Skills Developed by Early Childhood From Local Authority Of OME Indigenous Environment

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***Abstract*--- This study aims to describe how early childhood learning from the surrounding environment is about the local wisdom of preserving Ome indigenous land environment in South Buton district through onion cultivation.The method used is descriptive qualitative case study type. Data collection techniques are observation, interview and documentation. Data analysis techniques used are data reduction, data display and conclusion drawing. The results of this study are the onion cultivation activities as local wisdom Ome's environmental preservation of indigenous land in Lapandewa sub-district can develop early childhood skills in achieving developmental tasks mainly related to aspects of moral and religious values, physical motor and cognitive. In addition, children will also indirectly participate in the preservation of the surrounding environment.**

Keywords: Local wisdom, environmental preservation, early childhood.

I. INTRODUCTION

The provision of educational stimuli to early childhood (0-6 years) is intended to assist physical and spiritual growth and development so that children have readiness to enter further education. Children can be seen as individuals who are new to the world and need to be guided in order to know the world and its contents. Children also need to be guided so they understand various natural phenomena [1] and can perform the skills needed to live in society, such as about the environment [2].

Environmental problems have become the main issue at this time [3]. In line with the occurrence of environmental damage, people think and try to how efforts to prevent and overcome it. Even people try to maintain environmental quality so that their welfare can be guaranteed [4] . To prevent environmental problems it is necessary to preserve the environment. Environmental preservation is a process of protection or environmental management [5] to guarantee the wise use of it and ensure the continuity of its supplies while maintaining and improving the quality of its value and diversity. Efforts to preserve the environment need to be done at all levels of society including early childhood, especially through the educational process and the application of values about the importance of environmental preservation.

Considering the nature of natural phenomena remains relatively unlike in the social environment, it will be easier for children to learn. Early childhood can observe the changes that occur including the process and so on [6]. Other symptoms that can be studied are damage to the natural environment including pollution and so on [7].

Thematic learning with a scientific approach in the 2013 Early Childhood Education Curriculum is related to the process of investigating something, phenomena or symptoms to gain new knowledge or to link it with prior knowledge. The child will carry out activities: observing, asking, reasoning, and trying or creating, and presenting or communicating [8].

In this regard, facilities and infrastructure can be in accordance with the local social and cultural environment [9], utilizing the potential and resources available in the surrounding environment. Environment provides a stimulus (stimulus) to individuals and vice versa individuals respond to the environment [10]. In the process of interaction, learning takes place. For example, if children live in an agricultural environment, learning can be based on agriculture. Where the potential and resources can be in the form of fertile soil, tools/ equipment and agricultural crops. Like Lapandewa District, South Buton Regency. It is one of the sub-districts in South Buton Regency with an area of 44.54 km² and consists of 7 villages.

Lapandewa subdistrict is one of the areas in South Buton regency, where people generally earn a living as farm farmers. Topographically this area has a contour of hilly land with a rocky soil texture with a thin layer of soil humus, so that this area is overgrown with plants in the form of savanna that spread wide. This condition causes Lapandewa sub district to be a less fertile area even though the community in general still has a lot of livelihood as a farmer. The Lapandewa people plant crops with a variety of horticultural crops, especially onion plants. This plant is cultivated organically because its management does not use chemicals that are environmentally friendly. This condition greatly affects the culture of the local community.

In 2018, the number of early childhood who attend PAUD is around 87 students spread across 2 PAUD institutions in Lapandewa sub district or only about 40% of the number of early childhood in that location. Early childhood children who do not attend school on average activities spend time with their parents. So there will be many processes of transformation of habits or culture from parents to children.

Culture is a pattern of behavior, beliefs, and all the products of certain groups of people which are passed down from one generation to the next. The product comes from years of interaction between groups of people and their environment [11]. Related to this culture, in the indigenous community in Buton under local leadership , the so called Parabela has been guarding the Kaombo land area (forest cover) which is a form of saving the environment with a cultural approach as a form of local wisdom. Parabela's leadershiphas a positive effect on community attitudes in preserving the Kaombo forest area [12]. In addition, Parabela is also tasked with guarding the Ome land area(arable land) which is regulated through village community consultations. Parabela was the leader of the Kadie region, but when carrying out his duties and resolving a problem Parabela was always democratic [13]. Decision making is carried out in consultation with customary apparatuses and community leaders, so that each decision of Parabela has the power that is able to bind the community as a joint commitment because everything is communicated to the community.

The community cultivates Ome or customary land areas that can be cultivated by the community for mutual prosperity. Ome is precisely a vast savanna and steppes which is approximately 105 hectares and has a rocky and dry soil structure and no nearby springs .This condition only makes processing as an organic shallot farming area or without fertilizing and without irrigation. Despite these conditions, the productivity of shallots from this region is quite a lot and has a higher price than onions from other places.

The results of the production of shallots are known as the shallots of the Lande variety and have a characteristic that is rather long curved shape, bright red color and sharp aroma. Although planting onion seeds originates from other regions with a round shape, but the results of their production still follows the uniqueness of the Red Onion Lande. So that most of the Lapandewa people make a living as shallots farmers who have passed down to their children.

Early development and learning occur in and are influenced by various social and cultural contexts including the child's family, educational background, and society, as well as in the wider community [14]. Changes that occur in the physical environment is often followed by sociocultural changes [15]. Children in Lapandewa learn from their environment about how to cultivate wisely, democratically and creatively and maintain the Ome customary area as a preserved environment. The experience of children in the real world with their families, will make them not only learn to enjoy their time outside the home but also prepare to participate creatively, especially in environmental preservation [16]. This is a potential for local wisdom that must be maintained and developed.

Permendikbud No. 146 of 2014 stated that the right learning approach in early childhood will determine the child's success in achieving optimal development in accordance with their characteristics, interests and potential.With this optimal development, children will have the readiness to learn to enter the next level of education. Learning readiness is reflected in the attainment of attitudes, knowledge, and skills competencies in accordance with the child's development.

Learning can be defined as a permanent influence on behavior, knowledge and thinking skills acquired through experience and can take place in school or anywhere around the world of children. This requires learning media for these experiences. Use learning becomes good if it is carried out systematically and continuously. The learning activities are designed to follow the principle - the principle of learning, breadth charge/ materials, learning experiences, a place and time to learn, tools/ learning resources, learning model and method of evaluation.

Media in education can be interpreted as anything that can be manipulated, seen, heard, read, or read in an activity. Learning media is everything that is used to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage the process of learning that is intentional, purposeful and controlled [17].

Learning media can be chosen with consideration that will provide support for the content of learning materials and ease of obtaining them [18]. A form of media that is easily obtained is the surrounding environment which is a masterpiece laboratory created by Allah Subhanahuwata'ala. The environment is a natural phenomenon around us [19] where there is an interaction between biotic (living) and abiotic (non-living) factors. Environment provides stimulus (stimulus) to individuals and vice versa individuals respond to the environment. In the process of interaction, learning takes place.

One type of environment that can be used for learning activities is the natural environment is everything that is natural in nature such as geographical conditions, climate, air temperature, seasons, rainfall, flora (plants), fauna (animals), natural resources (water, forests, soil, rocks and others). These aspects of the natural environment can be learned directly by children in certain ways.

Considering the nature of natural phenomena remains relatively unlike in the social environment, it will be easier for children to learn. Early childhood can observe the changes that occur including the process and so on. Another symptom that can be learned is the damage to the natural environment including pollution and so on. Like the coastal environment where you can find a variety of plants, animals, shellfish and others.

II. METHOD

This research is a qualitative descriptive study. The aspects reviewed are early childhood activities in obtaining various skills in achieving their developmental tasks by learning from the local wisdom of preserving the Ome traditional land environment (workable area) in Lapandewa. Data collection techniques are done through observation, interviews and documentation. Data analysis techniques include data reduction, data display, and drawing conclusions.

III. RESULT AND DISCUSSION

Based on the results of the study note that some of the skills that can be achieved by children in the local wisdom of preserving the Ome traditional land environment(usable area) in Lapandewa can be seen in Table 1 below

TABLE. 1 SKILLS ACHIEVED BY CHILDREN FROM THE LOCAL WISDOM OF PRESERVING THE ENVIRONMENT OF OME CUSTOMARY LAND (WORKABLE AREA) IN LAPANDEWA.TABLE TYPE STYLES

No.	Developmental Aspects	Skills achieved
1	Religious and moral values	Maintain personal and environmental hygiene.
2	Physical motor	- Conduct coordinated body movements to practice flexibility, balance and agility. - Exploring with various forms of objects.
3	Cognitive: Think logically	Classify more objects into the same group or groups of the same type, or groups of pairs that are more than 2 variations. - Classify objects based on color, shape, size and function. - Get to know the cause and effect about the environment

No.	Developmental Aspects	Skills achieved
		- Solve simple problems in everyday life in a simple way.
4	Social emotional	- Understand the rules and discipline - Having a persistent attitude (not giving up easily) - Proud of his own work
5	Language	- Listen to the words of others - Understand several commands simultaneously
6	Art	Humming or singing while doing something

The results of this study indicate that when children participate and carry out various activities in the cultivation of shallots with family members, the child can develop various skills in order to achieve their developmental tasks. Children will listen to the words of adults, understand several commands simultaneously and begin to understand the rules and discipline in conducting joint activities. Children will also show artistic activities such as humming or singing while doing something. This shows that the child is happy. Even children will show pride in their own work when what they have done is successful.

The first stage of the onion cultivation activity in Ome's customary land is to clear the land of various disturbing plants. Children help to collect grass and rubbish and set it in a place that has been prepared and then the child begins to develop skills to maintain personal hygiene and the environment. It can also train children to take responsibility for them selves and make them more sensitive or concerned about the environment they are in.

The second stage is to make raised beds, which is when the child helps extend the rope straight to make rows as a distance for planting seedlings, then the child begins to develop skills in coordinating body movements to practice flexibility, balance and agility. Moving experiences that are accompanied by elements of exploration will motivate children to act creatively[20].

The third step is planting, the child helps plant the onion seeds in an area that has been bred and perforated with gamal tree trunks. Children will prioritize selecting seedlings that already have shoots and planting them by positioning the shoots located above the surface, and the roots are in the ground. In this case the child begins to develop skills to explore various forms of objects and classify more objects into the same group or groups of the same type, or groups of pairs that are more than 2 variations. So that children are encouraged to experience many things that happen in the world around them[21].

The fourth stage is to clean the weeds, the children clean the weeds and get rid of the leeks that begin to dry or appear symptoms of disease. Then the child begins to develop the skill to classify objects based on color, shape, size and function and to recognize cause and effect about their environment.

The fifth stage is harvesting, the child helps harvest by pulling onions from the soil and then the child starts to develop simple problem solving skills in daily life in a simple way. The ability to solve problems in children is greatly influenced by environmental factors in the form of psychological stimulations through activities carried out with children in the form of games and exercises [3].

As a child ages the ability to observe, compare, and sort and classify also develops. The skills that can be achieved by these children will be the basis for children to be able tosocialize and communicate well, work together in the family and the environment and foster confidence. The right learning approach in early childhood will determine the child's success in achieving optimal development in accordance with their characteristics, interests, and potential. When a child can achieve his developmental task, it will bring success in completing the next developmental task. With this optimal development, children will have the readiness to learn to enter the next level of education. Learning readiness is reflected in the attainment of attitudes, knowledge, and skills competencies in accordance with the child's development.

When children play, they are involved in discovering nature, the real world, which is the basis for learning in childhood [22]. The basis of learning or skills will greatly help the child as a readiness for life in the community later and related to attitudes, behaviors, or skills that should be owned by individuals according to age or development phase.

The tasks of this development as social expectations. In a sense, each cultural group expects its members to master certain important skills and obtain patterns of behavior that are agreed upon for various ages throughout a life span [23].

IV. CONCLUSION

Shallot cultivation activities as a local wisdom of preserving the environment of Ome customary land in Lapandewa sub-district can develop early childhood skills in achieving developmental tasks, especially related to aspects of moral and religious values, physical motor and cognitive.In addition, children will also indirectly participate in the preservation of the surrounding environment..

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