

How Can Early Childhood Education Integrate the Values of Anti-Bias Education into Their Students Daily Activities? A Scoping Review of the Literature

Ari Putra

Non-formal Education, FKIP, Bengkulu University Bengkulu City, Indonesia.

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ABSTRACT

Early childhood children have an extraordinary ability to absorb information and values encountered in everyday life. Therefore, it is important to introduce concepts such as *anti-bias education* from an early age so that individuals can grow into individuals who are inclusive and sensitive to differences. This study aims to explore how young children can integrate *anti-bias education* values into everyday life. The research method used is a literature analysis study to collect information about effective strategies in teaching *anti-bias education* values to young children. The results show that approaches involving the use of stories, games and creative activities can help children to understand complex concepts such as stereotypes, prejudice and discrimination. In addition, a supportive environment at home and at school also plays an important role in strengthening understanding of these values. The implication of this research is the need for a holistic and integrated approach in introducing and integrating *anti-bias education* values in the daily lives of young children, both through formal and non-formal education.

Keywords: *Early Children, Anti-Bias Education, Daily Activity*

INTRODUCTION

Early childhood children have an extraordinary ability to absorb information

and values encountered in everyday life. Studies show that at ages 0-6, children are more open to accepting new concepts and forming a view of the world. Introducing *anti-bias education* values at an early age can provide a strong foundation for the formation of inclusive attitudes and behavior in the future. Early childhood is also a very important period in individual development, where they begin to form an initial understanding of themselves and their surrounding environment. At this time, children also begin to notice the differences around them, including differences in gender, race, religion and culture. Unfortunately, in the context of a society that is still dominated by stereotypes and prejudice, children can be influenced by negative views. Apart from that, the environment around early childhood also plays an important role in forming attitudes and values.

Family, school and society have a big influence in shaping children's perceptions of differences and diversity. It is important to involve parents, teachers and communities in efforts to integrate *anti-bias education values* in children's daily lives. Discourses regarding diversity and equality in early childhood education have been constructed: from ideologies of homogeneity over multicultural education to anti-bias curricula. In addition, critical praxis can be a useful tool for educators in identifying and overcoming barriers that may stand in the way of all children. to have fair and inclusive anti-bias learning opportunities (Hong, 2017). This is

reinforced by post-structural theory, as well as recent social changes (such as individualization, de-traditionalization, and neo-liberalism) presenting new challenges to diversity and social inclusion policies and practices in early childhood education (Vandenbroeck, 2007).

Examining the urgency of anti-bias education, in the United States, bias in school disciplinary practices has a negative impact on the success of children of different skin colors. For example, people of certain races are twice as likely to be suspended or expelled from school as white students. Even after accounting for other factors such as externalizing behavior, gender, socioeconomic status, and special educational needs, these disparities remain. These high rates of disciplinary exclusions have short- and long-term negative consequences for students of certain races, including predictions of future misbehavior, lower academic achievement, dropping out of school, and even future incarceration. Therefore, some argue that exclusionary disciplinary practices in the United States create a more likely pathway to prison than higher education for students of certain races. (Zhou, 2022). Specifically, children of certain races are more likely to be bullied in school activities than majority racial groups, (Legette et al., 2023) and this gap remains even when accounting for externalizing behavior, gender, socioeconomic status, and educational needs. specifically (Kelley & Ovchinnikov, 2020) . These high levels of discrimination have negative consequences for certain groups. Suspension and exclusion by individuals at school can lead to bad behavior in the future for those who receive treatment (Smith & Smith, 2022) , as well as low academic achievement (Wolpert, 2002), even dropping out of school (Digest, 1992), and restraint. in the future (Mittleman, 2018). This statement suggests that some people believe that disciplinary practices that tend to be exclusionary in the United States, especially towards students of certain races, can have negative effects. They argue that practices like these “guide” students of

certain races down a path that is more likely to lead to prison than higher education. This reflects concerns about inequities in the education system and punishments that may disproportionately affect students of certain races. (Multiverse, 2023).

Anti-bias curricula are often developed through the contributions of children, families, teachers, as well as through understanding historical or current events (Lin et al., 2008). Anti-bias education approaches can be implemented both through planned curricula and in teaching moments that arise naturally in everyday interactions, such as children's conversations and play. Teachers need to manage planned anti-bias teaching experiences, such as mixing paint to match skin color, by taking advantage of everyday situations that arise to engage children, such as responding to their questions and observations (Medina, 2020). This can be a challenge and requires the ability to see anti-bias efforts as an opportunity to teach, not just as a problem to be overcome (Siddiq, 2021). By embracing an anti-bias stance, teachers can develop innovative practices that suit the needs of their populations. Although it may be difficult to determine where to start, it is important for teachers to realize that there are not always easy answers in this endeavor (Hohensee & Derman-Sparks, 1992). Early childhood educators recognize that each child has unique needs and experiences, so no practice can be applied universally to all children. Instead, early childhood educators need to engage in an iterative process of reflection and action in anti-bias learning efforts, with the goal of transforming educational spaces to achieve social justice. Implementation of an anti-bias education curriculum is integrated to meet the objectives. Implementation of anti-bias education values in Indonesia is still faced with a number of challenges, especially in areas with low levels of awareness of these issues. One of the main challenges is the lack of resources, limited knowledge, and minimal training for educators in integrating anti-bias educational values in the early

childhood education curriculum. To overcome this problem, an *anti-bias education approach is needed* which aims to teach children to appreciate and respond to differences in a positive way, as well as identify and oppose discrimination in all its forms. It is hoped that implementing anti-bias educational values from an early age can help shape inclusive attitudes and reduce prejudice in the future. Therefore, this research aims to answer the question of how young children can integrate anti-bias education values in their daily lives. By better understanding the factors that influence the integration of these values, it is hoped that more effective strategies can be developed in teaching these values to young children. It is also hoped that this research can make a significant contribution to efforts to reduce prejudice and discrimination in society through an inclusive and holistic approach. Thus, concrete steps can be taken to increase awareness and understanding of the importance of anti-bias education in Indonesia, especially among educators and the general public.

MATERIALS & METHODS

This research uses a systematic literature review (Literature Review). A systematic literature review is a series of studies that use a database, then synthesize it on a specific topic (Siswanto, 2012). The literature used in this research is previous research on an international scale. The research was carried out in the form of journals and articles during 2014-2023. In the year of publication, the journal uses the latest year so that the results still have the latest validity and do not miss other research. After determining several questions, the author answers these questions by identifying relevant literature. Literature found from electronic databases of academic resources, organizations. The publication is *Science Direct*. The keywords used for the search were " *Anti-Bias Education*", "*Anti-Bias Education Values*" then " *Early Childhood Education* " globally and locally". Anti-bias education is a very interesting study in the era of globalization. This study was carried out to obtain a strong foundation for modeling anti-bias educational research in early childhood education. Some of the articles used are to increase understanding of anti-bias education in early childhood education units.

Table 1. Distribution of articles reviewed

No	Cites	Authors	Title	Year	Source
1	0	N. Ares	Anti-racist, anti-oppressive curriculum development: a different entry point into work on racism and bias in higher education	2023	International Journal for Academic Development
2	0	A. Nguyen	Children Have the Fairest Things to Say": Young Children's Engagement with Anti-Bias Picture Books	2023	Early Childhood Education Journal
3	4	LM Gaias	From Laissez-Faire to Anti-Discrimination: How Are Race/Ethnicity, Culture, and Bias Integrated into Multiple Domains of Practice in Early Childhood Education?	2022	Journal of Research in Childhood Education
4	0	A. Kadir	Anti-bias education practice in pre-school education in rural Malaysia	2016	Proceedings of the Annual International Conference on Management and Technology in Knowledge, Service, Tourism and Hospitality
5	4	M. Cholbi	Anti-conservative bias in education is real - But not unjust	2014	Social Philosophy and Policy

The criteria specified in the database are indicators of the Implementation of Anti-Bias Education Values in early childhood education. The selected articles are articles that have a large capacity and influence in implementing anti-bias education. Analysis using *VOSviewer*. *VOSviewer* is used as software to build and visualize bibliometric

networks. The network carried out is to classify journals, researchers, or individual publications, and networks so that this study will later be built based on citations, bibliographic partnerships, joint citations, or joint writing relationships regarding anti-bias education in early childhood education.

RESULT

A. Study of Anti-Bias Education in Early Childhood Education

Analysis of author collaboration in studies on anti-bias education in early childhood education shows that there is a pattern of collaboration but not too many authors have

studied anti-bias education. From the Co-authorship visualization using VOSviewer, it can be seen that some authors have a high level of collaboration with other authors, while there are also authors who tend to work independently.

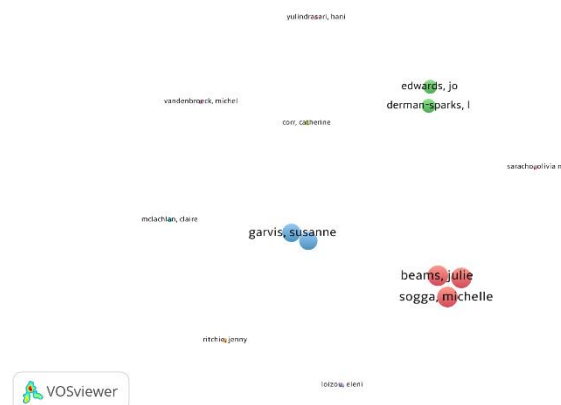


Figure 1. Network Visualization of Anti-Bias Education Research in Early Childhood Education

The results of *network visualization analysis*, based on author collaboration based on author names, show that several authors have made significant contributions to research on anti-bias education. If you look at the visualization above, the research group carried out its study only with its network of writing groups. Meanwhile, analysis of collaboration based on the author's organization shows that several institutions do not have a high level of collaboration in this research. This is proven by collaborative activities or working together in research projects regarding anti-bias education in early childhood education. Researchers still carry out many studies independently. In addition, the analysis of collaboration, based on the author's country of origin, also produces interesting findings. It can be seen that authors who have never conducted research collaborations are more likely to work with colleagues from the same country. This can be strengthened by conducting studies with other researchers and allowing for collaboration.

Explanation of anti-bias education. Theoretically, anti-bias education is based on several frameworks including constructivism, social criticism, and social

inequality theory. The constructivist approach in anti-bias education emphasizes the importance of direct experience and social interaction in forming children's understanding and knowledge. In this context, children are invited to build their understanding of diversity and equality through direct experiences with people from different backgrounds and through reflection on these experiences. A critical approach to anti-bias education highlights the importance of understanding and challenging existing power structures in society that can reinforce bias and discrimination. It involves learning about the history of social inequality and how it affects the lives and experiences of individuals. This approach refers to the understanding that social inequalities that exist in society influence individuals' experiences in terms of access, opportunity and fair treatment. In anti-bias education, children are invited to recognize this inequality and work together to change it. This framework reveals that anti-bias education aims to create a learning environment that respects diversity, teaches social justice, and prepares children to become agents of change who promote equality and justice in society.

DISCUSSION

Racism as a form of systemic violence provides insight into the prevalence of curriculum violence in school environments, including early childhood classrooms (Husband & Escayg, 2022). Anti-bias education has goals to; encourage children to ask about their own and others' physical characteristics; provide children with accurate and developmentally appropriate information; allows children to feel proud, but not superior, about their racial identity; enable children to feel comfortable and respect physical differences; and helping children recognize our shared physical characteristics—what makes us all human (Escayg, 2019). The results of this research show that the implementation of anti-bias education curricula still faces a number of challenges, especially in areas with low levels of awareness of diversity and equality issues. These challenges include a lack of resources, limited knowledge, and minimal training for educators in integrating anti-bias educational values in the early childhood education curriculum. To overcome this problem, an anti-bias education approach is needed which aims to teach children to appreciate and respond to differences in a positive way, as well as identify and oppose discrimination in all its forms.

Answering the question, *How Can Early Childhood Education Integrate Anti-Bias Education Values into Their Students' Daily Activities?* The integration of anti-bias educational values into students' daily activities in early childhood education can be achieved through various strategies. A literature review suggests several effective approaches:

- a) Curriculum development that includes diverse perspectives, stories, and experiences. Include anti-bias themes in lessons and activities in all subjects.
- b) Use books, toys, and materials that reflect diversity in race, culture, family structure, ability, and gender. Encourage discussions about diversity and equity.
- c) Be a positive role model by demonstrating inclusive behavior,

language and attitudes. Encourage empathy, kindness, and respect for differences.

- d) Stimulate critical thinking skills by asking open-ended questions and challenging stereotypes. Help children understand and analyze bias in media and society.
- e) Engaging families and communities to promote inclusivity and celebrate diversity. Invite guest speakers or organize field trips that expose children to different cultures and viewpoints.
- f) Provide ongoing support for educators to deepen their understanding of anti-bias education and how to implement it effectively.
- g) Create an inclusive and welcoming physical environment for all children and families. Display images, posters and artwork that reflect the diversity of the community.
- h) Educate children in peaceful conflict resolution strategies that encourage understanding and empathy. Encourage dialogue and communication to resolve conflicts.

By integrating these strategies into daily activities, early childhood education can promote inclusivity, empathy, and appreciation for diversity, forming the basis for a more just and inclusive society. The form of a new approach in developing an anti-bias curriculum can be seen from the syllabus rubric and the principles underlying it. The rubric developed supports reflection and evaluation of the goal of decolonizing the curriculum to make it more anti-bias. Syllabus analysis and revision involve real changes in practice that have real potential to change the implementation of a pedagogy that has been the focus of enormous amounts of time, resources, and energy, with varying results (Ares, n.d.).

It is hoped that implementing anti-bias educational values from an early age can help shape inclusive attitudes and reduce prejudice in the future. This activity can be carried out using learning media. In his research, (Nguyen, 2022) the use of picture

books can reduce acts of bias. Through the use of interactive reading using anti-bias picture books, the findings of this study revealed that (a) children were able to participate in thinking interactions during anti-bias reading sessions and demonstrate their complex understanding of race and gender issues; (b) children need substantial support to engage in activism against social injustice; (c) children showed varying responses to discussion questions and activities related to gender-themed picture books as most children had difficulty rejecting gender conceptions and stereotypes while some children, especially boys, were strongly encouraged to adopt gender non-conforming practices .

Furthermore, ongoing support needs to be strengthened by educational units in increasing the capacity of educators to be skilled in using anti-bias learning approaches. Research reveals that educators do not consistently engage in practices consistent with an anti-discrimination approach when addressing racial and cultural issues. This study provides important insights into explicitly addressing race/ethnicity, culture, and bias in early childhood education in a comprehensive and proactive manner, with implications for educator training (Gaias et al., 2022). The hope is that this will continue to be a reminder for institutions that the professionalism of educators is important in supporting anti-bias learning (Cholbi, 2014).

Thus, this research aims to answer the question of how young children can integrate anti-bias education values in their daily lives. It is hoped that with a better understanding of the factors that influence the integration of these values, more effective strategies can be developed in teaching these values to young children. Apart from that, it is also hoped that this research can make a significant contribution to efforts to reduce prejudice and discrimination in society through an inclusive and holistic approach. Thus, concrete steps can be taken to increase awareness and understanding of the importance of anti-bias education in Indonesia, especially among educators and the general public.

In Indonesia, every subject in an educational unit is known as personal habituation and character development, currently known as *Profil Pelajar Pancasila*. (Mery et al., 2022). The development strategy is carried out by strengthening *Profil Pelajar Pancasila* (Irawati et al., 2022). *Pancasila Student Profile* as a Form of Anti-Bias Educational Integration. *Profil Pelajar Pancasila* described in the Strategic Plan of the Ministry of Education and Culture for 2020-2024 includes six main characteristics, namely have faith, have faith in God Almighty, and have noble character; global diversity; work together; be independent; think critically; and be creative. Integration of anti-bias educational values in this profile can be done by integrating the values of *Profil Pelajar Pancasila*.



Figure 2. Pancasila Student Profile

If integrated with the values of anti-bias education, it can be studied as follows

a) Anti-bias education can teach universal values of justice, equality and compassion to all humans, regardless of

differences in religion or belief. This can strengthen the religious, personal and social morals expected of Pancasila students.

- b) Anti-bias education introduces a deeper understanding of different cultures and perspectives, and teaches the importance of respecting and celebrating diversity. This is in accordance with the characteristics of global diversity expected from Pancasila students.
- c) Anti-bias education encourages empathy, caring, and cooperation between individuals and groups, regardless of their background or identity. This is in line with the value of mutual cooperation which characterizes Pancasila students.
- d) Anti-bias education also develops strong self-awareness and the ability to think independently, while keeping collective interests and social justice in mind. This supports the characteristics of Pancasila students who are independent and responsible.
- e) Anti-bias education teaches students to question stereotypes and prejudices, and develops the ability to analyze information critically. This is in accordance with the critical reasoning skills expected from Pancasila students.
- f) Anti-bias education stimulates imagination and creativity in solving complex problems, considering multiple points of view and inclusive solutions. This supports the characteristics of Pancasila students who are creative in producing innovative ideas and solutions.

The integration of anti-bias educational values in *Profil Pelajar Pancasila* can create an inclusive, fair and empowering educational environment, where every individual is valued and encouraged to develop optimally. The integration of anti-bias educational values in *Profil Pelajar Pancasila* has great potential to create an inclusive, fair and empowering educational environment. With this approach, every individual is valued and encouraged to develop optimally without being constrained by prejudice or discrimination. The

following are some of the positive impacts that can be generated:

- a) The integration of anti-bias educational values can create an environment that accepts and respects diversity, including diversity of cultures, religions and social backgrounds. This will strengthen the sense of ownership and involvement of all members of the educational community.
- b) Combating prejudice and discrimination, anti-bias education paves the way for the creation of a fairer system, where every individual has an equal opportunity to learn and develop.
- c) Individuals are encouraged to develop self-confidence, social skills, and a better understanding of themselves and others. This can increase their sense of responsibility and independence in achieving their educational goals.
- d) Anti-bias education helps form an attitude of respect and celebration of diversity, which is important in building a harmonious and peaceful society.
- e) Creating an environment that is inclusive and equitable, anti-bias education can improve the overall quality of education, by involving all members of the community in the learning and decision-making process.

Thus, the integration of anti-bias educational values in *Profil Pelajar Pancasila* will not only shape better individuals, but will also bring positive changes in the education system as a whole, creating an environment that stimulates growth and progress for all.

CONCLUSION

From this analysis, it can be concluded that racism as a form of systemic violence provides insight into the prevalence of curriculum violence in the school environment, including early childhood classrooms. Anti-bias education has specific goals to encourage awareness and positive attitudes towards diversity. However, the implementation of anti-bias educational values in Indonesia still faces a number of

challenges, especially in areas with low levels of awareness of these issues.

To integrate anti-bias educational values into students' daily activities in early childhood education, effective strategies include developing an inclusive curriculum, using materials and toys that reflect diversity, being a positive example, stimulating critical thinking skills, involving families and communities, providing ongoing support for educators, creating inclusive physical environments, and educating children about peaceful conflict resolution.

The integration of anti-bias educational values in *Profil Pelajar Pancasila* Indonesia can be an effective step to create an inclusive and fair educational environment. With this approach, every individual is valued and encouraged to develop optimally without being constrained by prejudice or discrimination. Thus, anti-bias education can help form an attitude of respect and celebration of diversity, which is important in building a harmonious and peaceful society, as well as improving the overall quality of education.

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