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Balai Bahasa Provinsi Jawa Tengah



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“The Role of Indigenous Languages in Constructing Identity”

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NOTE

This international seminar on Language Maintenance and Shift V (LAMAS V for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Provinsi Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 92 papers presented at the seminar. Of these papers, 5 papers are presented by invited keynote speakers. They are Prof. Aron Reppmann, Ph.D. (Trinity Christian College, USA), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, USA), Dr. Priyankoo Sarmah, Ph.D. (Indian Institute of Technology Guwahati, India), Helena I.R. Agustien, Ph.D. (Semarang State University, Indonesia), and Dr. M. Suryadi, M.Hum. (Diponegoro University, Indonesia).

In terms of the topic areas, the papers are in sociolinguistics, psycholinguistics, theoretical linguistics, antropolinguistics, pragmatics, applied linguistics, and discourse analysis.

NOTE FOR REVISED EDITION

There is a little change in this revised edition, which as the shifting of some parts of the article by Tatan Tawami and Retno Purwani Sari entitled “Sundanese Identity Represented by the Talents of *Ini Talkshow* A Study of Pragmatics” on page 166 to 167. This has an impact on the change of table of contents.

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"The Role of Indigenous Languages in Constructing Identity"

WEDNESDAY, SEPTEMBER 2, 2015					
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DEVELOPMENT OF MORAL VALUES AND CONSTRUCTIVISM THROUGH THE BILINGUAL LEARNING MODEL WITH A BCCT APPROACH (BEYOND CENTER AND CIRCLE TIME) IN EARLY CHILDHOOD EDUCATION IN SEMARANG¹

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Abstract

This research aims to develop moral values and constructivism through a bilingual learning model with a BCCT approach. The theory of an English learning model through a BCCT approach can be used by teachers of early childhood education not only to improve the communication skills of students but also to unleash all the potentials of children by promoting freedom of choice, stimulation of creativity and character growth.

The study begins with a preliminary study to map out the implementation of bilingual learning with a BCCT approach based on moral values and constructivism in early childhood education which consists of two phases, namely, the study of literature and field studies. It is followed by the stage of planning based on the analysis of needs so as to make the design of bilingual learning model with a BCCT approach based on moral values and constructivism.

The analysis and interpretation of data as a result of reflection and evaluation of the development of the learning model are used as a reference guide to produce a bilingual learning model with a BCCT approach based on constructivism and moral values that can be used by early childhood education teachers in their respective schools.

Keywords: Moral values, Constructivism, Bilingual Education, BCCT approach.

INTRODUCTION

Early childhood education or PAUD is a development effort aimed at educating children from birth to the age of six, which is done through the provision of educational stimulus to assist the growth and development of children physically and mentally in order to have the readiness to enter further education. (Act no. 20 th 2003 tentag Education System). PAUD has a role in providing an environment that is rich in sensory stimuli, consciously designed and planned, carried out by an adult (parents / educators), so that the full potential of the child can develop optimally (French, 2007).

Early childhood is a good time of forming the foundations of one's personality. Personality is formed at an early age since it would be difficult to change character in adulthood. Personality formation takes a long time through habituation-conditioning and a process of imitation of the environment. Habituation is done in the process of personality formation in early childhood that will last well through time and will give confidence, cheer and exemplary personality.

The potential development of a child's intelligence is fostered during the development of the imagination and intellectual and this can be done together with the planting of basic values such as the value of self-reliance, responsibility, and honesty. One of the strategies in learning that can optimize such a process of early childhood education is through the BCCT (Beyond Center and Circle Time) approach which is conducted on the center and in a circle that can go together with a constructivism approach. Constructivism is an approach that is centered on the needs of students so that students can master the competencies that must be achieved in the learning process by actively participating and becoming more creative (Palupi, 2000; Diknas, 2006; Fiore, 2004; Fitriani & Isyam; 2012; Masrurroh, 2011).

A bilingual learning model-based on the BCCT approach supported with activities can improve the constructivistic learning of moral values and will develop the child's ability to speak and communicate as well. As teachers have a big role as a motivator and facilitator, they can help students in their early childhood to be very motivated and to think creatively, independently, to give help and

respect to others, to cooperate with others, and to be honest and polite (Santrock, 2002; Edenbos, et.al., 2006; Hester, 1989; Kersten, 2010; Myers, 2008).

The research objective is the development of a bilingual learning model that integrates the BCCT approach, and produces the manufacture of learning models, and descriptions of moral values and a constructivism that are implicitly conducted in any activity that is applied in the bilingual learning process so that it can be used as a reference for the early childhood teachers in developing the potential of children by promoting freedom of choice, stimulating creativity, and cultivating character (Adeyemi, 2009; Agustian, 2008; Kischenbaum, 1995).

RESEARCH METHODS

This is an empirical Research and Development (R & D) Design with modifications. Selection of the study design is based on the R & D advantages and suitability of this design in accordance with the research problems. The data was analyzed by using a combined method that is descriptive quantitative and qualitative. By using this method, it is expected to obtain a complete picture of a bilingual learning model-based on a BCCT approach that is able to develop moral values and constructivistic learning (Begley, e.al., 2007; Kroll, 2004).

At the stage of testing the device models, this research uses the experimental design. This design uses the determination of a specific subject for two groups: the experimental group and the control group. This research is a kind of mixed method research that uses data collection methods qualitatively and quantitatively. The subjects are students of early childhood education in the city of Semarang. The Research Instruments of bilingual learning model based on BCCT approach contain activities that are able to improve the learning process of moral values and constructivism is developed and designed based on the research problems and stages of research. The method of data analysis is performed by using a triangulation mixed method design (Cresswell, 2008) that is used to analyze simultaneously the quantitative data and qualitative data as well as the combined data. While the descriptive qualitative analysis is conducted on the data of questionnaires, interviews, and observation sheet.

The data analysis technique used in this research is the analysis of qualitative data by using the interactive model. Miles and Huberman (1984) suggests that activity in qualitative data analysis is done interactively and continuously at every stage to the completion and until data is saturated. The activities in the data analysis are called data reduction, data display, and data conclusion or verification.

RESEARCH RESULT

The research investigates the development of moral values and constructivism through a bilingual learning model that is implemented with BCCT (Beyond Center and Circle time) approach. The moral values developed in bilingual learning model with BCCT (Beyond Center and Circle Time) approach in early childhood education in Semarang City are: (1) human, (2) intelligence, (3) courage, (4) an awareness of the action that is right or wrong, (5) the ability to regulate oneself, (6) the appreciation of others, (7) responsibility, (8) honesty, (9) loyalty, and (10) humility.

The Development of Moral Values

During the process of undergoing the research, there are ten moral values that are implemented and used to observe the students' development of moral values during the process of teaching learning. The first moral value developed is humanity. The indicators used to find out the improvement of students' moral values are the willingness to lend crayon or stationery, share a seat, ask his or her friend' condition when he or she was sick, have discussions with friends, help a friend when he needs help. Next, the indicators of the second moral value, intelligence are able to respond with a good explanation, independent in carrying out the task, able to understand the assignment of teachers, concentrate in learning activities, able to remember the material that has been taught by teachers.

The third moral value is courage and it is measured through such indicators as the willingness of the students to be bold in expressing themselves, dare to accept the challenge of the teacher, have the courage to answer the questions given by the teacher, dare to give questions to the teacher, dare to admit mistakes. The next indicators of moral value 'the awareness of doing the act that is right or wrong' are the condition where the students want to apologize for a mistake, would improve over the mistakes that have been made, forgive friends, speak honestly to the others, and willing to build mutual cooperation with friends.

The fifth moral value is the ability to regulate oneself and the indicators are able to control themselves while learning, able to choose what to do between doing the task from the teachers or playing, able to be disciplined in completing the task, be polite in communicating with teachers and friends, maintain classroom conditions so that it remains calm and does not make noise. The indicators of the next moral value 'the appreciation to the others' are the capability of the students to appreciate the work of a friend, not to scoff when friends do not understand the assignment, thank the friends who have given help, remain to be good friends with a friend whose value or mark is not good, and provide support to peers. The seventh moral value developed is the ability to improve the learning process of moral values and constructivism in responsibility. The indicators are the capability of the students who are able to do the task on time, carry out the instructions properly, pay attention when the teacher explains the lesson, do the problems given well, and able to understand the material well.

The next moral value is honesty with the indicators used such as able to show the willingness to admit mistakes, do the work on their own, want to acknowledge whether their capabilities still lack of improvement or not, act in accordance with reality, able to explain the truth that occurred in the school environment. The next moral value is loyalty. The indicators used to measure the students' moral development are the condition where the students are willing to play with friends when he was alone, willing to cooperate with all friends, help a friend in need of assistance, wait for lesson hour to begin, follow the regular flag ceremony solemnly. The last moral value developed is humility. The indicators used to measure the students' moral development are the conditions where the students want to ask for help when they can not do something, be calm in a task, not discriminate when playing with friends, willing to share with friends in need, and not to be a snob when getting good value.

Bilingual Learning with BCCT Approach and Constructivist Perspective

Children learn by constructing new knowledge from existing knowledge because of that the design of the learning environment and curriculum should consider and support the development of the whole child intellectually, physically, socially, and emotionally (Kimberly, 2007; Newberry, 2012). In high quality of the learning environments in early childhood education, BCCT approach in PAUD Doa Ibu is trying to integrate several domains at the same time. For example a science project that is conducted in the Nature Center is also expected to build literacy, math skills, communication, and social skills as children document and their experimentation and observation.

There are five centers as the programs of BCCT approach implementation in PAUD Doa Ibu. Those are Beam Center, Preparation Center, Nature Center, Fitness or Physical Education Center, and Role Playing center. Each center is maximized to develop the whole child at the point of personal and social development, approaches to learning, creative arts, early language and literacy, health and physical education, Mathematics, Science, and Social science. It is also hope that children as young learners will be able to develop as an individual intellectually, physically, emotionally, and socially (Clarke, 1996).

At the point of personal and social development, children are hoped to be able to develop self control, self concept, and social competence. Then, at the point of approaches to learning, children are expected to be able to develop initiative and curiosity, persistence and reflection. Then, at the point of creative arts, students are led to be able to develop skills, knowledge and appreciation of the arts by participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play). Besides that, at the point of early language and literacy, children will be expected to develop knowledge and skills related to communicating and listening, book knowledge and appreciation, comprehension, sounds in spoken language, print concepts, alphabet knowledge, and early writing. After that, at the point of health and physical education, children are hoped to develop knowledge and skills related to healthy habits, gross and fine motor skills. Next, at the point of mathematics, children are encouraged to develop knowledge and skills related to numbers and number sense, shape and size, mathematical decision-making, and patterns. The following point that is science, here, children are led to develop knowledge and skills related to scientific knowledge, scientific process. And the last point is Social Studies where students are expected to develop understanding of the larger world through activities related to families and communities.

CONCLUSION

The early childhood learning environment offers many opportunities for young children to explore, experience, and question (Rohde, 2000; Santrock, 2002). The young child is, by nature, curious and inquisitive. A well-designed, intentional learning environment in PAUD is one in which PAUD teachers and staffs play a key role in facilitating children's play and in assessing and building on their strengths, interests, learning, and knowledge. To develop good thinking strategies, the early learning environment in early childhood education or PAUD must engage young children as active learners (Siraj-Blatchford, 2009; Tabors, 1997; Warman, 2008; Nicholas & Gendron, 2005; Maslow, 1998). Because of that PAUD teachers and staffs are expected to encourage active learning through both individual and cooperative exploration, building on children's innate curiosity and desire to understand the world they live. They provide the child not only with the tools for lifelong learning, but also with the ability to become a critical thinker and effective communicator. Thus, the development of moral values and constructivism through the bilingual learning model with BCCT approach (Beyond Center and Circle Time) in early childhood education is able to give contribution to improve and unleash all the potentials of children by promoting freedom of choice, stimulation of creativity and character growth.

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