

TEACHER STRATEGIES IN IMPLEMENTING HINDU LEARNING FOR EARLY CHILDHOOD

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Abstract

The purpose of this study is to describe teacher strategies in implementing Hindu nuanced learning, the lack of information related to the teacher in its application so that there needs to be an innovation created by the teacher to provide good practices for early childhood education through several learning strategies used by class teachers in one of PAUD Pratama Widya Pasraman in Tabanan district. The research method used is qualitative research with taxonomic data analysis techniques. The results showed several teacher strategies in implementing Hindu nuanced learning, divided into the *first* three stages, understanding Hindu nuanced learning. *Second*, planning learning, and *Third*, management in the learning process. The Hindu nuanced learning that is instilled is the concept of *Tri Kaya Parisudha, Tri Pramana, Dwi Pramana, Eka Pramana, and Catur Guru*.

Keywords: early childhood, Hindu nuanced learning, teacher strategy

Introduction

Education for early childhood is one of the most important things to create a superior next generation of the nation. Children are given early education based on the stages of development to develop their abilities following their interests and talents. In line with Burke's opinion, children need meaningful activities to reflect on their daily experiences. The construction and reconstruction of knowledge that develops based on events and Direct actions constitute the foundations of development for children to do, possess, think, and interpret their imagination (Khomais & Gahwaji, 2019). This is largely determined by the stimulation provided in early childhood education. Teachers need the right learning strategies for children to achieve their goals.

Currently, education for early childhood requires learning strategies that are by the objectives of learning in each ECCE unit, especially in the education of religious and moral values. Instilling religious and moral values is very important from an early age, and this is a good start for early childhood education to continue further education. Routine activities are one of the activities that can be done to



teach religious and moral values in early childhood. Currently, Bali is developing Hindu-nuanced (Salasiah, 2021). ECCE The existence of Hindu-nuanced ECCE is increasing every year with the issuance of the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 56 of 2014 concerning Hindu Religious Education and the issuance of a Hindu-based Curriculum from the Director General of Hindu Community Guidance Number 84 of 2020 concerning the establishment of the Widya Pasraman Primary Curriculum. Local culture-based education can support the creativity of teachers and children to create culturally responsive activities (Sisson et al., 2020). The purpose of developing Hindu ECCE is to instill Hindu religious values that can be applied to everyday life based on local culture.

Teachers must shape student character and exemplary attitudes that foster enthusiasm, creativity, and social empathy (Lubis, 2020). Various demands are essential in appropriate learning, and then a teacher can choose a strategy to achieve the desired learning goals. The ineffectiveness of learning activities will significantly impact the quality of learning objectives in children. It will also not be achieved it will cause students will not get anything for their learning activities (Chan et al., 2019). To realize Hindu nuanced learning in early childhood, the teacher plays a role in determining learning strategies.

According to Gerlach and Ely, learning strategies are ways chosen to deliver learning methods in specific learning environments. Learning strategies include the nature of the scope and sequence of learning activities that can provide learning experiences to students and students. (Indriawati et al., 2021). According to Fadlillah, learning strategies can be interpreted as learning planning activities that contain a series of activities that must be carried out by teachers and students, including the use of methods and the use of resources to achieve effective and efficient learning objectives (Rahmawati & Nazarullail, 2020). Learning strategies can be defined as a method teachers use to carry out a learning process to achieve effective and efficient learning objectives.

So to apply Hindu nuanced learning to early childhood, several strategies are needed in planning and conducting learning that can provide maximum and meaningful results for early childhood in PAUD Pratama Widya Pasraman.

Method

This research is qualitative to determine the teacher's strategy in implementing Hindu nuanced learning in one of PAUD Pratama Widya Pasraman. This study was conducted for three months involving teachers of groups B1, B2, and B3. The researcher is a doctoral student in the Department of Early Childhood Education.

Participants

Participants in this study were three teachers who taught in groups B1, B2, and B3. Teachers in group B1 (34 years) have taken early childhood education, teachers in group B2 (26 years) are attending education (college), and teachers in group B3 (27 years) have nursing education. The study had received approval from the school and consent from teachers before the data was collected. Coding is done to make it easier for researchers to analyze interview data conducted with teacher codes of groups B1, B2, and B3, namely with codes G1, G2, and G3.

Data collection

Semi-structured interviews with teachers of groups B1, B2, and B3 collected data. The interview instrument guide is prepared based on the identification of experts and then concluded by the researcher so that the interview instrument consists of planning to learn and managing the learning process. Each research focus is divided into several sub-focuses to form several interview questions. There are 10 questions spread in the research focus related to planning learning and 14 questions scattered in the research focus related to management in the learning process. Interviews are conducted directly and continuously with WhatsApp video calls and documentation of activities in the form of photos and videos as additional data.

Data analysis

Data analysis begins with making a table of interview results and then coding to find the focus and sub-focus of teacher strategies in applying Hindu nuanced learning in early childhood. The data analysis technique used is taxonomy.

Results and Discussion

Hindu learning in early childhood

Teaching about the values of Hindu teachings can be done from an early age. Characteristics Early childhood (0-8 years) is the attitude of individuals experiencing a very rapid process of growth and development. Every parent and teacher understanding the characteristics of early childhood is very useful for providing stimulation to children correctly and by the stage of child development. Early childhood is in the golden age (the *golden age*) and has a sensitivity that is very sensitive to the circumstances that occur in the surrounding environment. Moreover, the incident is experienced himself (Idris, 2016). Direct and meaningful experiences can help children remember and understand. So to instill the values of Hindu teachings in early childhood, a teacher's strategy is needed to carry out a meaningful learning process.

Hindu nuanced learning in PAUD began to be developed, especially in Bali, based on the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 56 of 2014 concerning Hindu Religious Education and then the issuance of a Hindu-based Curriculum from the Director General of Hindu Community Guidance Number 84 of 2020 concerning the determination of the Widya Pasraman Primary Curriculum. Religion is the most critical foundation for education. The science of education based on religion means that religion is a source of inspiration to compile knowledge or educational concepts and carry out education, so it is essential to teach religious values to Hindu students (Ayu et al., 2021). teachings taught in early childhood are more about applying values contained in Hindu teachings reflected in everyday life. These values can be applied in learning and have links with other aspects of development. So that Hindu nuanced learning can be applied and put into one activity with various other aspects of development.

To implement Hindu nuanced learning, teachers develop strategies. Before developing strategies for learning for children, the teacher first explores information related to Hindu nuanced learning by attending seminars and training and visiting other PWP ECDs that have also carried out Hindu nuanced learning.

"In addition to my knowledge of Hindu nuanced learning, I attended seminars or training held by local agencies and from the Ministry of Religious Affairs" (G1, initial interview, via video call April 13, 2023)

"I visited PWP or other schools that apply Hindu nuanced learning to get information on what should be done" (G2, interview, initial interview, via video call Thursday, April 14, 2023)

"Because we have just implemented it, we do more information from reading articles on the internet, attending training and sometimes calling friends who have carried out Hindu nuanced learning" (G3, initial interview, via video call Friday, April 14, 2023)

The initial strategy carried out by teachers is to explore as much information as possible to understand the values of Hindu teachings that can be applied to early childhood and explore information on ways to apply learning to suit the theme used in schools. The school still uses the 2013 curriculum in the learning process associated with the values of Hindu teachings. It is important to instill religious and moral values early to create a noble human being. Culturing religious and moral values can be done by instilling positive character that is carried out daily so that children will grow into a religious, civilized, moral, and dignified generation (Salasiah, 2021).

Planning Lessons

The journey as an educator is challenging, let alone being an early childhood educator. Early childhood, famous for its unique characteristics, makes educators always think about finding interesting ideas with the themes presented. It is hoped that children can achieve their learning goals according to age and development. John Dewey's view of learning can influence children to learn to cultivate curiosity and think critically (Luff, 2018). The success of a learning achievement is based on teacher strategies, one of which is to plan learning.

The results of the study found that the success of teachers in implementing Hindu nuanced learning was carried out with several strategies. After being explained above that extracting information related to Hindu nuanced learning is increasingly understood by the teacher, then the teacher plans to learn by (1) determining themes and materials, (2) preparing media and materials, and (3) choosing learning models and methods used during the learning process. The strategy of an ECCE teacher in implementing learning must understand the stages of child development, provide experience and, more importantly, facilitate and stimulate to optimize the development of intellectual capacity for their students (Susanti, 2021). Because children can learn through direct experience with materials or materials closest to them, children can develop their curiosity through learning activities and foster their critical thinking. (Marpa, 2020).

"I prepare learning activities (objectives, materials, methods, media and evaluation) before they are carried out and relate them to Hindu values. For example, tomorrow, I will invite children to know orchid plants by inviting

children to water plants, knowing that plants are equipped with one ability, namely eka pramana "Bayu" (ability to live)" (G1.1.1, interview, Friday, April 28 2023)

"Before doing learning in class, the teacher prepares learning materials so that when teaching, the teacher can direct the children". (G2.1.3, interview, Saturday, April 29 2023)

"I try to relate the material according to Hindu nuanced learning, but teachers usually associate it with teaching children by loving the creation of Ida Sang Hyang Widhi, knowing by mentioning His creation, associating Hindu-based singing and also patting. " (G3.1. 5, interview Friday, April 28, 2023)

One of the pats taught is:

Pat tri kaya parisudha:

Manacika 🖐️🖐️🖐️ wacika 🖐️🖐️🖐️ kayika

The teacher plans to learn before carrying out learning activities by making a daily learning plan by determining the theme. The material to be delivered is planned and prepared related to the values of Hindu teachings. Teachers design learning so that learning is by the goals and achievements of learning and by the stage of child development, in line with Piaget's opinion that exciting and meaningful learning can develop new skills and build children's knowledge (Siegler & Ellis, 1996). Leen believes that teachers' role in education and learning will be an example for their students. Teachers need to learn in a fun, attractive, creative, friendly, and flexible (Lubis, 2020). After planning to learn with RPPH, teachers will prepare media or materials used in Hindu nuanced learning.

"I try to choose and find ingredients to be used and match and relate to Hindu religious values. For example: on the theme of plants, I take children to the fields and pick vegetables for you" (G1.1.7, interview Friday, April 28, 2023)

"The teacher invites the children to make canang sari, and the teacher has prepared the janur, spin, shaft and knife" (G2.1.7, interview Saturday, April 29, 2023)

"I try to choose media and materials that can be related to Hindu nuances" (G3.1.7, interview Friday, April 28, 2022)

The selection of media and materials to be used is based on RPPH, which the values of Hindu teachings have designed. Good learning media can support the learning process (Fuady&Mutalib, 2018). Children's passive attitudes can be overcome by learning media appropriately and varied (Putri & Solfema, 2019). Choosing media or materials to be used in learning is one of the right strategies to attract early childhood to carry out activities and understand the content of activity materials to achieve learning objectives.

For a learning objective to be achieved optimally, the following strategy that can be done is to choose the learning model to be implemented.

"For the selection of emm learning models... Usually we pay attention to components in learning, such as subject matter, adjusting to school facilities and if there is much time nike..." (G1.1.10 interviews Friday, April 28, 2023)

"My friends and I will make a project activity, for example, getting to know the types of sweet potatoes by inviting children directly to look for them". (G2.1.10 interview Saturday, April 29, 2023)

"I mostly use group and classical learning. Determined according to the purpose of learning, but for activities related to Hindu nuances, my friends and I will make an activity (project), for example, inviting children to know plants directly to the surrounding environment such as the fields, loving plants by watering and benefit plants such as sweet potatoes or kangkung (name of vegetable) that can be eaten". (G 3.1.10 interview Friday, April 28, 2023)

The learning model used is adjusted to the nature of the material or theme, learning objectives, facilities, children's conditions, and time availability. Learning uses more group models to do more activities in the room, which aims to allow children to do activities together and work together. In contrast, classical is used when teachers start learning and end learning. Dewey's ideas about learning can be done by building children's interests and generating children's ideas through discussion activities in the morning (early activities) (Williams, 2017). According to the teacher, the project learning model is very interesting and fun for children. Children can explore their ideas and have meaningful experiences, and the material the teacher delivers is easy to understand.

Management in the learning process

The next teacher strategy after planning learning with several steps, namely management in the learning process. Teori by Albert Bandura (1977), where the theory states that learning is a cognitive process that can occur through observation of behavior in learning (Norman et al., 2015). environment A good learning process is believed to be carried out in the learning process. One of Dewey's works on the principle of interaction stated that learning will provide the child's experience to interact with other children and their environment to form a situation or so-called situational learning (Giles & Eyler, 1994). This study found that one of the strategies teachers aim to maximize the learning process is when managing the learning process, including:

(1) Review previous learning activities and those that will be carried out today.

"Quiet activities carried out by teachers before entering core learning activities to attract attention so that children focus more on new knowledge or experiences than I conveyed". (G1.2.1 interview Friday, April 28, 2023)

"When delivering the previous lesson material, I can see the response given by the child, whether the child can remember it or feel confused and forgotten". G2.2.1 Interview Saturday, April 29, 2023)

"Yes, I usually do questions and answers at the beginning of activities to start learning" (G3.2.1 interview Friday, April 28, 2023)

Before starting the learning, children are also invited to pray:

Prayer before the activity:

"Om awighnam astu namo sidham ,om sidirastu tad astu swaha"

Puja Gayatri Mantram :

OM Bhur Bhuvah Svah, tat
O God, the creator of these three places
Savitur Varenyam
You are the source of all light and the source of life
Bhargo Devasya Dhimahi
Shine on this conscience
Dhiyo Yo no Pracodayat
Your Most Holy Light.

After praying based on Hindu teachings, the teacher performs apperception before entering the core learning activities, this aims to determine the level of children's understanding of the material that has been taught before and that has been done before so that children can understand the content and learning objectives. Especially in Hindu nuanced learning, children are expected to understand the values contained in the activities carried out, and then they can apply them in everyday life. For example, when children have conversations with teachers, parents, other adults, and friends should respect and respect each other (*kayika*), speak politely with good speech (*wacika*), and children can think well (*Manacika*) in Hindu teachings called *Tri Kaya Parisudha* (Wati, 2021).

(2) Cooperative learning and projects are considered learning models that can attract children to do activities together.

"We use more of the project-based learning model because our learning strives with more activities, doing activities in groups" (G1.2.5 interview Friday, April 28, 2023)

"For example, when we invite children to know cassava trees, children are immediately invited to take cassava trees and then invited to clean and cook, and children are invited to eat cassava that has been boiled so children feel the taste of cassava that they have taken themselves". (G1.2.6 interview, Saturday, April 29 2023)

Invite children to sing Song: Tri Kaya Parisudha (poem planting corn)

*Hinduism is our religion
The holy book is the Vedic Kitab
A place of worship pure its name
Remember that; don't forget
We prepare incense flowers to say the trisandya puja prayer
3 x we pray, in a day we do
Manacika thinks right
Wacika speaks the right
Kayika did right
Tri kaya parisudha*

The project learning model was chosen as one of the comprehensive learning processes accompanied by cooperation between children and teachers (collaborative, cooperative learning). The implementation of cooperative learning can be done by assigning tasks or problems that must be solved by children with real experiences so that children gain knowledge (Tsai et al., 2018). Activities are to get to know the casava tree; children are invited to take casava, clean and peel casava, boil cassava, and taste cassava together (eat cassava together). If associated with the concept of *Tri Kaya Parisudha* Against the child's learning process and outcomes, the cognitive realm can be measured through the application of *manacika*, the affective realm can be measured through the application of *wacika* and the psychomotor can be measured through the application of *kayika*. (Divayana et al., 2019)

One of the activities carried out by teachers and children before eating boiled cassava or before eating together is praying according to Hindu teachings:

Meal prayer:

Om amerthadhi sanjiwani ya namah swaha

O Lord, may this food be the life of the servant-born and pure mind

- (3) Learning outdoors (*outdoors*) is one of the right choices for teachers to invite children to get to know the surrounding environment, and children have natural (concrete) experiences.

"I usually take children to the surrounding environment to introduce something, for example, fish in the pond and vegetables in the fields"
(G3.2.6 interview, Friday, April 28 2023)

Using the surrounding environment is a fun learning activity for children. Children learn to know the surrounding environment, instilling the values of Hindu teachings more easily because children experience it themselves. For example, by walking around the rice fields, children learn not to pick plants that are passed, knowing that plants in Hindu teachings are equipped with one ability, namely *eka pramana* (ability to live)," for children are taught to always love plants by caring for them and giving water (watering). Children are also introduced to (Adnyana, 2021) *Dwi Premana* is a living creature that has two aspects the ability to speak (word) and who has the energy to live (Bayu); for example, animals that lay eggs, such as chickens. Children know that humans are equipped with Tri Pramana, namely the three aspects of the ability of the word, Bayu, idep. Man can speak

(word), man has the energy to live (Bayu), and man can think (idep) (Seken & Badra, 2019).

- (4) The use of audio-visual media is considered as an alternative. When teachers cannot present concrete examples and understand the values contained in Hindu teachings, well-designed audio-visual learning media will help achieve learning objectives. Each type of audio-visual learning media has characteristics, advantages and disadvantages. Using audio-visual learning media can expedite the learning process and optimize the content of learning materials (Fuady R & Mutalib, 2018).

"Usually, audio-visual media are often used if teachers cannot bring concrete media and audio-visual media are also favoured by children because they are interesting, and strengthen the material to be delivered." G3.2.9 interview, Friday, April 28, 2023)

When concrete media cannot be presented in the classroom or does not exist in the surrounding environment, teachers use audio-visual media in the form of projector screens to watch videos together and use laptops if in the classroom. This strategy is very helpful for teachers to provide examples of learning or stories that provide messages of religious and moral values, especially to instill the values of Hindu teachings. Because it is challenging to find media with Hindu nuances, one of the teacher's strategies is inviting children to watch videos, for example, by introducing *chess* to children. The concept of teacher chess in the educational process can influence attitudes and learning outcomes, mutual respect, compassion, obedience to parents, teachers, and government, and order to God through religious teachings (Suardana, 2020).

- (5) Showing children's work is very proud; children can tell their work, and teachers can see and assess children's abilities from learning to results.

" give positive feedback, such as positive words "Excellent" "Good" Or Your work is already good, but it must be improved again to make it better" (G1.2.12 interview, Friday, April 28 2023)

"Displaychildren's work, such as on the making or hanging on the wall (G2.2.10 interview, Saturday, April 29, 2023)

"Giving ratings in the form of stars, thumbs up, applause, and praise" (G3.2.11 interview, Friday, April 28 2023)

After conducting learning activities, the teacher invites children to show their work in front of the class. The children will be asked to tell their work if there is time. It can encourage children to tell stories about their work, and teachers can provide assessments from the process to the results shown by children. Teachers can give praise, stemple, and applause that adds to children's enthusiasm to continue to work and be active. The work can convey messages because it is easy to make and encourages children to learn actively (Faridawati et al., 2019).

- (6) Assessing and evaluating learning, a strategy that has been prepared and implemented, will only be meaningful if it can measure the results of the learning activities.

" Usually, I will do different activities on competencies that the child has not achieved; the activities are differentiated from before" (G1.2.15 interview, Friday, April 28 2023)

"I usually give open-ended questions to children so that children want to answer, for example, by asking questions related to the values of Hinduism and what children have done, what was it for? For example, colouring children who are watering plants, Mrs. teacher then that includes deeds that? And so on... " (G2.2.12 interview, Saturday, April 29 2023)

"By reflecting on children's learning, if there is still time, I will plan follow-up activities for competencies that have not been achieved in children" (G3.1.14 interview, Friday, April 28 2023)

Assessment is also an essential part of the final stage of a learning implementation. The assessment results can be used as a benchmark to decide that learning objectives can be achieved. Conversely, suppose children still need to achieve the learning objectives. In that case, it will be planned to repeat by doing different learning activities but with the same learning objectives (which have yet to be achieved in children).

Conclusion

Implementing Hindu nuanced learning becomes a challenge for teachers, so to overcome this, teachers develop strategies for implementing their learning. The *first* thing teachers do is to understand Hindu nuanced learning by digging for information via the internet, attending seminars and training, and visiting PAUD Pratama Widya Pasraman, which has implemented Hindu nuanced learning, *the second* strategy, is to plan to learn, including designing learning, choosing media and materials, and choosing learning models. *Third*, Management in the Learning Process includes: reviewing learning, choosing cooperative learning models and projects, utilizing the surrounding environment (outdoor learning), utilizing audio-visual media, showing children's work, and assessing and evaluating learning. The concepts of Hindu teachings taught to children are the concept of Tri *Kaya Parisudha*, where in this concept, children are taught to be able to think well (Manacika), respect and respect parents and others (wacika), speak polite and good words (Kayika), children know that humans are equipped with *Tri Pramana* Those are the three aspects of the ability of Sabda, Bayu, Idep. Man can speak (sabda), man has the energy to live (Bayu), and man can think (video). *Dwi Premana* is a living creature with two aspects: the ability to speak (sabda) and the energy to live (Bayu), such as animals. Children know that maintaining plants is also good because plants are also equipped with one aspect of the ability to live (bayu / energy to live), namely *eka pramana*. The values of Hindu teachings that are instilled are the ability of children to maintain their behaviour and speech and obey the Master,

obey parents, obey the government and obey God or Ida Sang Hyang Widhi Wasa, which is called the *Catur Guru*.

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