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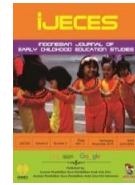
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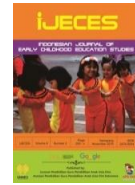
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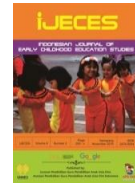
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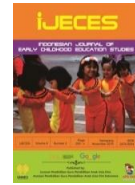
# Indonesian Journal of Early Childhood Education Studies

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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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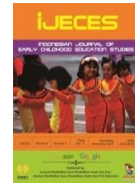
(<http://library.sl.nsw.gov.au/search~S1/?tIndonesian+journal+of+biotechnology+%28Online%29/tindonesian+journal+of+biotechnology+online/-3%2C-1%2C0%2CB/frameset&FF=tindonesian+journal+of+curriculum+and+educational+technology+studies+online&1%2C1%2C>)

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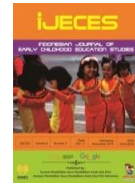
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## **E. PREFACE, IJECEs VOL. 4 NO. 2 YEAR 2015**

*Indonesian Journal of Early Childhood Education/Studies* is a peer-reviewed journal that is oriented and committed to promoting discussion of among academics, researcher, policy makers and/or analysts, as well as practitioners of early childhood education. Regardless its “Indonesian” label, IJECEs invites original articles, research papers, and policy analyses that focus on early childhood education literally from all over the world.

This issue (Vol. 4 No. 2 2015) features ten papers, with five of them (article 1, 3, 6, 9, and 10) deal with, in the contemporary Indonesian educational policy sense, the topic of character education.

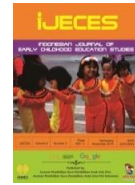
Character education has been the main topic of Indonesian education discourse after ‘competence’ at least over the last decade. This however has not been followed by significant publication. In this sense the articles by Euis Kurniawati, Diah fachriyyati and Hilda Muzaroah, Herdian Ekapuspahati and Nurwaniasih, Akaat Hasjiandito, Wulan Adiarti, and Wantoro, and Henny Puji Astuti, R Agustinus Arum Eka, and Tri Utami fill this research gap.

The first article by Euis Kurniawati of Bandung Universitas Pendidikan Indonesia for example discusses the effectiveness of play-based learning to foster young children acquisition of good characters. Amid the tendency to put preschool religious contents in a drilling way, Akaat Hasjiandito, Wulan Adiarti, and Wantoro paper on religious learning media is also a great contribution. The same applies the study by Henny Puji Astuti, R Agustinus Arum Eka, and Tri Utami. In short, amid the lack of well-documented character education practices, these study have pave the way towards a research-informed character education.

Another important aspect of the articles in this issue is teacher awareness teachers’ awareness of the learning process and the meaningfulness of learning material. This is apparent for example in the paper by Diah Fachriyyati and Hilda Muzaroah, which discusses preschool songs. It is undeniable that singing is one of the most common approaches to preschool learning. This however does not mean that all songs work for that purpose. The lyric content according to this study is the key, and so the teachers’ awareness of the song meaningfulness for children overall learning and development.

Teacher awareness is also the heart of Hidayatu Munawaroh’s paper on game-facilitated learning. This study records the use of “float and sink” game to facilitate children acquisition of basic scientific concepts and understandings. This game is commonly played in Indonesian preschool. Munawaroh, however, adds teacher awareness of the young children learning during while the play. By so doing, this article therefore does not only reassert the preschool very adage of “learning through play”, but most importantly that without teachers awareness of the ongoing learning, such an adage might be soundless.

Two articles, by Andy Kurniadi and Ciptono and Rina Windiarti, come with more specific awareness: the inclusion of children with special needs. The former authors documented their practice to support their visually impaired student by creating specially designed learning media. The later author reports some UK-based inclusion initiatives. Considering the fact that many children with special needs have no proper learning and developmental stimulation in the one hand and mainstream preschools’ lack of disability-related skills, the former article opens up the potentials of teachers to transform their preschools as an inclusive site. Above all, however,



inclusiveness or the will and awareness to include those often perceived as others, minority, different or abnormal, with zero discrimination, in short all children regardless their background, as Rina Windiarti's article shows is the key. Only if such awareness is present, all practices and campaigns in general to invite more special children to preschools are meaningful.

This issue concurs with the Indonesian government launching of the *Preschool Curriculum 2013*. The curriculum, as the Ministry of Education and Culture claims, is characterized by two main features namely character development and scientific approach to learning. To initiate potentially wider and deeper discussion of the new curriculum, this issue intentionally features its early field assessment by Sri Wahyuningsih, Eka Haryani. This paper assumes that the new curriculum might not be easily adopted. However, its findings show a number of factors that contributed to the effective implementation of the new curriculum: teachers existing capacity, institutional existing support, and centers infrastructures and facilities, especially the availability of educational toys.

The followings are the citation information:

1. Kurniati, E. (2015). The Effectiveness of Playing Based Learning (PBBK) Model for Developing Kindness Character in Early Childhood. *Indonesian Journal Of Early Childhood Education Studies*, 4(2), 74-79. doi:10.15294/ijeces.v4i2.9457
2. Munawaroh, H. (2015). Implementation of Early Childhood Scientific Learning through Float and Sink Game. *Indonesian Journal Of Early Childhood Education Studies*, 4(2), 80-85. doi:10.15294/ijeces.v4i2.9458
3. Fachriyati, Hilda Muzaroah, D. (2015). The Provision of Lyrics: Developing Children's Socio-Emotional Development. *Indonesian Journal Of Early Childhood Education Studies*, 4(2), 86-92. doi:10.15294/ijeces.v4i2.9459
4. Eka Haryani, S. (2015). The Implementation of Early Childhood Education within Curriculum 2013. *Indonesian Journal Of Early Childhood Education Studies*, 4(2), 93-98. doi:10.15294/ijeces.v4i2.9460
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