

# Proceeding

The 3<sup>rd</sup> International Conference  
of Early Childhood Education (ICECE) 2015  
Early Childhood Education Department  
Faculty of Education, State University of Padang

## EARLY CHILDHOOD HOLISTIC AND INTEGRATIVE



September 20<sup>th</sup>-21<sup>st</sup> 2015

Engku Syafe'i Room LPMP  
Padang, Indonesia

ISBN: 978-602-17125-9-7

**Katalog Dalam Terbitan**

Proceeding, The 3<sup>rd</sup> International Conference of Early Childhood Education (ICECE) 2015, EARLY CHILDHOOD HOLISTIC AND INTEGRATIVE.

Faculty of Education, State University of Padang.

ISBN: 978-602-17125-9-7

**Editors:**

Dr. Alwen Bentri, M.Pd (Dean Faculty of Education, State University of Padang)

Dr Ann Cheryl Armstrong (University of Western Sydney, Australia)

Sumolnit Kranoodwong (Shrinakharinwirot University Thailand)

**Commitee/Lay Out:**

Elise Muryanti

Syahrul Ismet

Rismareni Pransiska

Saridewi

Nur Hazizah

Prima Aulia

**Publisher**

Faculty of Education

State University of Padang

Hamka Street Complex Air Tawar PADANG

Phone (0751) 446871

*Undang-undang Republik Indonesia nomor 19 tahun 2002 tentang Hak Cipta  
Pasal 72:*

- 1. Barangsiapa dengan sengaja atau tanpa hak melakukan perbuatan sebagaimana dimaksud dalam pasal 2 ayat (1) dan ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan atau denda paling sedikit Rp. 1.000.000 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan atau denda paling banyak Rp. 5.000.000.000 (lima milyar rupiah).*
- 2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1), dipidana dengan pidana penjara paling lama 5 (lima) tahun dan atau denda paling banyak Rp. 500.000,-(lima ratus ribu rupiah)*

## **PREFACE**

**Dr. Alwen Bentri, M.Pd.**  
Dean Faculty of Education and Science  
State University of Padang

We appreciate the implementation of the 3<sup>rd</sup> International Conference on Early Childhood Education by the Committee of Early Childhood Education Department, Faculty of Education, State University of Padang. This conference has become an important agenda every two years of the Early Childhood Department. This activity supports the vision and mission of State University of Padang, and Faculty of Education will be an excellence institution in 2025 in Southeast Asia.

Early Childhood Education Conference is very useful for many people, especially for child educators, academics, researchers and students. In this conference will be discussed various issues related to early childhood education under the theme of holistic and integrative which is the issue today and future. These issues will develop awareness in education department, schools and social. Throughout this conference supports the interaction and communication between observers of early childhood education from various regions, national and international.

We expect from this conference will produce a variety of studies of early childhood education and recommendations for the competent stakeholders. So, it will support synergy relationship between universities, stakeholders and communities in building and developing early childhood education, better and more development in the future.

Congratulations for conferences committee.

Dean Faculty of Education  
State University of Padang,

**Dr. Alwen Bentri, M.Pd.**  
NIP. 196107221986021002

## CONTENTS

	Page
<b>Global/Local Childhoods: Re-Weaving Te Whāriki In Early Childhood Settings In Aotearoa New Zealand For Two Decades</b> (Marek Tesar) .....	1
<b>Communication Keys; Understanding the Importance of The Early Childhood Teacher's Role in Children's Language and Literacy Development Within a Holistic, Integrative Approach to Child Development.</b> (Sarah Ohi) .....	14
<b>Development Processes To Enhance Caregivers' Preschool Child-Rearing Ability Based On Communities Of Practice Approach: Participatory Action Research.</b> (Rungrong Sommitr) .....	24
<b>Child Rights And Child Protection in Thailand : Situation And Trends For Education Approach In Asean 2015.</b> (Gumpanat Boriboon) .....	31
<b>Holistic and integrated Early Childhood Education in Malaysia</b> (Associate Prof. Dr.Azlina Mohd Kosnin) .....	45
<b>Religious Education of Early Childhood.</b> (Anayanti Rahmawati) .....	55
<b>Managerial Competence Supervision in Elementary School Bukittinggi</b> (Anisah) .....	65
<b>Learning and Development of Writing Skills in Children Kindergarten: a Critical Analysis</b> (Abdul Azis) .....	73
<b>Integrating Language Skills Through Children's Literature Usage In Kindergarten</b> (Barokah Widuroyekti) .....	81
<b>Introduction Of Science Through Cooking Class Activity In Early Childhood</b> (Christiani Endah Poerwati, I Made Itha Cahaya) .....	90
<b>Competence Development of Early Childhood Education Teachers Based On Technical Orientation</b> (Dadan Suryana).....	98
<b>Use of Video Education for Learning in Early Childhood</b> (Eldarni).....	114
<b>Improving The Ability of Young Mother to Stimulate Early Childhood Development in Poor Family Through Home Visit Program</b> (Elis Komalasari) .....	122

<b>Teacher Reflection of Trial BKBB Learning Model (Euis Kurniati).....</b>	<b>131</b>
<b>Sense of Children in Drawing in Indonesia Kindergarten (Farida Mayar) .....</b>	<b>138</b>
<b>The Role of Parents Educational Level Within Talent Development of Children in TK Darul Atsar (Fanny Sutriany Jafar, Syamsuddin) .....</b>	<b>144</b>
<b>The Development of Traditional Game into Educative Game for Stimulating the Early Childhood Development in West Nusa Tenggara (Nyoman Suarta, Dwi Istati Rahayu, Moh. Irawan Zain) .....</b>	<b>151</b>
<b>The Importance of Informal Education Before Entering Early Childhood Education Institution: Lesson Learn from Our Culture (Fidesrinur) .....</b>	<b>166</b>
<b>The Implementation of Movement and Song Development Strategy to Improve Cognitive Ability in Recognizing Geometric Shapes to Young Learners (Hanggara Budi Utomo, I Devi Ayu Novita Sari) .....</b>	<b>174</b>
<b>The Increase of Early Childhod’s Language Development with Thematic Approach (Hendra Sofyan) .....</b>	<b>180</b>
<b>The Effectiveness of Contextual Teaching Learning Model in Environmental Education In Kindergarten (Heny Djoehaeni, Asep Deni Gustiana) .....</b>	<b>194</b>
<b>Parents’ Attention Influence The Mind Of Toddlers Development (Herwina) .....</b>	<b>201</b>
<b>The Descriptive Study of Vocabulary Development in Implementation of Early Chilhood Education (Indra Jaya) .....</b>	<b>213</b>
<b>The Effect Of Carton Movies on Storytelling Ability for Pre-School Students in Kindergarten (Indra Yeni) .....</b>	<b>220</b>
<b>Supervisors’ Academic Supervision Comnetences At Elementary Schools In Bukittinggi (Irsyad) .....</b>	<b>229</b>
<b>The Importance of Mental Stimulation for Early Childhood Education (Izati) .....</b>	<b>236</b>
<b>Physical Stamina and Strength Kindergarten Teachers Perception in Papua Province (Jonni Siahaan) ..</b>	<b>242</b>

<b>Character Building: Islamic Parenting</b> (Kartika Rinakit Adhe, Wulan Patria Saroinsong) .....	251
<b>Creativity and Aesthetic Development: Improving Nurture Parents to Developing Creativity and Aesthetic Based on Multiple Intelligences for Early Childhood Aged 4-5 Years.</b> (Luluk Asmawati) .....	260
<b>Formation of Character Through Early Childhood Education Cultural Values</b> (Mega Iswari) .....	272
<b>Improving Gross Motor Skills Through South Sulawesi's Traditional Games, Action Research In Group B Children At Al Abrar Islamic Kindergarten Makassar, 2014.</b> (Muhammad Akil Musi, Bonita Mahmud and Syamsuardi) .....	278
<b>Introducing Saito Kimiko'S Physical Activities For Stimulating Early Brain And Motor Development Of Children</b> (Murni Ramli, Yudianto Sujana, Suciati, Riezky Maya P) .....	288
<b>The Influence Of The Media Flash Card Against the Introduction of Speaking in English to Children</b> (Nenny Mahyuddin, Molli Marsela) ....	298
<b>Transactional Analysis Counseling Model To Reduce Aggressive Behavior Of Children Primary School in Padang City.</b> (Netrawati) .....	306
<b>Learning-By-Playing Activities For The Development Of Preschool Children.</b> (Neviyarri S) .....	315
<b>Model Problem Based Learning Application to Improve Mathematical Logical Intelligence for Early Childhood.</b> (Nina Kurniah) .....	323
<b>Study About The Implementation Of Character Building In Education Character At Paud Harapan Bunda, Kampar District- Riau Province</b> (Nini Aryani) .....	331
<b>Information Communication And Technology (ICT) In Education Early Childhood</b> (Novrianti) .....	338
<b>Collaborative Counseling With Behavioral Approach To Improve Social Skills Of Children With Attention Deficyt-Hyperactivity Disorder (ADHD)</b> (Nur Faizah Romadona) .....	352
<b>Child Development Emotional Intelligence Through Outbound Activities in Kindergarten Mutiara Ananda Padang</b> (Nur Hazizah)	361

<b>The Affect of Early Childhood Teachers From Jakarta, Bogor, Depok, Tangerang and Bekasi in Learning Mastery And Factors That Affected it in 2014/2015. (Nurfadilah,Fidesrinur, Nila Fitria) .....</b>	<b>368</b>
<b>The Development of Naturalistic Intelligence in Early Childhood (Nurhafizah) .....</b>	<b>391</b>
<b>Environmental Education Through Project Approachin Early Childhood Education (Ocih Setiasih, Leli Kurniawati) .....</b>	<b>401</b>
<b>Early Detection Efforts Through Children Pre-Participation Health Assessment in Sport Involvement (Pudia M. Indika, Endang Sepdanius) ...</b>	<b>412</b>
<b>The Effectiveness Of Parenting Training In Early Childhood Development (Radhiya Bustan, Nurfadilah, Nila Fitria) .....</b>	<b>420</b>
<b>The Development of Children's Attitude in Cooperation Toward Playing Water And Sand (Radhiyatul Fithri) .....</b>	<b>428</b>
<b>Characteristics Of Investment Moral And Religious Values For Toddlers in Pekanbaru Riau (Rahmah) .....</b>	<b>436</b>
<b>An Analysis Of The Receptivity Of Tempe Pudding For Toddlers In Padang Nanggalo Health Center (Rahmi Lisdeni) .....</b>	<b>445</b>
<b>Influence Of Singing Activities Toward Child's Arithmetic Of Kindergarten Negeri 1 Padang (Rakimahwati) .....</b>	<b>453</b>
<b>Exploring how a Child's History Meets the Education System in Remote Areas Within Indonesia (Rina Windiarti) .....</b>	<b>459</b>
<b>The Development of Outdoor-Based Science Learning Model For Lower Class In Elementary School (Risda Amini) .....</b>	<b>472</b>
<b>Involving Parents in The Activities of Assessment Early childhood (Riska Ahmad) .....</b>	<b>480</b>
<b>Promoting The Language Development of Young Children (Rismareni Pransiska).....</b>	<b>488</b>
<b>The Relationship Between Emotional Intelligence and Problem-Solving Abilities Math Story Problems, Survey on Childhood Elementary Class III in Jakarta (Rohita) .....</b>	<b>493</b>
<b>Application of Playing Clay in Fine Motoric Development of Children aged 5-6 years in Kindergarten of Srijaya Palembang (Rukiyah, Saptu Wahyuningsih) .....</b>	<b>503</b>

<b>The Use of Games and Educative Aids in Teaching English at Kindergartens in Karanganyar Central Java (Ruli Hafidah) .....</b>	<b>513</b>
<b>The Effect Of TPR Method Towards The Students' English Vocabulary Age 5-6 Years Old At Kindergarten Assyifa Padang (Saridewi Indarti) .....</b>	<b>523</b>
<b>TGMF (Traditional Game Of Modification Fortress) On Social Emotional Ability (Saroinsong Wulan Patria) .....</b>	<b>532</b>
<b>Education Peace For Early Childhood (Serli Marlina) .....</b>	<b>540</b>
<b>The Methods Of Development Children's Speaking Ability In At Tabing Kindergarten, Tabing – Padang (Sri Hartati) .....</b>	<b>548</b>
<b>The Role Of Educators In Introduce Technology In Early Childhood Through Science Activities (Sri Sumarni).....</b>	<b>554</b>
<b>The Quality Assurance Of Preschool Education By Means Of Accreditation (Sufyarma M) .....</b>	<b>563</b>
<b>Improving Geometri Ability of Children Through Theory Model Learning Process at Kindergrden B Srijaya Negara Palembang (Syafdaningsih) .....</b>	<b>574</b>
<b>Teacher's Role to Develop Emotional Intelligence of Kindergarten Children (Syahniar) .....</b>	<b>581</b>
<b>Parents Orientation Program in Early Childhood Education By Using Social Learning Approach (Tina Hayati Dahlan) .....</b>	<b>588</b>
<b>Development Of Early Childhood Creativity Through Play (Tuwewa Pangaribuan) .....</b>	<b>592</b>
<b>Women's Role Towards Early Age Children: Study on a Working Housewife (Titik Setyowati) .....</b>	<b>599</b>
<b>Gender and Early Childhood Education in Indonesia (Vina Adriany) .....</b>	<b>610</b>
<b>The Project Approach In Education Of Flash Flood Disaster Anticipation For Early Childhood Education (Wahju Dyah Laksmi Wardhani) .....</b>	<b>622</b>
<b>Beginning Math Upgrades Through Cooking Fun Activities In Early Childhood (Windi DwiAndika) .....</b>	<b>633</b>
<b>Ecology Based Science Learning For Early Childhood (Yasmin) .....</b>	<b>643</b>



<b>The Application of Word Media in Reading Activity of Early Childhood (Yulsyofriend) .....</b>	<b>650</b>
<b>The Development of Learning through Play Module in Enhancing Children's Understanding of Number Concept (ZakiahMohamad Ashari, Azlina Mohd. Kosnin, Yeo Kee Jiar) .....</b>	<b>657</b>
<b>Pakem (Participative, Active, Creative, Effective, And Fun) Model in Learning Of Pre-School Children (Zulminiati) ..</b>	<b>666</b>
<b>Teachers' Perception of Sex Education on Early Childhood in Riau (Rahmah, Susi Herlina) .....</b>	<b>673</b>
<b>The Child's Self-Protection and the Different Parenting Style (Rizqa Nur Fajar, Rusma Apriliana, Ryzka Nurdianti, WoroAyu Wigati)...</b>	<b>681</b>
<b>Computer Learning for Young Children Stimulation (Syahrul Ismet) ...</b>	<b>692</b>

## FORMATION OF CHARACTER THROUGH EARLY CHILDHOOD EDUCATION CULTURAL VALUES

Mega Iswari

Universitas Negeri Padang

Mega\_iswari@yahoo.com

### Abstract

*In instill character in early childhood can not be separated from the treatment given by the teacher and family in everyday life. this is done through habituation. Implementation of character education currently are running harmoniously and efficiently, it still looks no lameness. Character education in early childhood a child is expected to form valuable sublime. Therefore, in order to character education work well, it needs to be exemplary or excellent example of all sides, there is a good cooperation between parents, educators, and the community, there is continuity between education held at home, at school, and in community, learning should be conducted with methods that touches the emotional totality of children, so that they are able to filter the information that is appropriate and inappropriate in the formation of character in accordance with the cultural values espoused .*

*Keywords. Character education, early childhood education, cultural values*

### Introduction

At an early age is often called the golden age or golden age for cognitive development is at an optimal acceleration. thus, it needs early childhood education. Given the importance of early childhood education to help the formation of character, the growth and development of children, the government encouraged people to care and participate in order to provide education for children early age .

With the call by the government community is responding to it, so that more and more people access to early childhood education. This situation is captured by many public institutions as the opportunity for engagement in the implementation of early childhood. On the other hand the government and its staff also strives to support and improve the accessibility to the implementation of early childhood. Early childhood education is the level of education before entering primary education in development efforts that diberikankan for children from birth to the age of six years are accomplished by providing a stimulus to assist the growth and development of the physical, character, social and spiritual child to have readiness in entering the stage further education. early childhood education is one form of organization of education that focuses on laying the foundation toward growth

and physical development (coordination of fine and gross motor), intellect (the intellect, creativity, emotional intelligence, spiritual intelligence), socio-emotional (character and religion), language and communication, according to the uniqueness and the developmental stages through which early childhood.

Character education for young children is expected to form the quality of Indonesian children and have cultural values, so that children grow and develop in accordance with the level of development and have the readiness optimal in entering basic education and through life later in life in adulthood children ,

Education us today, faced a tough challenge due to changes in the orientation of development toward modernization. At this time felt more need for character education both within the family, at school and in the community. This is due to globalization, resulting in the development and changes that took place so quickly in the field of communication and information. such as the broadcast television, video, Internet, and this will accelerate the flow of information to all corners. So it can have a negative impact, especially foreign cultural values that are inconsistent with nila- noble values of national culture.

These negative symptoms as well as a challenge for us to pay more attention early age children and adolescents and more intensified implementation of the value of education in the family, school, and community. Because education lasts a lifetime that is intended for all. Implementation of character education has been started from within the family, because education in the family is the main thing in human life. In the family, children are educated through religious education, character education. values education containing moral values and in accordance with the cultural background of society itself. Through the process of socialization and the process of social interaction among children early age by parents and friends of his age, it will form the values of character and personality that fit with cultural values.

In the implementation of values education the emphasis is more precise in character education. Because the essence of purpose between character education and the value is the same approach to planting. Educational value and essence and character education has the same meaning as moral education and moral education of children. With the aim to establish a private child become a good human being, while the criteria of a good man is who has certain values are heavily influenced by the culture of the community. Therefore, educational value in the context of education in Indonesia is the character education educational noble values sourced from Indonesian culture in order to develop the personality of candidates for the younger generation.

In recent years, many people demand an increase in the intensity and the quality of education of values or character education in formal educational institutions. This demand occurs because of the growing phenomenon of the increase in juvenile delinquency in the community. As the child does not know ethical manners delinquency, rape, childbearing outside marriage, drug use, mass fights and various other mischief that is very disturbing. Therefore early childhood education institutions and formal and informal education as well as education in the family is expected to increase its role in the formation of the child's personality through character education. Tagwa and to increase faith and to

God. During this time we have to provide an assessment of education in subjects related to the value of education. but has not completely measure the child's personal intact. Therefore the implementation of values education in schools need to use a variety of methods that can touch the child's emotional totality in order to realize the quality of the character of the nation that is expected for future generations.

### **Character building**

It includes character education in manners, values, norms, and moral. In accordance with human nature as a free and independent, have the freedom to choose the moral values and norms are used as guidelines in the act, behave in public life. In studying the value can not be separated from morality, norms, and moral. In this case the general facts concerning the behavior of both conceptually related to ethics.

Moral is derived from the Latin word *mores*, which means customs (Yaqub, 1988: 4) suggests that moral ideas is something commonly accepted of human action, which is good and which are bad. Norms - moral norms is a benchmark for determining the correct attitude and harm human action in terms of good and bad human beings.

### **Principles of Learning Character**

The value of traditional learning models tend to assume that students have the same needs, and learn in the same way at the same students, in the classroom quiet, with activities strictly structured material and is dominated by the teacher, while learning approaches that can be developed on the basis of its principles can be identified as follows: (1) involve students actively in learning, (2) is based on individual differences; (3) relate theory to practice; (4) develop communication with the work in the study; (5) increase in the students the courage to take risks and learn from mistakes; (6) increase learning by doing and playing; and (7) adjust the learning level of cognitive development that is still at the level of concrete operations. (Joyce and Weil, 1992).

Highlights are given to children of school age should be based on the principle (Aziz Wahab, 1997: 35) namely: (a) from easy to difficult, (b) from the simple to the complex, (c) the nature of the concrete to the abstract, (d) emphasis on the environment closest to the child to the wider social environment. Martorella in Djahiri (1992) suggested some approaches used in educational values, namely: (1) the approach so that children are given the opportunity and the freedom to freely express affective response to stimuli it receives, (2) Approach so that children receive a stimulus that is directed toward the ready condition (3) approach intellectual transactions that occur high taxonomic in finding the solution to a problem; (4) approaches through targeted stimulus so that the children are invited to seek clarity of the message must moral values; (5) approach so that children are stimulated to analyze moral values; (6) approach in order to receive a stimulus and raised awareness of the specific value; (7) the approach from the beginning so that children are invited to agree on the existence

of a mindset in the educational process value; (8) approach so that children are directed to implement in real terms a life. Through community character education is expected to maintain and develop their identity in the midst of globalization, so that people remain ready and confident that culture keeps expanding, although other values are entered because the current is so rapid globalization. Through education are expected to sort and take values that come with the intention of enriching the cultural communities concerned. This means we are able to bring education accommodative positive attitude to the changes in force and continues to grow.

In connection with enrichment and changes in the content of educational programs, the role of the teacher becomes more complex. Professional teachers should disseminate information about changes in the discipline of science. In this course professional teachers must understand the areas of new science, including the science of cultural values, and mastering form new teaching is based on interdisciplinary, familiar with the broadcast, media were actual, so being able to discuss it with your child or student and capable of selecting selecting and use it, understand the problems of employment and economic life, to understand the problems of the contemporary world and participate in the tasks of lifelong education.

Changes in the role of the teacher is of course growing changes in teacher training and education in order to obtain teachers with high professional skills. Qualification beginning teacher education standards, and gradually has improved yaiti college level. While the in-service education is an integral part of the coaching teachers to familiarize themselves with new teaching techniques.

Developments in science and technology since the middle of the 20<sup>th</sup> century is much more rapid than the previous era. This fact coupled with the advanced communication system that exposes teachers to the many choices of materials to be used as a source of learning objects students. Teachers are required to have the ability to choose among the various alternatives that are most relevant to the function, the purpose of education and level of ability and development of children or learners.

Change the purpose and function of school education who were born due to changes in the constantly changing demands of society as well as science and technology are rapidly perkembangan plus the heterogeneity of the population of children or students require teachers with professional qualifications. Profesional teachers are not only required to be able to convey information to the child, but also required to plan, manage, diagnose, and assess the results and the learning process as well as provide examples of role models in the act and behave in accordance with norms. Therefore teachers should: (1) understand the child or students with diverse backgrounds and abilities; (2) master disciplines; (3) control of learning materials; (4) have the insight educational depth; (5) The master of engineering and technology education; (6) understand the purpose and philosophy of education; and (7) personality and spirit of Pancasila. If a teachers without mastery of the seven elements of knowledge and technology, the teacher would be difficult to so-called qualified teacher professional. Improving the qualifications and quality of their professional teacher should be pursued. So in the face of

globalization teachers are able to discuss and select the information that is so rapidly today . It is expected that the teacher education still exist and develop. Although other values brought by globalization swept so swift.

Given the magnitude of the role of teachers in entering the era of globalization, we need teachers who are qualified and capable professionals who can answer the challenges of the times. The tasks of education including educational value for children and learners will be more severe as the change-change that occurred in the community, which exponentially also influence upon the change in the world of education as an adjustment to the development of society.

UNESCO (2003.101-105) states that teachers are required in the future be able to master and is able to utilize information and communication technology and teacher educators and teachers be fasilitator which membelajarkan child to find something. To improve the ability of the ethical and practical, educational values require close coordination with other fields. The value education teachers should guide children to understand precisely the psychological characteristics of people who are positive and negative, and pay attention to the cultivation of psychological characteristics of a healthy child. Hopefully, through this child is able to make rational decisions and help them form a good personality. Teachers need to guide children to develop self-awareness and self-discipline and instilling ethical behavior through practice and example displayed by the teachers themselves.

Guru is the epitome of formal teaching and pembelajaran teachings in any society. Therefore, the role models let the value delivered system is transparent in the behavior of the teachers themselves. Otherwise, it will lead to anomalies between theory and practice. Teachers need to be supported by a system that is conducive organization and management, as well as suggestions of adequate support to perform their tasks effectively

### **Conclusion**

Character education is expected to form a children - early childhood worth sublime. Therefore, in order to study the value of work well, it needs to be exemplary of all parties, there is a good cooperation between parents, educators, and the community, there is continuity between education held at home, at school, and in society, and learning should be conducted with methods that touches the child's emotional totality.

Various approaches have aspects of character education berkembang different emphasis. The approach used in the implementation of the value of education is mixed approach with an emphasis on planting approach manners because both have the same objective essence. Namely instill social values in children. Education process varies, making it more interesting and not boring.

Through science and technology perkembangan demanding professional ability of teachers to be selecting and choosing a variety of information to be delivered to children early age . Teachers should be able to guide children to use information and technology for educational purposes. In the era of globalization

allows teachers to be able to select and use a variety of learning resources  
family. Attitude supported innovative high teacher creativity is helpful in the  
context of an effective utilization of resources. In order to help teachers face tasks  
that increasingly heavy, hence improving the quality of teachers is the urgency  
that needs to be addressed immediately.

### References

- Anderson Michelle & Christina Cawsey.(2008) *Learning for Leadership*. Acer  
press.
- Caldwell brian J.(2006) *Re-imagining Educational Leadership*, acer Press,  
melbourne.
- Early Peter & Wendling dick,(2004) *Understanding School Leadership*. Paul  
Chapman Publishing Ltd, london.
- Early Peter, Fidler Brian, and Duston Janet. (1996) *Improvement Throgh  
Inspection*, David Fulton Publishe, london.
- Fleming John & Elizabeth KeeManan.l (1989). *Antropologi Pendidikan* .Jakarta :  
Depdikbud
- Semiawan,CR,dan Soediyarto (1991). *Mencari Strategi Pengembangan  
Pendidikan Nasional menjelang abad XXI*. Grasindo jakarta.
- Soedijarto. (1993). *Memantapkan Sistem Pendidikan Nasional*. Jakarta :  
Gramedia Widiasarana Indonesia.
- inhen. *Towards a Moving School*, acer Press. Melbourne. 2007
- Gilchrist Barbara Nac, Myers Kate, Reed Jane. (2004) *The Intelligent  
School*. Paul Chapman Publishing ltd, London.
- Templar Richard.(2007) *The Rules of Management*. Pearson Aducation Limited,  
Edinburgh.
- Tilaar, H.A.R & Nugroho Riant,(2009) *Kebijakan Pendidikan Pustaka Pelajar*,  
Jakarta,