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Urban Living and Multicultural Cities in Asia: from Colonial Past to Global Future

International Conference on Psychology & Multiculturalism

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URBAN LIVING & MULTICULTURAN CITIES IN ASIA:
FROM COLONIAL PAST TO GLOBAL FUTURE

Important Note:

Scientific Committee did not edit or correct the paper accepted for proceeding. It was assume the paper's grammar, spelling error, and writing style according to APA was the author's responsibility.

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Jakarta, November 2017

Greetings From the Dean

Welcome to the first International Conference on Psychology and Multiculturalism,

In 2017, Faculty of Psychology, Atma Jaya Catholic University of Indonesia celebrates its 25th anniversary. On the 8th of June 1992, the faculty was opened with a bachelor degree program and started the academic activities with only about 70 students. Twenty five years passing by, currently we have four study programs at bachelor, master (professional and science), and doctoral level serving about 1500 students. It is a great achievement that this year we finally have a complete level of study program!

As a commemoration of our gratitude and celebration for this achievement, we are convening academicians, students, and practitioners to discuss and learn from each other in an international conference, namely “Urban Living and Multicultural Cities in Asia: From Colonial Past to Global Future”. This is our first international conference and it is a reflection of our academic themes, namely to understand and develop urban dwellers, multicultural, and disadvantaged people. It is relevant with Jakarta, where our campus is located, that the conference covers behaviors and psychological aspects of people within the history of the city, its economic and industrial growth, health, education, and information technology innovations.

Our keynote speaker and panelists are experts in their field. I hope we can learn a lot from them. For presenters and guests, welcome and thank you for joining our conference, I hope you can have wonderful discussions in this conference.

Dr. Angela Oktavia Suryani, M. Si

Dean of Faculty of Psychology, Atma Jaya Catholic University of Indonesia

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Integrating MLE Training in Pos PAUD: An Attempt to Enhance Parent-Child Quality of Interaction

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ABSTRACT

The Indonesian government has programs called Bina Keluarga Balita (BKB), Posyandu and Pos PAUD (early childhood education). BKB is used to provide knowledge of child development and the importance of children's health. Posyandu and Pos PAUD are used to facilitate health and education of children. But, these programs didn't facilitate parents to be an optimal mediator for their children. This conceptual paper consisted an idea that Mediated Learning Experience (MLE) need to be taught to parents. The Mediated Learning Experience could be integrated in Pos PAUD to attempt to enhance parent-child quality of interaction. Parents who are able to mediate their children will help their children to be more optimal in their cognitive development. Parental role in educating children in Indonesia has less emphasis on analytical aspect so it impacted the children's analytical capability. However, there is a need for the young generation to have competencies such as critical thinking, communication, collaboration, and creativity in today's globalization and rapid development era. Parents are role model which will influence the attitude and development of their children. When parents are able to be good mediators, the cognitive abilities of children will develop more optimal.

Keywords: Mediated Learning Experience, Early Childhood Education, Parents-Child interaction, Training, Government Program, Pos PAUD

Globalization is a challenge for young people in Indonesia today. The development of technology and science make the world grow faster. Our world needs individuals who can be both adaptive and responsive in their work (Falik, 2001). The world of work today is even filled with four generations at once: the generation of paper-pencils, the generation of computers, the generation of the internet, and the generation of smartphones (quoted from "Guru dan Perubahan", 2013). Older generations have individuals meeting by official travel, young ones using computers. Different work styles, different ways of thinking, parenting experience of course could be a challenge in working.

Competitive education is an issue that is often discussed and used as a benchmark in human development (quoted from "Pendidikan untuk Daya Saing", 2014). In a paper compiled by the National Education Association entitled Preparing 21st Century Students for A Global Society, it emerged that there are competencies needed for the 21st century. The competencies are critical thinking, communication, collaboration and creativity (Hernandez, 2017).

Critical thinking is used to analyze whether a solution or thing' is done is useful or not. It is also included by comparing, evaluating, creating, and applying ideas on the problems faced. Communication skill is applied to share ideas, questions, thoughts, and solutions that one has. The communication involves making their views through face-to-face presentations, as well as writing. Collaboration requires individuals to work together both directly and virtually. Cognitive ability in processing information that must be combined is required to collaborate. Thus, the ability of this collaboration also requires individuals to be able to communicate appropriately. Creativity is also needed to think and work in the digital and

non-digital world. In other words, creativity will make the individual possible to develop unique and useful solutions in the face of future challenges. Adequate cognitive abilities and capacities are required to possess those abilities (Hernandez, 2017).

A global competitive educational is an education whose quality must be same or higher than that of developed countries. Initially, competitiveness came from Darwin's concept of natural selection (quoted from "Education for Competitiveness, 2014). Likewise, with humans in the 21st century, if he cannot adapt and compete he will be removed from global competition. Graduating from a national education program should have meaning that learners should be able to scent the name of the nation. One of the individual educational indicator, which shows competitiveness is innovations made by learners.

The UNESCO report in 2012 reveals that Indonesia ranks 64 out of 120 countries in terms of educational quality. While the 2011 Education Progress Report states that Indonesia ranks 69 out of 127 countries (quoted from "Menuju Pendidikan yang ..", t.t.n.d.). In fact, the Ministry of the Republic of Indonesia has made a high-quality education design and the ability of science and technology and innovation to support the competitiveness of the nation. The most recent draft is stated in the RPJPN 2015-2025. Here it is indicated that the Education policy targets are still not fully addressing improvements in the quality of educational outcomes.

Law Number 20 Year 2003 states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, and skills. This does not forget the role of the family in educating the young generation. The rights and duties of parents in caring and educating the child are also regulated in the Marriage Act of Chapter X Number 1 of 1974. The law states that the parents must care for and educate the child. Caring for and educating in this case means playing a role in meeting the needs of the child.

Indonesia's government also build project for early children in which take many forms such as Posyandu, and pos PAUD. The services are intended to cater children from birth to age six (Jung & Hasan, 2014). Posyandu is an integrated health service and Pos PAUD will provide preschool program. This early childhood services are under the purview of Directorate General at the Ministry of Education and Culture. Each type of early childhood service is intended to a specific age of children. But in practice, the age cut-offs are hard to enforce. For example, there are children who continue in playgroups despite his age of 4 and others may enroll in primary school at the age of 6 (Jung & Hasan, 2014). This is because attending kindergarten is not mandatory and the fees of its are high. On the other side, primary school is more economic.

In 2015, the government established a Technical Guidance for the Implementation of Pos PAUD in which the goals and objectives of PAUD education are described. In practice, usually Post PAUD earmarked for families whose with low social economy down. Activity in Post PAUD is usually divided according to the stage of development of toddlers. There are for children aged 0-1 years, 2-3 years and 4-5 years. To enter the school also varied according to the stage of development of the child earlier. These services are meant to enhance parents' knowledge in childrearing process.

ButHowever, Agniya Khoiri (in "Sebagian besar anak Indonesia...", 2014) writes that Indonesian children tend to be raised with social limitations. Indonesian children are directed by their parents to focus on academic achievement so that they have limited play outside. In fact, children who play outdoors have better cognitive abilities. Physical activity performed by children will increase the attention of children so that children do not get bored in learning. It is also found to be positively correlated with confidence (Coe, Pivarnik, Womack, Reeves, Malina, 2006).

Another article mentions that there are Indonesian citizens who still act childish despite their role as parents. Santi Hartono's article ("Sudah Menikah ..", 2008) illustrated that her source never took care of his own son. Parents of the resource persons always pamper him with a household assistant until his son marries. Fardana and Tairan's (2012) research in 2012 in PAUD Rural District of Gresik concluded that the relation of parent and child at home is less oriented to the concept of learning. Parent-child relationships rely on inherited parenting. Amini (2015) in his article also mentions that parents impose cognitive development of their children to read, write, and count on the teacher. So, stimulation from parents is lacked. The various signals that appear in the article and the research above show that many parents are incompetent to prepare their children to become independent individuals to compete in the 21st century. The quality of the next generation is conceivable if this situation is not improved.

The role of parents is the main source of problems related to the competence of children in Indonesia (Vassi, Velsista, & Bakoula, 2009). When parents take care of their children, they should teach, train, and direct their children to be better prepared in the future. Retnaningtya and Paramitha (2015) studies supports the argument that parental involvement in child development affects the child's cognitive development that appears in his academic outcomes. Children whose parents want to be involved in accordance with Hornby's theory have a better performance than those who do not. Therefore, when parents actively engage in the cognitive development of their children, their children will have more optimal competencies (Chang, Park, Singh, Sung, 2009, Park, Byun, Kim, 2011 in Diadha, 2015).

Parental response in capturing children's signals contributes to the formation of behaviors, even the maladaptive behavior of children (McGinley, 2014). Parents who are involved in the development of their children must be able to recognize the potential of the child. It is also influenced by children who learn to feel secure because parents respond to the needs of the child (Ainsworth, in McGinley, 2014). Parallel with that, Feuerstein (in Tzuriel, 1999) says that the interaction between parent and child will develop the child's cognitive abilities. Children learn from mediations by their parents as they play, learn, and even eat. When there are adults who mediate in the activity the child has a sense that he is able and more understand about the meaning of activities that occur every day.

Participation of parents in child development especially when the child is still early (4-5 years) becomes important, because it is when the child is just starting the formation of character and cognitive (Mansur, in Diadha, 2015). The importance of parental participation is even one indicator that an educational institution is considered good or bad (Wortham, in Diadha, 2015). Parental involvement includes the presence of a parent in the learning process followed by the child, as well as parental participation in the education and experience of the child. When parents are able to intercede for their children in learning actually parents themselves are also increasingly familiar with children and themselves (Diadha, 2015).

In Feuerstein's theory of mediated learning experience (MLE) it is said that less cognitive functioning is the result of a lack of mediation processes (Wong, 2003). When children are not given the right stimulus, they can be less organized in planning something, lack of spatial orientation, less explorative in data searching, and less able to compare two things. In addition, children who are not getting MLE stimuli may also experience a lack of sense of the actual problem and are less able to define it, less spontaneity in attitude behavior, and less able to communicate their views comprehensively (Wong, 2003).

The child's cognitive function is actually trained when parents are able to mediate what a natural child becomes a learning. Children who are mediated continuously will further develop their cognitive abilities (Klein, 1996). The process of thinking and problem solving actually requires the cognitive function gained through experience. Cognitive learning is met when there is direct exploration of stimulus and experience or mediation of experience.

Therefore, parents themselves also need to be educated about what they can do to mediate all of their child's life experiences. If no program is able to facilitate parents in becoming mediators, Indonesian children will not be able to compete quickly with children from countries such as Singapore, Japan, Estonia, China and Finland. These countries are the top five countries based on a survey conducted by PISA in 2015.

The authors wanted to analyze how does the approach through mediation helps child's cognitive development and how does parent could contribute in the integrated education system with Pos PAUD. The writing of this scientific paper aims to build a foundation for recommendations for efforts to improve the quality of future generations in Indonesia. This paper may also help to develop a course or training method for parents in becoming mediators for children, broaden the public's awareness of the importance of parent roles in becoming a mediator for children and provide information to parents about how to be a mediator for children

Discussion

The government's vision to build Posyandu, Bina Keluarga Balita (BKB) and Pos PAUD is to improve the quality of education. The Government also stipulates that the ultimate goals of Kindergarten and Early Childhood learning include independence, spiritual intelligence, intellectual, emotional, kinesthetic and social (Government of Indonesia, 2009). However, the newly prepared material is limited to the basic task of child development. In Bina Keluarga Balita (BKB) program is given knowledge of attitude and behavior of family in parenting toddler. The form is socialization and training for families with toddlers (BKKBN, 2015).

In the Technical Guide for Implementing Post PAUD there is a section containing parental involvement. But, this is not explained in detail about how parents can be involved. Indeed, parents are equipped with knowledge about the stage of development and self-concept and the pattern of parenting that he had on BKB. However, there is no material that facilitates parents about mediated learning experience that focuses on the quality of interaction between parents and children. Though parents can learn also when he drove his child to early childhood.

Soetjiningsih in 2012, (in "Badan Penyuluhan .." 2009) said that the development of children under five needs a useful stimulation so that the potential of the child can grow. Vygotsky, a figure of educational psychology, said that the development of language and thought originated from social processes (in Jeffrey, 1995). The social environment in which a child grows will affect the content that the child is learning and way of thinking. Concepts, attention, memory and language evolve through the interaction between the child and the person who is more capable than himself. Vygotsky calls this an interpersonal interaction. When the child has developed his way of thinking, then the process of thinking then called the process of intrapersonal. Hence, parents' knowledge about the stage of child development found in BKB will be more complete if parents are also equipped with knowledge and skills to cultivate / facilitate mediated learning experience. Pos PAUD which is intended only for children can be added with education programs for parents. When children study in early childhood, then parents can all learn.

Feuerstein proposed the theory of Structural Cognitive Modifiability (SCM) and Mediated Learning Experience (MLE) based on the idea of Vygotsky. The development of mental processes of children (higher mental processes) can be seen from the way Vygotsky and Feuerstein see an interaction. In Vygotsky theory this is called instruction. However, Feuerstein called these interactions "mediation" and developed criteria for interactions that make a difference in child development (Jeffrey, 1995).

Feuerstein (1990) says that MLE is a process of interaction between a developing human being with an experienced, adult who places himself among learners with an outside stimulus source mediating experience by selecting, organizing, focusing, intensifying, and managing the experience environment in such a way resulting in appropriate learning habits. The mediator organizes and delivers the stimulus in such a way that the child benefits from the experience he gets. The development of cognitive and language of the child depends on the interaction by the human mediator around him.

Tzuriel (1999) says that the process of internalized MLE in children will be an integrated mechanism with the mechanism of change in the child. Sufficient MLE interaction will facilitate the development of cognitive functions, learning sets, mental operations, strategies and system's needs. Later, in the future the process of MLE that has been internalized will help children develop to use it independently. This is the advantage of a prior learning experience in which circulation is done in sharing contexts and modifying their cognitive systems so that they can eventually mediate themselves (self-mediated).

The advantage of the child who gets MLE is that he is able to distinguish what he needs to focus on (Jeffrey, 1995). The child or individual is also able to devote his attention to things that require his ability to follow directions, retain information and get the main idea. MLE allows children to learn sensitively when they are developing conceptual language (Feuerstein, 1990).

Interaction between parent and child, when the parent acts as a mediator, makes the child has flexibility in thinking (Sweta, 2016, Tzuriel, 1999). From research conducted in Israel, mediated learning experience is most effective in early childhood (Klein, 1996). Research by Klein and Aloni in 1993 (written in Klien, 1996) found that when parents are given a very brief explanation of MLE, her behavior will persist and her interactions with her child will change. More importantly, the children in the study showed significantly higher cognitive performance than other children whose parents were not given knowledge about MLE. Klein's research provides correlational evidence and experiments about the role of parents in applying MLE. Research Tzuriel and Weiss (in Tzuriel, 1999) were also reported to have similar results. Research uses two groups to compare. The first group is the group whose mother and child play without any standard instruction. The second group is a group of experiments given instruction to complete the game. The pre-post test results of both groups showed that the experimental group had significantly higher scores.

Parents in Indonesia according to Hundeide (1996) other research, teach children through a holistic approach. PAUD education prepared by the government also adopted the same thing. As a result, the child becomes unfamiliar to analyze (Wong, 2003). This prevents the child from being finely and optimally mediated. If parents are given education about mediated learning experience then he can be a good mediator for his son. The child's cognitive abilities will develop because parents will ask and stimulate the child to think more critically about the game he is doing for example. This cognitive ability will lead the child to have the ability and competence in accordance with those discussed in background.

This parent education solution can be integrated with Pos PAUD. When children learn together with the facilitator, parents can attend classes about mediated learning experience. Parents will be assisted in understanding methods and activities to improve child development through daily interactions. Parents will be introduced to the concept of intelligence is something that can be modified. The process of thinking, learning and resolving problems all require cognitive functioning through experience and can be observed and modified by intervention. Materials on child development, including linguistics, cognitive, social and emotional, will also be given back.

MLE, which is introduced by Feuerstein, that says that the child will actually grow quickly if it interacts with someone more competent than he is. The concept of learning MLE

is different from the concept of direct learning that is intentional. MLE will make the child has the flexibility in thinking or in other words has the capacity to obtain as much information as possible. Klein (in Sweta, 2016) says the success of this technique is determined by the quality of the dimension or criterion itself: intentionality and reciprocity, mediation of meaning, mediation of transcendence Emphasis of meaning), mediation feelings of competence, and mediation of regulation behavior (planning and organizing actions).

Intentionality and reciprocity focused on a purposeful and directed interaction. This criteria indicates that the mediator should have focused attention and clear communication to the child. Transcendence bridges the immediate encounter to broader issues of experience and future meaning. Mediator directing the “here and now” experience to the anticipated future experience. Mediation of meaning helps children to identify and confirm values or to a validation of feelings and reasons for the interaction. Mediation feeling of competences confirms abilities and skill to help children to have self reflections on their abilities. Mediation of regulation and control behavior focus on developing skills through active structuring including modifying environments to provide self-monitoring

Training for parents will be done after the identification of the needs of parents have done. Then, objectives to be achieved in training will be more appropriate. The next stage is to compile the material in order to trace and order, as well as determine the learning method that will be used. After the selection date and time match, then the training can be implemented.

The form of MLE training can be a material presentation, group discussion, review and review what has been learned. The material will be composed of theories and concepts of cognitive modifiability and MLE. In addition, parents will also be taught to identify cognitive function, create value systems and expectation goals for parents as mediators as well as develop abilities as mediators.

Parents who participate in this educational program will also be given a workbook that contains materials, resources to identify and learning activities that can be chosen by parents for their children. The workbook also contains the values that can be identified and clarified as well as evaluation of the effectiveness of the program. In this educational program, there is also a process within the group that makes parents feel some aspects of the mediation process themselves. For example: participants are asked to identify situations in which they are witnesses or incorporated in effective mediation or not. Another example is the facilitator chooses a child and describes the child's developmental function, parents are asked to link the most appropriate interventions to improve the child's performance in a particular area.

Tasks or projects for parents can be individual tasks. For example, parents are asked to identify the specific purpose of mediating children and to think about the idea of activities that can be used to achieve them in accordance with the MLE dimensions. Parents can also be asked to design an integrated lesson with what is taught in PAUD posts so that the child's cognitive abilities are truly honed.

After getting training on this MLE, parenting skills in mediation can be measured using several parameters (Falik, 2001). The universal parameters show all interpersonal interactions and are necessary to make comfortable general conditions for learning. For example, parents choose objects to the child and move them until the child focus on the object he holds. In this way, it actually applies intentionality and reciprocity because the behavior of parents to make children focus on what the parents take. This criterion can be observed only when there is a behavior that can be observed from the child to deliberate behavior. Another example is when a parent asks the child to look up to the sky and ask what color the sky of the day is. When this happens, parent is applying the mediation of meaning criteria in which the stimulus / environment is given meaning. In this case, the sky is something blue. Another universal parameter is when parents invite their children to discuss what food they eat at that time.

Here the mediation of transcendence criteria is being attempted so that children can identify any texture and other aspects of food.

Situational parameters are parameters related to specific situations that do not appear if the universal parameter does not exist. An example is when parents instruct verbally to the child to walk slowly because the floor is slippery. With this criteria mediation of meaning and regulation behavior emerged. Children understand when the road is slippery he must walk slowly. Mediation feeling of competence will arise when the child is rewarded or praised for what he does. For example, when he managed to walk slowly then the parents will say "Nice! Smart! "This type of mediation will make the child feel more confident.

Integrative parameters need to integrate the changes that occur within the function into the cognitive structure to maintain the changed behavior. When it comes to this parameter, the parent as a mediator will support changes in the child so that the potential to grow as a change exists and will be experienced. For example, when the child wants to try to read his own story book he has. Parents who are usually asked to read a book will support their child with words like "Well let's try it! You can do it! Tell me when you're done ". Thus, the child who wants to try to read himself will be motivated to read independently and tell his parents about what he read.

In conclusion, parents play a big role in Children's Cognitive Development in being a competitive individual in the future. It is parents' right and responsible to raise and educate their children according to the constitution and law. Parents' knowledge is supported by Government through Bina Keluarga Balita program, Posyandu and Pos PAUD.

One of many form of educational support that could be given is an education about *mediated learning experience*. This informal education will be given to the parents to widened their perspective that they should worry not only about their children's development but also about their children's cognitive development that makes them a decent, competitive individual in the 21st century. The ability of thinking critically, collaborating, creativity and the ability to communicate well will be optimized by training them as soon as possible.

If this program is going to be implemented, then a tool(s) for testing parents' understanding and competency in being a mediator will be needed. The tool is actually existed outside Indonesia and will need a calibration and adaptation to adjust Indonesia people's context. One of the test is dynamic assessment (basic theory from Feuerstein). The toddlers will be first checked using the tool. Then, parents will be given the before and after result of the test to show the effectiveness of the program.

The authors also see an opportunity for universities (especially the faculty of psychology) to implement this program as a social service act. Before the implementation, of course a further research about the availability of Posyandu and Pos PAUD has to be made. This could be done by organizing a team of facilitator that will go through the materials and delivers it to the parents.

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