SCIENTIFIC APPROACH BASED ON THE 2013 EARLY CHILDHOOD CURRICULUM

Heny Djoehaeni
heny_djo@upi.edu
Universitas Pendidikan Indonesia

Abstract
The curriculum as an instrument to achieve the goal of education is the absolute reference in implementing the learning process. Appropriate meaningful and quality learning experiences must be planned and implemented carefully with reference to the applicable curriculum. The scientific approach as one of the characteristics of the 2013 Early Childhood Curriculum, ideally implemented on a variety of early childhood learning experiences. In early childhood, introduction to the scientific process is done by involving the child directly to the activities as well as conduct and search information by asking questions, finding out the answers to understand the world with amazing ideas (Duckworth, 1987). Teacher has a very important role in stimulating all aspects of child development to achieve the expected goals. Thus a very comprehensive understanding of teachers associated with the approaches and strategies used in the curriculum is needed. This discussion will be focused on how the scientific approach based on The 2013 Early Childhood Curriculum can be implemented by teacher in daily learning activities. The aims of the discussion is to find out the scientific approach based on The 2013 Early Childhood Curriculum and its implementation in the children’s learning activities as a reference for teachers to create a joyful and meaningful learning that suitable with the needs and characteristics of children.

Keywords: Scientific Approaches, Early Childhood Education

INTRODUCTION
Environmental issues demand attention from various sectors including education. Early environmental education is expected to develop a positive attitude toward environmental sustainability. Environmental education has a very important role in overcoming environmental problems that arise today. Seefeldt (1989) states that the current need for environmental education is critical. Environmental issues and diminishing resources are becoming a thought that leads to the concern and concern for environmental education. Various strategies and approaches to learning can be an alternative in the effort to achieve the goal of environmental education that is raising awareness of the importance of the environment in human life and make various efforts to maintain its sustainability. Curriculum as a tool to achieve the goal of education ideally is a reference for teachers in carrying out learning activities in accordance with characteristic and the needs of young children. Application of Curriculum 2013 in early childhood education is a necessity that implies changes in mindset, governance, learning process and assessment. From the point of the learning process, the emphasis is on how to provide appropriate stimulation to the child according to the needs and characteristics of its development.

In the guidance of the implementation of the curriculum 2013 Early Childhood Education is disclosed that the Curriculum 2013 Early Childhood Education aims to encourage the development of the potential of children to have readiness to take further education, Required capabilities to support the success of children at higher levels of education include attitude skills, knowledge And skills. These capabilities will be realized through a meaningful learning experience. In the implementation of the use of scientific
approach to be an alternative in helping to develop the abilities of children with due attention to the rules of learning appropriate for early childhood.

The scientific process or scientific approach aimed at building a systematic thinking pattern in a continuous series of processes from the most concrete developed into real work as a result of high-level thinking. Scientific thinking skills are applied in the learning process through the stages of observing, questioning, gathering information, reasoning, and communicating ideas and understanding of new knowledge and concepts that are poured into various works.

This paper will explore more about Environmental Education in early childhood based on scientific approach, so that obtained the description of alternative learning model other than those that have been developed previously.

Environmental Education

Stapp (1979 P.1.) States that environmental education is a process that aims to develop a conscious and caring world population as well as environmental issues, and who have the knowledge, attitude, motivation, commitment and skills to work individually and collectively to the solution of the current problems and the prevention of new problems.

In line with that, Eco Schools Program. (1998: 6) states that in essence, environmental education programs in schools aim to bring changes in students' attitudes and values as human beings in interacting with all components of the environment. When schools establish a practical environmental sound program, students will be able to participate actively in improving the quality of the school environment. In most of these cases, the best results will be obtained if done with community support and cooperation, including government departments and non-governmental organizations. When students see that they make a realistic contribution to the environment, they learn to be more purposeful, their motivation increases and their self-esteem is raised.

Kinsella (2008: p.3) states that in today's society we are becoming increasingly concerned about global warming, climate change and the well-being of this planet and the habitat for future generations. As parents and caregivers, we often worry about the future of our children, and many of us feel we can do more in our daily lives to contribute to the solution rather than the cause of the environmental problems posed. On the other hand Kinsella (2008: p.4) also mentions that our homes and communities are the places where we raise our children, so it makes sense to want to keep our homes safe and healthy for them to grow and learn. We know that children learn from relationships with their families, caregivers and the environment, so that, through what we do in our daily lives, we can start engaging children in learning about caring for the world around them.

In the Law of the Republic of Indonesian No. 23 of 1997 (Law No. 23 of 1997) on Environmental Management, stated that Environmental Education (EH) is defined as an effort to change the behavior and attitudes made by various parties or elements of society that aims to increase knowledge, skills and awareness of the community Environmental values and environmental issues that can ultimately mobilize the community to take an active role in conservation and environmental safeguards for the benefit of present and future generations.

Scientific Approach in 2013 Early Childhood Curriculum

The curriculum is a set of plans and arrangements concerning the content, and the lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals. (UUSPN No. 20 of 2003). In the guidance of the implementation of the curriculum 2013 Early Childhood Education is disclosed that the Curriculum 2013 Early Childhood Education aims to encourage the development of potential
children in order to have readiness to take further education, required skills needed to support the success of children at higher levels of education include attitude skills, Knowledge and skills.

It is further disclosed that the ability of attitudes that include spiritual attitudes and social attitudes aims to build a sense of the child that he is a creature of God and an individual who is part of his social group. The development of attitude ability is done through the activity of habituation. While the ability of knowledge is done through the introduction of the concept of the child and his environment. The introduction of concepts is done through the stages of remembering, applying, analyzing, evaluating and creating. Skill skills are developed to support attitude and knowledge skills. Skills to support attitudes are applied through habituation. While skills to support knowledge are applied through the Scientific process.

In the Curriculum Implementation Guideline 2013 Early Childhood Education (2015) stated that the scientific process or scientific approach aims to build a systematic thinking pattern in a series of continuous processes from the most concrete develop into a real work as a result of high-level thinking. Scientific thinking skills applied in the learning process through the stages as follows:

1. Observe by using all the senses to feel the sensation of the objects observed
2. Asking as the process of giving space to the child to cultivate the curiosity of the object observed. Curiosity as a driver for the child to take the next step.
3. Gather information as a way to answer the curiosity. The process of gathering information is done by involving all learning resources that are in the environment around the child, and not just limited to teachers.
4. Reasoning, ie, processing the information that has been collected to answer the questions that arise earlier, The reasoning process is an important part in order to develop new knowledge associated with knowledge that has been owned by the previous child. The result of the reasoning process is the child will have a new understanding of a concept.
5. Communicating ideas and understanding of new knowledge and concepts that are poured into various works.

CONCLUSION

Humans have a very close relationship with its environment because humans are part of the environment itself. Environmental education given at an early age is expected to develop into a positive attitude towards the environment and will carry over into adulthood. Thus, environmental education should be an essential part of early childhood curriculum. However, the application needs to use strategies appropriate to their developmental stage. Early childhood should be provided with learning experiences that is direct and challenging so it will be fun and meaningful for young children. Appropriate meaningful and quality learning experiences must be planned and implemented carefully with reference to the applicable curriculum. The scientific approach as one of the characteristics of the 2013 Early Childhood Curriculum, ideally implemented on a variety of early childhood learning experiences.

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Wiiliam B. Stapp and dorothy A. Michigan 48018.