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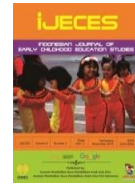
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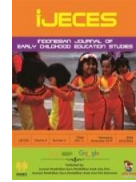
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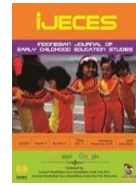
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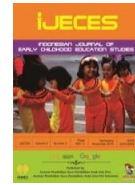
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B. AIMS AND SCOPE

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.



C. ABSTRACTING/INDEXING

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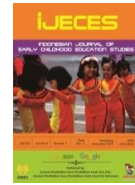
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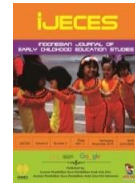
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E. PREFACE, IJECES VOL. 3 NO. 2 YEAR 2014

The ten papers presented in this issue document a number of good practices of early childhood education, in terms center management, professional learning, and young children center-based learning. Commencing this issue is the work of Adityasari on the teaching of Islamic contents to young children. The paper admits the challenges of teaching religious contents, which mostly are abstract in nature, to young children, whose cognitive orientation in a Piagetian sense is concrete. Considering this situation, it is therefore important for preschools to consider multi-strategic approach to teaching.

The second paper by Astuti and Ekowarni's reports the ECE Post caregivers' role to stimulate young children emergent literacy. More specifically, it focuses on the caregivers' use of dialogic approach to reading activity. It found that this approach is effective to stimulate children emergent literacy. It is important, so the authors go, to consider the training provision for ECE Post caregivers on dialogic reading approach in particular and emergent literacy stimulation in general.

The next paper by Kurniasih Suliyem and Wulandari discusses teacher strategies of character development. While character development has been widely promoted by the Indoensian government, as the paper shows, it seems that the practices of character development in the field remain the same. Modeling and habituation continue to be the two main approaches. As such, teachers and their competence are the central source of character development. This might be a serious challenge, as the authors admit, in case children's parental and familial situation are not conducive for character development.

Rakhimahwati's works also documents the practice of character development in early childhood settings. Her work focuses on the use of dance and song to promote children's awareness of good attitudes and characters in general. This study found that a combination of motivating verbal expressions (song) and physical movement (dance) is good way of promoting positive behavior among young children.

Teachers' creativity is at the heart of good learning practice; and this is the concern of the next work by Pusari and Prasetyawaty. The authors are concerned with the fact that the ineffectiveness of educational toys to facilitate learning is due to lack of preschool educators ability to use them creatively. Consequently, improving their creative use of the toys will also improve their role to facilitate quality learning.

The next two papers by Kurniah and Nurussa'adah also address character education in preschool settings, each with different emphasis. Kurniah discusses the strategy to promote national-culture related character contents. Nurussa'adah's paper describes the good management practice supporting preschool character development. Drawing on a data set taken from 58 Islamic preschools in Semarang City, Central Java, she concluded that positive organizational culture is the key supporter of character development. This however requires the presence of effective preschool internal-external communication.

The last three papers report different preschool learning practice. In their work, Rohmah and Waluyo examine the use of 'dice', commonly found in early mathematic teachings in Indonesian preschools. Their study found that the use of dice significantly improved children learning outcomes of arithmetic. This indicates the importance of equipping teachers with the skills related to dice-use. Wantoro et. al. paper discusses linguistic stimulation to support the independence of

children with hearing impairment. Albeit the study found that linguistic routines and habituation (e.g. greetings, short talks with children) are among the common practice, there are two key factors for successful stimulation. The first is the adaptation of the curriculum content in order to meet the children's need. The second is effective teacher-parents partnership. The last article by Nisa and Mukminin portrays another creativity stimulation in preschool settings. The context of this study was the City of Pekalongan, renowned as the city of batik (traditional cloth-paintings). Based on this cultural-rich context this study offer the potentials of introducing batik painting activities into preschool classroom as a strategy to promote creativity.

The followings are citation information of this issue:

1. Adityasari, P., & Elfitasari, T. (2014). Learning Strategies on Islamic Religious Values in Children Aged 4-5 Years. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 79-83. doi:10.15294/ijeces.v3i2.10064
2. Endang Ekowarni, T. (2014). The Role of Caregiver on Pos PAUD's Training Program to Improve Emergent Literacy Development Through Dialogic Reading Activity. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 89-100. doi:10.15294/ijeces.v3i2.9480
3. Suliyem, Suci Wulandari, E. (2014). Teacher Strategies in Character Education Development in Kindergarten. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 101-109. doi:10.15294/ijeces.v3i2.9481
4. Rakimahwati, R. (2014). Character Building of Early Childhood Through Dance Art Learning. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 110-116. doi:10.15294/ijeces.v3i2.9490
5. Dwi Prasetyawati DH, R. (2014). Increasing Creativity on Early Childhood Education Teachers through Educational Toys. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 117-124. doi:10.15294/ijeces.v3i2.9483
6. Kurniah, N. (2014). Innovative Strategy Implementation of Teaching Materials Assisted Based Culture and Character Nation To Improve Student Learning Outcomes. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 125-128. doi:10.15294/ijeces.v3i2.9484
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9. Yuli Kurniawati SP, W. (2014). The Application Of Deaf Children Language Ability Development Of 3-5 Years Old Children. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 148-153. doi:10.15294/ijeces.v3i2.9487
10. Amirul Mukminin, D. (2014). Developing Early Children's Creativity Through "Batik" Painting Activities in Pembina State Kindergarten of Pekalongan. *Indonesian Journal Of Early Childhood Education Studies*, 3(2), 154-157. doi:10.15294/ijeces.v3i2.9488