

Internalizing Character Values Since the Early Age

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ABSTRACT

This study aims to explore the cooperative game in instilling character values in Dharma Wanita Kindergarten Metro. The aspects observed include: (1) School characteristics (2) Curriculum (3) Teaching and Learning Process (4) Character Development in Schools (5) Concepts and Applications of Cooperative play (6) The formation of discipline, tolerance, confidence, cooperation, and leadership. The research subjects were 22 children aged 5-6 years old. This study is qualitative research using a phenomenological approach. The data used were analyzed using Spradley's model. The data of this study were obtained from observations, documentation, and interviews. The findings of this study indicate that: (1) Character development in Dharma Wanita Kindergarten Metro is carried out integrally from the school's Vision, Mission, and Objectives. Going down to the KP2M Curriculum which is a reference at Dharma Wanita Kindergarten that has integrated the concept of character through the development of moral character, (2) The development of character values is carried out with the concept of play, (3) Character discipline, tolerance, confidence, collaboration and leadership are formed through habituation, motivation and meaningful play.

Keywords: Character, Early age, Cooperative games

1. INTRODUCTION

The value of character education is a characteristic of education in Indonesia so that it will be very nationalist if it is increasingly recognized by the public in general and the world of education in particular. The values of character education should be introduced early on, when children start early childhood education, elementary school, junior high school, senior high school, until entering college. These values must at all times be maintained, and even preserved until the end of life, to maintain the unity of the Republic of Indonesia (Rahmawati, 2017).

Character is obtained through interaction with parents, teachers, friends, and the environment (Reksiana, 2019). The character can also be obtained from the results of direct learning or through observation of other (Mardapi, 2017). Mulyasa (2011) argues that character education for early childhood has a higher meaning than moral education because it is not only related to the problem of right and wrong but how to instill habits (habits) about a variety of good behavior in life so that children have the awareness and commitment to implement virtues in daily life (Mulyasa, 2011).

Thus, the inculcation of character values in early childhood cannot be formed briefly. Instilling character values requires education that must be carried out continuously or accustomed to learning. Therefore, teachers or educators are needed to develop positive habits by applying character values to early childhood. So it can be interpreted that the teacher is a major factor in the implementation of character education. To find out how far the value of characters that have been embedded in students requires an assessment.

Through the character, education assessment can be obtained information about how deep the planting and application of character values in children, especially early childhood in their environment.

Potential character education to be formed from an early age-related to the child's golden age. At this stage the child's development is very maximal, at the age of the child's brain developing 80%, early childhood is crucial in the future development, the child's development is influenced by several factors, both genetic and environmental factors. The age of birth to 8 years has a period of very rapid development and growth, this golden period is a critical period in the stages of human life, which will determine the child's next development.

Based on the results of field studies by conducting observations and interviews with the school principal, the result is the Dharma Wanita Metro Kindergarten is one of the early childhood education institutions that implement character education. One of these character development activities was observed in cooperative play activities.

1.1. Character

The need to instill the values of character education to prepare them later as humans who have self-identities, while at the same time guiding children to become virtuous humans, through habituation, motivation and meaningful play (Cahyaningrum, Sudaryanti, & Purwanto, 2017). Habituation is a way that can be done to get children to think, act by religious teachings. Fostering and shaping the character of early childhood in increasing habituation in doing an activity at school. Habituation is repetition, in

habituation, it is very effective to use because it will practice good habits for early childhood. While motivation is an attitude that is shown by the teacher to good habits that have been done by children, and meaningful games are intended that the teacher presents a game that can develop all aspects of child development optimally.

Instilling the values of character education will be meaningful if these values can be implemented in daily life. Therefore, the values of character education emphasize the habits of children to do things that are positive and exemplary/ examples displayed by the teacher. It is this habit and example which will then become a character that imprints and is embedded in the soul of the child.

The values of character education that must be applied and instilled in early childhood are as follows (Orr, 2004):

- 1) Religious: Obedient attitudes and behaviors in carrying out the teachings of the religion it adheres to, tolerant of the implementation of other religious worship, and live in harmony with followers of other religions.
- 2) Honestly: Behavior that is based on efforts to make oneself a person who can always be trusted in words, actions, and work.
- 3) Tolerance: The attitude of action that respects differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others that are different from the thorn.
- 4) Discipline: Actions that show an orderly and compliant behavior with various rules and regulations.
- 5) Hard work: Behavior that shows earnest effort in overcoming various learning barriers and tasks, and completing tasks as well as possible.
- 6) Creative: Think and do something to produce new ways or results from something you already have.
- 7) Independent: Attitudes and behaviors that are not easy to depend on others in completing tasks.
- 8) Democratic: Ways of thinking, behaving, and acting that value the same rights and obligations of himself and others.
- 9) Curiosity: Attitudes, and actions that always strive to find out more deeply and broadly from something that is learned, seen, and heard.
- 10) The spirit of nationalism: Ways of thinking, acting and having insight, which places the interests of the nation and state, above the self and group interests.
- 11) Love the motherland: How to think, act and do things. Show loyalty, care, and respect, which is high for the language, physical environment, social, cultural, economic, and political aspects of the nation.
- 12) Respect the pretensions: Attitudes, and actions that drive him to produce something useful for society, and acknowledge and respect the success of others.
- 13) Friendly or communicative: Actions that show a sense of pleasure in talking, socializing and working together with others.
- 14) Peaceful attitudes: Attitudes, words, and actions that cause others to feel happy and secure her presence.
- 15) Likes to read: The habit of providing time to read various readings that provide virtue for him.
- 16) Care for the environment: Attitudes, and actions that always strive to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred.

17) Social care: Attitudes, and actions that always want to assist others and communities in need.

18) The responsibility: Attitude, and behavior of a person to carry out his duties and obligations, which should be done to oneself, society, the environment (natural, social, and cultural), country, and God Almighty.

1.2. Cooperative Play

Early childhood one of which is known as the play period (Santrock, 2011; Sumantri & Syaodih, 2014; LN, 2011). Most of the time is used for playing because it is by playing that early childhood grows and develops all aspects of development that exist in him. According to Karl Buhler and Schenk Danziger playing is an activity that gives rise to pleasure, and it is based on that pleasure orientation that stimulates other behaviors. When the child is more mature his age is characterized by the increasingly rapid ability to speak and fantasize the pleasure arising from play becomes more widespread becoming *schadenfreude* (a pleasure to be creative). A pleasure to be creative is what is assumed by Charlotte Buhler as a trigger for creativity, so he thinks playing will increase his creativity.

The importance of playing in helping the expression of emotional expression in children which states, "play is an important part of a child's life. By playing a child will develop, learn, practice skills, experiment, explore, experience emotion (Nurani & Sujiono, 2009; Suharti, 2018). That is, playing is an important part of a child's life. by playing children will develop, learn, practice abilities, experiment, explore, experience with emotions. Based on this opinion, it can be explained that playing is an important part of children's lives because by playing children can learn about various things. Children can also develop themselves and train their abilities. Tedjakusuma (2013) said that play is an activity carried out with or without using tools that generate understanding or provide information, give pleasure or develop imagination in children.

Transformation thinking about a play from several experts can provide insightful knowledge about the importance of play into the world of children. Jean Piaget, believes the appearance of symbolic play in children is a "transition from representation in action to internal representation or thinking. Referring to playing as" the language of childhood, "Piaget argues that to think of everything, children do it through their need to play (Casper & Theilheimer, 2009; Tedjakusuma, 2013)

In this way, playing facilitates and changes the child's mind and processes into more mature. Lev Vygotsky, a Russian development theorist who believes in playing such as playing drama is important to the development process, through this play makes the child stimulated toward abstract thinking, and further thinking is increasingly independent. While Jan Drucker points out that playing helps children begin to think before acting so that various kinds of actions and behaviors are no longer solely on impulse.

The cooperative game is done together so that it requires face to face between players, this can establish social interaction between players. From this interaction, children

can develop social skills with peers or with the environment, train children's creativity, develop children's motor skills, train children's sportsmanship spirit, strengthen friendship, and train their children to collaborate with groups. Play is something that allows children to develop optimally. Play can affect all or all aspects of development by allowing children to learn about themselves, their families, peers, and the environment around children. Through play children can also develop their social abilities, such as developing relationships with other children, behaving by community demands, adjusting to peers, being able to understand their behavior, and understanding that every action there are consequences (Setiawan, 2017).

2. METHOD

The method used in this research is qualitative research with a phenomenological approach, while the approach used in this research is phenomenological. The phenomenological approach is a tradition of qualitative research that is rooted in philosophy and psychology and focuses on the experience of human life (sociology). The phenomenological approach is almost similar to the hermeneutic approach which uses life experience as a tool to better understand the context in which the experience occurs.

This study will discuss an object of study by understanding the core experience of a phenomenon. The researcher will examine in depth the central issue of the main structure of the object of study and always ask "what is the main experience that the informant will explain about the subject of the research study". The main objective of this type of qualitative research itself is to examine the condition of natural objects, researchers as a key instrument (key instrument). The researcher begins his study with a philosophical idea that illustrates the main theme. The translation is done by entering the insights of informants' perceptions, seeing how they go through an experience, life and showing phenomena and looking for meaning from the informant's experience.

Data collection techniques carried out in various ways, namely by direct observation of participatory observation, in-depth interviews, and collecting various documents related to caregiving, interviews conducted with informants and research subjects with unstructured interview approaches and informal approaches, data analysis is inductive, and results Qualitative research emphasizes more meaning than generalization. The procedure of this research is broadly carried out through four stages of activity, namely the pre-field stage, implementation, data analysis, and ending with report writing, as revealed by Moleong that qualitative research consists of pre-research stages and stages fieldwork (Moleong, 2011; Sugioyono, 2016).

Analysis of the data used is the Spradley model data analysis, data analysis carried out since before entering the field (preliminary study) when in the field and when finished in the field, for data accuracy is also validated by triangulation from various data sources.

3. RESULT AND FINDINGS

The curriculum is based on the 2010 national education curriculum integrated with the TK Dharma Wanita Metro curriculum, the KP2M curriculum (Muslim personal development curriculum) that combines general education with religious education integrated. The curriculum concept called KP2M characterizes morality with the concept of play. This curriculum still pays attention to six basic developments such as the development of moral and religious values, social and emotional, language, cognitive, art, and physical motor and health that are supported by the development of the character of moral character.

The application of character education in Dharma Wanita Kindergarten is prepared in such a way with an understanding of concepts, theories, methodologies and applications that are relevant to the character formation of students as expected. At first, the character development was taught around theories and concepts, not yet in the realm of methodology and its application in life. This continues to be developed so that character development leads children to cognitive recognition of values, appreciation of values affective, finally to the experience of tangible values. In each learning process includes four aspects, namely concepts, theories, methods, and applications. It is realized that giving meaningfulness that is taught will be more effective in supporting character development.

The character development that is carried out at the Dharma Wanita Kindergarten is not just educating right and wrong, but more than that character development includes the process of habituation of good behavior so that students can understand, feel, and want to behave well so that good character is formed.

4. CONCLUSION

This study shows that the methods used by teachers in teaching children are proven to be effective, and could make children accustomed to the character of discipline, tolerance, self-confidence, cooperation and leadership formed through habituation, motivation and meaningful play. Character development in children aged 5-6 years at Dharma Wanita Metro Kindergarten is a development that has been integrated with the curriculum and vision and mission of the school. The concepts and applications of play are carried out with planned and programmed concepts by taking into account the basic concepts of early childhood and various development methods. The characters formed are the characters that form the basic foundation of students' competence and integration with the six basic aspects of children's development, namely moral and religious aspects, cognitive, physical motor, language, social-emotional and arts.

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