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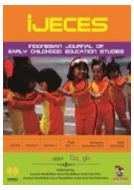

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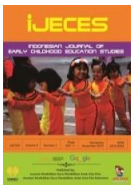

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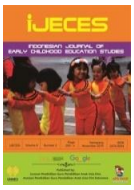
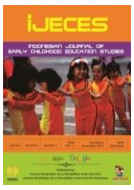


B. AIMS AND SCOPE

Indonesian Journal of Early Childhood Education publishes original manuscripts, reviews, and information about association activities. Its purpose is to provide a forum for consideration of issues and for exchange of information and ideas about research and practice in early childhood teacher education. Indonesian Journal of Early Childhood Education welcomes research reports, position papers, essays on current issues, reflective reports on innovative teacher education practices, letters to the editor and book reviews.



C. ABSTRACTING/INDEXING

1. **DOAJ** (https://doaj.org/search?source={%22query%22%3A{%22query_string%22%3A{%22query%22%3A%22indonesian%20journal%20of%20early%20childhood%20education%22%2C%22default_operator%22%3A%22AND%22}}%2C%22from%22%3A0%2C%22size%22%3A10}#.VuZCnEC0mox)
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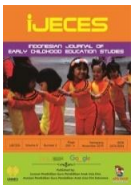

D. TABLE OF CONTENT

Cover ..... (i)
Editorial Team ..... (ii)
Aims and Scope ..... (iv)
Abstracting/Indexing ..... (v)
Table of Content ..... (vi)
Preface, Ijeces Vol. 3 No. 1 Year 2014 ..... (vii)
Author Guidelines ..... (App. 1-3)

Reading Readiness of Kindergarten Students At-Taqwa Mosque East Jakarta
Delfi Eliza ..... 1 – 7

Developing Intrapersonal Intelligence Through Technique "Make-Believe Play" In Order To Make Characterized Early Age Children
Nina Kurniah ..... 8 – 15

Verbal Language Method Application in Effort of Increasing the Communicating Capability of Hearing-Impaired Child of Early Age From 6-7 Years Old
Ni Luh Putri ..... 16 – 20

Early Childhood Reading Learning Based on Information Technology
Yul Syofriend ..... 21 – 40

Integrative Holistic Development Program in School Integral Hidayatullah Yaa Bunayya Batang
Jefri Tri Yuniarto, Uswatun Khasanah ..... 41 – 48

Coping Strategies of Early Childhood in Terms of Sex Perspective in PGRI 44 Rogojembangan Kindergarten Tembalang, Semarang
Catur Wulandari, Sri Eni Hartati ..... 49 - 54

Javanese Language Skill Level of Early Childhood in Term of the Use of Javanese Song
Fajar Rizky Maulida, R Agustinus Arum Eka ..... 55 - 60

The Use of Three Dimensional Puzzle as a Media to Improve Visual-Spatial Intelligence of Children Aged 5-6 Years Old
Huda Fitriyani, Neneng Tasu'ah ..... 61 – 67

Developing Early Childhood's Character Through Javanese Traditional Game
Yuli Kurniawati Sugiyo Pranoto, Sugiyo, Jianzhong J Hong ..... 68 – 72

Entrepreneurship Learning for Early Childhood in Early Childhood Institutions
Edi Waluyo, Lita Latiana ..... 73 – 78

Back Matter

Indonesian Journal of Early Childhood Education Studies

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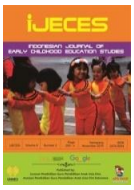


E. PREFACE, IJECES VOL. 3 NO. 1 YEAR 2014

When this journal was born in 2011, it was beyond our—the Semarang State University Department of Early Childhood Teacher Education publication task force—courage to imagine that IJECES will survive. We therefore thank to the Director of the Department, Edi Waluyo, and his team for the tremendous support to IJECES board. Above all, we deeply thank to all contributors who have submitted their papers, to whom this first issue of the third volume is indebted.

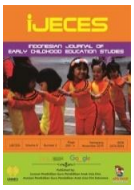
The ten papers featured in this issue discuss a wide range of topics, ranging from children language development, preschool-based character and entrepreneurship development, the use of ICT in preschool, and integrated preschool education. Each of these topics represents the dynamics and trend in the present day Indonesian early childhood education system and policy.

This issue starts with Delfi Eliza's report of children's pre-reading development in a Mosque-attached kindergarten in Jakarta. It is important to note here that amid the government formal prohibition of teaching young children to read in preschool, reading ability is among the main topics in the daily conversations of both families and preschool teachers. Eliza's study aims to map the Mosque preschoolers' early reading ability by calculating their visual/spatial and auditory discrimination, and cognitive abilities. It is assumes that these abilities are the prerequisites of young children further reading development. Thus, if preschool are not allowed to teach reading, Eliza's study offers an understanding that to stimulate children reading ability means to provides children with environment stimulating their visual, spatial, and auditory discriminating skills.

The centrality of language-related skills in early childhood settings also appears in another three papers in this issue. Ni Luh Putri's article discusses the use of verbal language to improve communication skills of preschool children with hearing-impairment. It is found that verbal language instruction significantly helped this disability group. Yul Syofriend's paper concerns the use of ICT to facilitate children's acquisition of reading skills. Computer-assisted learning, so this paper reports, was found to effectively helped preschoolers reading skills mastery.

It is possible in Indonesian preschool system to use local languages to supports children learning activities. This has interested Fajar Ayu Rizky Maulida and Agustinus Arum Eka Nugroho to carry out study in a more specific linguistic context: Javanese language. Following an experimental approach, this study found that the use of song in preschool effective to support children's mastery of Javanese language.

In addition to language development, this issue features three papers in the area of character development. Nina Kurniah paper discusses the use of "make-believe play" to promote children's interpersonal intelligence. This quality includes such good characters as confidence, independence, and self-discipline. This study reasserts the well-established belief in the value of play for children learning and development. The second paper on character development is by Yuli K.S. Pranoto, Sugiyo, Jianzhong J. Hong. Following R & D approach, this paper utilized Javanese traditional games to facilitate children's learning of good character. Like Kurniah's study, this paper is also grounded on the belief in the value of play; it even goes further by emphasizing the value of traditional games. The later point this study makes is even more critical



amid the continuing extinction of local, traditional games, following the massive introduction of industrialized games.

Concluding this issue, Edi Waluyo and Lita Latiana's work discusses the possibility to promote entrepreneurial skills in preschool settings. Entrepreneurship is one among the main good characters currently campaigned by the Indonesian education system. Overall, this paper sees a window of opportunity to bring entrepreneurship to preschool. However, as the rest of the paper shows, preparation both for teachers and institution is the key for the successful integration of entrepreneurial values into preschool learning.

To followings are citation information the papers:

1. Eliza, D. (2015). Reading Readiness of Kindergarten Students At-Taqwa Mosque East Jakarta. *Indonesian Journal Of Early Childhood Education Studies, 3*(1), 1-7. doi:10.15294/ijeces.v3i1.9467
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10. Lita Latiana, E. (2014). Entrepreneurship Learning for Early Childhood in Early Childhood Institutions. *Indonesian Journal Of Early Childhood Education Studies, 3*(1), 73-78. doi:10.15294/ijeces.v3i1.9478