



## A Descriptive Study of the Implementation Regulations of the Governor of Yogyakarta Special Region No. 68 the Year 2012 in Kindergarten Mlati Sub Regency of Sleman

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### Abstract

As a social creature and comes from a country that has a cultural diversity, Indonesia is expected to have community education based on the culture. But in an era of modernization is increasingly reduced public awareness about the importance of cultural education. Yogyakarta is one of the local culture is still strong and the local government is also very concerned with the education of culture in this Government made official rules about culture-based education that is Regulation The Governor of the Yogyakarta Region stimewa No. 6 Year 2012 about guidelines application of sublime cultural values in the management and organization of education. The purpose of this research is to know the process of learning and teachers' perception about Javanese culture-based learning as the imlementasi rule gubenur Daerah Istimewa Yogyakarta. Research methods used in this type of qualitative research is the subject of research is the KINDERGARTEN educators in Mlati, Sleman. Pengumpulan engineering research data on the menguunakan observation, interviews, and documentation, while data analysis through the process of data collection, data presentation, data reduction, and verification of data as well as the withdrawal of the conclusion. The results of this research menunjukkan that all learning in kindergarten subdistrict already integrated with Javanese culture in accordance with the official rules of the Government, and educators know only as the core of the regulation only, not knowing in depth, because of the lack of socialization from the Government but the kindergarten teacher in Mlati is so supported the Government by having such a regulation because it promoted good for continuity of learning.

## INTRODUCTION

Modernization and globalization brings a lot of good as well as the negative influence to the nation of Indonesia, including on the social life of the society which also imposes on the world of education. The presence of modernization and globalization is making the public started to leave everything that has the feel of a local keindonesian or traditional and prefer used in the Western world. On one side of this era are able to bring positive change, but the change towards the downside also did not lose much, i.e. diataranya is getting dilupakannya things that traditional nuance.

Many things that traditional nuances increasingly undermined because the public prefer used in Western culture include the question of education. Culture-based education is one step right to keep revives the traditional atmosphere of this modernization in an era of Indonesia. Culture-based education is an effective and efficient way to maintain the culture of Nations in the era of modernization and globalization nowadays.

Culture-based education can build awareness for the importance of the important cultural community will in the life of human beings as social animals living in Indonesia which is a country that is rich in culture. Indonesia has a sublime cultural values that had existed since the days of yore. In the culture-based education must contain the value of the culture that upholds national character that corresponds to the life of society at this time.

The area is a center of Javanese culture is a special region of Yogyakarta and Surakarta, because in two of the area's cultural Richness is still very awake its purity. Yogyakarta special region get redikat as education or student city that his protégé participants came from different regions in the country and abroad, making the special region of Yogyakarta as a diverse region with cultural base Yogyakarta is attached. The development of education in Yogyakarta special region refers to a national education policy that is supported with great value culture.

The Governor of Yogyakarta special region province which in this case namely Sultan Hamengkubuwono made the official rules about education-based culture that is stimewa Area of Yogyakarta Governor Regulations No. 6 of the year 2012 about the application of the guideline values sublime culture in the management and organization of education, it is the follow up Gubernurial Rule lajut from Yogyakarta special Derah Regulation No. 5 of year 2011 about the

management and culture-based education.

Education culture and national character is done through the educational values or virtues that became the basic values of the culture and character of the nation. Virtue became the attribute of a character is essentially a value. Therefore, education culture and national character is basically the development of values that are derived from the philosophy of life or an ideology of bangsa Indonesia, religion, culture, and values that are terumuskan in the national education goals (Judge 2015:155). One of the goals of education-based culture that is character education is an attempt to create the next generation of superior character. Hope this will not be achieved easily without the teacher's role as an educator, early childhood educator primarily builds character (Kurniasih, 2014).

Sulistia (2011:21) holds a cultural-based learning is learning that aims to cultivate the attitudes, knowledge, skills, and traditions that exist within a community's culture, as well as to develop a culture in a community through academic achievement of students. In the culture-based learning, the learning environment will be changed to a conducive environment, so it will be fun for the teachers as well as students, and allows students and teachers actively participate based on the culture that they already know so results of the study can be obtained that is optimal.

The objective of the programme "education of Javanese culture" is in order for learners to know more culture where they lived so that does not leave customs and culture that prevails around them. More than that so that learners have control over the development of the era which brought the cultures that are not in accordance with the customs of the Oriental wisdom. Learners are given basic about Javanese culture proper delivery of other scholarly material, so that the students know the basics about Javanese culture, both about Javanese culture itself as Java, or customs supporting material such as the material on the Java language and general knowledge of Java such as speak by using the Java language, the names of animals, counting by using Java language, objects in Java language, puppet character names and others. The intent of conditioning is done with everyday during your stay in school is that the material about the theories that have been delivered in the classroom of yesteryear can be applied sehingga the learners can understand much more about what has been taught (Astuti, 2013).

Mlati subdistrict is one sub-district of Sleman Regency, Yogyakarta special region and the

kindergarten or KINDERGARTEN that existed in this subdistrict is already largely implementing the Javanese culture-based learning. Elements of Javanese culture that there are applied to the process of learning pad K in Mlati just like learning in general i.e. language, cognitive, social-emotional, motor, religion, and art. Each program execution pebelajaran did not escape from the perencanaan learning is the first step in achieving the learning objectives. The making of perencanaan learning in Mlati.e. IGTK provides a guide, then the cluster provides an example to each school, and then adapted to the conditions of the cultured Java in each school who discussed dirapat teacher, setelh it each teacher mengkreasikanya herself.

Implementation of the Javanese culture-based learning each day that is the same as learning there are there activities i.e. umunya before entering the class, then the opening activities, core kegitan, and cover activities which distinguish i.e. wherever possible educators Inserts the elements of Javanese culture in every kegitan the lesson. The insertion of the Javanese cultural elements can be done starting from the language of instruction, singing, storytelling, games, to conditioning themselves, as well as manners of behaving in any interactions that exist in school.

Nowadays almost every school in district Mlati has vision and mission that is integrated with the Javanese, it is due to the existence of the official rules of the Government of the special region of Yogyakarta about Javanese culture-based education management. Application of learning-based Java culture not only in kindergarten but starting from the level of early education to higher education.

The purpose of the existence of the official rules of the Governor so that learners as the next generation of the nation not to forget their own culture, as well as great value while upholding the cultural life so as not to be destroyed, it could be if not listed in the curriculum learning even though only a handful of existing cultures will be lost. Regulations of the Governor of Yogyakarta special region number 68 of the year 2012 has great influence on learners in the everyday, conditioning and attitude after the existence of the regulation educators also have signs or basic guidelines for sure introducing Java culture on learners.

Yogyakarta Special Region Government wants existing Java culture that does not continue to be missing since the outbreak of an increasingly modern life in this era of globalization. Javanese culture-based learning can shape the character and be signs for one's life in order not to get carried away with the flow of foreign culture that

is being repeatedly entered in ehiduan Indonesia society. Based on the above background tertari investigators researching on "Descriptive study of the implementation of the regulations the Governor of Yogyakarta special region No. 68 the year 2012 in kindergarten Mlati Sub Regency of Sleman" because one of the subdistrict Mlati subdistrict Yogyakarta has implemented a learning-based Java culture early on.

Application of Javanese culture based education early on is very influential on the perkembangan of one's life in the future. Education for children of early age is very important when compared to the next level of education because of the achievements of a person's life in the future has been prepared from the beginning. Quality education really affect what will happen in the future. This type of education will jeopardize the future especially in the modern era is currently associated with the sophistication of the technology (Pranoto, 2014).

Zuznani (2012:11-12) argued that culture is a vehicle-based learning for quality improvement efforts of human life, marked with menigkatnya level of well-being, decrease in the degree of kemiskinan and terbukaya range alternative options and the opportunity to actualize themselves in the future, do not overdo it when dikatakan that the public are aware of the culture will be transformed into an advanced and civilized society. In the character-based level of educational value in this nation has a vital role as catalyst and individual citizens to achieve progresivitas on all lines of life.

## RESEARCH METHODS

The approach was conducted in this study is a qualitative approach through. Qualitative research methods are methods that are based on the philosophy of postpositivisme, is used to examine the conditions of natural objects, where researchers are as key instruments, sampling the data source has done purposive and snowball, techniques of collecting with the triangulation (combined), the inductive nature of data analysis/qualitative, qualitative research results and more emphasis on the meaning of generalization (Sugiyono, 2012:13-15).

The subject of this research is the KINDERGARTEN educators in Mlati, researchers chose two schools namely ABA Kusumajati Sendangadi TK and TK Charity Kartini Sinduadi. The source of primary data obtained through this research in process of interview and observation, while the secondary data source in the form of

photo research, plan learning and observation records. Data collection techniques used in the study include (a) interview, (b), (c) observation documentation.

## RESULTS AND DISCUSSION

### **Cultural-based learning Java as a implementation of Yogyakarta special region Governor Regulation No. 68 the year 2012.**

Javanese culture-based learning is a medium for learners to learn about cultures that existed in the area where he lived the life, including in the special region of Yogyakarta that was already widely known by the general public about the the characteristic of cultural Richness. The current era of globalization makes cultures in Indonesia especially Javanese culture began with modern culture eroded. Yogyakarta Special Region Government in this regard are very concerned about the whereabouts of the Javanese culture, the Government wants the sublime values of Javanese culture that exists in Yogyakarta remain and are preserved. The Government Kepedulian about the culture of the existing Government was moved to make the official rules about guidelines application of sublime cultural values in the management and organization of education. In addition to preserving Javanese culture the Government aims at making the special region of Yogyakarta as a tourism destination that cultural characteristic such as Bali year 2020.

Kindergarten in Mlati Sleman Regency is one of the basic education level for early childhood who run the Javanese culture-based learning in the teaching and learning activities. The runway as well as the guidelines that are used in the implementation of the learning of Javanese culture in KINDERGARTEN Curriculum i.e. 2013 Mlati Kecamatan were integrated with the regulations the Governor DIY No. 68 the year 2012. Pembeajaran integrated with the lofty values that exist in Javanese culture is a way of instilling good moral early on for the next generation.

Thohari's said (2012:71) make education as cultural power to edify or morality of the nation, perhaps not a new idea. Even if such pre-existing ideas, perhaps it's good to be actualized in order to be useful for improving the education system in Indonesia at the moment and that will come, as well as explanations in the regulations the Governor of Daerah Istimewa Yogyakarta No. 68 the year 2012: "pelaksanaan pendidikan nilai luhur budaya di sekolah dilakukan melalui Pengintegrasian dalam mata pelajaran dan pen-

gembangan diri baik di dalam kelas maupun di luar kelas."

Javanese culture-based learning in kindergartens in Mlati have goals so that every learner yag is the next generation of the nation know the culture passed down by his ancestors who came from Yogyakarta, in this case i.e., the Javanese culture ranging from the traditional House, traditional clothes, traditional foods, as well as the most important conditioning for everyday life and upload-ungguh Java or behave in manners that became the hallmark of the Javanese community. Sulistia (2011:21) revealed that the culture-based learning is learning that aims to cultivate the attitudes, knowledge, skills, and traditions that exist within a community's culture, as well as to develop a culture in a community through academic achievement of students. In the culture-based learning, the learning environment will be changed to a conducive environment, so it will be fun for the teachers as well as students, and allows students and teachers actively participate based on the culture that they already know so results of the study can be obtained that is optimal.

Early childhood age was a golden age or age sensitive for children to gain a lot of experience for the development and growth of their ride. At this age, their brains are already quite sensitive to grow and develop. In line with the stimulation of the children from their environment, stimulation of good will easily influence children to get information. It's Innovation guru is focused on children in Indonesia creating activity of interest into the effort to develop the potential of children as their creativity. Creativity itself earned all people especially for the kids who are trying to create something through their thinking based on their own intellectual level (Nisa, 2014).

Culture-based learning in kindergarten run Java Subdistrict Mlati has several elements that are used in the process of learning i.e. language, cognitive, social-emotional, motor, religion, and art, the lofty values of Javanese culture delivered and applied also in the learning process because this is the most important and influential komponen. Sublime cultural values which applicated in the learning process in accordance with the character that was mandated in regulation of Yogyakarta special region no. 5 year 2011 about the management and organization of the Culture-based education, article 2 paragraph (2) includes 18 (eighteen) great value great value development in General can be directed towards yourself or towards their fellow human beings. Attitudes can be developed against yourself is: honesty, kerendah heart, order or discipline, morality, ke-

sabaram, responsibility, confidence, self-control, integrity, hard work/perseverance/diligence, thoroughness, and toughness. As for the attitude towards our fellow human beings are: courtesy/politeness, cooperation, tolerance, and leadership.

The sublime values of Javanese culture that is applied in the process of learning in kindergarten Subdistrict Mlati related to planting manners in the implementation of the integrated Java learning. The form of planting manners, by means of instilling the cultural conditioning-appropriate conditioning depends on Java is slowly and continuously because it is an effective way for early learners to understand about what taught or told by educators.

Javanese cultural programs tailored to other programs in the curriculum by way of merging or *mensisipkan* with Java's cultural program a program that integrates public and each other through conditioning-conditioning activities conducted in everyday. In the regulations of the regional Governor of the Yogyakarta Istiewa No. 68 the year 2012 mentioned that,

“ Model pelaksanaan pendidikan nilai luhur budaya di sekolah dilakukan melalui *Pengintegrasian* dalam mata pelajaran dan pengembangan diri baik di dalam kelas maupun di luar kelas.”

Javanese culture as a source of character education need not doubt its existence, because in terms of Javanese culture education value which is the main substance of character education. It has become common knowledge that Javanese contained values the life of Java, such as norms, beliefs, habits, conception, and symbols that is alive and thriving in the Java community, tolerance, compassion, mutual, and *andhap asor* value, humanity, respect, ungrateful, and more. Character education deriving from the substance of the Javanese culture can become a pillar of the educational character of the nation.

Preparation of planning learning activities that integrate with Javanese culture in TK Sub Mlati namely refers to the format given by the IGTK combined with the format of the cluster is then adjusted to the conditions of Javanese culture in schools each is discussed at the meeting the teacher, then after that each teacher *mengkreasikannya* herself. *Penyusunan* activity plan that integrates Java culture on any existing programs by means of *mensisipkan* on activities every day and there is a full day with the Javanese culture-based learning in one week in accordance with the policy from each school will select what day that was made the day special for culture-based learning java. So far the KINDERGARTEN in

Mlati select Thursdays or Saturdays for the day of the Javanese culture.

Sanjaya (2011:9) argues that learning is a process planning decision making result of thinking rationally about specific learning goals and objectives, as well as a series of activities that should be implemented in an effort to achievement These goals by utilizing all potential and existing learning resources. The planning of learning leads to the translation process of the curriculum. While the design learning emphasised on designing learning program to help the learning process of students. It is this that distinguishes the two. Planning-oriented curriculum, whereas there is the learning process-oriented design.

Learning resources or learning material is one of the main things in the learning process because this is an *pengetahaun*, skills, and attitudes that must be learned by learners to achieve the standards of *jopetensi*. According to Djamarah (2006:43) Learning Materials or learning materials are substances that will be submitted in the process of teaching and learning. Without lesson teaching and learning materials will not run. The ingredients are one source of learning for the student. The materials referred to as learning resources (teaching) is something that carries a message for the purpose of teaching. Educator in kindergarten learning activities modify Mlati Subdistrict, namely by means of *mensisipkan* a little-a little bit about Javanese culture in any activity *pembelajarannya*, and then use the existing learning resources and then developed in order for integrated with Javanese culture and make use of existing media around.

Media used in the learning process-based Java culture i.e. *artistry-Javanese art*, musical instruments, or visual images, audio, video. How KINDERGARTEN educators in Mlati in *mengkreasikan* media learning in order to be integrated with the Javanese culture that is by way of uniting or *mensisipkan* elements of Javanese culture with the theme of the ongoing study on that day with utilizing the existing media in schools and *dikreasikan* in a simple manner so that it integrates with Javanese culture.

Djamarah (2006:46) argued that the method is a way to be used for *mencapai* purposes. In teaching and learning activities, the methods required by the teacher and its use varies according to the destination can do their job if he doesn't *meguasai* one method of teaching which formulated and presented the experts in psychology and education. Javanese culture-based learning that there is no KINDERGARTEN in Mlati using several methods, namely *mbelajaran*, *demonstrati-*

on material observations of educators or learners, the discussion among educators and learners or learners with participants learners, the granting of duty tour, works in the form of visits to places that contain elements of Javanese culture such as palaces, temples, mosques, museums and then works, and classical. The methods used in the learning process of Javanese culture does not exist, the method used is the same method used with daam learning in General.

Every thing is done by real human beings can not everything went smoothly according to plan, included in the learning process-based Java culture that for some people it is a little unfamiliar. In the learning activities of Javanese culture learners is the element that is running the process. Obstacles and the enthusiasm of the students at the KINDERGARTEN in the subdistrict of Sleman Regency Mlati commonplace happens in the learning process. Real learners interested and very enthusiastic and interested in learning activities based mainly Javanese cultural activities related to the arts-the art of Java. Real learners do not experience barriers that mean in Javanese culture-based learning process, just small obstacles that generally occur at aak children only, such as less focus and easily bored when melakukan an activity, then it took time in understanding what the teacher explained.

Andersson (2017) have the opinion that early childhood education program must also infuse cultural education early on. Preschool teachers and children, in a variety of preschool, negotiate the meanings of ethnic cultural traditions celebrated in kindergarten Sweden. A special focus is given to the cultural tradition of narrative representation as constructed and negotiated in practice between teachers and preschool children. Cultural tradition is seen as a joint event of the late preschool children, as well as a symbolic resource which allows children and preschool teachers for themselves as part of a larger whole.

The existence of a culture-based learning is definitely a bit much influential in the development of the character and abilities of learners in understanding Java culture. The majority of learners PRESCHOOL in Mlati changing behaviour, manners, as well as upload-ungguh in behave of everyday. Change the character and ability of the peseta learners are not visible in a short period of time. In addition to behavioral change towards a better, learning Java culture makes the ability of learners to know customs in Javanese culture increased.

Character education will be more meaningful if done early on. This is because ear-

ly childhood education is the Foundation of a child's character. In the implementation of the early childhood character education tailored to the characteristics of each school and the emphasis of each institution setting for early childhood education, based on Javanese culture. Java culture needs to be introduced early on to avoid losing culture that occurred along with globalization. In addition, Java is promoting cultural etiquette and manners are very suitable for the formation of character of early childhood (Kusumandari, 2012).

To know the progression of a process can be obtained by the existence of implementation evaluation. Implementation evaluation of Javanese culture-based learning in KINDERGARTEN in Mlati just the same as the evaluation study on the evaluation of learning, because it is typically Javanese culture combined. Evaluation of commonly used IE record anecdotes, checklist, work, diary, notes downloads, no special evaluation. According to the Wand and Brown (in Djamarah 2006:50), evaluation is an act or a process to determine the value of something.

According to Slameto (Kustiono 2013:32), student learning Results merupakan results of the learning process experienced by students. Students will produce perubahan changes in the area of knowledge/understanding, skills, also in the form of values and attitudes. Dimiyati (2006:221) argue that learning is a process evaluation to determine merits, value or benefit pembelajaran through assessment and/or measurement, the main purpose of the evaluation study are a number of information or data about the services, value or benefits of learning activities.

The evaluation could not be released from the ketercapaian the results of the study, at a KINDERGARTEN in Mlati measuring ketercapaian program results-based learning Java culture refers to the indicators contained in the guidelines for the management of the Javanese culture-based curriculum based on the DIY Pergub No. 68th. 2012. how to communicate the results of the evaluation of the learners in the elderly guardians by doing regular meetings. Each school has a different routine pertemuan aktu, one month, three months, or six months, as well as a personal discussion with a flexible time.

**Perceptions of kindergarten teacher in district of Sleman Regency Mlati against Javanese culture-based learning early on as the implementation regulations of the Governor of Yogyakarta special region Number 68 Year 2012**

Regulations of the Governor of Yogyakarta-

ta special region number 68 year 2012 about guidelines application of sublime cultural values in the management and organization of education. Educators as an informant to know that there are official rules of the pemerintah, the informants know about Governor rules Yogyakarta special region number 68 year 2012 i.e. cultivation of the cultural values to children in schools as a form of nationalism, mores through learning or Javanese culture-based curriculum, the cultivation of the great value of culture, as well as to cultivate or get used to the learners about the lofty values of Javanese culture in order to preserve the legacy of sublime Granny ancestors in order not to become discouraged eroded by the modern era of globalization today.

The purpose of the presence of the Governor's official rules according to the informant in order that learners as the next generation of the nation not to forget their own culture, as well as great value while upholding the cultural life so as not to be destroyed, it could be if not included in the curriculum of instruction, although only a handful of existing cultures will be lost. Regulations of the Governor of Yogyakarta special region number 68 of the year 2012 has great influence padadiri learners in everyday, conditioning ready and after the existence of the regulation educators also have signs or basic guidelines for sure introducing the Java budata on learners.

KINDERGARTEN teacher or educator in Mlati argue about the existence of the regulations the Governor of Yogyakarta special region number 68 year 2012, pendidikk feel greatly helped in the process of learning Java culture especially for pupils KINDERGARTEN kaena increasingly build Java on cultured character of each learner and also in preserving Javanese culture.

From the explanation above in accordance with the regulations of the Governor of Yogyakarta special region number 68 year 2012 about guidelines application of sublime cultural values in the management and organization of education considering:

“a. Bahwa menindaklanjuti ketentuan dalam Pasal 2 ayat (3) Peraturan Daerah Provinsi Daerah Istimewa Yogyakarta Nomor 5 Tahun 2011 tentang Pengelolaan dan Penyelenggaraan Pendidikan Berbasis Budaya disebutkan bahwa ketentuan lebih lanjut mengenai nilai-nilai luhur budaya diatur dalam Peraturan Gubernur;

b. Bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, perlu menetapkan Peraturan Gubernur tentang Pedoman Penerapan Nilai-nilai Luhur Budaya Dalam Pengelolaan dan Penyelenggaraan Pendidikan “

Education also has the function to develop noble values culture past into the nation's cultural values in accordance with the present life and the time will come, as well as develop new achievements which became the character booster the nation. Value as something beneficial to human life and norms of that Act regulates the rights and obligations correctly and necessarily has to be responsible (DIY Perda No. 5 2011st.).

The enactment of the Ordinance the Governor of Yogyakarta special region number 68 year 2012 as a reference in the learning process-based culture Java very helpful in learning activities. KINDERGARTEN educators in Mlati Kabupaten Sleman as teachers position themselves in the learning process of Javanese culture that is as good as an example, starting from the last words of this behaviour, manners, dress and speak so that the older aak can direct see an example and learn, because when the educators behave well then it will be imitated by good learners, and vice versa if the educators behave or giving examples is not good then it will be copied with no good by learners.

The existence of official rules from the Government about the conduct of the Javanese culture-based learning gave rise to new hope of KINDERGARTEN educators in Mlati Sleman Regency in order to teach learners to love culture Java that has been passed down by their ancestors, and can apply the Javanese culture in everyday life. The creation of the younger generation of the successor Nations of the polite and courteous as well as having good character and not leave a characteristic Javanese culture. loving the culture and can run what his forefathers had done but still not contrary to religion.

Advice for the Government of KINDERGARTEN educators in the subdistrict of Sleman Regency Mlati i.e. so that Government help KINDERGARTEN schools about the procurement of media study, educational props (APE) based culture, held a workshop, training, coaching, or training for teachers to better understand and run the program-based learning Java culture well.

Put great value in cultural management and conducting education in the Yogyakarta special region to strengthen the character of the nation, can appreciate the sublime as a cultural relic of ancestors. Through education-based culture in the city is expected to be the nation not to forget the lofty heritage. Through this regulation, culture noble emphasized to integrate it in learning and self-development, as well as the formation of characters

The existence of official rules from the Go-

vernment about the implementation of the cultural education of Javanese in Yogyakarta special region facilitate the implementation of the Javanese culture-based learning in schools especially in kindergarten, because learning is carried out mainly culture-based learning Java so have the base and Foundation of the official who made the activity or process of teaching and learning activities at school becomes easier.

## CONCLUSION

Learning basically done the same as learning in general but the language of instruction are observed using the Java language is subtle, as well as in learning and daily activities at the school inserted conditioning conditioning-about the value of the Javanese culture. The process of learning in kindergarten subdistrict already integrated with Javanese culture in accordance with the official rules of the Government.

The informant as a kindergarten teacher in Mlati knowing about the existence of the regulations the Governor of Yogyakarta special region no. 68 the year 2012. The informant as the kindergarten teacher is very supportive of the Government's steps in the presence of such a regulation because it promoted good for continuity of learning in school, as well as educators feel need learn more about Javanese culture.

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