

# THE CONTRIBUTION OF REGIONAL CULTURAL VALUES IN FOSTERING THE PRO-SOCIAL CHARACTER OF EARLY CHILDHOOD WITH SPECIAL NEEDS IN INCLUSIVE KINDERGARTENS

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## ABSTRACT

This study aims to (1) reveal the forms of cultural values applied in learning to foster the pro-social character of early childhood children with special needs in Inclusive Kindergarten, (2) obtain information about the strategy of applying regional cultural values in inclusive class learning, (3) obtain information about the contribution of regional cultural values in fostering the pro-social character of early childhood children with special needs in Inclusive Kindergarten.

The type of research used here is *expost-facto*, research that occurs now, which is actual, using a survey approach. The subjects in this study were all educators and learners with special needs in early childhood inclusive kindergartens in the Special Region of Yogyakarta. The number of kindergartens involved was 14 schools and included public and private kindergartens. While the number of learners with special needs involved was 44 children.

The results showed that the regional cultural values taught include the results of thought, artifacts/physical, and social interactions. The application of regional cultural values is carried out through learning activities such as storytelling, traditional or religious ceremonial activities, play activities, etc. Regional cultural values have a contribution in fostering prosocial character in early learners with special needs, namely comforting character. While other characters such as consoling, sharing, cooperating, helping and caring are sometimes or rarely raised by students. The results of this study provide direction for further research on strategies that are suitable for learners with special needs in conveying regional cultural values in order to foster prosocial behavior.

Kata Kunci: *pro-social character; early childhood special needs; inclusion*