

PERFORMING EVENT AS A PRODUCT OF CULTURAL AWARENESS IN EARLY LEARNING CENTRE (SINGAPORE PIAGET ACADEMY, SOLO BARU)

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Abstract

The international field is continually developing a new phase in the human era, particularly in tourism. However, there has been restricted discussion regarding the connection between tourism and educational platforms. This research showed that international geo tourism impacts the educational field by exploring performing event as a product of cultural awareness in Early Learning Centre, specifically Singapore Piaget Academy, Solo Baru. The study aims to identify indicators of cultural awareness, analyse how performing event obliged as a product, and reveal why this event foster Cultural Awareness in Early Learning Centre program. Utilising Lev Vygotsky's social constructivism and Hose's cultural tourism theory as a framework. This research employs a qualitative descriptive. Primary data was collected through observations, documentations, and social media monitoring, while secondary data conducts previous studies, books, and international journals, providing a comprehensive view of the topic. The findings indicate that cultural awareness foster children in Early Learning Centre to have collaboration and cooperation between teachers and students. It shows that performing event being an educational tool for cultural exchange, appreciate diversity, fostering empathy, and respect among society, especially in school. Through cultural awareness, students realize roughly of their environments and allowed them more aware about their own culture. Moreover, the study highlights the potential for integrating cultural experiences into curriculum, enhancing appreciation for the richness of global cultures in Early Learning Centre. By establishing a connection between geo-tourism and education, this study contributes to a deeper considerate of the advantages of geo-tourism in fostering cultural aptitude among young learners in Early Learning Centre. The implication of this research extends beyond the classroom, suggesting that educators and ministry should prioritize cultural awareness initiative start in early education. This research ultimately advocates for a more integrated approach, encouraging collaboration between tourism and education sectors to cultivate globally aware citizens from a young age.

Keywords: Cultural awareness, early learning centre, geo tourism

A. INTRODUCTION

Background of The Study

In recent years, the prompt progression of technology has significantly influenced various sectors, including tourism. As technological innovations evolve, geo-tourism has emerged as a vital component of this growth, encouraging countries to enhance their capabilities to attract tourists interested in geological and cultural experiences.

According to Hose's theory of international geo-tourism (Ólafsdóttir & Tverijonaite, 2018) it is crucial to deliver interpretive services that develop tourists' understanding of geological and geomorphological features beyond simple aesthetic appreciation. Especially, geo-tourism encompasses more than just geological aspects, but it includes various cultural, historical, and environmental dimensions.

Education plays a crucial role in the development of international geo-tourism. Programs that focus on intercultural education, as noticed by Savicki (2008), help students understand their relationship with the environment and the implication of cultural tradition. UNESCO's Global Geopark Networks (2010) highlighted the importance of integrating geological tradition with education and sustainable development, encouraging for a holistic approach to protection and promoting these sites.

According to Jungsuwadee, Iwuchukwu & Patel (2020) visual and performing arts could be employed as a student-centered approach in the learning program to expose students to cultural differences. Meanwhile, Williams (2021) the classroom activity cultivated the cultural awareness as the privilege of education to support, help, and mould the children. However, Wee, S. J., Son, M., Ly-Hoang, K., and Zambrano, L. (2023) stated on how in the early education, children more aware about cultural among their relativeness based on the habit of their daily with the supporting teacher who used pedagogical and methodological utility. Tatham (2023) mentioned that the 'super-diversity' spread around children which embraced their complexity in nature as the teachers did, support to dealing with the challenge.

Furthermore, Ji, Wang, and Wu (2023) noticed that virtual cultural heritage tourism provided a social education effect comparable to the genuine cultural tradition in tourism, and it expanded engagement theory in the virtual domain, therefore it is encouraging on its implementation. Correia, Aguiar and Amaro (2023) society rapidly recognizes that children have the right to participate in decisions that affected them. Abdallah and Alkaabi (2023) mentioned, this path focused on the important ideas and contributions from variety fields including sociology, education, child development, and social policy Teachers played vital interpersonal role in promoting students' understanding of cultural awareness which is essential to effectively address global issues.

Despite the apparent connections between education and geo-tourism, the educational sector's impact on geo-tourism development remains underexplored. This gap is remarkable, especially as several international schools around the world engage in initiatives that promotes cultural awareness as part in geo-tourism. One of the institutions is the Singapore Piaget Academy in Solo Baru, Central Java, Indonesia, which emphasizes cultural awareness as a cornerstone of its curriculum and its contribution to geo-tourism in education, especially Early Learning Centre.

Given this context, the researcher aims to identify indicators of cultural awareness, analyse how performing event obliged as a product, and reveal why this event foster Cultural Awareness in Early Learning Centre program.

Research Problems

This research focuses on the impact of education on geo-tourism, with particular attention to cultural awareness at Early Learning Centre, Singapore Piaget Academy. The limitations of this research include the following questions:

1. What indicators of cultural awareness can be identified in performing event in Early Learning Centre, Singapore Piaget Academy?
2. How do performing event in Early Learning Centre, Singapore Piaget Academy obliged as a product of cultural awareness?
3. In what ways do performing event contribute children's appreciation of cultural diversity within the context of geo-tourism?

Purposes

In conduct to answer the limitation of the research problems, this research has several purposes, there are:

1. To identify the indicators of cultural awareness in performing event in Early Learning Centre, Singapore Piaget Academy.
2. To analyse on how performing event in Early Learning Centre, Singapore Piaget Academy as a product of cultural awareness.
3. To reveal performing event contribute children's appreciation of cultural diversity within the context of geo-tourism.

B. RESEARCH METHOD

Research Approach

This study employed qualitative research. According to Bogdan and Biklen (1998, p.2) qualitative research employed broad term encompassing various research strategies that have common features. Qualitative research in education manifests in various forms and carried out in diverse setting. Guba (1978); Wolf (1979) stated that qualitative research-in education-often termed naturalistic because researchers immerse themselves in the environments where the events of interest naturally occur. Data is collected through individual engaging in their natural behaviour such as conversing, visiting, observing, etc (p.3). The qualitative research technique views everything as possible hint to gain a deeper knowledge of the subject matter (p.6). Description is effective for data collection when all details are examined (p.6).

Subject of the Study

This research investigates on how performance events might be used to increase cultural awareness in early learning centres. It examines the usefulness of such event in educating young children about various cultural customs and history, as well as their significance in creating an inclusive learning environment.

Research Procedure

The qualitative research will look into how performance events enhance cultural awareness in early learning centres.

The following information will be collected:

- Observation: this research examines on how teachers and children collaborated in the event of cultural awareness.
- Documentation: this research gets the relevant materials including flyers, programs, and children's creativity.
- Social media monitoring: monitoring social media post of the event involvement and reactions.

The data analysed using thematic analysis as qualitative approach had been mentioned in this research, to find significant themes related to cultural awareness. Meanwhile, social constructivism by Lev Vygotsky and cultural tourism of geo-tourism by Thomas Hose used as the framework to supporting analysing the data.

Use of Materials and Instruments

To enable the gathering of data in this research, a variety of materials and devices will be utilised, including the following:

- Observation checklist: create checklist focus on specific aspects of cultural events, such as student engagement and activity types.
- Documentation: standardized form will be developed to collect documentation including program details, flyers, and the previous program's result.
- Social media analysis tool: a monitoring tool will capture event-related social media posts, including comments and replies to measure community engagement.

Data Collection and Analysis Technique

This research utilizes primary data and secondary data sources.

a. Primary data

The primary data conducts observations, documentations, and social media monitoring. The researcher observed through online method such as accessing the website as Singapore Piaget Academy done with the performing event, also observing the preparation for the next upcoming event. The documentations taken from website as the social media monitoring did which as the sources of the product in performing event.

b. Secondary data

The secondary data in the research used literature review as the previous studies, books and international journal which related to cultural awareness, international geo-tourism, and education. The sources reviewed to contextualize findings and gaps in forming research.

The researcher used qualitative data which analysed thematically. In the context of performing event, the researcher focused on identifying pattern and theme of cultural awareness. The primary data used to line acquaintances between educational practices and cultural tourism.

C. FINDINGS AND DISCUSSION

Theoretical Framework

- Social Constructivism

The social constructivism theory famous as Vygotsky deliberate about what and how social constructivism is. Social constructivism according to Vygotsky in Richardson (2023) social constructivism for children was consideration to the student background in increasing understanding in a certain object through group dialogue, conversation's direct instruction, textual reference, online study, or some other ways. It expert to generate opportunities for pupils to determine, challenge, change, or contribute to their existing views and understanding (Mishra, 2023). The implication of Vygotsky's (Santrock, 2011:375) social constructivism is to create opportunities for children to learn through social interactions with others, in order to construct knowledge and understanding (Mishra, 2023). The renowned program (Santrock, 2011:375) fosters a community of learner (FCL) that stimulates thought and

conversation by using adult as role models, children teaching children, and online computer consultation.

However, children are learning culture through social interaction. Vygotsky (1978) demonstrate that children can and do learn from those around them, with the competence of a culturally more competent person serving as the driving force behind development (Ghazali et al., 2024). According to Vygotsky (King et al., 2009) social constructivism discovered that social relates with classmates, teachers, and families promote learning and cognitive development (Khushk et al., 2022). Spector (2001) children's view of reality develops as they update their mental processes to reflect new knowledge and experience (Khushk et al., 2022).

- Cultural Tourism Theory

Moreover, in exploring cultural experiences able to enhance appreciation for diversity and contribute to international geo-tourism. Based on Kavacic and Peljhan (2010) geo-tourism provision, defined as geology-focused tourism with a particular emphasis on rural communities and geoparks that grown significantly since the turn of the century, particularly with the creation of geoparks. Hose (1995) mentioned that the original aim of geo-tourism, as it was conceived in the United Kingdom, was to promote and finance the conservation of geological sites and landscapes. It aimed for the resulting of geo-tourism to open and persevere access to geological and orographic rock types by developing sustainable tourism products and services, from booklet and guided walks to major new construction project such as visitor centres (Hose, Marković, Komac & Zorn, 2011)

The theory of cultural tourism is one of several point in international geo-tourism as Thomas Hose deliberated about. According to Newson and Dowling (2010) cultural tourism as part of geo-tourism appear due to society that geological material function and cultural related. Geo-tourism was sustainable tourism with a primary focus on experiencing the earth's geological characteristics in a way that promotes environmental and cultural awareness, appreciation, and conservation while also benefiting the local community. Hose (2012, p.11) stated that cultural heritage is important only in relation to geological sites (Rosendahl & Gonçalves, 2019).

Findings

The finding of this research, emphasis the vital significance of cultural exchange, appreciate diversity, fostering empathy, and respect among society, as deliberated:

1) Cultural exchange

Cultural awareness makes the children understand about different background. Fostering the cultural awareness in Early Learning Centre, Singapore Piaget Academy, students were performing event and festival which held once in a year, the school provides to held the event at the Pakuwon Mall, Solo Baru as a product of geo-tourism in education. The upcoming event will be held on 7 December 2024.



Figure 1. Flyer of ELC's Cultural Awareness
Source: spasolo.sch.id, 2023

Figure 1 shows that the latest performing event in Early Learning Centre, Singapore Piaget Academy which was held on 2-3 December 2023. The theme on this event was 'Unity in Diversity: Celebrating Global Culture' which the event was collaborating with SPAXperience 2023 and the other festival also. The cultural performance was performing fashion parades, dances and dramas, displaying costumes and stories from selected countries.



Figure 2. Flyer of ELC's Cultural Awareness
Source: spasolo.sch.id, 2022

Figure 2 shows the performing event in Early Learning Centre, Singapore Piaget Academy which was held on 25 November 2022. The theme on the event was 'One Love, One World'. Not as the previous event's flyer, the 2022's flyer mentioned the country of each level in Early Learning Centre programs, such as PG Prep got the country of Australia, PG 1 got the country of Europe, PG 2 A got the country of South America, PG 2 B got the country of Asia, K1 got the country of

Africa, and K2 got the country of North America. The festival was about performance on the stage presenting each country.



Figure 3. Flyer of ELC's Cultural Awareness

Source: spasolo.sch.id, 2021

Figure 3 shows the performing event in Early Learning Centre, Singapore Piaget Academy which was held on 26 November 2021. The theme on this event was 'The Magnificent South East Asia'. Such as the 2022's flyer, on this 2021's flyer also mentioned each of the level of ELC's program as PG 1 got the country of Philippines, PG 2 got the country of Vietnam, K1 got the country of Thailand, and K2 got the country of Malaysia. The performing event was about dancing, singing, arts and crafts.

2) Appreciate diversity

The diversity which appears among children makes them realize that they need to understand and appreciate their peers. By the appreciation among each other, children will get easy to help themselves appreciate their own culture. The appreciation in the diversity encourages children to have sensitivity about other culture. Such, in the cultural awareness event, teacher introduce in the classroom on *what we need to having* and *how do we do* to cultural awareness.

Children who already noticed that a lot of culture to be appreciate simplicity understand that the essence of cultural is diversity. As the children saw between him or herself through their peers having different appearance due to their culture and background.

3) Fostering empathy

Teacher who already introduced about the cultural awareness with several cultural aspects such as music, costume, flag, national language with interactive activity encourages the children on their empathy. Children automatically having their excitement to volunteer in the part of cultural awareness event.

The empathy which showed by children, make them understand that another part of appreciating diversity, they know how to being empathy to make

another culture to be known. Children would like to ask a lot of question to their peers about the culture that they had just learned about. They were starting to curious and that moment, the empathy already fostered.

4) Respect among society

Children who got the illustration about another culture notice that appreciate and empathy are important for them. This moment, make children think on their existence and the environment as society that they know. They started ask the question about another culture to their teachers.

The curiosity after they understand about difference culture that they need to appreciate and having empathy, implicitly make they respect about the society around them. Such the several questions that addressed to their teacher on *where you come from* made, they respect about society's culture.

Discussion

Cultural awareness build children sensitivity around school environment, as Early Learning Centre in the international school with different background and culture. Children who taught about the awareness of cultural since in Early Learning Centre having deep understanding in cultural exchange, appreciate diversity, fostering empathy, and respect among society. Teachers who could encourage children with the awareness of cultural engage their collaboration and cooperation in performing event as a product of cultural awareness in Early Learning Centre.

Performing event just a part of implementing cultural awareness in Early Learning Centre at Singapore Piaget Academy. In the purpose of learning, cultural awareness is the essence on how children gain their understanding among their peers who in the same classroom with different background of culture, language, and appearance. Children realized that difference background foster their sensitivity in international field, and more respect with their own culture.

CONCLUSION

Cultural awareness is rarely discussed in education especially in Early Learning Education. However, cultural awareness fostering on how geo-tourism will be expand in education field. The geo-tourism in educational field still rarely being discussed due to several issues which make the research has less information.

Furthermore, just several educational platforms which already apply on how importance international geo-tourism in educational field is. Such as in Early Learning Centre at Singapore Piaget Academy who implementing performing event as part of cultural awareness in their curriculum. Cultural awareness built the collaboration and cooperation between children and teachers. Children, moreover, gain their cultural exchange, appreciate diversity, fostering empathy, and respect among society.

In the future, the researcher hopes that there will be many resources in international geo-tourism that discussed on education and pedagogy field. This research will add and enrich the previous information about international geo-tourism which using Vygotsky's social constructivism and Hose's cultural tourism theory.

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