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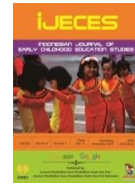
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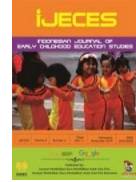
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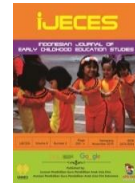
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B. AIMS AND SCOPE

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.



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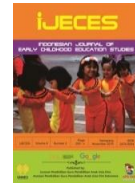
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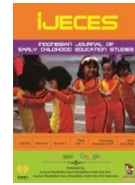
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E. PREFACE, IJECES VOL. 4 NO. 1 YEAR 2015

All the papers in this issue seem to hold the same message: what is good for children—even though each of them takes different point of departure. Some of the articles approach this issue from the family life perspective, others from the practices at the center level. Sugiana's article conveys this message through a more specific angle: teachers efficacy in the context of character development. Given the complexities and diversities of the life of children, 'good practice' is of course a problematic idea. Therefore, it is critical to admit the relativity of such an idea.

In the first paper, by Anita Chandra Dewi Sagala and Ismatul Khasanah, good practice is conveyed by reechoing the call for integrative early childhood program. It has been noted for long that early childhood service is an arena that at least include children needs for education and care as a single package. It is undeniable fact, however, that in many cases early childhood programs prioritize one and leave the other. With the increasing rate of child abuses, early childhood sector should also pay attention to the issue of child protection. This means that the very phrase "for the best interest of children" should be seen as dynamics. The changing contexts of children live means the changes in the risk our children have to deal with, and therefore the adaptive response in our preschool centers.

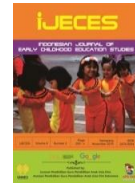
In their paper, Arri Handayani and Muniroh Munawar assert the importance of quality parenting to foster children development. Parents, especially mothers, need to consider the balance between the length of time they spend for work and for their young children.

Based on a study in an Islamic preschool, Wahidin's article describes what considered as good early childhood education practice through a spiritual lens. This paper argues that for spiritual development is as important as the rest of developmental domains—physical, cognitive, emotional, and social. While the Indonesian preschool system puts much emphasis on this domain, the practice in the field tends to rely on a seemingly conservative approach. Spiritual stimulation mostly relies on habituation and ritual performance.

Sri Kurnianingsih article discusses the importance of social support in ECE post volunteers effectiveness and satisfaction. For volunteers are the very backbone of ECE post, the positive social supports they received predictably will bring positive impacts to the participating children. If this is the case, it is important to carefully map and measure the local social support before a new center is initiated.

Prasetya and Kristanto paper discusses the potentials of local wisdom as preschool curriculum contents. As local wisdoms are both spatially and conceptually closer to children daily life, bringing them into classroom will drive children higher thinking activities.

Sumantri paper portrays the use of long-jump activity to stimulate children motor skills acquisition for early grade primary school children. To bring this activity into practice, the study asked the students to perform eight types of play. At the end of the study, it was found that these eight brought a significance impact on children learning motivation as well as mastery of the learning tasks. A lesson learned from this study is the importance to break the complex learning goals into a series of the simple ones.



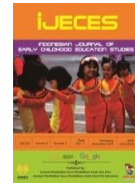
The next two articles discuss the preschool cognitive development, each with emphasis on the basic science concept acquisition and linguistic development respectively. In their article, Rahayu and Waluyo report their findings on the use of bubble game to facilitate children acquisition of science concepts. Juwita and Tasu'ah report their finding on the use of bead letter board to facilitate children's early reading.

The next article concentrates its discussion on teachers' sense of efficacy of character development. For teachers are considered as the agent in character development, so this article argues, it is important to take into account their sense of efficacy. This study found that years of experience and level of education did not contribute to the high level of efficacy. This opens up opportunity for teachers professional development specifically targeted for improving character development capacity.

This issue is concluded by Mukminin and Arso's findings on the provision of preschool-based health service. Both authors argue that for sake of children's maximum development, health service is a necessity. Unfortunately, they found that not many preschool took this initiative seriously.

The followings are citation information of articles in this issue:

1. Ismatul Khasanah, A. (2015). Early Childhood Development of Integrative Holistic Design in Non-Formal Early Childhood. *Indonesian Journal Of Early Childhood Education Studies*, 4(1), 1-11. doi:10.15294/ijeces.v4i1.9456
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3. Wahidin, W. (2015). A Model Islamic Spiritual Guidance in Early Childhood (on Islamic Kindergarten of Salatiga). *Indonesian Journal Of Early Childhood Education Studies*, 4(1), 21-28. doi:10.15294/ijeces.v4i1.9448
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5. Kristanto, A. (2015). Curriculum Development of Early Childhood Education through Society Empowerment as Potential Transformation of Local Wisdom in Learning. *Indonesian Journal Of Early Childhood Education Studies*, 4(1), 34-39. doi:10.15294/ijeces.v4i1.9450
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9. Formen, S. (2015). Personal Teacher Efficacy and General Teacher Efficacy in Character Education in Reference to Age, Highest Education and Teaching Experience. *Indonesian Journal Of Early Childhood Education Studies*, 4(1), 60-66. doi:10.15294/ijeces.v4i1.9454



10. Septo Pawelas Arso, A. (2015). Building Center Health Program at Indonesian Preschool (Prospect & Challenges). Indonesian Journal Of Early Childhood Education Studies, 4(1), 67-73. doi:10.15294/ijeces.v4i1.9455