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**Local Wisdom for Early Childhood Education as an Instrument to Enhance Student's Soft Skill (Study Cash: Development RKH On Science Learning)**

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**Abstract**

This research aims to implement RKH (Rencana Kegiatan Harian/ Plan Daily Activities) based on local potentials developed to improve the result of teaching and learning process and students' soft skill. This study was using research and development method adapted from Borg and Gall (2003) combined with Sugiyono (2010). Product validation stage results RKH which deserves to be implemented. Data gathering uses tes, questionnaire, soft skill performance, observing the communication skill, teaching and learning process, and interview. The result from this research was RKH based on local potentials gives information about potentials in local area. In addition, it can be developed to be creative idea in order to improve the students' capability in asking questions. Approximately 81% of the students give good responses. They are interested in RKH water and air, flood, and volcano eruption, so they understand the science easily and they are motivated to know more about science. The students' soft skill is getting improvement. The result of learning is 0.36 better. Meanwhile, coefficient t test hypothesis related variables with  $t_{hit} > t_{tabel}$  ( $t_1=2,07 > 1,99$ ;  $t_2=4,17 > 1,99$ ;  $t_3=2,34 > 1,99$ ;  $t_4=5,34 > 1,99$ ;) shows that RKH science based on local potentials for PAUD is well-developed effectively to improve the result of learning and soft skill.

**How to cite**

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## INTRODUCTION

Education of Local Excellence (ELE/PBKL) is fundamental element to change the education system which is implemented in both inside and outside of the classroom as interaction among students, teachers, and environment that takes the most of local potentials (Prasetyo: 2013). Teachers require a skill to create valuable, applicable, and fun learning environment.

Based on the result of first observation about application of PBKL in fifteen PAUD in Wonosobo, it shows that 69% PAUD have not implemented PBKL. It encourages PAUD students to know about local potentials by learning and playing about them. Local potentials should be one of the things which is used to build their students' character. Even though all teachers have already known about them, it is only 38% of them who have implemented it in science.

Using local potentials, teachers are able to connect between the material and the real place where the students live (Aqib: 2013). This approach can be used to determine the material of RKH based on the reality in order to reach the goal of learning.

The theme which is used to teach the students has function to unite the content of the curriculum into the holistic preparation, enrich students' vocabularies, make the learning more valuable, and help the students to understand the concept easily (Kemendikbud: 2013). Through RKH, there will be a program and it can be developed based on each school's character based on local potentials.

PAUD students should get foundation for life skill. According to Chaturvedi (2011), there are two kinds of skill. First is hard skill which is oriented to academic achievement. Second is soft skill including skill to interact with themselves and the others. Therefore, Aribowo in his book (Neff, et al. 2001) explains that everybody doesn't only rely on their intelligence to reach success in life, but also attitude which is necessary in their life. PAUD Teachers in Wonosobo rarely identify the students' soft skill because they consider that academic or hard skill is more important. The students actually need to learn how to speak respectfully and they must have curiosity without having to leave their time to play.

Playing, making such a creation, dancing, drawing, and singing are the activities which can be facilitated through local potentials as laboratories and source of learning. The students have to be accustomed to talk about scientific concept based on the environment. Therefore, they will

start to think positively. They will appreciate what they have in the local area. Soft skill should be developed because basically everybody needs it. However, not everybody can use it effectively.

Local potential through coaching and education make up a growing physical and spiritual development so that the child has a learning readiness in entering further education. (Fajar M, dkk: 2013). In fact, most of teachers have not taken the advantages of local potentials as objects to teach about science. They used to give some examples in general and they are taken from the textbook. It is based on the fact that 10 of 15 PAUD schools only use textbook as reference to RKH.

Even though soft skill is rather difficult to be observed because of its invisibility and it takes quite long time to see the result, it actually can be identified from their activities and the way to communicate to each other, motivation skill, and question skill during teaching and learning process.

RKH which is used by PAUD teachers in Wonosobo shows that 92% of them have not developed the material for teaching by involving the local potentials and soft skill. Teachers argue that that kind of RKH needs much time and preparation. Besides, they don't have any example of RKH based on local potentials. Therefore, compiling and developing RKH based on local potentials to identify students' soft skills are needed. That kind of RKH includes local potentials as the essential reference to make sure that the students can learn individually and contextually. In addition, it will make them know and make the most of local potentials in Wonosobo as local culture heritage.

Based on that problem, the researcher intends to do a research to find the solution entitled PAUD Local Potentials to improve the students' soft skill (RKH Studies in teaching science).

## METHOD

The researcher uses Research and development (R&D) method. Using this kind of method, he will develop, test, and revise the product in order to find new knowledge and new improvement to make the product more effective (Sugiyono: 2010). As the result, the product can be patented.

Research and Development method uses Borg and Gall model (2003). The researcher will do the steps as follow: (1) gathering information (book reference and class observation); (2) making method (determine the goal of the research, estimate the time required to do research, and

make procedure); (3) developing product (creating concept or draft); (4) doing research; (5) revising; (6) testing; (7) revising.

The researcher uses several methods to gather information like test method to by conducting pre test and post test, questionnaire method to see the students' soft skill, observation method to improve communication, teaching and learning activity, question skill, and interview method to get information required to develop the product.

**RESULTS AND DISCUSSION**

Based on observation and interview with PAUD teachers in Wonosobo, it can be concluded that all schools have already known the local potentials in the school. The problem is that the teachers have not made a program and made the most of them as the theme during teaching and learning process. In addition, the local potentials are different in each school.

According to Mungmachon (2011) and Mumpuni (2013), the use of local potentials in teaching and learning process is very important to make the character education and contextual learning. When the character is built and integrated during teaching and learning process, students are not required to know the concept of science, but they also need to have skill for their future.

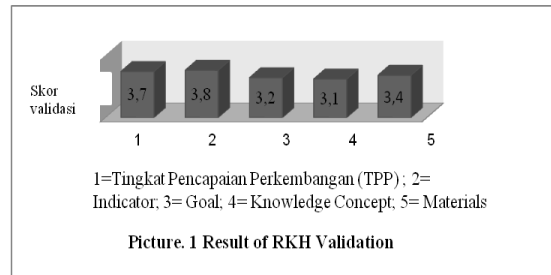
The aim of this reseach is to develop RKH science for PAUD based on local potentials to improve the students' soft skill duruing teaching and learning process in science class including water and air, flod, volcano eruption, five senses, body features, and many more.

The firs step to make RKH is providing materials, pictures, and information about local potentials in Wonosobo as referense. The secont step is creating worksheet based on the materials. The third step is giving assessment by making ob-

servation toward students' communication skill, motivation questionnaire and question skill.

At the end of the research, there will be explanation about the steps to develop the models which are used to make the final product. It is the RKH science for PAUD based on local potentials to improve soft skill. The development includes 1) developing RKH science; 2) validation RKH science and assessment toward soft skill performance by the expert; 3) testing in small scale and 4) testing in large scale.

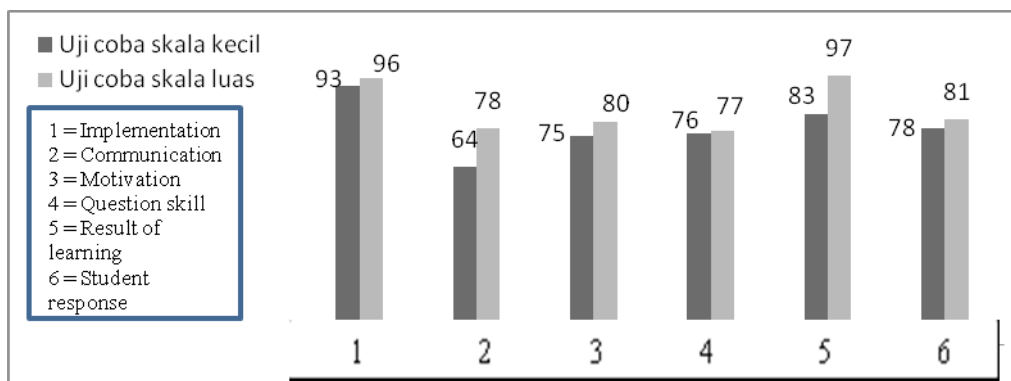
During assessing soft skill, there are some elements which require to imporove. They are scoring and the way to make assessment. As the result, all elements can be used even though some of them need to be commented and critisized in order to that they are improved. The result of validation, revision, followup from each advisor is shown in the picture 1 as reference before holding research in small and large scale.



Picture 1. Result of RKH Validation

Based on the picture 1, it can be shown that the percentage includes: TPP (92.5%); Indicator (95%); goal (80%); knowledge concept (77.5%) and materials (85%). It shows that result of validation is lower than others. From this fact, it can be concluded that student activities in RKH don't fit with their character.

There is data obtained from the assessment in large scale such as implementation of teaching



Picture. 2 Result of Scale Trials Wide and Small

and learning process, result of students' soft skill performance, their response, and result after learning process based on local potentials in picture 2.

From the picture, it can be shown that learning implementation gets excellent score and 90% students succeed in science subject. Meanwhile, soft skill performance and response get good score. The result of test in large scale gets higher percentage than test in small scale. It shows that the test in large scale improves the test in small scale. Every element in small scale test is revised to improve the test in large scale.

From this research, it can be summarized that: (1) RKH based on local potentials implements how students learn and understand environment. They get information in the local area. It also trains them to ask. Learning using this kind of method will encourage them to study through games. It is able to make them grow physically and mentally so they can prepare themselves to continue their study in higher level. (2) 81% of them give good response. It shows that the students' attention and interest are good toward RKH including RKH water and air, flood, volcano eruption. So, they will be able to understand the subject easily and it encourages them to study more about science; (3) based on gain score, it can be explained that the result of learning process gets improvement about 0.36%. It shows RKH based on local potentials has contribution about 36% to improve the result of teaching and learning process. Meanwhile, coefficient t test hypothesis related varians with  $t_{hit} > t_{tabel}$  ( $t_1=2,07 > 1,99$ ;  $t_2=4,17 > 1,99$ ;  $t_3=2,34 > 1,99$ ;  $t_4=5,34 > 1,99$ ;) shows that there is significant difference between experiment and control class in terms of communication, motivation, and question skill. It proves that RKH science based on local potentials for PAUD is able to improve the result of learning and the students' soft skill.

## CONCLUSION

Taking the most of local potentials doesn't only fit to curriculum 2013, but also make the teaching and learning process more valuable since it is applicable. Various local potentials (garden, playground, pool, field, and the others) can be used as laboratories and source of contextual

learning. This research aims to implement RKH based on local potentials developed to improve result of learning and soft skill. The students will have capability to know more about local potentials through fun games in order that they are well-prepared to continue their study in higher level.

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