted in Aisyiyah 56 kindergarten at Baron Surakarta is not optimal because of the lack of gender responsive lesson planning in detail and in writing. Suggestions can be submitted to Aisyiyah 56 kindergarten at Baron Surakarta is the making of gender responsive lesson planning in detail and in writing so that teachers have a guide in implementing gender responsive learning consistently.

Keywords: gender responsive learning, early childhood

INTRODUCTION
Education is the right of every citizen is guaranteed in the 1945 Constitution that is "every citizen is entitled to teaching" (Chapter XIII chapter 31 verse 1). This means that every citizen has the right to acquire an education. A Law No. 20 of 2003 on the national education system stating that "education is dealt with in democratic and equitable and non-discriminatory to uphold human rights, religious values, the cultural and racial diversity" (Chapter III of chapter 4 verse 1). Referring to the legislation, then the maintenance of education in Indonesia must be done in a fair and non-discriminatory.

Early childhood education as one of the elementary education held in Indonesia is "a construction of effort devoted to children from birth until the age of six are done through the provision of educational stimulation to assist the growth and development of body and soul to his own readiness in entering further education" (Law No. 20 of 2003 Article 1, item 14). Early childhood care and maintenance should be based also on the Law No. 23 Article 4 of the 2002 Child Protection, which states that "Every child has the right to live, to grow, to grow, and to participate as appropriate in accordance with the dignity of humanity, as well as..."