

IMPLEMENTATION OF NATIONAL INSIGHTED EDUCATION POLICIES FOR EARLY CHILDREN BASED ON TRADITIONAL GAMES

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ABSTRACT

National insight education is very important to do from an early age. However, its implementation faces tough competition, namely the many game tools that come from outside. The facts on the field of children's play are many from imports such as robots, white dolls, and European-style houses. As a result, a self-concept is built that is far from Indonesian culture. Therefore, how to instill nationalism in early childhood through play activities? How do kindergarten educators teach national values through playing to children?

The implementation of PPM is intended for kindergarten teachers as the target, 40 teachers were selected. They come from a kindergarten in the Patalan Village area, Jetis, Bantul. PPM scheme with training with the aim of problem solving. The problem solving framework starts from the formulation of the problem to be solved, which is then made a plan for solving the problem, as well as the selection of techniques and the selection of participants. The implementation of the training is carried out with lectures and assignments through which it is realized in making RKH. Above all it ends with an evaluation of the effectiveness of the training. The implementation time is three days of face-to-face theory and practice, as well as one week of assignments, so that there are a total of ten days of PPM activities.

The results of the PPM activities in the form of training for Playgroup and Kindergarten teachers in the villages of Patalan, Jetis, Bantul are: first, that the national outlook and teacher patriotism in early childhood and kindergarten education are still varying so they still need to be improved. Actually the teacher has made a lot of efforts to master the national insight, but the person concerned is still unable to distinguish it from other learning. This is important so that teachers can later teach their students. Second, teachers still have difficulty incorporating national values and patriotism into learning through traditional games. So far, learning through traditional games is only recreational and does not include national values. Third, it needs to be increased more intensively and extensively through the implementation of Community Service activities (PPM) which are supported by many parties in a collaborative, synergistic and integrated manner so as to produce more optimal targets.

Kata Kunci: *Insight into nationhood, early childhood, and traditional games*