



Increasing Courtesy for Early Childhood using Javanese Language Picture Story Book Media

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DOI: <http://dx.doi.org/10.15294/belia.v8i1.30451>

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History Article

Submitted 19 April 2019

Revised 13 May 2019

Accepted 4 June 2019

Keywords

Courtesy; Early childhood; Javanese language picture story book

Abstract

Courtesy is an unwritten rule that has been considered a good habit by Javanese people. At this time began to be abandoned by the Javanese people themselves. This research objective was to obtain empirical data about increase courtesy for early childhood using Javanese language picture story book. This type of research is experimental research (experimental research). The population in this study were students of kindergarten class B TK Sidoluhur II, Wonowoso Village, Karangtengah Sub-district, Demak Regency. The sampling technique used was saturated sample (totality sampling). The sample is 30 children. Data collection methods used were interviews, documentation and use of the Likert scale increase courtesy for early childhood using Javanese language picture story book. The Likert scale was previously tested so that it can be used in research, with results totaling 50 valid items. While the method of data analysis is descriptive and hypothesis testing with Paired Sample T Test. The results of this study are courtesy for children in behaving and speaking in Javanese language has increased. The way children talk and behave becomes more polite. Based on the results of the calculation of the Paired Sample T Test, it can be concluded that H_0 is rejected and H_a is accepted. There was a significant increase in courtesy in early childhood after the Javanese language story book media was applied. The effectiveness of the media usage of Javanese language picture book is as big as 37.9668. This means that the Javanese language picture story book is effective in increasing early childhood courtesy.

How to Cite

Budiastuti, A. & Khamidun. (2019). The Efforts of Parents in Choosing Suitable Toys for Children Aged 3-4 Years. *Early Childhood Education Papers*, 8(1), 35-42.

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INTRODUCTION

Social behavior is often called as courtesy, which is a kind of unwritten rule, which Javanese people accept as a good habit. Javanese call it *unggah-ungguh*. this term start from the basic word (*unggah*), which means place. So what is said (*wis munggah*) means that it is in accordance with its place, has been in the right, proper and appropriate position. In such a sense, if it is related to actions or behavior called as *udanegara*, *subasita*, modern people call it etiquette, whereas if it is related to the use of language it is called *tata-prunggu*. Norms of politeness in the use of language are determined by differences in age (young and old), family relationships (children, grandchildren / grandparents), social conditions (rich and poor), and social status (labor-employer, leader-people, nobles, commoners) (Tridarmanto, 2012).

Javanese language has been known as a language with a distinctive, graceful, and polite manner of speech. This reflects that Javanese always prioritize harmony in life, peaceful, and tend to always avoid conflict (Birohmatika, 2017)

In the view of some people, Javanese culture and language are ancient cultures that are not in accordance with the present situation. Even so, Javanese people are very proud of their language and culture even though many of them are no longer able to actively use Javanese with their grammar, and are not very familiar with their culture. (Sartini, 2009). Widyamanta in Tridarmanto (2012) stated that the Indonesian nation, especially the Javanese people, had experienced conditions that could be expressed by Javanese proverb "*kemalingan ora kebabahan*" which meant losing valuable assets without being seen as a thief's entrance. The valuable assets referred to in the statement are elements of regional culture belonging to the Indonesian Nation, one of the cultural elements forgotten by the Javanese is courtesy.

Geographically, Javanese people live the central and eastern parts of Java. However, collectively the Banyumas, Kedu, Yogyakarta, Surakarta, Madiun, Malang and Kediri regions are referred to as the Kejawen area. While other areas outside the area are referred to as coastal areas and the eastern end (Wibowo & Gunawan, 2015).

Demak is one of the regencies in Central Java located at coordinates 110027'58 "- 110048'47" East Longitude and 6043'26 "- 7009'43" South Latitude. East side is bordered by Kudus Regency and Grobogan Regency, north of Jepara Regency and Java Sea, in the west, Sema-

rang City, and in the south, Grobogan Regency and Semarang Regency. The farthest distance from North to South along 41 km and West to East is 49 km long. Based on that location, Demak regency is included in the northern coastal area group.

From the observations result of researchers conducted in Wonowoso Village, Karangtengah Sub-district, Demak Regency, various kinds of children's behavior were found which showed that the manners in the area had begun to fade. Children who can apply courtesy in their daily lives well are 33% of 30 children. Most of the children, speaking using the *Ngoko* language with anyone without distinguishing the other person. They consider the same between talking to teachers, parents, peers, and other adults they not yet know.

The above problems are caused by cultural shifts, which basically occur because of the addition of ideas that are socially agreed upon by citizens (Suparlan, 1986). Suparlan also argued that cultural change could be due to the fact that at present the environmental phenomena tend to change rapidly, but because culture is a guideline and philosophy of life for the lives of the people concerned, so can be stated that culture is traditional. The contents, structure, form and configuration of certain ways of life, and the functions or values of the smallest or larger elements and institutions in culture can change with the times.

Chaer and Agustina (2010) explain that in Indonesia there are many children whose first language is Indonesian now, due to association at school and at home. In large cities many of parents still use local languages, but to their children directly use Indonesian. A similar thing happened in Wonowoso Village, Karangtengah Sub-district, Demak Regency. Many found that the community in the village with a middle to upper economic level spoke more in Indonesian to their children, even though they could actually use Javanese in accordance with Javanese language manners.

The facts found from the observations of researchers about courtesy in Javanese in Wonowoso Village were that most of the children from middle to upper-class families spoke Indonesian, while children from lower-income families spoke *Ngoko*. Most children in Wonowoso Village recognize *Ngoko* language as a regional language as well as their mother tongue and Indonesian as the language of instruction in School. So that the children in Wonowoso Village speak the *Ngoko* language with anyone without regard, young people, family relations, caste, rank, and the degree to which they speak.

The role of courtesy Javanese language in a person's behavior in Javanese society is very large, because Javanese as a means of expressing thoughts for Javanese society that reflects Javanese culture. The nature and behavior of Javanese people can be seen through their language and manner of speech (Sartini, 2009). This is reinforced by the concept of the relativity of language triggered by Sapir and Whorf in Sartini (2009) language cannot be separated from social facts. One of Sapir's most famous ideas is that analysis of the vocabulary of a language is very important to know the physical and social environment in which speakers of a language live. The relationship between vocabulary and cultural values can be stated as multidirectional.

Now in the era of globalization that is increasingly expanding, the values of politeness in Javanese society must still be maintained. Because local wisdom contains a lot of noble values that are right for building the character of students in school. We don't need to imitate the western style character education model because around us there are character values. Javanese people already have a standard for mastering ethics and noble manners. Those who have "*njawani*" are considered to have character and have noble character (Wibowo & Gunawan, 2015).

Javanese culture is important to be introduced for children from an early age to avoid eroding culture in the globalization era that continues to grow. Because, in Javanese culture contained values and ethics that are very suitable for the formation of the character of early childhood (Kusumandari, 2013).

Early childhood is a brief golden age and valuable for the survival of a human being, because at this time the child's brain develops very rapidly. This is based on research in the field of neuro-science conducted by Osbon, White, and Bloom which states that the intellectual development of children aged 0-4 years reaches 50%, ages 0-8 years can reach 80% and at the age of 0-18 years reaching 100% (Suyadi & Maulidya, 2013). Still in Suyadi and Maulidya, the facts about the child's brain were discovered by neuro-science expert at birth baby brain cells numbered around 100 billion, but only a few were interconnected, it was brain cells that control heart rate, breathing, reflexes, hearing, and life instincts.

In accordance with Zuriah's opinion in Nuryani (2015) planting of moral values in early childhood began to be introduced and familiarized with life order together based on the values of human life. So that at this age, it is an easy time to reinvest the Javanese-language cultural

elements that have been forgotten by the Javanese people themselves. The hope is that Javanese language courtesy that is taught back to children will be embedded until the children grow up, so that one of Javanese culture element, that is courtesy which has now begun to fade, will develop again into a valuable identity and asset for the Javanese community.

Early Childhood Education (PAUD) is basically education that aims to provide various kinds of stimuli that are useful to facilitate the development and growth of children holistically and shape the personality traits of children (Suyadi & Maulidya, 2012). Still according to Suyadi and Maulidya, institutionally, Early Childhood Education is the provision of education that emphasizes stimulus needs to optimize the growth and development of early childhood, including gross motor and fine motor development, the ability to regulate emotions in children, multiple intelligences, and spiritual intelligence. The provision of education for Early Childhood should be adapted to the character of early childhood itself, because early childhood has unique developmental stages.

Governor Regulation on Implementation Guidelines Regulation Java Province Number 9 in 2012 about Language, Literature, and Java Script Article 1 Section 8 and 9 to decide "Education is a conscious and deliberate effort to create an atmosphere of learning in order to learners have the ability to communicate with the Java language and actively able to understand aesthetic, ethical, moral, politeness and character values. Protection is an effort to maintain the preservation of language, literature, and Javanese scripts through research, development, guidance and teaching efforts".

Sartini (2009) argues that language narrative is very influential on culture in an ethnic community. When language in a society develops better, then the culture of the community will also experience good development, but also on the contrary when the development of speech in a particular community is deteriorating, then the culture of the community is also experiencing a setback.

Gunarti (2010) story telling method is a way for conveying the contents of thoughts, religious messages, moral messages to children through oral media, but can also be conveyed through writing. Stories has a positive impact on aspects of affection and child psychology. Listening to stories will arouse children's imagination, but psychologically will strengthen the relationship between parents and children (Soenarwo, 2012: 192).

In line with the opinion of Soraya (2013) telling stories is one of the learning methods for early childhood, by telling story, then teacher can convey the desired message. Stories can increase children's knowledge, imagination, social and emotional feelings. Listening stories can also increasing Language development and vocabulary. Rizqillah, et al (2013), states that storytelling method is a method that has an attraction that touches the child's feelings. Adrianindita (2015) revealed that telling stories is something that tells about an act or an event and is delivered verbally with the aim of sharing experiences and knowledge with children. Storytelling provides psychological and linguistic experiences to children according to the interests of children, according to the level of development and needs of children as well as fun for children.

Story telling activities, parents and teachers need media to facilitate and attract children's attention, one of which is a picture story book. In addition to the attractive colors, the picture on the story book will arouse the imagination of the child, so the children really like illustrated story book, and it is easy to insert learning values in children through illustrated story book.

Ozogul in Juwita and Neneng Tasu'ah (2015) stated that media selection is not only based on pleasure and attraction, but also needs to be considered. Media that is suitable for the purpose of the learning program activities and is safe for early childhood. Regarding the procedure technique along with the steps to make it, among others, clear and neat, safe for children, endurance, the right size, has an attractive aesthetic power, among others shape, clean, attractive and suitable color combination. In addition, Annisa and Tasu'ah (2016) also argue that planning and media selection will greatly influence the achievement of learning objectives.

Creative and innovative media will make children able to explore and enhance their imagination. Media for early childhood is really needed considering that at this age children are at a concrete stage of thinking, so the use of media will help them to channel information messages to children (Firasaty & Astuti, 2017). Zaman in Hasjiandito et al. (2013) revealed that a teacher when delivering information to early childhood must use the media so that the information can be received or absorbed properly and ultimately expects behavior changes in terms of ability, knowledge, skills.

The Javanese language picture story book media is a reading for children which is composed of images accompanied by words using Java-

nese. Messages conveyed through Javanese story book media include courtesy in behavior and courtesy in language. Through the use of Javanese language picture story book media children will understand and be able to apply behavioral courtesy and language courtesy in children's lives every day. With the image of children will be more interested and easier to understand the messages to be delivered.

METHODS

This study use a quantitative approach with the research method of one group pretest-posttest design. The research location was in TK Sidoluhur II, Wonowoso Village, Karangtengah Sub-district, Demak Regency, Central Java Province. Sampling use a saturated sampling technique. The sample taken was class B TK Sidoluhur II, amounting to 30 children aged 5-6 years.

Data collection methods used in this study were structured interviews, documentation and questionnaires. Measurement of respondents' answers used with the use of the Likert scale. According to Sugiyono (2014) opinions and attitudes of a person or group of people regarding social phenomena can be assessed using a Likert scale. The variables to be measured are translated into variable indicators. Then the indicator is used as a reference for compiling instruments in the form of statements or questions in the questionnaire. Questionnaires about courtesy for early childhood were used to measure attitudes, behaviors and words of class B TK Sidoluhur II students.

RESULT AND DISCUSSION

Data that has been obtained through questionnaires is then analyzed to find out the general description of early childhood courtesy and test whether Javanese language picture story book can improve courtesy for early childhood. Furthermore, the data obtained through observation (non participant observation) was analyzed to determine the increase in courtesy in early childhood through Javanese language picture story book at Sidoluhur II Kindergarten. The categorization of pretest increasing courtesy for early childhood through Javanese language picture story book is Table 1.

Based on Table 1, it can be seen that children with unfavorable criteria amounted to 15 people with a percentage of 50%, enough criteria amounted to 12 people with a percentage of 40%, and good criteria amounted to 3 people with a

Table 1. Pretest Categorization Increases Courtesy for Early Childhood

Interval	Criteria	Frequency	Percentage
96 - 120	Unfavourable	6	20%
121 – 145	Enough	17	56,67%
146 – 170	Good	7	23,33%
171 - 196	Very good	0	0
Total		30	100%

Table 2. Posttest Categorization Increase Courtesy for Early Childhood

Interval	Criteria	Frequency	Percentage
96 – 120	Unfavourable	0	0
121 – 145	Enough	1	3,33%
146 – 170	Good	13	43,33%
171 – 196	Very good	16	53,33%
Total		30	100%

Table 3. Normality Test (One-Sample Kolmogrov-Smirnov Test)

One-Sample Kolmogorov-Smirnov Test			
		pretest	Posttest
N		30	30
Normal Parameters ^{a,b}	Mean	132.5333	170.5000
	Std. Deviation	14.82480	14.62343
Most Extreme Differences		.139	.095
Absolute	Positive	.119	.073
	Negative	-.139	-.095
Test Statistic		.139	.095
Asymp. Sig. (2-tailed)		.142 ^c	.200 ^{c,d}

percentage of 10%. Whereas very good criteria does not exist.

Based on Table 2, it can be seen that children with enough criteria amounted to 1 people with a percentage of 3,33%, good criteria amounted to 13 people with a percentage 43,33%, and very good criteria amounted to 16 people with a percentage 53,33%. Whereas unfavourable criteria does not exist.

Data normality test was conducted to find out distribution normality of research variable data. The results of the normality test of the data in this study used One-Sample Kolmogorov-Smirnov Test which was carried out with the help of SPSS 24.0, as Table 3.

Data is said to be normally distributed if Sig in the Kolmogrov-Smirnov table is more than α , but if the level of Sig is less than α then data is declared to be abnormally distributed. The value of α used is 0.05. From above results, it can be obtained a significant level of increasing courte-

sy in early childhood through Javanese language picture story book media at the pretest of 0.142 and at the posttest of 0.200. Based on the results of these calculations it can be said that the level of significance is greater than α . Therefore data increases courtesy in early childhood through Javanese language picture book media originating from a normal distribution population.

Homogeneity test is used to fulfill the prerequisites in Paired Sample t-Test analysis. To find out homogeneity, we can see the test of homogeneity of variance with SPSS results as Table 4.

Table 4. Homogeneity Test Results

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
.003	1	49	.957

Table 5. Result of Paired Sample t-Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
Mean		Std. De- viation	Std. Er- ror Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	PreTest - PosTest	-37.96667	11.06247	2.01972	-42.09746	-33.83587	-18.798	29	.000

Table 6. Hypothesis Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	132.5333	30	14.82480	2.70663
	Pos_Test	170.5000	30	14.62343	2.66986

Based on the calculation of the data obtained the Sig value of 0.957. The homogeneity data test criteria is if the significant value > 0.05 then the data can be declared homogeneous if the significant value < 0.05 , the data set can be declared not distributed equally or not homogeneously. Based on the table above it can be concluded that increasing courtesy for early childhood through Javanese language picture story book has a sample variation of the same or homogeneous population because $0.957 > 0.05$.

The test of the difference between the two averages between pretest and posttest data was conducted to know the difference of increasing the courtesy for early childhood before and after being given the treatment of the use of Javanese language picture story book. The results of calculating the difference test for two averages using the Paired Sample t-Test are presented in the following Tabel 5.

Based on the results of t-test calculations obtained by the value of $-t_{table} > t_{count} > t_{table}$, that is $(-2.045 > -18.798 \text{ or } 18.798 > 2.045)$, with Sig = 0.0000, so H_0 is rejected and H_a is accepted. This means that there have been significant changes in increasing courtesy for early childhood after the application of Javanese language picture story book media. A significant difference can be seen from the Sig 2 tailed value < 0.05 which is 0,000. In addition, it can be seen in the average value obtained before and after the application of the Javanese language picture story book media. In this study also obtained data on the average value of increasing courtesy for early childhood before and after the application of story book with Javanese language as Table 6.

Based on the Table 6 shows that the ave-

rage increasing courtesy for early childhood before and after the application of Javanese language picture story book is 132.5333 to 170.5000. So that there is an increase in score of 37.9668. From the above data it can be concluded that the Javanese language picture story book media influences the increase of courtesy in early childhood and there are significant differences.

In addition to the results of the research obtained from the data, an increase in courtesy for early childhood through Javanese language picture story book was obtained from observations with non participant observation methods. The non participant observation method is an observation method that does not involve the researcher directly, but the researcher is only an independent saver (Sugiyono, 2014). Observations were conducted at Sidoluhur II Kindergarten, Wonowoso Village, Karang Tengah Sub-district, Demak Regency.

Based on these observations, the researchers found that there was an increase in courtesy for early childhood through the media of Javanese language picture story book. Children of class B at Sidoluhur II Kindergarten who previously tended to behave and speak politely less. There are some children who disobey when given orders by parents and the teacher "*mengko dhisik bu, emoh bu*", some children often use their left hand to give and receive objects given by the teacher, parents and friends, such as when receiving money from his mother, giving money to the merchant, borrowing or giving a pencil loan to his friend, and some children did not say hello or handshake to the teacher when they entered class and were about to go home from school if they were not reminded by the teacher. Children

talk with teachers and parents in Javanese *Ngoko* language, and there are some children who talk to their peers with inappropriate calls namely “*ndes*”.

After being given treatment using media Javanese language picture story book, children courtesy in behaving and speaking in Javanese has increased. Giving and receiving with the right hand, carrying out parental and teacher orders by saying “*nggih*”, always saying greetings and handshake to the parents when going to school and after school, greeting and handshake to the teacher when they arrive at school and going home from school. Children can say “*amit-amit*” or “*nuwun sewu*” when someone is sitting while the children will pass it. In addition, children are more polite when talking to the teacher, for example when asking for a star reward after completing a task, and also speaking more politely to the traders when they want to buy food (snacks). Children can say “*tumbas*” to replace the word “*tuku*”. Children are getting used to saying “*nuwun*” to express gratitude when receiving gifts or goodness from others. Children who had never apologized before when they injured their friend were getting used to apologizing when intentionally or unintentionally making mistakes.

Based on the results of the statistical calculations performed, t-Test test data were obtained through a paired sample t-Test difference test on the SPSS program. The t-Test results obtained t count < -t table (-18,798 < -2,045) with a significant value (2-tailed) of 0,000. This shows that there are significant differences in increasing courtesy for early childhood after using Javanese language picture story book media. Javanese language picture story book can increase courtesy for early childhood.

Mean results before media use and after media use. The results of the mean (increase) increase courtesy for early childhood before the use of the media is 132.5333 then after media use increase to 170.5000, so that there are differences in the average value of pretest and posttest at 37.9667. If expressed in the form of a percentage, then the average value (mean) of the pretest is 66.2665% and the average score (mean) of the posttest is 85.25%, resulting in an increase of 15.9835%. So that it can be known that the effectiveness of Javanese language picture story book media in increasing early childhood courtesy is 37.9667 or 15.9835%.

The results of this study are in accordance with Hemalik’s opinion in Arsyad (2013) in order to arouse children’s interest and motivation to be influenced to learn so the instructor can take ad-

vantage of the use of learning media in the learning process of teaching. Soenarwo (2012) describes the benefits of reading tales or story books to children, among others: (1) sharpening imagination, (2) stimulating creativity, (3) instilling morals and religion, (4) growing and forming positive life attitudes, (5) children are able to think not linearly but as needed.

The use of Javanese language picture story book media that has been applied is able to increase courtesy for early childhood. Changes in attitudes can be seen in everyday children’s behavior. Children become more understanding about manners in behaving and speaking in accordance with Javanese customs and culture. One of the benefits of using learning media according to Arsyad (2013) is to increase students’ attention and interest, so that it is emphasized to be able to receive learning content well.

Similar to the benefits of using learning media described by Aqib (2013), learning media is useful for: (1) efficient time and energy, (2) all students are able to access the material presented properly, (3) more interactive learning processes , (4) can carry out higher quality learning, (5) carry out learning that is clearer and more interesting to the attention of children, (6) allows learning anytime and anywhere, (7) teachers have a more positive and productive role, (8) make students more positive in learning.

Soenarwo (2012) revealed the benefits of using illustrated story book media, among others: (1) sharpening imagination, (2) stimulating creativity, (3) instilling moral and religious values, (4) growing and forming positive life attitudes, (5) arousing interest in reading, (6) enriching vocabulary, (7) physical children thinking linearly but as needed, (8) introducing culture.

CONCLUSION

Javanese language picture story book can increase courtesy for early childhood. Children can behave and speak more politely especially to parents and teachers. Application of Javanese language picture story book media is effective to improve courtesy for early childhood at Sidoluhur II Kindergarten, Wonowoso Village, Karang Tengah District, Demak Regency.

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