Analysis of the Urgency of the Application of Social and Cultural Elements in the Early Childhood Education Sector

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Abstract
Education is very important, and very helpful in the growth and development of the human brain. That’s why education should be given to humans from an early age. Because at that age, humans are still very easy to learn something. The social and cultural system becomes a form of the totality of values in society. Good social order values, behavior, and so on. The social and cultural system is also an embodiment of the community itself, so it is very important for the community in it to know, study and also instill the social and cultural values of the community where they live. However, because culture has several unspoken forms and is so numerous, it will be very difficult to remember and practice all of them for people who are adults and already have a certain mind-bearing burden. An effective way for this culture to be attached to a person’s personality is to introduce and teach it to individuals from an early age. Culture needs to be taught to children at an early age so that they do not get along and have bad habits in social relationships. However, it is unfortunate that education with social and cultural elements is not significant and still has a small portion. There are still many PAUD, Kindergarten, Play Group, and other early childhood education institutions that have not implemented it optimally. They mostly focus on how to raise children and teach them to read, write and count. Meanwhile, after the children enter Elementary School (SD), it becomes less and less difficult for them to learn materials with social and cultural elements.

Keywords: Social, Culture, Early Childhood Education

Abstrak
budaya tidak signifikan dan masih memiliki porsi yang kecil. Masih banyak PAUD, TK, Play Group, dan lembaga pendidikan anak usia dini lainnya yang belum melaksanakannya secara optimal. Mereka kebanyakan fokus pada bagaimana membesarkan anak-anak dan mengajari mereka membaca, menulis, dan berhitung. Sementara itu, setelah anak-anak memasuki Sekolah Dasar (SD), mereka semakin sulit untuk mempelajari materi-materi yang mengandung unsur sosial budaya.

**Kata kunci:** Sosial, Budaya, Pendidikan Anak Usia Dini

**Introduction**

Education is the right of every human being, both middle and upper class and lower middle class people. Education is also something that must be carried out by every human being, both formal and informal education. Since being born into the world, humans have a natural nature to learn (Aulia & Arpannudin, 2019; Agustang & Sahabuddin, 2020). When humans are babies, they learn to listen, talk, crawl, walk and run with the guidance of their parents and siblings. When they are children, they learn how to socialize and make friends from neighbors, peers, or people around them. And when they reach adulthood, humans learn about the meaning of life and learn how to survive in the world they live in today, until the end of their lives (Anwar et al., 2022; Nasip et al., 2019).

Education is very important. Education gives people the direction to develop and behave, education is also a lamp for those who have difficulty surviving in the world (ZA, 2019; Sutrisno et al., 2020). In the science of religion, education is even very obligatory because it can lead people to the pleasure of God.

Education should be given to humans from an early age. Because at that age, humans are still very easy to learn something and are still quick to get used to what is ordered and learned by them every day. Education at an early age is also highly recommended because it will help the growth and development of the human brain (Zuriah, 2020; Munifah, 2021).

In Indonesia, education in early childhood has also become compulsory. For children who are going to enter elementary school, they must first study in PAUD, for at least one year. This is due to the government's awareness that children at an early age are easier to be taught to write or read. So, the teaching and learning process in Elementary School will be faster, more effective, and will not waste time because basically the children have learned to write and read in PAUD before.

The material taught by teachers to early childhood is generally about calistung (reading, writing, counting), recognizing colors, shapes and objects, cutting and drawing, and so on (Mustikarini & Feriandi, 2020; Srilaksmi & Indrayasa, 2020). Learning is also usually packaged in an attractive manner with certain games, singing and dancing, and so on. Character education is also usually given to children in a short and simple manner, so that children can understand it. Usually, teachers will provide real-world examples, so that children can better understand what their teacher has said (Khairuddin, 2018).

Because early childhood is still easy to teach and easy to accept the values conveyed, this period is considered very suitable for instilling social and cultural values into them. So, when they reach the age of children or adolescents, they will automatically practice the social and cultural values they have learned (Muttaqin &
Wardana, 2018). And, when they grow up, they will automatically understand and love the values that exist in society (Nanggala & Suryadi, 2020; Azra, 2019).

This journal will discuss the importance of social and cultural elements in early childhood education. The material discussed is early childhood education, social science, culture, culture and society, as well as the importance of social and cultural elements in early childhood education. The author will also briefly provide an opinion on the matter.

Method

The research method is a scientific way of obtaining data for specific purposes and uses. The scientific method is a research activity based on scientific characteristics, such as rational, empirical and systematic. Rational means plausible, while empirical means the ways in which it can be captured and processed by the human senses, and systematic means that the process has certain steps that are logical.

The types of research methods can be classified based on the objectives and level of naturalness of the object to be studied. Based on the objectives, research methods can be classified into basic research, applied research, and research and development. Meanwhile, based on the level of naturalness, research methods can be grouped into experimental, survey and naturalistic research methods (Alwasilah et al., 2022).

Budiarta (2019) states that basic or pure research is research that aims to find new knowledge that was never previously known, while applied research is research that aims to solve practical life problems. Yasin (2021) states that in the field of education, research and development (research and development or R&D) is a research method used to develop or validate a particular product or products used in education or learning.

Research and development is a bridge between basic research and applied research, with basic research which aims to "discover new knowledge about fundamental phenomena" and applied research which aims to find knowledge that can be applied practically.

Research on the importance of social and cultural elements in early childhood education was carried out using qualitative research methods, with sociological and anthropological approaches. Qualitative research methods are research methods based on the philosophy of postpositivism, used to examine natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), data analysis is inductive or qualitative, and the results of the research emphasize meaning rather than generalization.

This research method was chosen because it was deemed appropriate for researching problems and answering existing questions. This research method is used in the hope that it can provide a real picture of the circumstances and facts of the object of research to the reader. The data collected through this research are primary and secondary data. Primary data obtained through observation techniques. Meanwhile, secondary data were obtained through literature study.
Result and Discussion

Early Childhood Education

Education in English is called education, which comes from Latin e and ducare. E means going out or from a little to being many and ducare which means leading, guiding, or directing. So etymologically education has the meaning of leading someone to come out of ignorance of something (Murdiana, 2021).

There are several definitions of education according to experts, including the following: a) According to Prof. Dr. Imam Bernadib, education is a conscious and systematic effort to achieve a better standard of living or progress; b) According to M. J. Langeveld, education is an effort to help children carry out their life tasks, to be independent and also morally responsible; c) According to Ngalu (2019), education is physical and spiritual guidance to form the main personality, guiding physical and spiritual skills as tangible behaviors that are beneficial to the lives of students in society; d) According to Law no. 20 of 2003, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation, and country.

Based on this definition, it can be concluded that education is an effort to develop self-potential that is owned by humans, so that humans become independent, responsible, and useful for society, the nation and the state. In general, early childhood is children under the age of six. Meanwhile, according to the government in the National Education System Law, early childhood is children with an age range of zero to six years. The essence of early childhood is a unique individual, where he has a pattern of growth and development in physical, cognitive, socio-emotional, creativity, language, and communication aspects that are specific to the stages the child is going through. Thus, early childhood is children from age zero to six who are in a period of physical and mental growth and development.

Early Childhood Education is a level of education before elementary education (elementary school and equivalent) which has the aim of fostering early childhood children. Early Childhood Education teaching staff provide basic education to stimulate children's mental and physical growth and development, so that they are ready to enter the next level of education. According to Atika (2021), Early Childhood Education is a dynamic process, in which children develop according to the provisions of their lives. Meanwhile, according to Suyadi, Early Childhood Education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude, behavior and religion), language and communication, in accordance with the uniqueness and stages of development that early childhood goes through.

Glen Dolman, a child development expert stated that the most rapid development of human brain growth is at the age of zero to seven years. This development can be maximally achieved if given appropriate stimulation to all elements of development, both in motor, intellectual development, socio-emotional, and stimulation of speech. Adequate facilities and an appropriate environment play an important role in supporting children's development and abilities.
There are two kinds of principles in early childhood education activities, namely theoretical principles and practical principles. The theoretical principles put forward by Tina Bruce have important points, including the following:
    a) Childhood is not prepared to face the life to come, but is limited to optimizing one's existing potential;
    b) All aspects of child development are equally important considerations;
    c) Learning at an early age through various activities is related to one another, so that the pattern of stimulating children's development must not be sectoral and partial, only one development;
    d) Generating children's intrinsic motivation will produce their own initiatives that are more valuable than extrinsic motivation.

Meanwhile, the practical principles in early childhood education activities are as follows:
    a) Oriented to children's needs;
    b) Learning according to child development;
    c) Develop children's multiple intelligence;
    d) Learning through play;
    e) Early childhood learning stages;
    f) Children as active learners;
    g) Children's social interactions;
    h) A conducive environment;
    i) Stimulates creativity and innovation;
    j) Develop Life Skills;
    k) Utilizing the potential of the environment;
    l) Learning in accordance with socio-cultural conditions;
    m) Holistic stimulation.

Early childhood education institutions that provide educational services for children under the age of six are known as early childhood education units. There are three early childhood education institutions that are recognized by the Indonesian people. These institutions include the following:
    a. Kindergarten (TK) or Raudhatul Athfal (RA)
       Kindergarten or RA is a form of integrated education for early childhood in the formal pathway that provides education for children aged four to six years. There are two groups in it, namely group A for ages 4 to 5 years and group B for children aged five to six years.
    b. Play Group
       Play Group is a form of early childhood education in the non-formal education pathway that organizes educational programs as well as welfare programs for children aged two to four years.
    c. Child Care Park (TPA)
       TPA is a form of early childhood education in the non-formal education pathway that organizes educational programs as well as the care and welfare of children from birth, up to the age of six. TPA is a vehicle for education and fostering children's welfare that functions as a substitute for the family for a certain period of time as long as the parents are absent or do not have sufficient time to care for their children due to work or other reasons.

Early childhood education does have special characteristics or characteristics that distinguish it from children's education at a later stage, namely Elementary School (SD). These characters or characteristics include the following:
    a) Developing all human aspects of students, which means developing intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ), multiple intelligence, and so on;
    b) Prioritizing activities that encourage children's active participation so that students experience various experiences that involve all aspects of humanity, psychological and physical, body and soul and all senses;
    c) Making play the core of the learning process, because students are children who are growing or playing and learning; and
d) Making art and physical education the main activities that are carried out happily, fun and freely.
The purpose of early childhood education is to develop children's potential, as a preparation for life and adapting to their environment. In particular, early childhood education is as follows: a) Make children believe in God and want to worship and love others; b) Making children able to cultivate body skills including gross motoric movements and fine motor movements, as well as being able to receive sensory stimuli; c) Make children able to use language, understand language, and communicate fluently; d) Make children able to think logically, critically, give reasons, solve problems, and find cause-effect relationships; e) Make children familiar with the natural environment, social environment, the role of society, and respect social and cultural diversity, and are able to develop positive self-concepts and self-control; f) Make children have sensitivity to rhythm, tone, sound, and respect creativity.

PAUD Quwwatul Azmi

PAUD Quwwatul Azmi is an Islamic religion based PAUD. Before starting lessons, PAUD teachers require their students to recite the Quran and sing cheerful songs that have a religious element. Teachers also often insert religious elements such as the majesty of God and so on every time they explain a learning material.

While the research was ongoing, PAUD Quwwatul Azmi was being affected by the COVID-19 pandemic, so teaching and learning activities were not running as usual. Teaching and learning activities were carried out alternately and used a shift system. Activities are also prioritized for students who will soon graduate and enter the next level of education, namely Elementary School (SD).

There are changes that occur in the learning and teaching process, including the learning time and the density of the material being taught. Due to the condition of COVID-19, learning hours have been reduced, which usually lasts half a day and there is a break, to just two and a half hours without any time off. PAUD A (a class for early childhood children who do not know Calistung and under the age of four) and PAUD B (a class for children who already know Calistung and are preparing to enter SD) carry out the learning and teaching process in separate places, this is done in order to avoid crowds and students and teachers can effectively implement health protocols.

Due to these circumstances, the author could not write down how and what the conditions and teaching and learning activities in PAUD were like every day in general. Even today, this situation is still ongoing. Normal teaching and learning activities as before are expected to be carried out again after the COVID-19 pandemic has subsided and does not threaten the health of PAUD students and teachers.

However, if we look at what materials are taught every day, there are no significant changes. Teaching and learning activities are still around letters, numbers, calistung, drawing, sports, and religious education and culture itself. Every Wednesday, the children will learn with the theme of their own regional culture, namely Sundanese culture and wear traditional Pangsi clothes for men and Kebaya for women. On Thursday, the children will do sports, but the movements are simple because they are limited by space. And on Friday, the children will learn about materials that have religious elements. They are also required to wear Muslim clothes or clothes every Friday.
Culture and Society

Culture and society are two inseparable things. Both have an important relationship and influence each other, so that they cannot be separated from each other. And of course, both culture and society or the social environment are two things that greatly influence human growth and development. Culture comes from the Sanskrit word Buddhayah which is the plural of the word buddhi, which means mind or reason. In English, culture is called culture. Culture comes from the Latin Colere which means cultivating or working, especially agricultural land.

Selo Soemardjan and Soelaeman Soemardi define culture as all the works, tastes and creations of society. Community work produces technology and material culture or material culture that is needed by humans to master the surrounding environment so that its strength and results can be devoted to the needs of society.

Culture is something that every society must have. The difference lies in its perfection in meeting the needs and needs of its people. A culture that has reached a higher level of technological development is called civilization. Based on the structure and level, there is a term known as super culture or culture which may be based on the specificity of the region, ethnic group, profession and so on. There is also the term sub-culture or specific cultures which do not conflict with the parent culture or super culture. If the culture turns out to be against the parent culture, the culture is called a counter culture.

Counter-culture does not always have a negative meaning. This happens because these symptoms can be used as an indication that the parent culture is considered less able to harmonize with the development needs. Aberrations and deviations are counter-culture. External culture with elements of unclear uses and benefits in society is often classified as a diversion. For this reason, in introducing a new culture, it must be clear what its benefits and uses are.

The culture of every society has large elements and small elements that are related and form a unity. The seven universal cultural elements, among others, are the tools and equipment for human life, livelihoods and the economic system, the social system, language, art, knowledge and religious systems. These seven elements are cultural elements that must exist in every society.

Melville J. Herskovits also proposed four elements of culture, namely technological tools, economic systems, family and political power. Bronislaw Malinowski also proposed some of the main elements of culture. These elements include a system of norms that allows community members to work together in controlling the natural surroundings, economic organizations, educational instruments and institutions or officers (including families), and organizations of power.

The main or great elements of a culture are called cultural universals. Meanwhile, activities within cultural universals are called cultural activities. For example, cultural universals of livelihood and economy include a wide variety of activities such as agriculture, animal husbandry, production systems and so on.

Culture has a great function for society. The needs of society are always fulfilled by the culture that comes from the community itself. If a human's abilities are limited and affect his culture, then his creation will be limited and his needs will not be maximally fulfilled. This is because all the work of the community produces technology or material culture that has uses for society. The technological elements
include productive tools, weapons, containers, food and drink, clothing and jewelry, shelter and housing, as well as means of transportation.

Community's initiative to embody social norms and values which are very important in producing order in social interactions. Work is a way and an effort to protect oneself from other forces that exist in society. To protect themselves from bad forces, humans create rules that are guidelines for humans on how to behave in social situations. Culture regulates humans in acting, acting, behaving, and dealing with other people. because each person has different habits from the others, even though they live in the same environment.

According to Ferdinand Tonnies, habit has three meanings, namely: a) Referring to an objective reality. For example, the habit of getting up in the morning, taking a nap, drinking coffee in the morning, and so on; b) Something that is used as a rule for someone. In this case, he creates the behavior for himself; and c) The manifestation of someone's willingness or desire to do something.

Someone in action always does things in an orderly manner. People around him will acknowledge and do his good habits. In fact, it is not uncommon for a person's good habits to be used as a standard or even a rule by others. The behavior or actions of each person can be regulated and compiled into norms or rules for a particular society.

At one time, the rules of society that fit their needs were called customs. These customs will differ from one society to another. customs that have legal consequences are called customary law. The law has certain consequences for people who break it. And of course, the law only applies to the local community or someone who happens to be and resides in that community. The customs that exist in society are mostly unwritten and are passed down from generation to generation to the next generation.

In addition to customs, there are rules called regulations (laws). Usually these rules are made on purpose, along with the strict sanctions they have. Regulations are strict because they bring harmony and pay attention to things that have to do with the physical and mental state of humans. Regulations are made by the state or state agencies that have the authority. Examples include the People's Consultative Assembly (MPR), the People's Representative Council (DPR), the government, and so on. Some of these regulations are written and some are not written. What is not written in Indonesia is referred to as customary law. Written rules are usually rigid. It is very difficult to change and keep up with the developments and needs of society.

In society there are patterns of behavior (patterns of behavior). These patterns of behavior are the ways in which society acts or behaves in the same or uniform manner, and these rules must be followed by all members of society. And every new individual action in that society will be asked to follow the existing patterns. These patterns are usually influenced by existing habits. The pattern of behavior and norms that are carried out and implemented by the community, especially those related to other people, is called a social organization.

There are several normative elements that are part of culture. These elements include the following: a) Valuational elements. For example, which ones are said to be good and which are said to be bad, which ones are pleasant and which are not, and which ones are appropriate and which are not as desired; b) Precriptive elements for example how a person should behave; c) Cognitive elements. For
example, the obligation to carry out traditional ceremonies for certain activities, such as weddings, births, and so on.

The rules in culture mean the rules about behavior or actions that must be done by a person in a certain situation. So, these principles are part of culture which includes cultural goals as well as good ways to achieve these goals. Cultural principles include regulations in various fields of life at large. However, for the benefit of society, these rules can be limited to four things, namely: a) Rules that are used widely in a particular group of people; b) The power that treats these rules; and c) The formal elements of these rules d. Relation to other provisions of life.

The validity of a rule depends on the strength of the rule in becoming a guide for someone to behave. It also shows how far the rules must be accepted by group members. Because, if there are only a few people who use it, it can be said that the rule is invalid.

Culture has an inherent nature. These properties include the following: a) Culture is manifested and transmitted through human behavior; b) Culture has existed before the birth of a certain generation and will not die, even though that generation has died; c) Culture is needed by humans and is manifested by their behavior; d) Culture includes rules that contain obligations, actions both accepted and rejected, and actions that are prohibited and permitted.

Society and culture are the embodiment of human behavior. Personality embodies human behavior. Personality is the background of behavior that exists in an individual. The strength of personality does not lie in a person's answer or response to a situation, but in his readiness to provide answers or responses.

Answers and actions are a person's behavior. Theodore M. Newcomb states that personality is an organization of attitudes that a person has as a background for behavior. Personality refers to the organization of a person's attitudes to act, know, think and feel, especially when he is in contact with other people or responding to a situation. Because personality, society, and culture are abstractions of individual behavior, all three have a relationship that influences each other.

Personality includes habits, attitudes, and other characteristics that are unique to a person, which develops when a person is in contact with other people. the form of individual behavior related to other individuals who influence each other is called role. The basic basics of a person's behavior are biological and psychological factors.

So, culture is something that must be owned by a society. Culture is also a characteristic of a society, so that society can be distinguished from other societies. The culture of each society is different, depending on the needs of the community itself and is also influenced by the personality of each individual in it. Technological advances and also the knowledge of the people greatly affect the culture they have.

The more knowledge a society has, the more advanced the technology will be, and the more advanced and developing the culture they have. Conversely, the less knowledge a society has, the technology will not experience significant development or progress, and culture will not develop rapidly following the changing times, as it should be. A person who is born or resides in a certain community must follow the existing culture, otherwise they will be considered deviant and will be given mutually agreed upon social sanctions. Because culture is very important and fundamental, this culture should be taught to an individual from an early age so that it is easier for him to understand and be able to get along in society well.
The Importance of Social and Cultural Elements in Early Childhood Education

The social and cultural system becomes a form of the totality of values in society. Good social order values, behavior, and so on. The social and cultural system is also an embodiment of the community itself, so it is very important for the community in it to know, study and also instill the social and cultural values of the community where they live.

Early childhood are children aged zero to six years, at that time children are still easy to absorb information and are shaped in such a way by the community and the environment. Therefore, at their age, parents have started to introduce them to various kinds of knowledge such as colors, shapes, sounds, even letters and numbers, as well as how to write and draw. This is done so that their brains are more developed and they can be skilled in certain fields from a young age and only need to improve their skills at a later date.

In this phase, children are having fun imitating what they see and making the imitation results as habits and identities. Because of this, some children who enter early childhood education institutions are often taught good things by their teachers and given a variety of knowledge and abilities that they can enjoy and emulate. This is done with the hope that the child will inculcate the good things their teacher has taught and make it part of their habit and identity.

As previously explained, culture is a very important thing in society. Each individual must follow the existing culture, so that they can socialize properly and optimally with the surrounding community. However, because culture has several unwritten forms and is so numerous, it will be very difficult to remember and practice all of them for people who are adults and already have a certain mind-bearing burden. An effective way for this culture to be attached to a person's personality is to introduce and teach it to individuals from an early age.

One of the other most important reasons, why social and cultural elements need to be taught to early childhood is so that they do not get along wrong and have bad habits in association. Nowadays, it is very easy to find children who use offensive and inappropriate language to chat with their peers, which is not a good habit. However, because they are already in their teens and begin to have stubborn personalities and it is difficult to change their habits, they continue to do this, until they are adults.

The appearance of children who do not apply courtesy and manners in front of older people is also a result of the process of imparting social and cultural values in children. These examples are sufficient reasons why social and cultural values should be assigned to early childhood.

But of course, because the target is early age children, education on social and cultural elements must also be packaged as attractive as possible. For example, by inserting it in short and easy to remember song lyrics, making it the theme in the game, and giving real examples and conveying it with an interesting and fun manner. Children must also participate, so that they understand how to act and will not easily forget the knowledge they have acquired.

This social and cultural value education is not only the responsibility of the teaching staff in certain institutions such as schools, but also the responsibility of the child's family. Although children tend to be more reticent and obey their teachers, that does not mean children don't care and are not afraid of their parents or other family members at home. Parents and other family members have their own roles
and also the authority to educate their children so that they are in accordance with the existing society.

How to provide education to children is also not only firm and makes children feel afraid and depressed, it can also be in subtle ways such as advising or fun, such as teaching while giving real examples based on experience. Because children at an early age are still developing their five senses, they will tend to enjoy listening, seeing, feeling, and telling various kinds of things. This situation can be used by parents to facilitate the process of educating their children.

Families and teachers also need to remember that children are afraid of mistakes and are shy. They will feel inferior if given a harsh warning and also embarrassed when advised in front of others. So, the best way to direct children is to inform them of the right things in a good way, which is patiently and slowly, and not to let young children be seen and humiliated by others for making mistakes. Warn them not to do the same thing in the future in a good way and not to frighten or make the child feel uncomfortable.

If all that is done, the social and cultural values will be better and maximally absorbed by the early childhood. They will also have a good impression, so it is not easy to forget what they have learned. If the cultivation of true and effective values, early childhood children can even remind their peers or others around them about the social and cultural values in society.

After carrying out research at PAUD Quwwatul Azmi, the authors found that children's personalities changed after a few days of getting education at school. Children who were shy on the first day and didn't want to hang out with their friends gradually started to socialize. They are like that because they have a strong mind, that they have to obey what their teacher says.

How to socialize, talk, speak and act are the most basic things that parents have been taught to their children, even from the time they were born. But of course, the way parents and teachers teach are very different. Teachers will be more easily accepted by their teaching because there is a special status held by the teacher in the eyes of children, namely someone who must be respected because they have a role to teach and provide knowledge to them.

PAUD Quwwatul Azmi has applied social and cultural elements to the material they will teach. Although not very significant and only one to two times a week. This can be seen from the existing subjects on Wednesdays and Fridays, namely Sundanese Culture lessons on Wednesday (Rebo Nyunda) and special religious lessons on Fridays (Islam).

As part of the Sundanese Tribe, of course children are obliged to know everything that goes into Sundanese culture such as Sundanese language, Sundanese traditional or traditional clothing, Sundanese food and so on. And of course because they are Muslims and attend PAUD which has a religious education base, they must learn about their religion from an early age. Because the rules and methods of worship in Islam are many and complex, it would be very good if they were learned and used from an early age. So that, when they grow up, they will live in line with the social and cultural conditions of the Muslim community, because they have instilled Islamic values in them.

By teaching and familiarizing these children to speak Sundanese and enforcing Islamic syari’at-syari’at, wrong associations and wrong attitudes can be avoided. A sense of love for culture itself will also be formed from an early age, so that more
and more young people will later promote and make the nation and country proud. The social and cultural conditions of the Indonesian people can be maintained very well.

However, it is unfortunate that education with social and cultural elements is not significant and still has a small portion. There are still many PAUD, Kindergarten, Play Group, and other early childhood education institutions that have not implemented it optimally. They mostly focus on how to raise children and teach them to read, write and count. Meanwhile, after the children enter Elementary School (SD), it becomes less and less difficult for them to learn materials with social and cultural elements.

Whereas education is actually carried out to shape an individual into the individual that society wants. Education is also carried out so that an individual can carry on existing cultural values so that they do not become extinct or lost to the times. Education should also be adapted to social and cultural conditions, so that education is easier for the community to learn and accept. Teaching social and cultural values to children is an obligation. Because in the future, the child will be returned to the community and live in their environment with them. Social and cultural education in children also has a real impact on the growth and psychological development of children, so that these values are very important to be taught.

**Conclusion**

Education in English is called education, which comes from Latin e and ducare. E means going out or from a little to being many and ducare which means leading, guiding, or directing. Etymologically, education has the meaning of guiding someone to come out of ignorance of something. According to the definitions put forward by experts, it can be concluded that education is an attempt to develop self-potential that is owned by humans. This effort is made so that humans become independent, responsible, and useful for society, the nation and the state.

In general, early childhood is children under the age of six. Meanwhile, according to the government in the National Education System Law, early childhood is children with an age range of zero to six years. Early Childhood Education is a level of education before elementary education (elementary school and equivalent) which has the aim of fostering early childhood children. Early Childhood Education teaching staff provide basic education to stimulate children's mental and physical growth and development, so that they are ready to enter the next level of education.

There are three early childhood education institutions that are known to the people of Indonesia, namely Kindergarten (TK) or Raudhatul Athfal (RA), Play Group (Play Group), and Child Care Park (TPA). Early childhood education does have special characteristics or characteristics that distinguish it from children's education at a later stage, namely Elementary School (SD). One of these characters or characteristics is making play the core of the learning process, because the students are children who are growing or playing and learning.

Culture and society are two inseparable things. Both have an important relationship and influence each other, so that they cannot be separated from each other. Culture comes from the Sanskrit word Buddhayah which is the plural of the word buddhi, which means mind or reason. Culture is something that every society must have. The difference lies in its perfection in meeting the needs and needs of its
people. A culture that has reached a higher level of technological development is called civilization.

References

