

IMPROVING THE LANGUAGE SKILLS OF EARLY CHILDREN WITH THE AMPAR-AMPAR PISANG SONG IN SAMARINDA KINDERGARTEN

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Abstract: Developing early childhood language skills with songs that children like can stimulate children's language skills, especially regional songs which are a cultural heritage that must be protected. This research examines using traditional songs *Ampar-Ampar Pisang* to improve children's learning process and language skills. Classroom Action Method with two cycles, which includes the steps of observation, planning, action implementation, observation, and reflection. The subjects in this research were teachers and children aged 4-5 years who were in group A of Tunas Rimba Samarinda Kindergarten. Analysis of data from observations of children's learning activities in cycle I obtained a percentage of achievement of 63% and had not yet met the minimum achievement of at least 75%, based on reflection, improvements were made in cycle II to obtain a score of 87%. Learning outcomes show improvement. Before corrective action was obtained only 25% of the 16 students. The results of this research confirm that traditional songs *Ampar-Ampar Pisang* have the potential to be a learning medium that is not only fun but also effective in improving children's language skills to be more interactive and maintaining cultural values at the Tunas Rimba Kindergarten in Samarinda.

Keywords: language learning; traditional songs; ampar-ampar pisang; kindergarten; classroom action method.

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INTRODUCTION

Education has a vital role in the progress of a nation. With quality education, the nation can create superior human resources. Republic of Indonesia Law no. 20 of 2003 concerning the National Education System divides educational pathways into formal, non-formal and informal. Non-formal education, such as early childhood education (PAUD), is important for forming children's character, intellect and ways of communicating from an early age. Minister of Education and Culture Regulation No. 8

of 2014 explains that PAUD is a development effort for children aged 0-6 years to prepare them physically and spiritually for further education.

Language skills are an inseparable component of early childhood education to improve language skills in young children. According to Vygotsky, quoted by Aisyah (2007), language has a central role in the learning process and develops along with cognitive abilities. Language becomes a tool for organizing individual thoughts, representing the world, and as a symbolic system for communication as well as a cultural tool. The play and singing approach, especially in the context of early childhood education, is one of the learning methods that supports the development of language skills. In line with this, Jamalus' opinion quoted in Fauziddin (2014) states that singing is an activity in which a person makes sounds rhythmically and regularly, either with or without musical accompaniment.

According to Bromley (1992), as quoted by Nurbiana Dhieni (2005), language is defined as an orderly series of symbols to communicate various ideas and information, which consists of visual and verbal symbols. Visual symbols can be seen, written, and read, while verbal symbols can be spoken and heard. This concept is in line with the use of the singing method in language development in early childhood, which emphasizes the sequence of development from listening, and speaking, to the stages of reading and writing. In connection with symbolic meaning, language is also used in spoken, written, or signed form. Chomsky (1968) as quoted by Anni Krisnawati (2019) believes that a child's speed in speaking or a child's first words is one of the wonders of nature. According to Carol, Seefeldt & Barbara A, children aged 4 years should have a vocabulary of 4000-6000 words and be able to speak 5-6 words, at the age of 5 years old children can increase their vocabulary to 5000-8000 words with sentences. which is increasingly complex (Fitriah, 2017).

Learning activities for early childhood singing is an activity that must be included in every activity in the classroom and outside the classroom. Singing with regional songs is part of the art of music. Songs are a reliable means of helping children's personal development. The benefits of regional songs include building children's self-confidence because they are very close to children's everyday language and the language that children hear most often from the people around them (Ilmi et al., 2021). Singing regional songs is a fun activity for children. So imitating and singing along to regional songs, it can give people confidence that they are good at singing (Ardhyantama, V., & Apriyanti, C., 2021).

Applying the singing method to early childhood is one of the preferred daily learning strategies, making it easier for children to understand the material without feeling bored. For this reason, the singing method has become a tradition in the PAUD curriculum (Tyasrinestu, F, 2019). Learning by singing seems to be an activity that must be done every day. Meanwhile, language needs to be trained from an early age because language is the main tool needed to communicate and socialize with other people. However, in reality, language development in the Tunas Rimba Kindergarten in Samarinda is still very low. From the results of initial observations conducted by researchers (interview with Mrs. Atik, S. Pd on Monday, February 26 2024), children's language skills are still low. This was known during pre-observation that there were still children who were still passive in communication activities and lacked trust. themselves in expressing their ideas, namely that there are 25% of children who are developing according to expectations

(BSH), there are 44% of children who are starting to develop (MB), and there are 31% of children who are not yet developing (BB).

There are many ways to stimulate or stimulate early childhood language development, but the author researched the use of singing regional songs *Ampar-Ampar Pisang* to stimulate early childhood language development. Singing folk songs *Ampar-Ampar Pisang* aims so that the culture that is the value of the nation can be inherited and owned by the younger generation so that it is not out of date and always relevant and significant to the demands of life, among the many cultures that are inherited is language because language is a very important tool to communicate (Rosilawati, R., & Sutrisna, D, 2021).

The song "Ampar-Ampar Pisang" is a very popular regional song from South Kalimantan and was composed by Hamiedan AC1. This song describes the daily life of the Banjar people, especially the process of processing bananas into a typical food. The lyrics are simple but full of meaning, often sung by children, and are part of traditional games. The song "Ampar-Ampar Pisang" is not only a cultural heritage but also plays a role in developing children's language and communication skills, especially for those who grow up in the Banjar tribe environment. Through these songs, children learn about rhythm, vocabulary, and expressions in the Banjar language, which are important aspects in the development of their language and cultural identity.

Many Banjar people live in the Samarinda city area, East Kalimantan province, so most of the daily language used in interactions is Banjar language. The Banjar tribe is one of the indigenous ethnic groups native to Kalimantan in Indonesia whose various cultural elements are officially recognized by the government of the Republic of Indonesia and are considered an important component of the national cultural heritage. Introducing regional languages to children from an early age, namely; Regional languages are part of local wisdom and the language inherited from ancestors, tribes that exist in various parts of the archipelago, and children's first language for communicating in the environment closest to the child's world (Munawaroh, 2022).

In line with the East Kalimantan regional government regulations which regulate local wisdom and culture contained in Provincial Regional Regulation Number 10 of 2022. This regulation is entitled "East Kalimantan Provincial Regulation Number 10 of 2022 concerning the Advancement of Culture" and was stipulated and promulgated on December 29, 2022. Regulated in CHAPTER II Objects for the Advancement of Culture, article 5 explains that Objects for the Advancement of Culture include; oral tradition, art, and language. In CHAPTER II, the next explanation is from article 6, making Culture a source of character development values, ethics, morals, and manners, as well as good manners in behavior, work, a source of prosperity, and the way of life of society.

Previous studies, such as research conducted by Elsa, D. R. with the title "Effectiveness of Using Singing Methods in Improving Early Childhood Language Skills in Nurul Huda Kindergarten," are important references for researchers. This research highlights the influence of the singing method on young children's language skills. Although this research has a similar focus to the research currently being carried out by the author, namely exploring the use of singing methods to develop language skills in early childhood, the emphasis is on the language with regional songs used by children, from the use of regional songs. *Ampar-Ampar Pisang* This is the main difference from previous research. Other similar previous research was also conducted by Nelly, Rizky,

et al with the title "Effectiveness of the Singing Method on the Listening Ability of Group A Children at Bungong Seuluepok Kindergarten, Banda Aceh". This research examines the effectiveness of the singing method on children's listening abilities. "Even though this research has similarities, the focus of the research is different, namely the use of traditional songs. "*Ampar-Ampar Pisang*" to improve language skills in early childhood in Samarinda.

Based on the background of the problem that has been explained above, researchers are interested in researching "Improving Early Childhood Language Skills through the Ampar-Ampar Pisang Song in Samarinda Kindergarten". It is hoped that this research will provide benefits to educational institutions, educators, and parents in providing appropriate learning for children's language skills in a fun way.

METHOD

The type of research used in this research is Classroom Action Research (PTK). Arikunto (2010) states that classroom action research is research carried out by teachers in the classroom or at the school where they teach with an emphasis on perfecting or improving learning processes and practices. This research was carried out at Tunas Rimba Kindergarten Samarinda, Jalan Cendana Samarinda. This research was carried out in the second semester of the 2023/2024 academic year, to be precise in April 2024. The subjects in this research were the teacher of group A Kindergarten Tunas Rimba Samarinda (Mrs. Ifah, S. Pd), and the students of group A Kindergarten. Tunas Rimba Samarinda has 16 children, consisting of 10 boys and 6 girls.

The factors researched and observed in this research are children's activities in the process of learning activities in class, and efforts to improve children's language skills with regional songs. *Ampar-Ampar Pisang*, and children's learning outcomes, observing the increase in children's learning outcomes in the field of language with regional songs *Ampar-Ampar Pisang* in group A children at Tunas Rimba Kindergarten, Samarinda. Data collection in this research was carried out through observation, documentation, and interviews. Observation is a technique that teachers can use to obtain various information or data regarding children's development and problems. Through observation, teachers can find out the developments that occur in children over a certain period. Observations were carried out by group A teachers as observers using observation sheets. This observation sheet is used to see the learning process carried out by the teacher when singing regional songs *Ampar-Ampar Pisang*. Documentation is the collection of data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, notes, agendas, and so on (Arikunto, 2010).

This documentation is in the form of photos of teachers/researchers during the research process as evidence of activities in the field. Interviews are a data collection technique used by teachers to obtain information about children's development and problems through direct conversations, both with children and parents.

Data analysis is a method used to determine the use of the *Ampar-Ampar Pisang* regional song in learning activities. Data management in this research is adapted to the assessment technique at the Tunas Rimba Kindergarten in Samarinda, namely by using the following marks: Not Developing (BB)= *, Starting to Develop (MB)=**, Developing

According to Expectations=***, Developing Very Good=**** (Ministry of National Education, 2004).

Table 1. Categories of Children's Language Success

Perseveration	Category	Symbol
95% - 100%	BSB	****
85% - 94%	BS	***
75% - 84%	MB	**
>70%	BB	*

In terms of outcome indicators, actions are said to be successful if at least 75% of students, both individually and classically, have achieved the score of developing as expected (BSH) and developing very well (BSB).

RESULT AND DISCUSSION

Analysis of data from observations of children's learning activities is by data from observations in cycle I of children's learning activities. Of the 8 aspects observed, 5 aspects (63%) were achieved, including (1) understanding the lyrics, meaning that children can follow the rhythm and understand the meaning of the words. words in song lyrics; (2) pronunciation, meaning the child can pronounce the words in the song clearly; (3) vocabulary, meaning that children can identify and use new words learned from songs in appropriate contexts; (4) sentence structure means that children can use and compose simple sentences related to the theme of the song; (5) social interaction, meaning that children use the language learned from songs to interact with peers and teachers.

Meanwhile, there are 3 aspects (37%) that have not been achieved, including: (1) memory and retention, meaning the child shows the ability to remember and use words from songs over a long period, (2) conceptual understanding, meaning the child understands the concepts of the song. concepts introduced through songs, such as colors, shapes, or stories, and applying these concepts in daily activities, and (3) self-expression, meaning children can express themselves using words or phrases from songs in different situations and show creativity in using language learned from songs to express ideas or stories. For more details, see Figure 1 below:

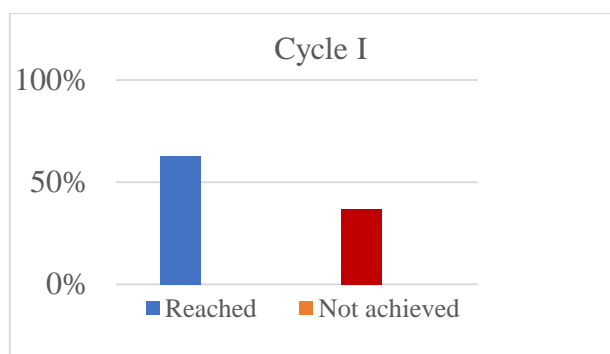


Image. 1

Based on Figure 1, children's learning activities show that the results of children's learning activities in cycle I during five meetings reached 63% and 37% had not been achieved. Thus, the results of children's learning activities in cycle I were 63%, categorized as not successful, which is based on indicators of achievement of children's learning activities, which can be said to be successful if they reach a minimum percentage of 75%.

In the next stage, the researcher collaborates with the group A teacher to carry out an evaluation or assessment at the end of cycle I. The evaluation is carried out to determine the child's language skills after implementing regional songs. *Ampar-Ampar Pisang* in the classical thematic learning process in the classroom. The results of the evaluation of the development of children's language skills in group A of Tunas Rimba Kindergarten Samarinda, there was 1 child who received a four-star score (****) or Very Well Developed (BSB), 3 children who received a three-star score (* **) or Developing According to Expectations (BSH), there were 10 children who received a two-star score (**) or Starting to Develop (MB), and 2 children who received a one-star score (*) or Not Yet Developing (BB). Based on the results of data processing, a classical success analysis was then carried out and the results obtained can be seen in the following table:

Table 2. Cycle I Language Ability Values

Category	Number of children	Presentati on
Developing Very Well (BSB)	1	6%
Developing According to Expectations (BSH)	3	19%
Starting to Develop (MB)	10	63%
Undeveloped (BB)	2	12%
Amount	16	100%

The results of children's learning activities in Cycle II were obtained from observations of children's learning by the observation data of 8 aspects observed. In cycle II of children's learning activities, from 8 aspects observed, 7 aspects (87%) were achieved, including: (1) understanding the lyrics, meaning that children can follow the rhythm and understand the meaning of the words in the song lyrics; (2) pronunciation, meaning the child can pronounce the words in the song clearly; (3) vocabulary, meaning that children can identify and use new words learned from songs in appropriate contexts; (4) sentence structure means that children can use and compose simple sentences related to the theme of the song; (5) social interaction, meaning that children use the language learned from songs to interact with peers and teachers; (6) memory and retention, meaning that the child shows the ability to remember and use the words of the song over a long period of time; (7) conceptual understanding, meaning that children understand the concepts introduced through songs, such as colors, shapes, or stories and apply these concepts in daily activities, while there is 1 aspect (13%) that has not been achieved, including: (1) self-expression, meaning that children can express themselves using words or phrases from songs in different situations and show creativity in using language learned from songs to express ideas or stories. For more details, see the following graphic image:

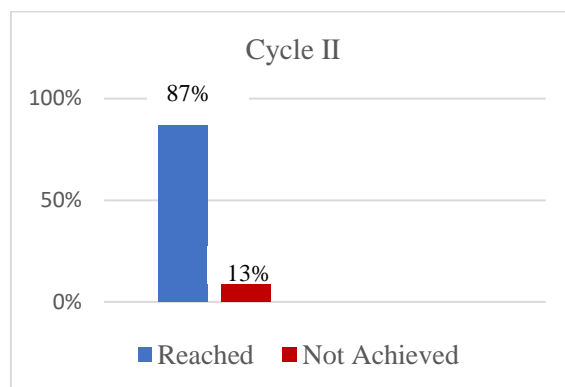


Image.2

Researchers collaborate with group A teachers to carry out evaluations or assessments at the end of cycle II. Evaluations are carried out to determine children's language skills after implementing regional songs *Ampar-Ampar Pisang* in the classical thematic learning process in the classroom. The results of the evaluation of the development of children's language skills in group A Tunas Rimba Kindergarten Samarinda were 8 children who received a four-star score (****) or Very Well Developed (BSB), 5 children who received a three-star score (***) or Developing According to Expectations (BSH), 3 children (who received a two-star rating (**)) or Starting to Develop (MB), and there are no more children who received a one-star rating (*) or Not Yet Developing (BB). Based on the results processing the data, then a classical success analysis was carried out and the results obtained can be seen in the following table:

Table 3. Cycle II Language Ability Values

Category	Number of children	Presentati on
Developing Very Well (BSB)	8	50%
Developing According to Expectations (BSH)	5	31%
Starting to Develop (MB)	3	19%
Undeveloped (BB)	0	0%
Amount	16	100%

This research was carried out in two cycles, each cycle consisting of 5 meetings according to previously designed research procedures. During each meeting, learning is carried out through singing regional songs *Ampar-Ampar Pisang*. Each meeting consists of three stages of activities, namely initial activities, core activities, and final activities. Initial activities, namely preliminary activities carried out by the teacher before entering the learning theme, include saying greetings, reading prayers, and attending to children accompanied by singing songs by making coordinated body movements. The core activities, namely explaining the learning theme, the teacher teaches children to carry out learning activities while singing, the teacher asks children to name objects around them by singing using a regional language that is easy for children to understand, and the teacher asks children to answer questions from the sentences sung. The final activity,

namely the teacher conducts questions and answers about the activities that have been carried out and reads the going home prayer. Based on the results of previous research, children like movement and song activities. When learning activities begin, these activities not only have a positive impact on children's language development but also help develop motor skills, creativity, self-confidence, and sensitivity to music (Andi, 2019).

The results obtained are efforts to improve children's language skills with regional songs *Ampar-Ampar Pisang*. In initial observations, when compared with the implementation of cycle I, there was an improvement, but it had not yet reached the expected performance indicators, so it was necessary to act on cycle II. This is because in the implementation of action I there are several teacher weaknesses in the learning process, so it is necessary to make improvements in cycle II so that the expected performance indicators can be achieved. The teacher's weakness in cycle I is that the teacher has not been able to motivate children to sing regional songs, so in the first cycle the teacher has difficulty implementing regional songs *Ampar-Ampar Pisang* effectively. The teacher's weaknesses in cycle I, resulted in the learning process being that some students were not yet motivated to actively participate in singing and express themselves when singing, and some students still did not dare to sing in front of the class and their friends. Based on the results of this reflection, corrective steps were then taken in cycle II, namely that the teacher was able to motivate children to sing regional songs so that in cycle II the teacher was able to implement regional songs *Ampar-Ampar Pisang* effectively.

After improvements were made in cycle II, it turned out that the results obtained had experienced quite a significant increase in aspects of children's language skills. Based on the data obtained in cycle I and cycle II, it can be seen the comparison of the number of children who have language skills with the criteria Developing Very Well (BSB) and Developing According to Expectations (BSH), before action or pre-observation as many as 2 students received a Very Developing score. Good (BSB) and Developing According to Expectations (BSH), after the implementation of cycle I there was an increase to 4 students who received Very Good Developing (BSB) and Developing According to Expectations (BSH), and cycle II increased again to 13 students who received If the score is Developing Very Well (BSB) and Developing According to Expectations (BSH), then a classical analysis of the success of the action can be carried out and the results obtained can be seen in Table 4 below:

Table 4. Comparison of observation results in pre-cycle, cycle I and cycle II

Category	Pre cycle	Cycle I	Cycle II
Developing Very Well (BSB)	0%	6 %	50%
Developing According to Expectations (BSH)	25%	19%	31%
Starting to Develop (MB)	44%	63%	19%
Undeveloped (BB)	31%	12%	0%

During the research activities, the data obtained as previously described, it can be assumed that the learning activities are to improve children's language skills by singing regional songs. *Ampar-Ampar Pisang*, because the lyrics and sentences are simple,

making it easier for children to remember and repeat them and the meaning of the words is easy for children to understand. Improvement activities for language skills have been prepared and implemented well and optimally by researchers in collaboration with group A teachers at each cycle I and cycle II meeting, providing benefits to children with direct experience in understanding concepts, as well as children's language skills showing improvement by looking at Figure 3 comparison graph of the results of the following learning activities:

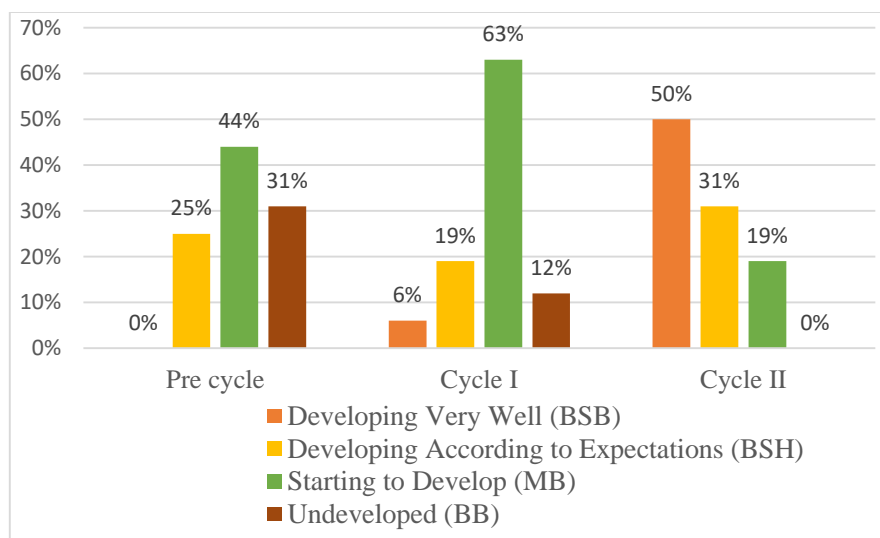


Image. 3

Judging from the children's understanding starting from the implementation of the cycle I, it was 63% when compared to the pre-observation stage of the research which only reached a percentage of 25% and in the action cycle II it reached a percentage of 87%, significantly showing better results than before.

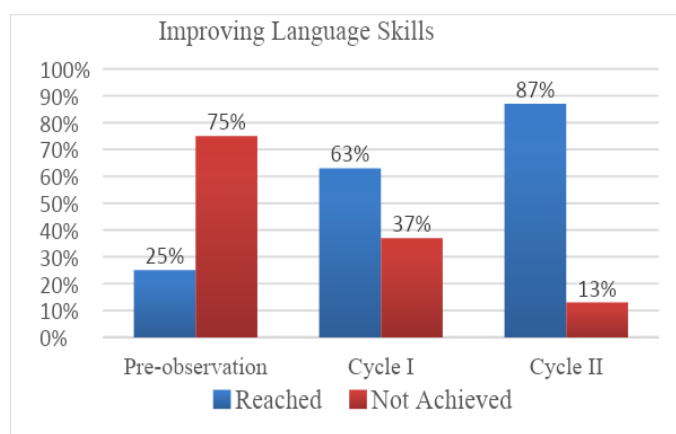


Image. 4

It is proven that children's language skills by singing the Ampar-Ampar Pisang folk song have been achieved and according to the learning target at Tunar Rimba Samarinda Kindergarten, with indicators of children's language skills in eight aspects of language

development that can be measured as a percentage during learning activities have been achieved with a minimum achievement of 75%, then based on the learning results, it can be stated that the Ampar-Ampar Pisang folk song can improve children's language skills in the park Children of Tunas Rimba Samarinda well and significantly.

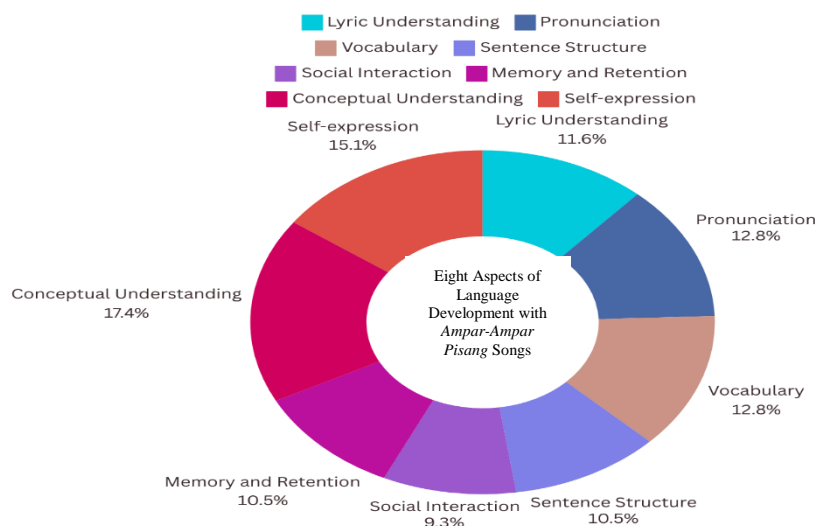


Image. 5

CONCLUSION

Based on the results of research and data analysis regarding Improving Early Childhood Language Skills with Songs *Ampar-Ampar Pisang* in Samarinda Kindergarten," it can be concluded that children's language abilities by looking at eight aspects of language abilities of 16 children in group A. Before learning using songs *Ampar-Ampar Pisang*, it is known that there are no children who have received a score of Very Well Developing (BSB), there are 4 or 25% of children who have received a score of Developing According to Expectations (BSH), there are 7 or 44% of children who have received a score of Starting to Develop (MB), there are 5 or 31% of children who received a score of Not Yet Developed (BB). In the first cycle, the percentage obtained was 63%, there were 1 or 6% of children who got a score of Very Well Developing (BSB), there were 3 or 19% of children who got a score of Developing According to Expectations (BSH), there were 10 or 63% of children got the Starting Developing (MB) score, and there were 2 or 12% of children getting the Not Yet Developing (BB) score. Based on the reflection in cycle I, then in cycle II an increase was obtained with a percentage of 87% and had exceeded the minimum completeness, namely 75%. In cycle II there were 8 or 50% of children who got the score Very Well Developing (BSB), there were 5 or 31% of the children who got the score Developing According to Expectations (BSH), there were 3 or 19% of the children got the score Starting to Develop (MB), and there are no longer any children with a score of Not Yet Developed (BB).

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