



## REBO NYUNDA: DECOLONIZING EARLY CHILDHOOD EDUCATION IN BANDUNG, INDONESIA

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### ABSTRACT

This research article examines the Rebo Nyunda initiative and its role in decolonizing early childhood education in Bandung, Indonesia. Rebo Nyunda, a grassroots movement, seeks to challenge the dominant colonial narratives embedded in educational practices and foster a culturally responsive and inclusive approach to early childhood education. Drawing on qualitative research methods, including interviews and observations, this study explores the implementation of Rebo Nyunda in various early childhood education settings. The findings shed light on the transformative potential of this initiative in reclaiming local culture, language, and indigenous knowledge, and its impact on children's identities and learning experiences. Through an analysis of successes, challenges, and lessons learned, this article contributes to the discourse on decolonizing education and offers insights for educators and policymakers striving to create culturally relevant and equitable early childhood education systems.

### KEYWORDS

Rebo Nyunda, decolonization, early childhood education, Bandung, Indonesia, cultural responsiveness, inclusive education, grassroots movement, local culture, indigenous knowledge.

### INTRODUCTION

Early childhood education plays a crucial role in shaping a child's development and laying the foundation for lifelong learning. However, in many educational

contexts, early childhood education has been influenced by colonial ideologies, often neglecting local cultures, languages, and indigenous knowledge

systems. Recognizing the need for decolonization, the Rebo Nyunda initiative emerged in Bandung, Indonesia. Rebo Nyunda aims to challenge the dominant colonial narratives and promote a culturally responsive and inclusive approach to early childhood education. This article investigates the Rebo Nyunda movement and its potential for decolonizing early childhood education in Bandung, Indonesia. By examining the implementation of Rebo Nyunda and its impact on children's identities and learning experiences, this study contributes to the discourse on decolonizing education and provides insights for educators and policymakers striving to create culturally relevant and equitable early childhood education systems.

## METHOD

This study adopts a qualitative research approach to explore the Rebo Nyunda initiative in Bandung, Indonesia. The research design includes interviews, observations, and document analysis to gain a comprehensive understanding of the decolonization efforts in early childhood education. Semi-structured interviews are conducted with key stakeholders, including educators, parents, and community members involved in the Rebo Nyunda movement. These interviews aim to capture their perspectives, experiences, and motivations regarding decolonizing early childhood education. Observations are conducted in various early childhood education settings, where Rebo Nyunda is implemented, to observe the implementation of culturally responsive practices, classroom activities, and the impact on children's learning experiences. Additionally, document analysis is carried out to examine relevant documents, policy guidelines, and curriculum materials associated with Rebo Nyunda. The triangulation of data from interviews, observations, and document

analysis allows for a comprehensive and nuanced exploration of the decolonizing efforts in early childhood education. Thematic analysis is employed to identify recurring themes, patterns, and key findings, enabling a rigorous examination of the research topic.

## RESULTS

The results of the study highlight the transformative impact of the Rebo Nyunda initiative on decolonizing early childhood education in Bandung, Indonesia. Through interviews with educators, parents, and community members, it was evident that Rebo Nyunda has successfully challenged dominant colonial narratives and fostered a culturally responsive and inclusive approach to education. The initiative emphasizes the importance of reclaiming local culture, language, and indigenous knowledge systems, integrating them into the curriculum and classroom practices. Observations in early childhood education settings implementing Rebo Nyunda revealed positive changes in children's identities and learning experiences. Children demonstrated increased cultural pride, engagement, and a sense of belonging as their local heritage was celebrated and incorporated into educational activities. The Rebo Nyunda movement also fostered community involvement, creating collaborative partnerships between schools and local communities, leading to a more holistic and culturally relevant educational environment.

## DISCUSSION

The discussion section explores the implications and significance of the Rebo Nyunda initiative in decolonizing early childhood education. The success of Rebo Nyunda in promoting cultural responsiveness and inclusivity highlights the potential for transformative change in educational systems. By reclaiming local culture, language, and indigenous

knowledge, the initiative helps children develop a strong cultural identity, promoting their overall well-being and academic achievement. Furthermore, the community engagement aspect of Rebo Nyunda creates a sense of shared responsibility for education, strengthening the relationships between schools and communities. However, the study also reveals challenges faced by the initiative, such as resistance to change, limited resources, and the need for ongoing support and capacity building for educators.

### CONCLUSION

In conclusion, the Rebo Nyunda initiative demonstrates its potential in decolonizing early childhood education in Bandung, Indonesia. By challenging dominant colonial narratives, reclaiming local culture, language, and indigenous knowledge systems, the initiative fosters a culturally responsive and inclusive educational environment. The findings of this study contribute to the discourse on decolonizing education and provide insights for educators and policymakers seeking to promote culturally relevant and equitable early childhood education systems. However, sustained support, resource allocation, and ongoing professional development are essential to ensure the long-term success and scalability of initiatives like Rebo Nyunda. By prioritizing cultural responsiveness and inclusivity, early childhood education can become a transformative force in empowering children, valuing diversity, and promoting social justice.

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