

Implementation of Character Values in Kindergarten

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ABSTRACT

The purpose of this research is to illustrate the implementation of character values in kindergarten. Respondents in this study were 3 teachers and principles that conducted in-depth interviews and observations on 3 Kindergarten in Kelapa Gading. The approach used qualitative method. Based on field research data sourced from interviews and field observations of teachers in AR, AD and AH kindergarten, it was found that most kindergarten teachers had understood the concept of character education in kindergarten children consisting of 18 character value. However, in applying it there are obstacles in the application of character education in general in AR, AH, and AD Kindergarten, namely the lack of intensive communication with parents and lack of school infrastructure in developing various media that is suitable for the development of kindergarten children.

Keywords: *Character Education, Teacher, Kindergarten Children.*

1. INTRODUCTION

1.1 Research Background

Character education is the main foundation that should be the focus of teachers and parents on their children's development from the aspect of cognitive, social and emotional. Character education is said to be the education that implant knowledge, compassion and goodness behavior to being a habit (Kemendikbud, 2012). The understanding of it is mirrored with the aim of national education stated in the Indonesian 1945 Constitution, which mandates that the government will do its best to increase faith in God and noble deeds in purpose to educate the people (Kemendikbud, 2012). Based on that it may be concluded as character education is an effort that initiated from every element of society, including the government and parents to base character education for children from a very young age is to do good deeds.

The values of character education that can be implanted to children of young age includes on these four aspects, spiritual, personality, social and environment. Based on Kemendikbud's guidelines, character education will not be free from the basic values that are important to introduce and internalized in children's behavior, such as: faith and love of God, honesty, discipline, tolerance and peace lover, confidence, independence, helpfulness, teamwork, and cooperation, respect and politeness, responsibility, hard work, leadership and justice, creative, humble, environment friendly and nationalism. Those values are suitable with how Islam views human behavior where one's character is determined by their behavior.

Nowadays, the need of having a good attitude as stated by prophet Rasulullah SAW is the main key to be taught in these disruptive eras. Massive technology development

nowadays indirectly affects children's behavior. Children's character which can be the background to how they respond to external stimulus may affect their success in adapting effectively yet still holds on tight to their Islamic beliefs. Therefore, implanting character values need to be taught in children of early age to be the base of their road to the future.

Based on the stated above, implanting character values for the next generation, most importantly children of early age, is urgent and relevant to be the main focus of the education issues. Children of early age is on the stage where they start to learn behavior regulation in society more broad than family (Papalia & Martorell, 2016). In this age, children begins to interact with teachers and kindergarten as a social agent other than parents they meet at home. Therefore teachers, especially kindergarten teachers is involved in shaping children's behavior and habit that they may bring to adulthood later on.

Based on pre-research done on 35 respondents in 30 kindergarten based on Kelapa Gading, Jakarta Utara was obtained descriptive data of 16 questions from 35 teachers about their understanding of character values. On average, the kindergarten teacher answered 'understand' (point 3) and 'very understand' (point 4) towards character values that has been integrated in children of young age education curriculum that consists of 18 character values, such as: Religiosity, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationalism, achievement appreciation, friendly/communicative, peace lover, fond of reading, environmental and society care, and responsibility. Mean of the test is between 3.1-3.3 of 35 respondents from kindergarten teachers. However the researcher has not yet found out how the comprehension is implemented on character education in school. And for that reason, the purpose of this research is to obtain how teacher

understanding of character values implementation in kindergarten.

One of the Union of Kindergarten Teachers (IGTK) who's actively discussing about said topic is the IGTK in North Jakarta. For that reason, this research is conducted in North Jakarta, especially in Kelapa Gading district.

1.2. Problem Conceptualization

How is implementation of character values in kindergarten?

1.3. Purpose of Research

The purpose of this research is to:
Obtain the illustration of how the application of character values in kindergarten.

1.4. Scope of Research

This research will be conducted on Kindergarten in North Jakarta, specifically in the Kelapa Gading district involving in 3 Kindergarten, are: AR, AH, and AD Kindergarten.

1.5. Benefit of Research

The benefit of this research is to be an education psychology literature study, specifically in early age education, which is expected to be the basis for further step of schools in order to develop their curriculum and application, also universities can devote to the society by solving the issues related to early age character education.

2. THEORY

2.1 Character Values

In the 2000 era, education in Indonesia was enlivened by character education. We know that the character in Islam is often familiar with morals. According to Lickona (2012), character is related to moral concepts (moral knowing), moral attitude (moral feeling), and moral behavior (moral behavior). Based on these three components, it can be stated that good character is supported by knowledge about goodness, the desire to do good, and do good deeds. So that character education can be interpreted as being defined as any effort that can be done to influence student character.

Meanwhile, according to Kertajaya (2010) character is a characteristic possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and is a "machine" that drives how a person acts, behaves, says, and responds to a personality that must be built from an early age, integrated into the PAUD curriculum. In the Guidelines for Planting Attitudes for Early Childhood Education (2015) issued by the Directorate for Early Childhood Education Development, basic competency attitudes are developed by paying

attention to the characteristics of the child's early abilities and the goals of each development program. The basic competencies of attitudes are formulated in the Basic Competencies of Spiritual Attitudes and Basic Competencies of Social Attitudes, as follows:

- 1.** Basic Competency 1 Spiritual Attitude consists of:
 - 1.1.** Believe in the existence of God through His creation
 - 1.2.** Respect yourself, others, and the environment as gratitude to God
- 2.** Basic Competency 2 Social Attitudes consist of:
 - 2.1.** Have behaviors that reflect healthy living
 - 2.2.** Have behaviors that reflect a curious attitude
 - 2.3.** Have behaviors that reflect a creative attitude
 - 2.4.** Have behaviors that reflect aesthetic attitudes
 - 2.5.** Have behaviors that reflect an attitude of confidence
 - 2.6.** Have a behavior that reflects an attitude of obedience to daily rules to practice discipline
 - 2.7.** Have behaviors that reflect patience (want to wait their turn, want to hear when others talk) to practice discipline
 - 2.8.** Have behaviors that reflect independence
 - 2.9.** Have behaviors that reflect caring and willing to help if asked for help
 - 2.10.** Having behavior that reflects an attitude of respect and tolerance to others
 - 2.11.** Having behavior that can adjust
 - 2.12.** Have behaviors that reflect an attitude of responsibility
 - 2.13.** Having behavior that reflects honest attitude
 - 2.14.** Having behavior that reflects a humble and polite attitude towards parents, educators and friends.

The basic competencies of these attitudes can be summarized into 18 of the following character values:

1. Religious
2. Honest
3. Tolerance
4. Discipline
5. Hard work
6. Creative
7. Mandiri
8. Democratic
9. Curiosity
10. Spirit of nationality
11. Love the motherland
12. Reward achievements
13. Friendly / communicative
14. Love peace
15. Like to read
16. Environmental care
17. Social care
18. Responsible

Then according to Suyanto, character is a way of thinking and behaving that characterizes each individual to live and work together, both in the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of decisions made (Ansori, 2007).

Efforts to build character for children are very important. Because, it aims to form individuals who are noble, tolerant, happy to help, mutual assistance, tough and competitive mentality, and always have an interest in science. All of these abilities are based on faith and devotion to God Almighty.

Furthermore, Timothy (2012) revealed several things related to the development of children's psychosocial abilities as an approach in instilling character values, including:

1. Communicate with words of love, praise, encouraging encouragement, guidance, a good call for "affection" to children
2. Give a gift
3. Teach children by giving examples until he is able, such as teaching children to serve themselves and others
4. Friendly and joking with children
5. Give physical touch
6. Fulfill the wishes of children gradually

Based on the Guidelines for Planting Attitudes of Early Childhood Education (2015), some teacher strategies in developing the character education of students in schools are as follows:

1. Optimizing the role of the teacher in the learning process. The teacher has the role of directing, guiding, and facilitating the learning process, so that children can do and find their own learning outcomes.
2. Integration of character education materials into learning. Teachers are required to care, want and be able to link the concepts of value inclusion in learning materials. Teachers are required to continue to add knowledge of knowledge relating to the value of investment, which can be integrated in the learning process.
3. Optimizing the habituation of activities that have insight into the development of character and noble character. Teachers prioritize the activities of the development of character and noble morals that are contextual, activities that lead to the development of affective and psychomotor abilities.
4. Creation of a school environment that is conducive to the growth and development of values in children. The environment proved to be very important in the formation of the human person (child), both the physical and spiritual environment. For this reason, schools and teachers need to prepare facilities and carry out various types of activities that support the activities of instilling values in children.
5. Establish cooperation with parents of students and the community in the development of value investing in children. The form of cooperation that can be carried out is to place parents and the community as facilitators and resource persons in the value planting activities carried out in schools.
6. Be a role model for children. The child's acceptance of the learning material provided by a teacher, will more or less depend on the student's personal acceptance of the teacher's person. The child will imitate, copy the

model / figure of a teacher. So that in the learning process the integration of character values can not only be done through learning material, but can also be done through the process, namely by modeling / copying from his teacher.

3. METHODS

3.1 Research Method

This research was conducted using the qualitative method. According to Creswell, qualitative research is a process to gain understanding related to social or individual issues, held in a natural setting, based on complex and throughout illustration from the perspective that was given specific by the participant.

3.2 Data Collection Method

Research data is collected with interview, observation, documentation and data triangular to describe how the implementation of character values in kindergarten.

3.2.1. Interview

This research uses in-depth interview so the researcher can have a direct interaction with the participant and gain more deepened data. In-depth interview is a process in gaining information in line with the purpose of research using questions and answers while meeting face-to-face with or without a guideline.

3.2.2. Observation

This research use observation techniques to observe naturally about teacher's understanding related to the application of character values. Information gained from observation is a realistic data about participant, behavior, feeling, time, and other events which can illustrate the teacher's understanding.

3.2.3. Documentation

Documentation is needed so the researcher may gain data in other forms such as daily report, private letters, photos, etc.

3.2.4. Data Triangulation/Merging

Merging data from a few sources to complete the data as a verification for gained data so far.

3.4 Research Instrument

Instruments used in this research are:

The main instrument is researcher, as it needs the ability to dig information and interpreted research results. Interview guidelines, made using broad questions to make it easier to gain more information based on perspective, experience and wishes of the participant.

Observation form, made in anecdote form, to make it easier to obtain a throughout illustration the application and implementation of character education in Kindergarten.

Recording device and camera to help researcher records any relevant information or situations. It also helps researcher if there are a lot of data at one time.

Stationery to write down interview key points and observation quirks given by the participant.

3.5 Dana Analysis

Data analysis method used in this research are:

3.5.1 Data Completion

Before begin analyzing the data, the researcher needs to make sure that all data are complete, noted and systematically labeled, so the data is in order.

3.5.2. Data Coding and Categorizing

To simplify in arranging data, the researcher assign some keywords, themes, issues, and other statements or answers given by the participants. The point of coding is to find and compare data means and difference to make the categories.

3.5.3. Research Pattern and Proposition

The researcher will classify different categories by main themes to be more stabilized, neat, logical, and makes sense.

3.5.4. Data Interpreting

3.5.5. Evaluating Interpreted Data

In this step the researcher will do a series of verification and validation about the validity of data, then reflected them to interpretation.

3.6. Research Procedure

Broadly speaking, this research was conducted in 3 stages, namely:

3.6.1. Research Preparation

The things that need to be prepared for this research are making data collection tools for preliminary studies in the form of questionnaires. Another thing that needs to be prepared is to contact the parties involved and needed as subjects in this study, including licensing to conduct research. This stage is accomplished by contacting the North Jakarta IGTK chairman who is then proposed to conduct research in Kelapa Gading sub-district, because the Kelapa Gading IGTK is an active and very open IGTK in various activities. So that researchers take care of licensing for research through the head of the IGTK sub-district of Kelapa Gading.

3.6.2. Research Implementation

The implementation of this research began in January 2019 to collect preliminary research data. The research was focused in Kelapa Gading District.

3.6.3. Reporting

At this stage the researcher processes the collected research data. Based on the results of data processing and analysis, the researcher can make a complete research report from the beginning to finally find the answer to the research problem.

3.7. Data and Source of Data

The data taken is data related to how the kindergarten teachers applying character values to their students. The study population was 3 schools, namely TK AR, TK AH, and TK AD, which involved the principal and 2 teachers in each school.

4. RESULT AND DISCUSSION

4.1. Results

4.1.1. Research Location Profile

TK AR

TK AR started with TPA Raudhatul Ulum Foundation in 1992, which is a foundation founded by parents from Dra. Nurlaila, headmaster of AR Kindergarten who is currently also the head of North Jakarta IGTK. The landfill was initially carried out at home, then in 1996 a new building was started which was aimed at educational foundations. So in 1997 TK AR was established.

Since its inception, TK AR has a stable number of students at around 90 people / year even though there are already enough kindergartens around it. Kindergarten AR provides a lot of convenience for parents who mostly come from the lower middle economic class with low costs and can be paid in installments. The current AR Kindergarten school entrance fee is only 1.5 million, including uniforms, books, first month contributions and props. The monthly fee is only charged Rp. 150,000 / month. The school is also committed to accommodating orphans free of charge, usually around an average of 5 orphan students who study there. The amount is not limited by the school, because the orientation is for educational development, not for profit. In addition, Kindergarten AR routinely meets with parents by providing parenting training so as to increase parents' knowledge on how to educate early age students according to their development.

TK AR has 6 teachers, who originally came from PKK mothers and parents of students who have a commitment to guide and have a sense of closeness with the world of students. At the beginning of becoming teachers, most of the teachers in TK AR did not have PAUD background, but as time went by the teachers began to continue their studies. At present there is 1 teacher with a PAUD S1 background,

4 S1 graduates from other majors, and 1 person who is still a high school graduate. However, the teachers who teach in Kindergarten AR have a high commitment, it can be seen from their persistence in teaching there for years even though there are some people whose homes are far from school. Because schools emphasize commitment and foster good family relationships and cooperate with each other. Interviews were conducted with the Principal of the AR Kindergarten School Dra. Nurlaila, class B1 teacher with Ms. Nunung S, and class teacher B2 Ibu Aisyah. TK AR has 3 classrooms. Class B1 is parallel with class A in the afternoon. Then class B3 is parallel with the playgroup which is entered 3 times a week.

TK AD

Founded in 1986 in the complex area of the AD Kelapa Gading Mosque, North Jakarta. The mosque itself was built in 1983 on the proposal of the surrounding community to meet the needs of religious worship facilities and infrastructure where in those years it was still very rare to hold the construction of the mosque. Based on this history it can be seen that the awareness of the surrounding community on the importance of aspects of spirituality and religiosity in Islamic religion is important and a place to gather to worship and transfer knowledge represented from the construction of schools around the mosque which is a conducive environment for children to imitate the morals which constitute a crucial thing for the community around this school has always been. Now, the area around TK AD is a local government employee housing area which is a community that is classified as middle to upper class. In addition to being in the housing complex of local government employees, the community living around the mosque and the AD school is a community housing area that can be said to be elite.

Viewed more specifically, TK AD is one of the kindergarten schools with above-average quality seen from the quality of human resources, teaching staff and infrastructure that can be seen both in classrooms totaling 3 classes and teacher rooms and outside the classroom in the form of pages and a playground adjacent to the mosque yard which makes this kindergarten an example of a good quality school for sending children to school. One of the things that needs to be stressed is the quality of the teaching teachers of the AD Kindergarten school. The description of the teaching staff in this school is physically seen from the way of dressing the teacher who exemplifies how to cover a good genitalia and rap, for example by stretching the head covering (hijab) up to the chest in accordance with the words of the Prophet Muhammad. In addition, in terms of the quality of teaching which is generally seen from in-depth interviews, which will be explained in the next section reflecting the quality of early childhood education, reflecting the quality of good teaching, basing on the teachings of Islamic religion in the behavior of moral behavior that has been internalized by the teacher teachers who are teaching there.

TK AH

TK AH is a Private TK owned by the Nur Sahla Foundation which was established on May 17, 2009 and is based at

Jalan Bangun Cipta Sarana No.51 RT.001 / 05, Pegangsaan Dua, Kelapa Gading.

This foundation has a special building with a land area of 750 m2. The number of rooms is quite complete, starting from the classrooms, teaching staff room, management room, waiting room, health room, multipurpose room, library, kitchen and toilet.

The age level of students ranging from 3 to 6 years, with categories of playgroup, kindergarten A and kindergarten B. The total number of students is 94 people. The number of teachers is 10 people including the school principal. The highest education is S2 for school principals and S1 for teachers, but there are still 3 teachers with D3 education. Personal development activities at AH Kindergarten consist of dancing, drumming, painting, dancing, swimming, and religion. So AH TK often gets achievements both at local and national levels.

The vision of this school is to enable each child to develop as a well-integrated individual (spiritually, intellectually, socially, physically and emotionally and think creatively independently and responsibly). The mission of TK AH is to: (a) foster a sense of love for God and all of His creation, (b) develop all the potentials of children according to their stages of development, (c) apply good habits in children's independence and responsibility, and (d) create a learning atmosphere that active, creative, innovative, safe, clean and fun. The purpose of the school is to (a) assist parents in developing the attitudes, knowledge, skills and creativity needed by children to adapt to their environment and to further their growth and development, and (b) contribute to improving the quality of modern early childhood education Islamic at an early age education level.

4.1.2. Implementation of Character Values

Based on interviews and observations in the field, the implementation of character education at AR, AD and AH Kindergarten described on the table below:

Table 1. Description of Character Aspects Implementation

| No | Aspects of Character Education | Description (Observation and Interview Results) |
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| 1 | Value of Religious | <p>TK AR</p> <ul style="list-style-type: none"> - When students complain to the teacher that there are friends who speak harshly, the teacher conveys to the student "if anyone speaks rude, immediately say istighfar." - Encourages students when eating. "If you finish the meal, God will love us". Teaches the |

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| | <p>importance of being grateful; therefore meal must be finished</p> <ul style="list-style-type: none"> - Read prayers before and after study, pray before and after eating - Before starting the class, everyday students recite short surah recitation and hadiths and their meanings together. The number of recitation is always added every week - The application of memorisation in daily life is applied in activities in the school environment, such as: throwing garbage in its place, if there is littering, then the teacher with other friends will remind about the hygiene hadith. - Grateful with God's creation, students are invited to observe the surrounding environment and discuss the benefits and be grateful for the gift of God. - Do good to parents, practised by students saying goodbye to parents when they arrived at school and greeting teachers who welcome them at the school gate. - Familiarise students to say "thank you" for the help given by others. - For students who do not do what the teacher teaches and exemplifies, the teacher will remind them. - Before entering the classroom, the teacher and students together read the pledge and creed (Shahadat), then students enter the classroom in an orderly manner. - Before returning home, recite the memorisation of surah first. <p>TK AD</p> <p>The religious value of this school is emphasised in the process of the teaching teacher</p> |
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| | | <p>who gives a model/example to children in the school environment, both inside and outside the classroom. Examples of the application of these values include reading Basmallah when they need to do something, reading the prayer of the assembly of knowledge at the beginning of the meeting and the end of the meeting, both with the memorisation method guided by the teacher in front of the class or by the singing method. Another thing that becomes important on the cultivator of the character point of religiosity is the existence of cooperation/collaboration/continuity among school and home, teachers and parents hence the function of religious education is not necessarily transmitted by parents to teachers at school only. Thus, in TK AD, the teacher has an understanding and a real application of the value of qualified religiosity to be transferred/emulated and instilled in on students.</p> <p>TK AH</p> <ul style="list-style-type: none"> - Every time the class starts to read Alfatihah, morning spirit, starting from Kindergarten B memorises four short verses - Explain the prayer and the practice of prayer, do charity every Friday by putting money in a charity box, memorising short verses |
| 2 | Value of Honesty | <p>TK AR</p> <ul style="list-style-type: none"> - Setting up honesty stalls, where students are taught when taking food from the stall to put the payment in the container provided. - Noticed when students find money that falls, then hand the money over to the teacher. - Honest behaviour is also taught through media stories, in which there are honest and dishonest characters, students are asked to discuss it, and the teacher reinforces that they must be honest in daily life. |

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| | | <p>TK AD</p> <p>The idea of understanding the intrinsic character values possessed by teachers in this school is reflected in the teacher's consistent behaviour when in class while teaching/educating children to want to admit mistakes and apologise to friends. The teacher consistently provides direction in the form of questions that do not judge children who do wrong; therefore, children are willing and able to learn to regulate behaviour and fear and their embarrassment to apologise when making mistakes toward a friend. The consistency of the teacher's attitude illustrates the value of honesty that the teachers themselves have.</p> |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - Highlighting to children about honesty through the Prophet's story. - If hitting a friend, must honestly admit the mistakes and apologise. |
| 3 | Value of Tolerance | <p>TK AR</p> <ul style="list-style-type: none"> - TK AR accepts students from other religions besides Islam; students are taught so that they can respect their friends of different faiths, this is seen when the teacher conveys that there will be a hajj ritual (manasik haji), then one of the students tells the non-Muslim friend that he/she is not required to join because he/she is not Muslim. However, the respective student still wants to participate, the teacher allows, and other friends also appreciate the choice. - More capable parents often provide support, either material or time and energy through school committees to help the activities carried out at school, this makes the family ties at school feel very solid, the relationship between teachers, |

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| | | <p>students and parents are harmonious.</p> |
| | | <p>TK AD</p> <p>Tolerance implementation values held by teachers is reflected in the manner in which the teacher does not impose the will that he is a figure that is bigger and better than their children when a fight / debate, but the teacher gives time for the child to explain the incident and assess actions. In addition, the teacher does not necessarily reject the reason children, but tolerance is still within reasonable limits accompanied with a briefing on the child about what behavior he should do, what behaviors are not good to do and the values behave differently when children are teachers can receive advice.</p> |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - Students are taught to respect friends such as sharing food, drinks and, not allowed to mock friends if there are students who mock must apologise |
| 4 | Value of Discipline | <p>TK AR</p> <ul style="list-style-type: none"> - Class starts at 07.30, 10 minutes before class starts, students are asked to be present already. If students are late, the teacher will give a warning to their parents, in order for the students to arrive on time to come to school, and feel uncomfortable when late. - Every rule and order is socialised to parents and students. - Recently used toys are requested to be tidied up and put in place after done. - "If you are eating, sit on the chair, dear, not on the table." - After finishing eating, the teacher teaches students to put the food container back in the bag |
| | | <p>TK AD</p> |

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| | | The value of discipline is illustrated in the form of implementing teaching and learning activities that are directed by the teacher when the child wants to enter the classroom when the class starts; also when switching from one activity to another or at the end of the class, this is done by queuing habits that the teachers teach the children. With this habituation, the teacher feels that queuing can be one of the activities that nurture children's discipline; therefore, children are not in a hurry and behave orderly. |
| | | TK AH - Every morning students are told to lined-up before entering class, having meals must be together, and students must follow the eating rules by sitting quietly and not running around. |
| 5 | Value of Hard Work | TK AR - Students are involved in tidying the classroom and helping one another in the activity - The teacher gives examples and reminds students to tidy up the equipment that has been used |
| | | TK AD The teacher's understanding of this matter is illustrated by one of the moments observed by the team where the teacher gives direction to the child to work on drawing and colouring assignments. The teacher patiently but firmly gives time to do the work/task to the end, then gives an appreciation for the work done by the child. This patient and assertive attitude reflect that the teacher has the value of hard work that he/she has which is then transferred to the children. |
| | | TK AH |

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| | | - Students have been directed to be able to write and be brought to the library and tell what they are reading even though the book they are viewing is a fairy tale which filled with pictures - The teacher tells the fable of Heroes and takes insight into the heroes' hard work in fighting for Indonesian independence |
| 6 | Value of Creative | TK AR - Students are actively involved in making choices to make creative work through various activities, such as making decorations on photo frames with various equipment that has been provided by the teacher. - Playing with blocks by allowing children to make buildings/figures and colours that vary according to their respective creativity. - Draw freely, without giving examples on the board; therefore, there are no more painting lessons. |
| | | TK AD The value of the creative character of the teacher is represented by the teacher in his/her attitude, which does not limit the child during drawing and colouring activities and during snack time. The teacher frees the child's style to complete the task to train the child's creativity development; hence it is not always monotonous, this reflects that the teacher has the value of creative character which is then developed to the students. |
| | | TK AH - Invited to play creatively such as LEGO, the teacher initially gave an example then students are told to create according to their creativity in addition to practising excellent motor skills by doing lego and folding origami, as the students want |

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| | | <ul style="list-style-type: none"> - Students are taught to be creative by making things with cardboard-based materials such as pencil cases, aqua containers, learning to count with pictures, counting through objects |
| 7 | Value of Independence | <p>TK AR</p> <p>Demands the students to tidy up the toys themselves, without the help from the teacher or other friends. Students can eat independently without being fed by the teacher. The teacher asks the children to try to do something themselves, only then if they are unable to, they can ask for help from others.</p> |
| | | <p>TK AD</p> <p>The understanding of this value is reflected in snack time activities and small instructions such as collecting and returning toys, sharing toys, and other children's requests. The teacher emphasises the importance of the child to be able to carry out what he/she needs starting from small things, not leaving or ignoring the child but providing verbal encouragement/motivation and reward in the form of praise when the child succeeds in doing what he/she wants with his/her help, and this illustrates that according to teacher independence is important therefore children must be trained from an early age.</p> |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - Students are taught to toilet training; children are told to line up, wear sandals to their bathroom, lockers are made in names for the students to store and tidy up their belongings and store them neatly - Taught to wear their shoes, put shoes on a shoe rack, toilet training, tidy up their place to eat, clean and tidy up stationery and toys that have been played |

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| 8 | Value of Democratic | <p>TK AR</p> <ul style="list-style-type: none"> - Emphasising to students, that male and female students are the same; there is no difference. If a mistake is made, there will be punishment - Teaching students to apologise for making mistakes - Learning "Unity in Diversity" through various traditional clothing parade, miniature of various houses of worship, various races, and others to promote a sense of unity by student and respect for each other even though there are those from different religions and races, such as students who are Hindus and Christian and come from the Chinese race. |
| | | <p>TK AD</p> <p>In this aspect, it is not particularly apparent when observing activities that illustrate the interaction of teachers and children that reflect democracy accurately, and this is also found during the interview session. However, there are small activities where the teacher intercedes or intervenes when children fight because they feel the most righteous or when they will fight for something, this explains the teacher's understanding that the child who looks right is not necessarily right, and the teacher encourages the child to solve the problem not by fighting but in a proper manner and apologises if doing something wrong.</p> |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - Students are asked for their opinions and allowed to work on a game according to their creativity - Students are stimulated to express their opinions, applying structured and centralised learning methods |
| 9 | Curiosity | <p>TK AR</p> |

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| | | The teacher stimulates students' curiosity by asking students questions about things that are happening in their environment and asking students to explain. The teacher asks students, "If you eat much pilus, is it good or not? What is the danger?" So that intrigues students |
| | | TK AD In this character value, the description of teacher understanding in TK AD is represented by the implementation of ways/techniques to explore children's curiosity by stimulating children with exciting questions that raise curiosity, the use of tools and materials in the classroom, for example, the spontaneity of the teacher when a flying fly died, then the teacher actively takes the stethoscope and teaches the child to observe the fly, this reflects that in this kindergarten, the value of children's curiosity is fostered well with the understanding and application that is qualified from teachers who are sensitive to the environment. |
| | | TK AH - Mixing kindergartners who have a high curiosity with ignorant students hence ignorant children become curious, and it stimulates their curiosity as well by seeing their friends - The teacher stimulates the child to be curious by stimulating certain games |
| 10 | Value of Spirit of nationality | TK AR - A visit to the presidential palace which raises students' pride as the Indonesian nation - Holding a flag ceremony on August 17 and various competitions to enliven it - Carnival of traditional clothes borrowed by the school, children take turns using |

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| | | traditional clothes from specific regions in order to understand the diversity of the Indonesian people who must remain united. |
| | | TK AD In this value, the description of teacher's understanding in the implementation of the spirit of nationalism in children is carried out in a simple form such as making activities on independence day, introducing national attributes such as the colour red and white in the national flag through activities around the celebration of Indonesia's independence which require the existence of red and white shirts used on certain days. Based on these implementation activities, it is illustrated that the teacher tries to insert national values in children through simple activities that can be followed by children. |
| | | TK AH - Flag ceremony every Monday, singing Indonesia Raya song and other national songs - Holding competitions upheld by the school committee, especially at the 17 of August event |
| 11 | Value of Love for the country | TK AR - The theory being taught is related to Jakarta. Where the teacher gives information that Jakarta is the capital of Indonesia. The teacher also mentions that the national monument is located in Jakarta. - Through a visit to the presidential palace during SBY's presidency, students were very proud. There was one student who said he wanted to be a police officer in order to guard the palace. |
| | | TK AD The value of patriotism is represented by the teacher's explanation regarding the sad character education issue of |

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| | | children and adolescents today, which is related to the low value of the current generation's love for the country. At the class, this value is reflected in the activity of singing national songs that children have memorised |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - Students are taught to sing the Garuda Pancasila song, a song from Sabang to Mauroke - The teacher tells stories regarding Heroes, watching films about the stories of the prophets and then the children are told to retell the story |
| 12 | Value of Appreciating Achievement | <p>TK AR</p> <ul style="list-style-type: none"> - School often holds competitions among students and those involving parents; this aims to increase togetherness and cohesiveness between students and increase student attachment to parents. - Give praise to the student (named Azam) who first finished the meal: "Good, Azam, you finish your meal first." - Teaching students always to be grateful when getting help from others |
| | | <p>TK AD</p> <p>This value is reflected when the teacher gives appreciation to every achievement the child has when doing something/doing good. Appreciating the achievements observed here do not always give appreciation regarding academic achievement, but to every little thing, the child does to hone his/her social and emotional abilities.</p> |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - Students are invited to make groups such as grape group, apple group and if the group wins then they are given a gift or reward such as a star sticker or a picture of a star made using a marker in hand, then also if the |

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| | | child is good in class a star sticker will be given as a reward - Students who are good or who get good grades are rewarded by giving colourful star images in the hands of students, or punishment by giving stickers to cry |
| 13 | Value of Friendship or Communicative | <p>TK AR</p> <ul style="list-style-type: none"> - Communicating with students is very communicative. Whatever is said and complained by students is listened and responded well by the teacher. - Whenever asking the student to do things, it always starts with the word "please." - Involving parents to foster excellent communication with students, through parenting activities every Saturday, such as how to use positive language in communicating with students, for example when students climb too high, the teacher or parent will remind with positive language such as "make sure you are safe". - Encouraging a sense of togetherness; the school has a weekly menu that is communicated to parents at the beginning of the week. So that all parents provide the same types of food every day and are involved in preparing food for their children. These types of menus have been discussed with local health centres following the development and growth of children related to nutrition. - Schools are also open to provide opportunities for parents to take turns in seeing the learning process in a class by scheduling one parent per day; this provides an opportunity for parents to provide input to schools regarding the teaching and learning process and the openness between the school and the parents of students. |
| | | <p>TK AD</p> <p>This value is reflected in every activity carried out by the teacher to the child from entering the classroom until the</p> |

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| | | child comes home from school where the teacher is always warm and friendly, using techniques that are acceptable to the stage of child development such as singing or playing and remains consistent with being firm when it is needed. |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - In the class of many of the students address the teacher with "bunda", during hand-shaking, the teacher hugs students therefore between students and teachers feel more intimate, the school committee also brings food to school to eat together - The teacher calls students with peer calls hence between the teacher and students are equal and close, inviting students to play together |
| 14 | Value of Love Peace | <p>TK AR</p> <ul style="list-style-type: none"> - Students are asked to respect each other, if someone hurts a friend, the teacher mediates between them and asks the student to apologise immediately - This is also exemplified by the teacher communicating and collaborating in carrying out daily activities at the school, such as the distribution of tasks for parallel classes and mutual respect. - The teacher also reminds and exemplifies how to use kind words and display a positive attitude. |
| | | <p>TK AD</p> <p>This character value is reflected when the teacher always includes the teachings of Islam such as love of Allah and His Messenger, the example of the prophet Muhammad SAW who is merciful even toward those who hate him. This illustrates that teachers also exemplify themselves on these values and familiarise them with children.</p> |

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| | | <p>TK AH</p> <ul style="list-style-type: none"> - Students are taught to play together, hugging one group, congratulating their friends, if students make a mistake what punishment that they want - Students are invited to learn and play by making circles and making deals with their friends |
| 15 | Value of Like to read | <p>TK AR</p> <ul style="list-style-type: none"> - School provides a variety of storybooks in class; thus during recess, most students prefer to read books. However, the school does not yet have a particular library to store these books, so students can only read books in their classrooms. - Parents and alumni are actively involved in helping schools, one of which is by donating storybooks. Nevertheless, there are still several books with more texts so that they are less attractive to students. - Holding Gernas Baku (National Book Reading Movement) activity on July 7, 2019. In this activity, each student brought a storybook and then the parents read the book to their students. The book is then left at school. This activity also involved the local RT/RW, and this activity was opened with the first reading of the story from the RT/RW. |
| | | <p>TK AD</p> <p>This description of values is reflected when teachers retell the exemplary reflections of the Prophet Muhammad, reflecting that they like to read, therefore, that they can share the knowledge and insights that they read with the children. It is also reflected in activities in the classroom that are friendly with books; there are storytelling and reading aloud activities.</p> |
| | | <p>TK AH</p> <ul style="list-style-type: none"> - In the kindergarten there are centres of worship there are provided books about religion; |

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| | | <p>also, there are books placed in class hence students can read during breaks, students are also asked to retell on what they have read</p> <ul style="list-style-type: none"> - GERNAS BAKU is a movement of parents who love reading books where parents are asked to read books for each child and students are asked to tell the contents of the book told by their parents. At kindergarten, there are centres of worship there provided books on religion; besides there are books placed in the class, then students can read them during breaks. |
| 16 | Value of Environmental Care | <p>TK AR</p> <ul style="list-style-type: none"> - Teaching and encouraging students to look around the environment, if there is garbage, the teacher asks for help to throw it in the trash - Introducing various houses of worship and RW offices in the environment around the school; thus, students care about the surrounding environment. It also aims to introduce the school to the surrounding community. - Each student is asked to bring plants, then in the morning before school starts, the teacher invites students who have arrived to water the plants together. - Friday is a day for community service that is routinely carried out to maintain the cleanliness and comfort of the school environment. - Students every day also help the teacher to tidy up the student benches and tables and clean the classroom after studying <p>TK AD</p> <p>In this value, the teacher implements the value of cleanliness in part of faith. Not only verbalising it in the classroom, but the teacher educates children to clean their eating places after snack time activities until the class/chair & table used is clean again.</p> |

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| | | <p>TK AH</p> <ul style="list-style-type: none"> - Students are taught to dispose of trash in its place, "if you find garbage, collect and dump into the trash." |
| 17 | Value of Social Care | <p>TK AR</p> <ul style="list-style-type: none"> - Encouraging students to share. Example: "Who would like to share your soto broth? Can you share it with me?", this is because there is one student who does not bring soupy meal. Care is instilled from small things - Parents also often bring meals to other students in the class, in turn |
| | | <p>TK AD</p> <p>This value belongs to the teacher when the teacher teaches children to be sensitive to the environment such as throwing trash in its place and giving an explanation that there are consequences for that. The technique used is the technique of storytelling and singing; therefore, it is easy for the children to follow. In addition to caring about the environment, children are also trained to be socially sensitive, in this case, toward their friends when they need help, this is reflected in activities that occur spontaneously.</p> |
| | | <p>TK AH</p> <p>Students are taught to share food and share games with friends.</p> |
| 18 | Value of Responsibility | <p>TK AR</p> <p>Urging students to take responsibility for the toys that have been played with, by tidying up and putting the toys in their original places.</p> |
| | | <p>TK AD</p> <p>The representation that the teacher has and understands the value of responsibility which can then be transferred to the</p> |

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| | child which is reflected in the teacher's attitude when there are children who accidentally spill water, the teacher then encourages the child to clean it and concludes by giving appreciation. The responsibility is also transferred through the existence of schoolwork brought home by the child; therefore at that time, the teacher reminds again whether the children remember to do their homework or not once they got home. |
| | TK AH Students are taught to tidy up their toys and apologise to friends if they are naughty toward their friends |

Based on interviews and observations in the field in AR, AD and AH Kindergarten, it was found that, each Kindergarten teacher applied character values to his students. It's just that there are differences in teacher strategies in the development of student character education in their respective schools.

4.2. Discussion

Character is a way of thinking and behaving that characterizes each individual to live and work together, both in the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of decisions made (Ansori, 2007).

According to Sahrudin (2007), efforts to build character for children are very important. Because, it aims to form individuals who are noble, tolerant, happy to help, mutual assistance, tough and competitive mentality, and always have an interest in science. All of these abilities are based on faith and devotion to God Almighty. The character values are developed in every competency in teaching and learning activities in schools. Teachers who carry the responsibility as educators are also responsible for shaping the character of their students, especially starting from the child or in early childhood, so that the government in the curriculum for early childhood education integrates the character values that must be taught by kindergarten teachers which includes 18 character values, namely: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Appreciation of Achievement, Friendly / Communicative, Love of Peace, Love of Reading, Caring environment, social care and responsibility. From the results of data collection using a

questionnaire related to the teacher's understanding of character education in kindergarten age children, it was found that the kindergarten teachers in North Jakarta, especially the Kelapa Gading Region, on average have a good understanding of character values, especially 18 character values where the teachers include the material in the teaching and playing process for students. Based on the results of the open-ended questions on the questionnaire, it is obtained that the teacher introduces the religious value to children and teaches children how to worship in daily life, the teachers also teach honesty and tolerance to children, especially if borrowing or taking things friends must ask permission first, students were also taught to be on time to come to school and independence was taught from childhood by teachers in schools, especially at the kindergarten level, as well as the development of other character values using various strategies including: optimizing the role of teachers in the learning process; integrating character education materials into learning; optimize self-habituation activities that are insightful in the development of character and good character; the creation of a school environment conducive to the growth and development of values in children; establish cooperation with parents of students and the community in the development of value investing in children; as well as being a role model for children.

This research also underline the important of parent-teacher partnership toward child's school activities as well as Pirchio, Passiatore Tririni, & Taeschner (2013) found. The parent-teacher relationship remain become a crucial factor to optimize children development including how children built their everyday act that also represent their character. It is assumed that when parents could involve in day-to-day of child's learning ability in school with the help of teacher about the child task it could be beneficial to child so the parents have direct monitoring of their children abilities, including the right behavior on the right time and circumstance in which represent the process of character building. Additionally, this process of parent's involvement have positive impact in child's later development in which when the children were in primary school (Erdener & Knoeppel, 2018). As this research found the substantial factor of parent-teacher partnership to foster child's character building, it could be also represent the crucial bond within the teacher and the child itself. This bond was a crucial matter for the child development because it contain the emotional aspect that could support the child to more engage with their teacher so they have secure relationship with them. As Commodari (2013) found that child-teacher secure attachment have significant relationship with child cognitive ability, it can assume that this teacher-child bond will have implications to facilitate the process of transferring the character values of character building from teacher to the child.

The use of these various strategies illustrates that teachers can understand how the application of character values is appropriate for kindergarten age children, although not all strategies can be maximized in its application. This is in line with Lickona's opinion, that character is related to moral concepts (moral knowing), moral attitude (moral feeling),

and moral behavior (moral behavior). Based on these three components it can be stated that good character is supported by knowledge of goodness, the desire to do good, and do good deeds. So that character education can be interpreted as any effort that can be done to influence student character.

5. CONCLUSION AND ADVICE

5.1. Conclusion

Based on field research data sourced from interviews and field observations of teachers in AR, AD and AH kindergarten, it was found that most kindergarten teachers had understood the concept of character education in kindergarten children consisting of 18 character values, namely: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love the motherland, Appreciate achievement, Friendly / communicative, Peaceful Love, Love to read, Care for the environment, Care for the Environment social and responsibility. Teachers in Kindergarten AR, Kindergarten AH, and Kindergarten AD apply various strategies to develop character values to students, starting from providing knowledge about character values (moral knowing), then followed by instilling a desire to do good (moral feeling), and encourage students to do good deeds in accordance with the values taught (moral behavior). This was developed through six strategies, namely: optimizing the role of the teacher in the learning process; integrating character education materials into learning; optimize self-habituation activities that are insightful in the development of character and good character; the creation of a school environment conducive to the growth and development of values in children; establish cooperation with parents of students and the community in the development of value investing in children; as well as being a role model for children.

There are differences in the application of teacher strategies in the development of character education for students in their respective schools. The strategy that is still rarely carried out is related to the creation of a school environment that is conducive to the growth and development of values in children, this is due to the limitations of school facilities and infrastructure so that teachers face difficulties in optimizing the media for the development of character values in students. Another strategy that has not yet been maximized is establishing cooperation with parents and the community in the development of value inculcation in children. Basically the school has held regular meetings with parents which are usually filled in by giving directions to parents regarding parenting. But the teacher has not conducted intensive communication with parents regarding the application of character values at school and how at home so that there is consistency between education at school and at home, so that it can be internalized by students with habituation in daily life. The community as part of the environment in which children grow and develop also contributes to the cultivation of character values in children, for this reason, schools should involve the community in

developing character values by conducting socialization and various related activities such as facilitators or resource persons in the activities of planting values. character value. There are 3 character values that have been maximized by the teacher by applying various strategies in the process of applying character values, namely religious values, friendly / communicative values, and creative values. Religious values more easily become habituation in schools because they are integrated in a curriculum that is in accordance with the vision and mission of the three schools to develop religious values. For the value of friendly / communicative, the teacher gives an example with attachments to students and accustom students to do the same to the environment. Creative values are contained in the curriculum and media used by teachers, such as storytelling, singing, free drawing, and so on. However, there are still 2 character values that cannot be maximized by the teacher in applying them, namely the values of hard work and democratic characters. Both of these character values are still difficult to be integrated by the teacher in the learning process and daily activities at school. Barriers in the application of democratic character values are influenced by the egocentric nature of kindergarten age children, which is still high, so they are very difficult to accept differences. Although conceptually they have understood it, it is still difficult to apply it. For this reason, teachers must have strategies that are appropriate to student development, such as providing examples through stories or films related to these democratic values. Likewise with the value of hard work, teachers must more often involve students to do challenging tasks and persist despite the weight.

The obstacles that exist in the application of character education in general in TK AR, TK AH, and TK AD are related to intensive communication with parents and the community as well as the lack of school infrastructure in developing various media that is suitable for the development of kindergarten age children.

5.2. Advice

Based on research that has been done, the researcher gives the following suggestions:

1. The next research is expected to be able to involve schools with various backgrounds so that the data obtained is more varied.
2. Kindergarten is the first school where children familiarize character values, so it is recommended for schools to maximize strategies in applying these character values so that they can be internalized within students.
3. It is expected that the teacher can understand the development of kindergarten age children, so they can use the right approach to provide knowledge about character values, instill a desire to do good, and encourage students to do good deeds in accordance with the expected character values.
4. Parents and the community are expected to work together to develop character values in kindergarten age children by actively involved in various related

activities, such as socialization, becoming facilitators or resource persons for the development of character values.

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