

# Hybridization in the labor children's school curriculum: A multiperspective study



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## ABSTRACT

If education is not managed effectively, it will remain incomplete and produce suboptimal results. Additionally, the predominant workforce in Indonesian society often leads to less-than-optimal supervision of children, resulting in workplace anxiety and discomfort due to inadequate childcare. The discrepancy between school hours and parents' working hours often leads to neglect of children's studies. Consequently, the author is deeply motivated to elucidate the research objectives, which focus on identifying the model or format of curriculum hybridization suitable for children of workers and determining the necessary preparations for implementing such a hybrid curriculum at SD Muhammadiyah Warungboto Yogyakarta. This research aims to provide insights into appropriate curriculum hybridization and the requisite preparations for its implementation. The research methodology employed is qualitative descriptive, drawing upon several references related to curriculum hybridization. The findings underscore the crucial necessity of curriculum hybridization, particularly in fostering parental comfort with the educational system by integrating play theory and children's games into the school curriculum. SD Muhammadiyah Warungboto serves as a pivotal institution for developing and strengthening a curriculum tailored to the needs of children from working families. Preparatory measures encompass infrastructure enhancements, provision of playgrounds and gaming facilities, accommodation facilities, counseling services, teacher training initiatives, and the recruitment of instructors specializing in talent and the arts. In conclusion, the research highlights the significance of curriculum hybridization for children of working parents, given the prevalent 8-hour workday norm. The integration of the national curriculum with elements of play and games is paramount. Such integration demands comprehensive preparations, not only concerning infrastructure and teacher readiness but also in tailoring the curriculum to suit the unique needs and conditions of the children.



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## 1. Introduction

Advances in knowledge and technology, resulting from human thought processes aimed at making life easier and more sustainable, have given birth to the era of globalization. Globalization creates an unstoppable flow of information and communication from various parts of the world, leading to intercultural interactions [1]. Although globalization has existed since the first trade routes were opened, it currently brings new ideas intensely and clearly within a neoliberal framework [2]. The implementation of postcolonial education often involves adopting Western education models, leading to the internationalization of education at various levels, including early childhood education (PAUD) and elementary school. The internationalization of schools, particularly kindergartens (TK) and elementary schools, has been widely implemented in Yogyakarta to create high-quality PAUD and

elementary schools. PAUD and elementary schools in Yogyakarta incorporate many theories from Piaget, Vygotsky, and Montessori in their learning practices [3].

Foreign investment and companies are entering developing countries like Indonesia, increasingly penetrating the education sector. Indonesia, with its socio-cultural, economic, linguistic, racial, and ethnic diversity, is one of the countries affected by this neoliberal wave, resulting in changes across various sectors. The impact of globalization on education includes decisions and policies regarding the knowledge and skills to be imparted, as well as the adoption of Western theories, curricula, and learning strategies [4]. Teachers are required to create child-centered learning environments by involving all class members in various activities [5], accepting diverse characteristics, and addressing children's individual needs [6], [7]. However, these practices have not yet been fully implemented due to varying levels of understanding among teachers in different regions. This issue is also faced by workers who desire their children to grow and develop in line with technological advancements. The education of workers' children often encounters several problems that can affect access, quality, and educational outcomes. One major issue is economic limitations. Labor families frequently have financial constraints that can hinder their children's access to quality education. Education-related costs, such as school fees, books, uniforms, and transportation, maybe a heavy burden for low-income families.

Lack of access to educational facilities is a significant issue in some areas, especially in rural regions or areas with high levels of poverty. Educational facilities may be limited or inadequate, and schools may be far from where workers' families live. Additionally, access to transportation may be difficult, making it challenging for children to attend school regularly. There is also a lack of educational support from the family. Some labor families may not fully understand the importance of education or lack the knowledge to provide effective support to their children. This includes a lack of guidance in subject selection, a lack of understanding of schoolwork, and insufficient motivation to prioritize education. Children from labor families may be forced to work to help meet family needs, disrupting the time and energy available for education. Harsh working conditions and long hours can hinder children's participation in extracurricular activities or independent study. Some groups of workers may face social discrimination or inequality in the education system. Factors such as gender inequality, ethnic discrimination, and social class inequality can negatively affect the educational experiences of children from labor families. Additionally, workers' families often face housing instability, particularly if they work in the informal sector or on temporary contracts. Constant relocation can impact the availability and quality of education that children can access.

Holistic and integrated remedial efforts from the government, society, and non-governmental organizations can help overcome this problem by providing financial assistance, improving educational infrastructure, and creating educational programs specifically designed to meet the needs of children from working families. Research on curriculum hybridization in China and Singapore has shown that Western ideology significantly influences formal curriculum concepts, but these ideas have not yet been fully realized in practice [8]. These two countries have adopted Western theories in their curriculum concepts, such as implementing learning practices that are culturally, contextually, and individually appropriate for children (DAP), but efforts to operationalize these concepts have not been successful. Policymakers often overlook the demands and needs of parents when adopting Western theories for their curriculum, putting early childhood education (PAUD) and elementary school (SD) teachers in difficult positions. Teachers face pressure from above to comply with the curriculum while needing to accommodate parents' demands for their children to acquire skills for further formal schooling from an early age. Indonesian culture places children under the control of adults [9], based on the belief that adults know best about children's needs [10]. Korea faces a different dilemma, as the Western ideology adopted in the curriculum clashes with local values and practices [11].

Korean cultural values explicitly view children as needing to follow the teacher with obedience, silence, competition, and hierarchical learning. This makes it difficult for teachers who want to implement a curriculum based on Western theories, which view children as having freedom and being cooperative and collective. In Indonesia, global and local discourses are negotiated in hybridized learning through social aspirations, building character, and incorporating religious values in kindergarten and elementary school [12]. The results of this research indicate that kindergartens and elementary schools are where the most extensive global discourse is found in Indonesia. These schools continue to adapt, negotiate, and sometimes reject the dominant discourse. The Indonesian government once discussed the Beyond Center and Circle Time (BCCT) learning approach, adopted from America, for implementation in PAUD and elementary schools throughout Indonesia. Teachers

at these schools can conduct learning based on children's religion and habits using the Montessori approach [13].

This school is a public institution situated within the Javanese cultural milieu of Yogyakarta. Teachers employ the Montessori approach, originating from the West, to educate children with Javanese cultural backgrounds. Researchers are interested in further exploring the hybridization process in early childhood and elementary education, as there has been limited study on the acculturation manifested through the hybridization of Western and local cultures in the school's context. They aim to investigate curriculum hybridization to understand various teacher efforts in integrating Islamic and Javanese cultures. The Warungboto Muhammadiyah Elementary School was selected for comparison to provide a perspective from a public school. This research will also examine teachers' perspectives on implementing Western theories and philosophies in a religion-based school setting within a Javanese cultural area.

## 2. Method

Some research methods that may be used in this study include (1) Case Study [14]: Researchers select parents who work as laborers at schools that have hybridized the curriculum to study in depth; (2) Participatory Observation [15]: Through participatory observation, researchers can be directly involved in school environments or educational programs that implement curriculum hybridization. This approach allows researchers to gain a deeper understanding of how the curriculum is implemented in real contexts and observe the responses and interactions of workers' children; (3) Interviews [16]: Researchers conduct interviews with various stakeholders, including students, teachers, parents, and social workers, to obtain diverse viewpoints on curriculum hybridization. Interviews help in understanding perceptions, experiences, and evaluations of the effectiveness of the adopted curriculum; (4) Document Analysis [17]: Researchers analyze official documents related to the implementation of curriculum hybridization, such as learning implementation plans, textbooks, learning materials, and school or government policies regarding the education of workers' children; (5) Surveys [18]: Surveys are conducted to collect data from a wide range of stakeholders, including students, teachers, and parents, regarding their perceptions of curriculum hybridization. Surveys assist in gaining a broader understanding of the effectiveness and acceptability of the curriculum. The use of these methods helps researchers answer research questions related to the hybridization of the curriculum for children of workers and provides a more comprehensive understanding of its impact in the educational context for these children.

## 3. Results and Discussion

In general, the concept of the hybridization model, for the child labor curriculum is summarized as follows: (1) Needs Analysis; (2) Exploration of Existing Curriculum; (3) Identification of Deficiencies; (4) Adjustment and Integration; (5) Development of Additional Materials; (6) Teacher Training; (7) Monitoring and Evaluation; and (8) Collaboration with Related Parties. Hybridization of the curriculum [19] for workers' children is an approach that combines elements from various curricula to meet their unique educational needs. This involves adapting the standard curriculum to consider the social, economic, and cultural context of child workers [20]. Conduct research to understand the special educational needs of workers' children. This may involve interviews with children of workers, their families, and other community stakeholders. Needs analysis to understand the special educational needs of workers' children is an important step in developing relevant and effective educational programs or policies. The following steps can be taken in this process: Target Population Identification, Literature Research, Interviews, and Focus Groups, Data Analysis, Identification of Challenges and Opportunities, Preparation of Recommendations, Dissemination of Results, Evaluation, and Monitoring. By following these steps, researchers can produce a comprehensive and sustainable needs analysis to support efforts to improve access to and the quality of education for workers' children. Review existing standard curricula to identify elements that can be adapted or modified to meet the needs of child workers. This review may encompass formal curricula in public schools, alternative education programs, or curricula developed by non-governmental organizations. Examining existing standard curricula to find elements adaptable to the needs of workers' children is crucial for enhancing the accessibility and relevance of education for these children.

Here are steps that can be taken in curriculum exploration: (1) Review Standard Public School Curriculum: Examine the standard curriculum used in public schools to identify components relevant to children of workers. Identify subjects or learning units that can be adapted, such as basic math skills, language, and general knowledge; (2) Explore Alternative Education Programs: Investigate alternative education programs tailored for non-formal education participants. Review curriculum structures, teaching methods, and learning materials suitable for workers' children, such as skills-based learning or vocational training; (3) Consider NGO Curricula: Explore curricula developed by non-governmental organizations focusing on educating children of workers or vulnerable populations. Evaluate adaptability to local contexts and the needs of child workers; (4) Consult Educational Experts and Social Workers: Seek input from experts and social workers experienced in working with child laborers. Discuss effective strategies and approaches for curriculum adaptation. Identify deficiencies or discrepancies in the standard curriculum that render it unsuitable for children of workers. These may include lack of relevance to their daily lives, insensitivity towards cultural diversity, or failure to address the specific challenges faced by children of workers. Recognizing and addressing deficiencies in standard curricula is essential for enhancing the relevance and effectiveness of education for this group. Adapt or integrate curriculum elements identified in the previous steps into the existing curriculum. This process may involve incorporating materials on workers' rights, daily living skills, or learning approaches tailored to their needs. Adaptation and integration are critical stages in curriculum development aimed at enriching and enhancing the existing curriculum with new elements discovered in earlier stages. The following steps outline the adjustment and integration process:

- Identify New Elements: Based on findings from earlier steps, identify new elements that can enhance the student learning experience. For instance, if evaluations indicate a need to improve daily living skills, incorporate materials on financial management, communication skills, or problem-solving into the curriculum.
- Seamless Integration: Ensure that the new material is seamlessly integrated into the existing curriculum. Choose integration points that align with existing content to maintain curriculum continuity.
- Consider Student-Centered Learning Approaches: During the adjustment and integration process, consider learning approaches that meet student needs. Approaches such as project-based learning or collaborative learning can enhance engagement and understanding.
- Provide Training for Teachers: Teachers need adequate training and support to implement curriculum changes effectively. Training should cover understanding new materials, effective teaching strategies, and methods for integrating new elements into the student learning experience.
- Ongoing Evaluation: Continuously evaluate the implementation of curriculum changes. These evaluations provide valuable insights for further adjustments and ensure that the curriculum remains relevant and effective in meeting student needs.

Develop additional materials or specialized modules addressing issues relevant to child workers, such as occupational safety and health, financial literacy, social-emotional skills, child rights and protection, and non-formal education. Developing these materials is crucial for providing pertinent and beneficial education to the children of workers. Examples of modules include: (1) Occupational Safety and Health (K3); (2) Financial Literacy; (3) Social-Emotional Skills; (4) Child Rights and Protection; (5) Non-Formal Education. Conduct training sessions for teachers or educators on approaches suited to the needs of child workers. This training should encompass understanding the challenges faced by child laborers, inclusive teaching techniques, and strategies for creating safe and supportive learning environments. Effective teacher training ensures that all children have equitable access to education. Key points to include in training sessions are understanding the Challenges Faced by Children of Workers: Teachers should grasp the economic and social challenges these children encounter, including the reasons for their work, its impact on their physical and mental well-being, and barriers they face in attending regular education.

Inclusive Teaching Techniques: Teachers should receive training in using inclusive teaching techniques to ensure that children of workers feel welcomed and supported in the learning environment. These techniques include using learning materials that are relevant and adaptable to their backgrounds and life experiences and paying special attention to individual needs and different learning styles. Strategies for Creating a Safe and Supportive Learning Environment: Teachers need

to possess the skills to establish a safe, inclusive, and supportive learning environment for the children of workers. This involves fostering a classroom atmosphere that encourages open discussion about the challenges they face, providing emotional and psychological support, and promoting collaboration and mutual support among students. **Development of Social and Emotional Skills:** Besides academic skills, it is crucial for teachers to assist children of laborers in developing social and emotional skills essential for success in education and daily life. This may include teaching communication skills, problem-solving, emotion management, and teamwork. **Collaboration with Other Stakeholders:** Teachers should also be trained to collaborate with various stakeholders, including parents, families, local communities, and non-governmental organizations, to support children of workers in their educational journey. Such collaboration can facilitate access to additional resources, social support, and alternative educational opportunities. Through comprehensive and ongoing training, teachers can effectively contribute to improving access to and the quality of education for children of workers, helping them achieve their full potential in life. It is essential to conduct continuous monitoring and evaluation of the implementation of this hybrid curriculum to ensure that the educational objectives for workers' children are achieved. This involves gathering feedback from students, parents, and educators, and making necessary adjustments. Monitoring and evaluation are crucial steps in maintaining the quality of hybrid curriculum implementation, particularly in the context of special education for children of workers. The following steps outline the monitoring and evaluation process:

- **Collect Feedback:** Engage students, parents, and educators in providing feedback on their experiences with the hybrid curriculum. This feedback can be gathered through surveys, interviews, or group discussions.
- **Data Analysis:** Collect and analyze data related to student performance, attendance rates, levels of parental involvement, and educators' responses to the hybrid curriculum.
- **Curriculum Review:** Conduct periodic reviews of the curriculum to ensure its ongoing relevance and appropriateness for the special educational needs and goals of children of workers.
- **Adjustments and Improvements:** Address any issues or areas for improvement identified during curriculum implementation by adjusting teaching strategies, incorporating additional resources, or enhancing educator training.
- **Involvement Monitoring:** Monitor the engagement levels of students, parents, and educators in the learning process to ensure active participation and adequate support.
- **Evaluation of Outcomes:** Evaluate student progress against specific educational goals for children of workers using assessments such as exams, assignments, projects, or other relevant measures.
- **Open Communication:** Maintain transparent communication among stakeholders, including students, parents, educators, and administrative staff, providing regular updates on the implementation progress of the hybrid curriculum.
- **Training and Professional Development:** Provide educators with the necessary training and support to effectively implement the hybrid curriculum. This may include training in technology use, inclusive teaching strategies, and a deep understanding of special educational needs.

These revisions maintain clarity and align with the conventions of scientific writing while improving readability and adherence to grammatical standards.

#### 4. Conclusion

Curriculum hybridization, which involves integrating elements from multiple curricula, holds significant potential for children from working-class backgrounds, who often encounter unique challenges in accessing and receiving quality education. The following summarizes the importance of curriculum hybridization for workers' children: (1) **Relevance and Contextualization:** Hybrid curricula can be tailored to include content that is more pertinent to the daily lives of workers' children. This may encompass practical skills related to their parents' occupations or social issues relevant to their community; (2) **Flexibility and Versatile Skills:** By blending elements from diverse curricula, workers' children can acquire a broader range of adaptable skills. These skills can equip them to navigate

economic uncertainties and confront various challenges they may encounter in the future; (3) Parent and Community Engagement: Involving parents and members of the working community in the curriculum design process enhances its relevance and effectiveness. Parents offer insights into their expectations and needs, while the community provides additional resources and support; (4) Empowerment and Self-Reliance: A hybrid curriculum that integrates traditional methods with innovative elements fosters independence and empowerment among children of working-class families. It emphasizes skills such as problem-solving, critical thinking, and collaboration, crucial for overcoming life's obstacles; (5) Self-Identity Development: Curriculum hybridization can aid children of workers in understanding and developing their identity. Including materials that reflect their cultural heritage, values, and life experiences helps strengthen their sense of pride and appreciation for their identity; (6) Accessibility and Equity: Designing a curriculum that integrates diverse learning approaches promotes greater accessibility and inclusivity in education for children from working-class backgrounds. This approach contributes to reducing disparities in educational access and advancing equality of opportunity. By adopting a hybrid curriculum approach, education can become more relevant, inclusive, and enriching for children from working-class families, thereby paving the way for brighter and more empowered futures.

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