

Design Character Education Learning Using the Holistic Approach in Kindergarten

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ABSTRACT

Early character education is the initial foundation in shaping the character of children. Through children's character PAUD can be developed, therefore PAUD can carry out character education that is integrated with its management system. Character education with a holistic approach can be done by designing the design of character-based learning programs such as RPPH, RPPM and Prosem is one of the learning design programs in early childhood education. Character education has not been stimulated in children. It is commonly seen from the fact that there are still many students who do not listen to the teacher speaking, like to talk by shouting, not greeting when meeting with a teacher or friend, being rude to their peers while playing together and so on. Character education has not been stimulated in children. It is commonly seen from the fact that there are still many students who do not listen to the teacher speaking, like to talk by shouting, not greeting when meeting with a teacher or friend, being rude to their peers while playing together and so on. The reality in the field observed by the author in an Early Childhood Education in Kindergarten. The lack of stimulated character in children such as lack of a sense of courtesy when talking to people who are more mature, dirty talk, not in discipline and so on, this makes character education is becoming increasingly necessary to be implemented. Quality characters need to be formed and nurtured since early age, because early age is a critical period for the formation of one's character character development in schools will be well stimulated if the teacher is able to design an AUD learning program

Keywords: *design character education, using the holistic approach*

1. INTRODUCTION

Education is a fundamental aspect of life for nation building. Through human education can find new things that can be developed and obtained to face existing challenges in accordance with the times. Education is a fundamental aspect of life for nation building. Through human education can find new things that can be developed and obtained to face existing challenges in accordance with the times.

The quality of learning can be measured and determined by the extent to which learning activities can change the behavior of children in the direction in accordance with predetermined competency goals. Therefore, PAUD teachers are expected to be able to plan, develop, and carry out learning activities that are appropriate to the characteristics, needs, and development of children. Designing learning is an attempt to carry out the learning process so that it can run well and mature so that it will get satisfying learning outcomes as expected. For the implementation of optimal learning for young children a planned program design is needed that can develop all the potential and aspects of development optimally in children.

This planned program can be designed by the teacher based on the curriculum.

Early childhood curriculum is designed to help children develop their full potential which includes aspects of cognitive development, physical motor, social emotional, language, religious and moral arts. Character education from an early age is the initial foundation in shaping children's character. Through PAUD, children's character can be developed and developed, hence PAUD can carry out character education integrated with its management system. Character education is associated with the attitude of the school plan, which is designed with other community institutions, to shape directly and systematically the behavior of young people in this case are students. This means that the school is a strategic place in shaping the character of children so they will have a strong personality. The PAUD program environment can be a good place for character growth. Holistic is an early childhood education that integrates all aspects and values in education such as moral, ethical, religious, psychological, philosophical, and social values in a unity that is carried out thoroughly between the soul and body as well as material aspects and spiritual aspects to meet essential needs child.

The character holistically by integrating what is the foundation of moral education, how the development of the PAUD program environment, how the actions or actions of

educators and how to build cooperation with parents at home.

Character education with a holistic approach can be done by designing character-based learning program designs such as: RPPH, RPPM and Prosem is one of the learning design programs in early childhood education. If the learning design does not exist, the learning process will not be good. Therefore teachers are required to be able to design holistic character education learning program designs. In learning, the theme functions as a unified curriculum content in a holistic whole plan, enriches the language vocabulary of students, makes learning more meaningful and helps children recognize various concepts easily and clearly. So the theme is the actualization of the concept of children's interest that is the focus of planning or the starting point of planning in the learning process must be adjusted to the learning program RPPH, RPPM and Prosem. So character education should be included in early childhood learning programs (RPPH, RPPM, Prosem). Because education is given from an early age is an initial foundation for children to become human beings who behave well when mature.

Based on the reality in the field observed by the writer at an Early Childhood education institution in kindergarten. Lack of stimulated character in children such as lack of courtesy when speaking to people who are more mature, talk dirty, undisciplined and so on, this makes character education has not been stimulated in children. This is commonly seen from the many students who do not listen to the teacher speak, like to talk by shouting, not saying hello when meeting with a teacher or friend, being rude to his fellow friends when playing together and so on. Therefore, character education is incorporated into learning in early childhood through a set of learning programs tailored to the theme of AUD learning.

Character becomes increasingly necessary to be implemented. Therefore, teachers must include character education in the learning program with a holistic approach (RPPH, RPPM, and Prosem) so that character education in children can be stimulated properly since early.

Based on the description above and the problems found by the writer in the field, the writer wants to design a learning program with a holistic approach in early childhood, therefore the author wants to research " Design Character Education Learning using the Holistic Approach in Kindergarten ".

2. LITERATURE REVIEW

Some experts claim that early childhood is an important and fundamental initial period and determine the period of growth and development of human life in the future. According to Trianto[1] at an early age this is a golden period in forming a solid foundation for children to live their next life until the end of their development

In line with the above opinion Sujiono[2] suggested that early childhood is an individual figure who is undergoing a process of development with a rapid and fundamental to the next life. According to Mulyasa[3] early childhood is an

individual figure who is undergoing a process of growth and rapid development, even said to be a developmental leap in the age range that is very valuable to develop intelligence. Suryana[4] early childhood is children aged 0 years to 6 years with the provision of aspects of growth stimulation in early childhood

Characteristics of children is one important factor that must be considered in the learning process. Meanwhile, according to Suyadi[5] identified a number of characteristics of preschool age children as follows: 1) Children are unique, 2) Children express their behavior relatively spontaneously, 3) Children are active and energetic, 4) Children are egocentric, 5) Children have a sense want to know strong and enthusiastic about many things, 6) Children are exploratory and adventurous, 7) Children are generally rich with fantasy, 8) Children are still easily frustrated, 9) Children are still lacking in consideration in doing things, 10) Children have a caring power short, 11) Children are the most potential learning age and 12) Children increasingly show interest in friends.

Early childhood education is a coaching effort aimed at children from birth until the age of six carried out through the provision of educational stimuli to assist development. According to Yasmin[6] physical growth both physically and spiritually so that children have readiness to enter further education. according to Trianto [1] early childhood education is an effort made by the government to meet the educational needs of children who are experiencing rapid growth and development

The purpose of early childhood education [1] states the educational goal is a component of education in the form of formulation of the abilities that must be achieved by students and functions as a direction for all educational activities. The ability to be achieved is in the form of behavioral changes that include knowledge, attitudes, and skills

In general, the goal of early childhood education can develop a variety of children's potential from an early age in preparation for life and be able to adjust to their environment. Education is all the effort and all efforts to make people able to develop human potential in order to have spiritual strength, self-control, personality, intelligence, noble character, and possess the skills needed as members of society and citizens. In addition, education is an effort to form a whole person born and mentally intelligent, healthy, and noble character [7].

According to Sujiono[2] the goal of early childhood education is:

(1) to help qualified Indonesian children, namely children who grow and develop according to their level of development so as to have optimal readiness in entering basic education and to navigate life in adulthood; (2) To help prepare children to achieve academic (academic) learning readiness at school; (3) Early intervention by providing stimuli so as to foster hidden potentials namely the dimensions of children's development (language, intellectual, emotional, social, motor, self-concept, interests and talents); (4) Conduct early detection of the possibility of occurrence in the growth and development of children's potential.

A child needs a place to develop all his abilities and also a child needs to be nurtured and guided to develop all aspects of its development so that in this case early childhood education is very important.

Isjoni[8] opinion PAUD is useful to be the forerunner of the formation of the character of children in our country, as a starting point for the formation of human resources who have insight, intellectual, personality, responsibility, innovative, creative, productive, and participative and independent spirit.

Language design is defined as a framework of forms, designs, motifs, patterns, patterns [9]. In terms, Simon[10] defines design as a problem solving process. The goal is to achieve the best solution in solving problems by utilizing a number of different information. A similar definition is also expressed by Rothwell & Kazanas[11] that design relates to broad concepts in analyzing human performance problems systematically, identifying root causes, offering solutions, and implementing solutions to the design results.

Sanjaya[10] suggested four popular learning design models used, namely:

2.1 Kemp model

Kemp's learning design model is a model that forms a cycle consisting of several components that are developed according to the needs, goals and various obstacles that arise, namely: a) The results to be achieved, b) Analysis of subject tests, c) Specific learning objectives, d) Learning activities, e) Learning resources, f) Supporting services, g) Learning evaluation, h) Initial tests, i) Learning characteristics

The nine components above are a cycle that is constantly being revised after being evaluated both summative and formative evaluations and directed to determine the needs of students, goals to be achieved, priorities, and various obstacles that arise.

2.2 Model Kemp

Kemp's learning design model is a model that forms a cycle consisting of several components developed in accordance with the needs, goals and various obstacles that arise, namely: a) The results to be achieved, b) Analysis of subject tests, c) Specific learning objectives, and) Learning activities, e) Learning resources, f) Support services, g) Learning evaluation, h) Initial tests, i) Learning characteristics.

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2.3 Banathy Model

The learning design model from Banathy is different from the Kemp model. This model considers that the preparation of the learning system is done through clear stages. There are 6 stages in designing a learning program namely:

First, analyze and formulate goals, both the purpose of developing the system and specific objectives. Second, formulate test criteria that are in accordance with the objectives to be achieved. The test items in this stage are formulated to assess the formulation of objectives. Third, analyze and formulate learning activities, i.e. activities to intervene in all learning activities, assess their ability to apply in accordance with existing conditions and determine activities that might be applicable.

Fourth, designing the system that is analyzing the system, analyzing each component of the system, distributing and arranging scheduling. Fifth, implement and carry out quality control of the system, which is to train as well as assess the effectiveness of the system, conduct placement and carry out evaluations. Sixth, make improvements and changes based on evaluation results.

2.4 Dick and Cery model

The learning design of the Dick and Cery model begins with identifying general learning goals. Before designers formulate specific goals (performance goals), it is necessary to analyze learning and determine the initial abilities of the students in advance, because the formulation of special abilities must be based on basic abilities or initial abilities.

The next step is to formulate a test in the form of a Criterion Reference Test, a test that measures the ability to master special objectives. Furthermore, to achieve specific goals, learning strategies are developed, namely learning implementation scenarios that are expected to achieve goals optimally, and then develop learning materials that are consistent with the objectives

The final step in the design of the Dick and Cery model is to conduct formative and summative evaluations. Formative evaluation functions to assess the effectiveness of the program and summative evaluation functions to determine the position of each student in the mastery of learning material. Based on the results of this evaluation further feedback is carried out in revising the learning program.

2.5 PPSI Model (Instructional System Development Procedure)

The PPSI model is a model developed in Indonesia to support curriculum implementation. PPSI functions to make planning and implementation of learning programs systematically effective, to serve as a guide for teachers in implementing the learning process

PPSI consists of 5 stages, namely: First, formulating objectives, namely the abilities that must be achieved by students. There are 4 criteria that must be considered in

formulating this goal, 1) the goal must be operational (specific, measurable), 2) in the form of learning outcomes (not learning process), 3) in the form of behavior change, and 4) in each goal formulation is only one form of behavior

Second, develop an evaluation tool, which is determining the type of test and compiling item questions for each objective. Third, develop learning activities, namely formulating all possible learning activities and selecting learning activities that need to be taken.

Third, develop a program of learning activities, namely formulating subject matter, establishing methods and selecting tools and learning resources. Fourth, Carrying out programs, namely the activities of holding pre-tests, delivering subject matter, conducting psychological tests, and making improvements

Ritonga[12] said that all components of the Design must be intertwined in a harmonious and orderly manner. So it can be concluded that the design component must be adjusted to the needs of students in the process of implementing learning activities in early childhood education institutions.

Holistic learning is essentially the integration of humans as individual creatures as well as social beings as outlined in the form of comprehensive, cooperative, competency, and individualistic learning. Very closely related to early childhood education which has a coaching effort aimed at children from birth to the age of six years which is done through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education [13].

Holistic is something that is related to the whole system as a whole rather than just a collection of parts (Big Indonesian Dictionary) A process that seeks to integrate humans as individual creatures as well as social beings, integrating and optimizing the development of cognition, emotions, physical, language, social, motor and arts that are of child growth and development that must be given early on [14].

Holistic learning according to Dewey[15] is an approach to develop students' knowledge in the formation of knowledge based on interactions with the environment and their life experiences. Meanwhile according to Rakajoni[16] Holistic-integrative learning is a learning system that allows students individually or in active groups seek, explore, and discover scientific concepts and principles holistically, meaningfully and authentically. Then according to Subroto & Herawati[17], holistic learning is learning that begins with a particular subject or theme that is associated with another language subject, certain concepts are linked to other concepts, which are carried out spontaneously or planned, both in one field of study and diverse learning experiences of students, the learning becomes more meaningful [18].

Efforts to involve the surrounding environment as a means of learning are part of contextual learning. A contextual approach is a learning concept that helps educators associate the material being taught with the child's real world situation. Children are encouraged to find relationships between the knowledge they have and their application in their lives as family and community

members [19]. Holistic-integrative learning assumes that the mind naturally (instinctively) is always looking for the meaning of everything in its context, namely the environment in which it is located. In line with this, Karweit said that in holistic-integrative learning, learning is designed so that children can solve problems through activities that reflect actual events in life [14]. Childhood is a vehicle for education which is very fundamental in providing a basic framework for the formation and development of the foundations of children's knowledge, attitudes, and skills for the learning process. The success of the learning process at that time became the basis for further education processes

Character education is education that instills and develops noble character traits to students, so they have noble characters that are applied and practiced by children in their lives in the family as members of the community and citizens [20]. It can be concluded that the values in character education can be seen from the patterns of habitual behavior of students. interpret the character as a basic value that builds a person's personality, is formed both because of the influence of reality and environmental influences, which distinguishes it from others, and is manifested in everyday attitudes and behavior. While Hidayatullah[21] defines character as the mental quality or character of an individual who is a special personality who becomes the driving force and the driver and distinguishes individuals from other individuals. Character building is one of national education purposes. Article 1 of the 2003 National Education System Law states that among the objectives of national education is to develop the potential of students to have intelligence, personality, and noble character. The mandate of the 2003 National Education System Law intends that education not only forms intelligent Indonesian people, but also personalities or characters, so that later generations of people will grow and develop with characters that breathe the noble values of the nation and religion

In summary, it can be understood that character education is education that instills and develops noble characters in students, so they have noble characters that are applied and practiced by children in their lives in the family as members of society and citizens [20]. Characters have many goals, according to Kesuma et al[20], revealing that there are three goals for character education in schools:

- Strengthening and developing life values
- Correcting student behavior that is incompatible with the values developed by the school.
- Building harmonious connections with family and society in playing the responsibility of character education together.

Building character, is a process that lasts a lifetime. Children, will grow into a person of character if he grows up in an environment that has character as well. That way, the nature of every child born holy can develop optimally. Therefore there are three parties who have an important role, namely, family, school, and community. [22] the purpose of character education is to improve the quality of implementation and educational outcomes that lead to the

achievement of the formation of character and character of students in an integrated, whole and balanced according to Muslich[23].

Humans can only observe the character externally and partially, from habits, thought patterns, attitude patterns, patterns of action or patterns of responding emotionally and patterns in behavior. Humans can be wrong in assessing character.

Individuals, only individuals themselves know who their true identity is. According to Suyanto[14] there are 9 pillars of character derived from universal noble values, namely: 1) the character of God's love and all of its creations, 2) independence and responsibility, 3) honesty/trustworthiness, deplomatisation, 4) respect and courtesy, 5) generous, like mutual help and mutual cooperation/cooperation, 6) self-confidence and hard-working, 7) leadership and justice, 8) kind and humble, 9) tolerance, peace, and unity.

Furthermore Rahmawati[24] aims to develop character education that forms the values that shape the character of the nation namely Pancasila, which includes: 1) Growing the potential of students to become human beings with heart, thought and good behavior, 2) Creating a Nation with the character of Pancasila, 3) Developing the potential citizens to have an attitude of confidence, nation and state and love humanity.

According to Zulhan[25] there are 5 characters that must be developed, namely: 1) trustworthy: including being honest, keeping promises, having high loyalty, personal integrity (commitment, discipline, always wanting to excel), 2) respecting others: behavior to prioritize the public interest above personal interests, ready with differences and do not feel the most right, 3) responsibility: is a combination of behavior that can be accounted for, everything done must be brave to bear the consequences, think before acting, 4) fair which includes: openness, impartiality, willing to listen to others and have empathy, 5) love and attention which includes: showing good behavior, living with truth values, sharing happiness, willing to help others, not selfish, not rude and sensitive to other people's feelings.

An easy way to make syllabus, lesson plans and teaching materials that are character education oriented is to adapt syllabus, lesson plans and teaching materials that have been made/exist by adding/adapting learning activities that are facilitating the recognition of values, realizing the importance of values and internalizing them values [26].

3. CONCLUSION

Designing learning is an attempt to carry out the learning process so that it can run well and mature so that it will get satisfying learning outcomes as expected. For the implementation of optimal learning for young children a planned program design is needed that can develop all the potential and aspects of development optimally in children. Character education in formal and non-formal education starts from the preparation of the learning design. Learning programming is the first component that needs to be considered when preparing the learning design. Because the

success of a learning process is also determined by the learning program designed by the teacher. Character education with a holistic approach can be done by designing character-based learning program designs such as: RPPH, RPPM and Process is one of the learning design programs in early childhood education. If the learning design does not exist, the learning process will not be good. Therefore teachers are required to be able to design holistic character education learning program designs.

The writing and design of this learning program (Rosem, RPPH, RPPM) is expected to be useful and help teachers in enhancing character education with a holistic integrative approach to early childhood.

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