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## EARLY CHILDHOOD LEARNING QUALITY IN PANDHALUNGAN COMMUNITY

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Aisyah Nur Atika<sup>1</sup>

*Universitas Jember, Indonesia*

Lutfi Ariefianto<sup>2</sup>

*Universitas Jember, Indonesia*

Misno<sup>3</sup>

*Universitas Jember, Indonesia*

Khutobah<sup>4</sup>

*Universitas Jember, Indonesia*

Haidor<sup>5</sup>

*Universitas Jember, Indonesia*

Syarifudin<sup>6</sup>

*Universitas Jember, Indonesia*

[aisyahnuratika@unej.ac.id](mailto:aisyahnuratika@unej.ac.id)

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### ABSTRACT:

The challenge for rural communities to deliver quality education for early childhood in Indonesia is difficult. National politics, policies, and economic and cultural conditions influence the Early Childhood Education system, and Indonesia is a large multicultural country, so, it is difficult to even the quality of education. This study aims to see the quality of children's education in Pandhalungan. Using qualitative methods with case study design, data collection techniques using interviews, observation, and documentation. The results showed that educational institutions of children in urban areas can be categorized as quite high quality. However, for early childhood education services in Desa Sukorambi Pandhalungan, the quality is quite poor. Research suggestions are the need for follow-up related to social, economic, cultural and environmental factors at the level of awareness of the Pandhalungan community towards early childhood education.

Keywords: Early Childhood, Learning Quality, Pandhalungan Community

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<sup>1</sup> Corresponding Author:

Aisyah Nur Atika

Gedung H Lantai 2. Ruang 202

FKIP Universitas Jember, Indonesia

Email: [aisyahnuratika@unej.ac.id](mailto:aisyahnuratika@unej.ac.id)

## 1 INTRODUCTION

In 2010, there were 32.5 million children aged 0-6 who in 2045 reached 35-41 years. Meanwhile, children aged 0-6 years in 2016 amounted to 33.5 million people, by 2045 their ages had reached 29-35 years. This is a productive age, which if prepared properly from now on will become a development capital. Conversely, if not well prepared it will later become a burden of development. In order to realize lifelong education from birth to when leaving the world (Life long educations) so as to make people fond of learning that can improve the quality / quality of their lives, the need for an institution which is really quality and accountable, so it is necessary to identify learning needs. No exception is the Early Childhood Education (ECE) as a pre level of basic education.

Early Childhood Development is one of the UN agenda with the Sustainable Development Goals (SDG). Also government programs established by Presidential Regulation No. 59 of 2017 concerning Implementation of Achieving Sustainable Development Goals. In 2030, ensuring that all girls and boys have access to quality early childhood development, care, pre-primary education, so that they are ready to take basic education. This is very important because at an early age in other words in the golden age of the child (Golden Age) which only exists once and cannot be repeated, in sensitive periods it is easy to accept various impacts and lessons from the environment so that brain development can take place optimally and that very influential on the life of a child later. Early Childhood Development is one of the UN agenda with the Sustainable Development Goals (SDG). Also government programs established by Presidential Regulation No. 59 of 2017 concerning Implementation of Achieving Sustainable Development Goals. In 2030, ensuring that all girls and boys have access to quality early childhood development, care, pre-primary education, so that they are ready for basic education. Early Childhood Education (ECE) Institutions Towards Quality ECE is a reference to ensure the implementation of quality ECE education activities which in turn are expected to contribute to the quality assurance of quality Early Childhood Education (ECE) services. Communities in the TAPAL KUDA (Jember, Banyuwangi, Bondowoso, situbondo) region in the eastern part of the island of Java are often known as Pandalungan communities, with characteristics that are imaged as mixing Javanese culture with Madura culture. This mixture can occur, first, because of marriage between someone with a Javanese family background and a couple with a Madurese family background. Second, the inclusion of a community in a society with a particular culture so as to bring out characteristics that are specific to that society. In this case, there is a tendency of opinion that migrants are Madurese who enter and interact with the local people who are Javanese.

In Pandalungan society, educational institutions especially for Early Childhood Education (ECE) institutions are still diverse, so there is a need for a very complex and comprehensive identification so that it is easy to map one region to another, because if the institution is not qualified, then to realize an education at the level Pre school in this case is ECE Institution, it will also be impossible to be realized maximally and with quality, because the area around urban areas and also in rural areas with the level of community awareness of education, life style and diverse cultural life in each region also will directly affect the condition of educational institutions, especially in this case, which is no exception. ECE Institutions Based on the description above, it can be seen that the relationship of research proposals with the roadmap or research plan from Riset Group "Melaud" (Management of ECE Institution) in accordance with his vision of developing programs and ECE education learning to realize quality education with science, environment and eduteknologi in sight. And in this case the researcher in order to realize the vision, the first thing to do is to identify the management of the community ECE pandhalungan from socioeconomic conditions of urban and rural areas. Therefore, researchers are interested in taking the title "Identification of Early Childhood Learning Needs Based on Socio-Economic Conditions of Cultural Culture In Pandhalungan

Community. research on identifying learning needs in educational institutions for early childhood pandhalungan communities was carried out on the basis of the diverse levels of awareness of pandhalungan communities about Early Childhood Education (ECE). if you see from the condition of urban communities that have a high enough awareness of the importance of education, then the condition of educational institutions is also the same or different, or even the quality is inferior to educational institutions in urban or rural suburbs where the community also has a low level of awareness when compared to the city community. therefore this is a very urgent fundamental reason taken by researchers to look at the level of quality of early childhood education in the pandhalungan community, jember

## 2 THEORITICAL STUDY

### 2.1 *Analysis of Learning*

Permanent tendencies in a person that gives rise to encouragement or activities to achieve certain goals are called needs. Needs arise as a result of changes (internal change) in the organization or due to the influence of events - events in the organizational environment. (Hamlik, 1978) understanding of needs is the gap between the present situation and what should be in a different but the same editor. According to Suparman (2001: 63). Needs are also interpreted as a gap between what is expected with the actual conditions, desires are future expectations or ideals associated with solving a problem. Meanwhile according to Morrison (2001: 27) According to prof. Sudjana that learning needs can be interpreted as a distance between the level of knowledge, skills, and / or attitudes possessed at a time with the level of knowledge, skills, and / or attitudes that a person, group, institution, and / or community wishes to obtain achieved through learning activities. While the needs analysis is a tool to identify the problem that will be used to determine the appropriate action. According to Morrison, (2001: 27). That needs is a gap (discrepancy) between existing conditions and conditions that should exist. Learning needs (learning needs) or educational needs (education need) is a gap that can be measured between learning outcomes or abilities that exist now and desired learning outcomes or abilities.

The need based on the student identification characteristics module (2015: 12) is something that happens because of a gap between what is expected and reality, between what should be there and what is happening. Thus the needs are always related to problems that occur because of the gap between something that happened and what should have happened, between expectations and reality, between what is now and what is desired.

While the learning needs according to Sutarto (2010: 17) is a distance between the level of knowledge, skills, attitudes owned by the level of knowledge, skills, and attitudes obtained by a person, group, institution and society that can be achieved through learning activities.

From the explanation above it can be concluded that the learning needs are something that occurs because of the gap or gap between what is expected with reality, between what should be there with what is happening about the level of knowledge, skills, attitudes owned by the level of knowledge, skills, and attitudes obtained by a person, group, institution and community that can be achieved through learning activities. Learning analysis is the process of elaborating general behaviors towards specific behaviors that are arranged logically and systematically. With the compilation of specific behavioral images from the very beginning to the end. According to Dick and Carey learning analysis is a set of procedures that can be applied in a learning goal resulting in the identification of steps that are relevant to the organizer of a goal and subordinate abilities needed by students to achieve the objectives

### 2.2 *Early Childhood Education (ECE)*

#### 2.2.1 *Definition About Of Education Early childhood*

Children between the ages of 3-6 years are unique individuals in which they have patterns of growth and development in physical, cognitive, socio-emotional, creativity, language and special

communication aspects that are appropriate to the stage they are going through that is the definition of early childhood. Early childhood is a golden age that only exists once in life and cannot be repeated if it is mishandled. At that time the child is in a sensitive period which is easy to accept various impacts and lessons from the surrounding environment so that their brain development can take place optimally and it is very influential on the life of a child later in the future.

So it can be defined that early childhood education is a coaching effort aimed at children from an early age through the provision of educational stimuli in helping physical and spiritual growth and development, so that later children will have readiness to enter further education, which is held on the path formal, non-formal, and informal (Depdiknas, 2002). Meanwhile, according to Wiyani and Barnawi (2012: 89) that early childhood learning has the following characteristics: 1) children learn through play, 2) children learn by building their knowledge, 3) children learn scientifically, 4) children learn best if what he learns considers all aspects of development, meaningful, interesting, and functional.

## 2.2.2 Objectives and Functions of Early Childhood Education The

The Goal of education in general is to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the life of the nation (Law No. 20 of 2003 concerning the National Education System).

The goals of early childhood education are as follows: (1) Forming quality Indonesian children, namely children who grow and develop according to their level of development so as to have optimal readiness in entering basic education and wading through life in adulthood; (2) Help prepare children to achieve learning readiness (academic) at school. (3) Early intervention by providing stimulation so that it can grow hidden potentials, namely the dimensions of child development (language, intellectual, emotional, social, motor, self-concept, interests, and talents). (4) Conduct early detection of the possibility of disturbances in the growth and development of the potential of a child.

According to Wijana (2010), the function of Early Childhood Education consists of an adaptation function, a socialization function, a development function, a play function and an economic function. The explanation is as follows: (1) The function of adaptation, plays a role in helping children make adjustments to various environmental conditions and adjust to conditions in themselves. (2) The function of socialization, plays a role in helping children to have social skills that are useful in relationships and daily life where children are located. (3) The function of development is related to the development of various potentials that children have. Each element of the potential possessed by the child requires a situation or environment that can grow and develop that potential towards optimal development so that it becomes a potential that is beneficial to the child itself and the environment. (4) The function of play is related to providing opportunities for children to play, because in essence play itself is the right of children throughout their life span. Through play activities children will explore their world and build their own knowledge. (5) Economic function, planned education in children is a long-term investment that can be profitable in any subsequent developmental range. Moreover, the investment made is in the golden age (the golden age) which will provide multiple benefits. Kindergarten education is one of the foundations for further development.

## 2.2.3 Early Childhood Education Components

Early childhood competency standards consist of developing moral aspects and values of religion, social emotional and independence, language, cognitive, physical-motor, and art. Components of Early Childhood Education are as follows (Suyadi, 2010: 15):

1) Students: targets of Early Childhood Education services are children who are in the age range of 0-6 years. Grouping children based on age, i.e. 0-1 years, 1-2 years, 2-3 years, 3-4 years, 4-5 years and 5-6 years.

2) Educators, competence of educators in ECE has academic qualifications of at least Bachelor (S-1) in ECE (S-1 / D-IVPG-ECE), other education or psychology and has a ECE teacher professional certification or at least has received ECE training. The ratio of the ratio between educators and the number of students being taught is as follows:

- Age 0-1 years, the ratio of 1 educator for 3 students.
- Age 1-3 years, ratio of 1 educator to 6 students.
- Age 3-4 years, the ratio of 1 educator for 8 students.
- Age 4-6 years, the ratio of 1 educator for 10-12 students.

3) Learning, early childhood learning is carried out through play activities prepared by educators by preparing material (content) and the learning process. Early childhood learning materials are divided into 2 age groups, namely: (1) Material age of birth to 3 years, including: self-introduction (self-concept development) recognition of feelings (emotional development), recognition of other people (social development), introduction of various movements (physical development), developing communication (language development), and skills thinking (physical development). (2) Material age children 3-6 years, including: literacy, mathematical concepts, natural knowledge, social knowledge, art, technology, and process skills.

### 2.3 *Pandalungan Society*

In English, society is referred to as society, is the origin of the word socius which means friend. Understanding society in general refers to the meaning of association between one individual with another individual in a group, where they live together in the form of friendship. Understanding the community according to Syarbini, S., et al. (2012) is a group of people who intensely interact and settle together for quite a long time.

Whereas the term *pandalungan* means 'to speak / say with no certainty / manners' (Prawiroatmodjo, 1981: 53-81). In the context of community and cultural realities in the horseshoe area, that definition could mean that the everyday language used by the community concerned is abusive language (*ngoko*) or language whose grammatical structure is not yet well established, as indicated by the intensity of lexical and grammatical interference. This lack of grammatical aspects occurs because social interaction in community life is carried out by each language owner (Javanese and Madurese) whose position is equally strong or equally dominant (Kusnadi, 2001). Culturally, the so-called *pandalungan* community is a hybrid society, which is a new civilized society due to the mixing of two dominant cultures. In the context of the East Java "horseshoe" region, *pandalungan* culture is a mixture of two dominant cultures, namely Javanese culture and Madura culture (Sutarto, A., 2006)

Based on the explanation above, it can be concluded that the *pandalungan* community is a society that is in a transitional position in the socio-cultural pattern. Transitional society is a society that has a mix of two dominant cultures, namely Javanese and Madura. Administratively, the *Pandalungan* cultural area includes Pasuruan, Probolinggo, Situbondo, Bondowoso, Jember, and Lumajang Regencies. In Jember, many *Pandalungan* communities occupy urban and suburban areas.

## 3 METHODS

This research was conducted in Jember Regency, and the object of the research was ECE institutions which were divided into 3 clusters namely cluster 1 (in urban areas), cluster 2 (in the suburbs), and cluster 3 (rural). This study uses a qualitative approach, because researchers want to identify the learning needs that exist in each ECE institution. This research can be classified as a descriptive / interpretative design because it refers to the description (description) of the data to be interpreted (Mapiare, 2013).

This research design uses ethnographic research design. The ethnographic research design was chosen because the researcher wanted to identify the learning needs of ECE institutions in the

community which are part of the Pandalungan culture. Ethnographic research according to Moestakes in Mapiare (2013) is a broad field of study of various social settings that allows direct observation and observation of activities and communication and interaction with institutions / people, both on formal and informal occasions.

This research was conducted in 4 stages, namely field assessment, problem category determination, data collection, and data interpretation. Field assessment is carried out by formulating and determining the location of research categories. Field assessment is carried out by analyzing the characteristics of locations in Jember Regency. The characteristics that are used as a reference for analysis are the characteristics of ECE institutions in urban and suburban areas. After determining these characteristics, the selection of locations will then be subjected to research in each category (urban and suburban).

Determination of the problem category is done by weighing the conditions of the research location based on the categories that have been determined. The weighing process is carried out through the List of Early Childhood Education (Schools) in Accordance with Reference Data from the Ministry of Education and Culture in Jember Regency. The data is further grouped based on the urban and suburban categories. The results of the grouping are then analyzed to determine which ECE institutions will be the target of research. After determining the location further communication with the Institution related to the aims and objectives of the study conducted to ensure willingness as a research target. Data collection is done by observation, interview and documentation. This data collection was carried out at each research target location.

The meaning of the data is done by analyzing the data that has been collected through checks and re-examinations and then conclusions are made by making propositions related to the logic principle, then weighing and elevating it into research findings and then making a complete research report. This process was carried out during the research.

Design of the research can be seen in the following figure;

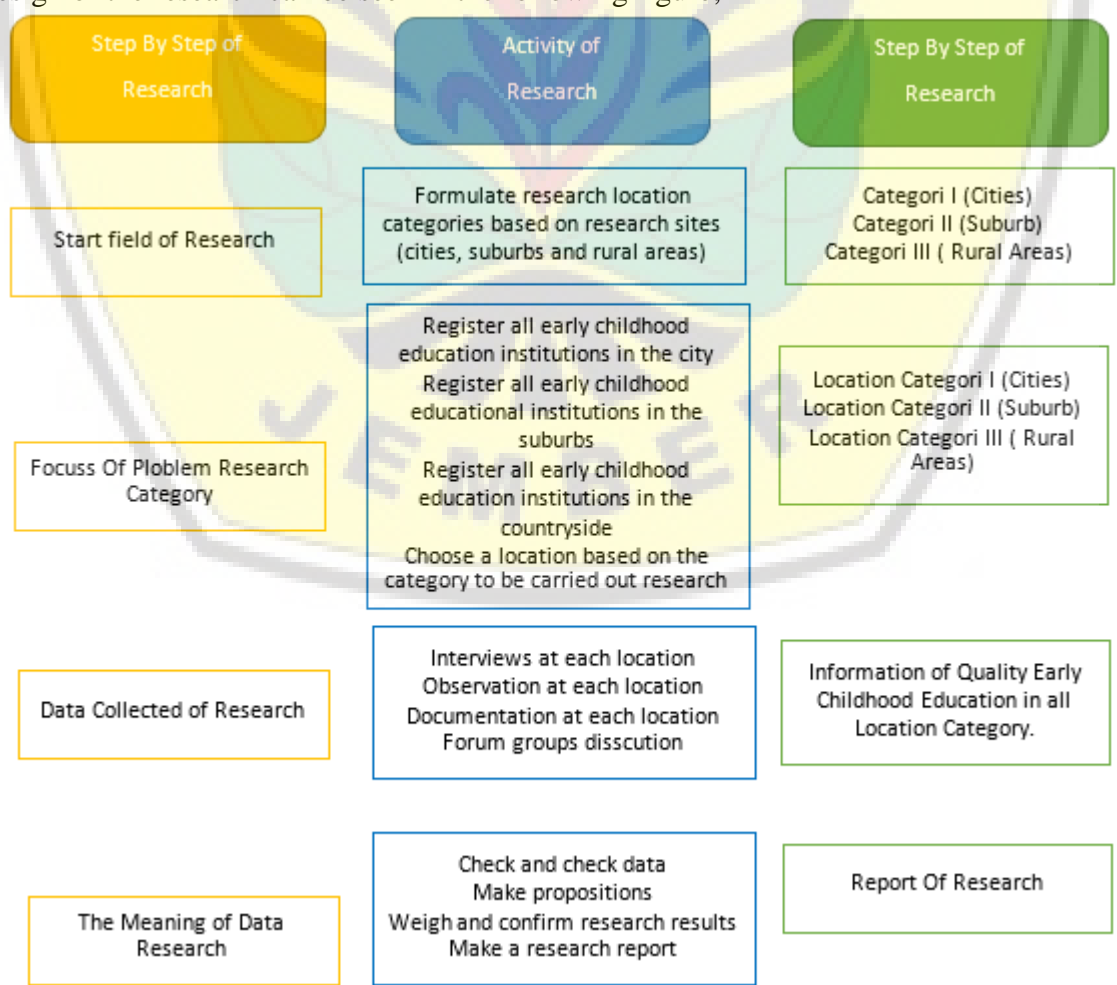


Figure 1. Research Design

## 4 RESULT AND DISCUSSION

### 4.1 *Identification of the learning needs of Early Childhood Education (ECE) in Pandhalungan Community in the Urban District of Jember.*

The learning needs of early childhood education (ECE) in the Summersari area which is an urban pandhalungan community, if viewed from the condition of community awareness about early childhood education (ECE), most are already aware of the importance of their role. Early childhood education is education prepared for preparation to the next level of school is elementary school. Children who have attended early childhood have an advantage when they go to primary school compared to not attending ECE education, both in terms of the developmental achievements of children who have been educated early on through quality ECE institutions and those who do not have many very visible differences. Whereas early childhood education institutions (ECE) in urban areas are already quite good from the quality level. In other words, most have implemented at least 8 early childhood education standards in accordance with national education standards (SNP) in terms of quality and quantity, it can be concluded that early childhood education institutions starting from staradar achievement levels, content standards, processes, educators and personnel education, facilities and infrastructure, its management, funding and standard assessment have been applied so well that many in quality and quantity most of early childhood education (ECE) have been accredited both state and private status with a total of 57 early childhood education institutions (ECE ). So the urban pandalungan community already has a level of awareness and is supported by many early childhood education institutions (ECE) that have quality or quality that is in accordance with accreditation by the government, so that the learning needs of early childhood education (ECE) in Summersari already have the qualities that are high enough.

### 4.2 *Identification of Early Childhood Education Learning Needs (ECE) in Pandhalungan Communities in the Suburbs of Jember Regency.*

The urban outskirts of the pandhalungan community in this case are in the Sukorambi area if the results of data mining by the research team can be drawn as a result of research based on data that has been excavated namely the condition of community awareness in Sukorambi is still lacking in terms of Early Childhood Education (ECE). It is proven that many ECE children are left to play all day without participating in ECE activities. The community has the opinion that playing is the same and the education is known as direct primary school. Besides because of economic factors that make the reason they lack awareness of Early Childhood Education (ECE). While the Condition of Early Childhood Education Institutions (ECE) in the Sukorambi area is still very low in terms of the amount, it is still half as compared to urban areas, there are 28 ECE institutions, and if viewed from the National Education Quality Standards instrument (SNP) through 8 standards it can be categorized sufficiently quality, there are some ECE institutions that do not yet have accreditation so that the quality is still lacking.

### 4.3 *Identification of the learning needs of Early Childhood Education (ECE) in Pandhalungan Community in the Urban District of Jember.*

Based on research findings that the learning needs of the Summersari community as a pandhalungan community in urban areas of Jember Regency, if viewed from the condition of the level of awareness about early childhood education (ECE) which is quite high and the quality of ECE institutions in Summersari can already be said to be of sufficient quality. Because early childhood education is very important to do, several theories about brain development show that brain development in young children develops very quickly. Even if we want to invest in a country, the



most profitable investment is through early childhood education. And early childhood education that will influence is early childhood education that can stimulate children appropriately according to their age stages. For this reason, a quality ECE is needed to be able to realize optimal stimulation. The ideals of ECE certainly hope to become a Quality ECE institution. At present, there are even many institutions that have certain labels, which sometimes make people believe that the institution is of good quality, without seeing the legitimacy of the government anymore. In Indonesia, all ECE institutions must obey and obey the Indonesian government regulations in carrying out its institution. In ECE, some regulations must be fulfilled as minimum service standards set by the government. To assess the feasibility, an accreditation instrument was drawn up which refers to the National Education Standards (SNP) as stipulated through the Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendment to the Government Regulation of the Republic of Indonesia Number 19 of 2005, which covers 8 (eight) standards.

To form a quality institution, we must take a variety of related parties, starting from the inspector and supervisor as technical advisors in the field, need to understand also the criteria of a quality institution in order to be able to actively participate in coaching. In addition, PKG as a forum for improving the quality of ECE institutions needs to be involved in preparing quality ECE institutions. ECE Education Institution in Sukorambi has implemented 8 quality standards as well as involving various stakeholders in its development so that it can be categorized that in terms of quantity and quality it already has a sufficiently high quality category, supported by awareness of urban Pandhalungan people who are aware of early childhood education is education for the period the golden age of the child (Golden Age) if the students are erroneous then the character of the child will be inherent and difficult to change again, therefore it is in accordance with the guidelines that quality early childhood education must be at least based on national education standards especially those called institutional accreditation by the government.

#### *4.4 Identification of Early Childhood Education Learning Needs (ECE) in Pandhalungan Communities in the Suburbs of Jember Regency.*

Each program is always carried out through a planning process, both structured planning and self-taught planning. Identification of learning needs is one part of program planning in organizing educational programs. The results of this study indicate that there is a lack of level of public awareness of the world of education, especially in this case is early childhood education (ECE). One of the factors that can influence the level of community awareness of the world of education is one of the economic factors, based on findings in the Sukorambi area as a high level of community awareness about the importance of ECE in preparing primary school education, one of the causes is the fear of parents issuing additional funding for their children's education in early childhood education, so children are allowed to play randomly even though their age is actually included in the ECE school age category. In accordance with the Target of Early Childhood Education services are children who are in the age range of 0-6 years. Grouping children based on age, ie 0-1 years, 1-2 years, 2-3 years, 3-4 years, 4-5 years and 5-6 years.

Early Childhood Education Institutions (ECE) in Sukorambi are considered to be of poor quality, because the ECE institution is no exception assessing the feasibility of preparing accreditation instruments that refer to the National Education Standards (SNP) as stipulated through Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning Amendments to Government Regulations Republic of Indonesia Number 19 of 2005, which includes 8 (eight) standards. There are various standards ranging from developmental achievements, content standards, processes, educators and teaching staff, facilities and infrastructure, management, financing and assessment. In Sukorambi the results are still partly accredited so that the quality and quality is very less compared to urban areas in Pandhalungan which in this case are in Sumber Sari, this also has to do with the lack of awareness and participation of the community around education. Besides the geographical conditions that affect it.

Sukorambi area has many areas that are in the highland category, access makes it one of the problems that must be faced by these urban suburbs, therefore a precise solution is needed to overcome this problem. Early childhood education institutions (ECE) must continue to prioritize

quality so that people increasingly trust these educational institutions. Mayoriytas residents also have less economic levels, so this is also one of the causes of the community's unconsciousness in the world of education, especially ECE education

## 5 CONCLUSION

That identification of the learning needs of Early Childhood Education (ECE) in the pandhalungan community in urban areas of Jember, namely precisely in Sumbersari Kelurahan has a fairly high awareness of early childhood education (ECE) as an education prepared for further education, namely elementary schools, it is evident that in Kelurahan sumbersari there are early childhood education institutions in terms of quantity and quality, meaning that there are many Early Childhood education institutions (ECE) in this region and have sufficient quality, this is evident in complying with and obeying the Indonesian government regulations in carrying out its institutions. In ECE institutions, there are regulations that must be fulfilled as minimum service standards set by the government. Most ECE institutions in the Sumbersari Kelurahan are quite appropriate according to the instrument that refers to the SNP that covers 8 (eight) standards. Identification of Early Childhood Education Learning needs in the pandhalungan community in the urban outskirts of Jember Regency, namely Sukorambi Village, most if judged the feasibility of an Early Childhood Education Institution (ECE) is still inadequate if based on an instrument clause that refers to the SNP that covers 8 (eight) standards compared to urban areas. In this case the level of public awareness affects the results of identification of learning needs.

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