

RESEARCH ARTICLE

INNOVATION IN EARLY CHILDHOOD EDUCATION IN THE GLOBAL ERA: INTEGRATION OF CULTURAL UNDERSTANDING, PSYCHOLOGICAL INSIGHT, AND LITERATUR SKILLS

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ABSTRACT

lobalization demands innovation in early childhood education (PAUD) that focuses not only on cognitive aspects but also on the integration of cultural values, psychological insights, and literacy skills. This literature review aims to identify forms of early childhood education innovation that are relevant to the needs of the 21st century and encompass a multidisciplinary approach in their development. The results of the review indicate that PAUD education innovations include the use of interactive technology, local culture-based learning, socio-emotional approaches, and strengthening early literacy. The implications of this study emphasize the importance of collaboration between educators, psychologists, and cultural communities in building a sustainable and inclusive early childhood education framework.
Keywords: educational innovation, early childhood, psychological insight, literacy, cultural understanding

INTRODUCTION

Early childhood education is an important foundation in shaping children's character and learning abilities. In the era of globalization, education systems face the challenge of adapting curricula and learning methods to the needs of the 21st century, which demands flexibility, creativity, and cultural sensitivity (UNESCO, 2021). Children are not only required to be academically intelligent, but also to have social awareness, empathy, and cross-cultural communication skills.

In Indonesia, early childhood education innovation still faces challenges in terms of integrating technology and psychological approaches that are oriented towards holistic child development (Kemendikbudristek, 2023). Therefore, a study is needed on forms of innovation that can connect cultural, psychological, and literacy aspects in a balanced manner in learning practices.

METHOD

To follow up on the results of this study, further research on early childhood education innovation can be conducted using several relevant methodological approaches. A qualitative approach with a case study design can be used to explore in depth the innovative practices in ECE institutions that have successfully integrated cultural, psychological, and literacy aspects. Through in-depth interviews, participatory observation, and documentation analysis, researchers can gain a comprehensive understanding of the strategies and challenges of implementing these innovations.

In addition, an action research approach can also be applied to test the effectiveness of an innovative learning model, such as storytelling based on local wisdom or project-based learning that develops children's social-emotional skills. This research allows teachers and researchers to collaborate in designing, implementing, evaluating, and continuously improving learning practices. Meanwhile, a mixed methods approach can be used to

combine quantitative data on literacy achievement and child development with qualitative data on teachers' and parents' perceptions of the learning process. As for the development of educational products, a research and development (R&D) approach can be used to design interactive learning modules based on culture and literacy that are appropriate for the characteristics of early childhood.

With the application of systematic and evidence-based research methods, early childhood education innovation can be developed effectively, relevantly, and effectively in facing educational challenges in the global era.

DISCUSSION

The application of innovation in early childhood education in Indonesia can be seen from the emergence of various creative programs, such as the use of educational digital media, storytelling based on local wisdom, and simple project-based learning. Such innovations not only increase children's interest in learning but also connect them with their social and cultural environment.

In addition, research shows that education that pays attention to psychological aspects such as emotional development, self-control, and empathy has a positive impact on children's school readiness and social skills (Denham et al., 2012). Therefore, the integration of psychological insights into the ECE curriculum is an important innovation to improve the overall quality of education.

However, the challenge faced is the lack of training for PAUD teachers in mastering technology and culture-based learning strategies. The government and educational institutions need to provide capacity building programs for teachers that are oriented towards creative and evidence-based learning.

CONCLUSION

Innovation in early childhood education is a strategic step toward building a generation that is intelligent, well-rounded, and culturally aware. The integration of cultural understanding, psychological insight, and

literacy skills is key to creating an education system that is adaptable to global challenges. Through collaboration between educators, psychologists, and the community, early childhood education can become a vehicle for the holistic development of children's potential.

RECOMMENDATIONS

Based on the results of a study on innovation in early childhood education in the global era, there are several strategic recommendations that need to be considered in the development of educational practices. First, educational institutions and the government need to strengthen multidisciplinary teacher training that integrates aspects of child development psychology, local cultural values, and the use of educational technology. Teachers should not only act as instructors, but also as facilitators who are able to create a creative, inclusive learning environment that is sensitive to children's emotional needs.

Second, the development of an integrative curriculum is an important step in building a sustainable early childhood education system. The curriculum should combine learning based on local culture, strengthening early literacy, and developing social-emotional skills through activities that are relevant to the context of children's lives. Third, there needs to be cross-sector collaboration between educators, psychologists, cultural communities, and parents to create synergy in supporting children's learning process holistically.

In addition, the use of interactive technology should be wisely directed to support children's exploration and creativity, without neglecting the principles of balance and parental supervision. Finally, every form of educational innovation that is implemented needs to be accompanied by evidence-based evaluation so that its benefits can be measured objectively and sustainably. This approach will help ECE institutions tailor their programs to the developmental needs of children and the socio-cultural dynamics of the local community.

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