



The Effectiveness of *Niteni, Niroake, Nambahi* (3N) Learning Innovation to Promote Early Childhood's Characters

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Abstract

This research aims to examine the effectiveness of the *Niteni, Niroake, and Nambahi* (3N) Teaching Model toward the development of characters among early childhoods. Using an experimental study of single-group interrupted time-series design, this research involved 120 participants from 24 kindergartens in the Special Region of Yogyakarta, Indonesia. The subjects of this study were group B kindergarten children established by using the random sampling technique. The characters assessed in this research includes honesty, compassion, loyalty, trust, respect, and responsibility. This research instrument uses a Likert scale which is carried out through regular observations. Analysis of Mauchly's test showed the effectiveness of 3N teaching model to promote children's characters significantly was 0.797 and the significance of the calculation results was $p = 0.000$ ($t < 0.05$) which means that the 3N teaching model has a significant effect on children's character. The average pretest result was 1.33, which increased in the first treatment by 1.81 but did not have a significant effect, with the significance value of $p = 0.209$ ($t > 0.05$); the second and third treatments had a significant effect, with average scores of 2.73 and 3.76 respectively, with a value of $p = 0.002$ and $p = 0.000$ ($t < 0.05$). The empirical test result proves that the 3N teaching model is effective in developing early childhood's character.

Keywords: teaching model, *niteni, niroake, nambahi*, character early childhood's

1. INTRODUCTION

Strengthening character in early childhood can stimulate children's skills in managing their own emotions so that they are able to interact with others. Character is closely related to aspects of behaviour, attitude, manner, and quality of a person that distinguishes one person from another [1]. Character education is very important to develop from an early age because it can function as prevention and improvement in realizing children's welfare [2]. The teacher's role in the learning process is very effective in increasing the positive character of children [3]. The application of character education in early childhood can provide provisions for children to be able to distinguish good things from bad things according to the rules that apply in society.

The Character Education Strengthening Program (CESP) included in Presidential Decree No. 78 of 2017 is one of the life skills that need to be developed from an early age because early childhood are at the stage of emotional, social, and spiritual growth and development [4]. Character education in early childhood can be developed in daily learning activities so that positive character values can be realized in children's behaviour. Character education for early childhood is very relevant to be developed to minimize misunderstanding and intolerance [5]. The development of character education in early childhood in learning at home and at school must continue so that Indonesian children grow smart and have good behaviour even though the development of children's character after the Covid-19 pandemic has experienced many shortcomings.

Character education in Indonesia comes from the nation's noble values which consist of religiosity, responsibility, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, national spirit, love of the motherland, respect for achievement, friendship or communicativeness, love of peace, love to read, care about the environment, and care about society [6]. Character education aims to change and develop people's behaviour in a better direction so that they are able to join the society and not be affected by negative things [7]. Thus, the inculcation of positive character values is very important to be developed from an early age in fun learning.

The results of Absor's research [8] show that the introduction of positive character values, especially in early childhood teaching, needs to be conveyed implicitly in the curriculum, because the development of students' attitudes in learning is sometimes difficult to monitor directly by the teacher. The development of character values in early childhood in Singapore has for the past three years been a very important part implemented in school education [9]. In recent years, there has been a lot of antisocial behaviour in adolescents, such as drug abuse, sexual harassment, and school arson, and this shows a failure to teach morals and character education from an early age [10]. Other facts show that the morality of today's young generation has been

de-graded; there are many cases of corruption and inter-ethnic riots that tarnish the nation's dig-nity [11]. The character values that have been stimulated directly by teachers to students, such as the inculcation of the values of honesty, critical thinking, daring to express opinions, and working with friends, now seem to have disappeared due to long dis-tances [12]. Quite a few children are not very motivated to learn and prefer to play (Kasih & T, 2020). The problems experienced by parents in Korea show that young children behave like little kings, demanding instant gratification and asking that all their wishes be obeyed [13]. Many parents ask teachers to in-stil character education because parents are busy working and do not have time at home to stimulate children's character [14]. Other problems including the increasing divorced families, physical and sexual violence against children, increasing dishonesty, and decreasing decency are child problems that must be resolved immediately [15]. This phenomenon needs special attention so that the negative impact that is predicted to arise from the lack of positive character in children can be minimized.

One of the educational concepts developed by Ki Hajar Dewantara is the Niteni, Niroake, Nambahi (3N) concept whose implementation can be attractive to students, so that they can pay close attention to the material, then imitate what the teacher explains and encourage them to develop learning activities that they have carried out [16]. The concept of Nambahi or adding in 3N can be developed by giving children the freedom to be creative according to their ideas in teaching and learning activities based on previously ac-quired knowledge [17]. Learning in the current era requires teachers and par-ents to be more creative in accompanying children to study at home and at school, so that children's character remains stimulated even though learning activities at school are limited. The result of the preliminary research conducted in May 2021 in the DIY area showed 103 kindergarten teachers experienced many problems stimulating children's character because online learning was mostly carried out with children's worksheet assignments. Not many character stimulation activities are carried out with children, and the assessment of the char-acters that appear in children is difficult for teachers to observe because children learn more at home than at school. However, the children's character building needs to be stimulated so that early childhood's development remains optimal.

Group B Kindergarten children aged 5-6 years are energetic, requiring more challenges to be interested in participating in activities designed by their teacher. The ability to pay attention to and understand the phenomena around us so that they can be used and developed in life ac-tivities is a form of applying the concepts of niteni, niroake, and nambahi [18]. The 3N (niteni, niroake, nambahi) approach if implemented in teaching early childhood can develop children's character because children learn to understand positive values that are observed through their senses and can then imitate good values that are devel-oped according to their abilities.

Positive character values in the long run will really help children to be ready to face challenges at the elementary school level where the demands involve more abilities. The character of early childhood especially group B kindergarten children in current learning has not developed optimally. This is because there is no specific teaching model developed to stimulate the character of early childhood. Meanwhile, the conditions in the field show that the 3N teaching method is not yet available for teaching early childhood. It is important to make innovations that formulate a teaching approach that is rooted in humanistic education in the form of the 3N (niteni, niroake, nambahi) teaching model so that it can develop the characters of early childhood, especially group B kindergarten children.

2. LITERATURE REVIEW

2.1 Niteni, Niroake, Nambahi (3N) Teaching Model

According to the chairman of the committee for the nobility assembly of Tamansiswa in Yogyakarta, Indonesia. 3N is one of the teachings of the Tamansiswa Trilogy of Ki Hajar Dewantara. It consists of niteni, niroake and nambahi, which is the process of learning everything by recognizing and remembering the learning materials (niteni), imitating learning materials (niroake) and developing learning materials (nambahi) [19]. Children can observe and learn positive character values in the niteni process, which can then be imitated to process character values better in the niroake process [20]. Children who can study the values that appear in life to be used as lessons by imitating better things will be able to do things by adding or subtracting something or activities to make them better, which is the implementation of nambahake [21].

The concept of niteni, niroake, nambahi (3N) is one of Ki Hadjar Dewantara's concepts of teaching that is still relevant and can be applied in teaching today [21]. Teaching with 3N is expected to be easier for teachers and parents to apply in teaching so that the positive character of children is maintained and can even increase even though teaching cannot be carried out ideally.

Observing activities can be equated with niteni activities. Nambahi activities can provide new nuances of what is imitated (niroake) [19]. When children give new nuances in nambahi according to their creativity, it involves a thinking process by analysing what values children think are good to do in everyday life. Those character values are developed using 3N (niteni, niroake, nambahi) which are implemented in teaching early childhood in school and at home, which is expected to improve children's character.

2.2 Character Education in Early Childhood

The word 'character' according to Ki Hajar Dewantara is derived from the Greek or Latin word "charassein" which means to engrave a permanent and indelible

pattern [22]. Character education is currently defined as “a program designed to directly and systematically shape young people's behaviour by teaching ethical values that are believed to directly lead to good behaviour” [23]. Basic ethical values such as wisdom, simplicity, and justice are considered basic skills needed for a successful [24].

Character values that can be introduced to early childhood include values such as honesty, compassion, loyalty, respect, trust, and responsibility to teachers and parents [25]. Another opinion states that character education can be introduced to early childhood in five main categories, namely responsibility, respect, honesty, emotional intelligence, caring, and being courageous to ask parents [10]. In the 21st century, teaching in early childhood education introduces creativity and the values of caring, respect, cooperation, sharing, orderliness, and devotion [26].

The development of the character of honesty is very effectively stimulated through a support system in the form of story books [27]. The habit of affection in early childhood requires social support to strengthen the character of compassion and reduce antisocial behaviour such as cheating and aggression towards friends [28]. Loyalty behaviour will easily appear in early childhood if it is developed with the support of the teacher in various roles and the support of students and parents in the principle of reaction [29]. The character of trust in early childhood is very dependent on the way people around them show their trust through facial expressions and the language used by people involved in the support system [30]. The character of respect in early childhood depends on daily interactions with parents, teachers, and friends so that children can respect others according to human rights [31]. The character of responsibility will be easily developed by providing early childhood with opportunities to solve problems such as when playing as a result of imitating what is observed [32]. Based on some of the opinions above, it can be concluded that character values that can be introduced to early childhood in this study is the character values of honesty, compassion, loyalty, respect, trust, and responsibility. These character values are very close to children, so they are easy to introduce to early childhood, especially group B kindergarten children. These character values will be developed in this study through teaching and the environment around children.

3. METHODS

This research uses an experimental study of single-group interrupted time-series design, involved 120 participants from 24 kindergartens in the Special Region of Yogyakarta, Indonesia. The subjects of this study were group B kindergarten children established by using the random sampling technique. The characters assessed in this research includes honesty, compassion, loyalty, trust, respect, and responsibility.

Improvement in character values is measured using a Likert scale conducted by periodic observation of 5 children in each school.

The effectiveness test is conducted to see how effective the Tri-N learning model is in developing early childhood character significantly. Data analysis of the effectiveness test begins with the repeated measures MANOVA assumption test using Mauchly's test of Sphericity, multivariate, test of within-subjects effect, post hoc.

4. RESULTS AND DISCUSSION

The effectiveness testing of the 3N teaching model empirically serves to improve the character of early childhood, namely the characters of honesty, compassion, loyalty, trust, respect, and responsibility. Before the effectiveness testing was carried out, a pretest was administered on the characters of honesty, affection, loyalty, trust, respect, and responsibility to find out the initial conditions of group B kindergarten children before they were given treatment so that differences in their character values could be known before and after being given serial treatments. The average score of the child's character before being given treatment showed an honesty score of 1.32; a loyalty score of 1.37; a trust score of 1.34; a respect score of 1.35; a responsibility score of 1.32; and an affection score of 1.31. An overview of the pretest results can be seen in Figure 1.

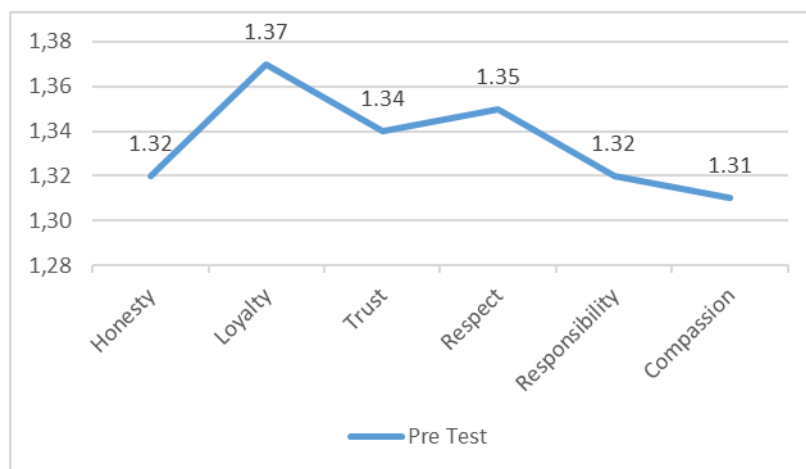


Figure 1. Early childhood's Pretest Score Graph

The result of the pretest showed that the pretest significance value for Treatment 1 was $p = 0.595$, which was greater than the significance value $\alpha = 0.05$ which is selected. Thus, the conclusion that can be drawn with the multivariate test is that the

application of the 3N teaching model in Treatment 1 does not have a significant effect on improving the character of early childhood when compared to the pretest results. This can be reinforced by the effect size value at partial ETA squared of 0.000, which is categorized as low. A description of the significance value can be seen in Table 1.

Table 1. Signification of Pretest on Posttest

Tests of Within-Subject Contrasts							
Measure: Evaluation							
Source	Meeting	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Meeting	Linear	39.513	1	39.513	282.981	.000	.279
	Quadratic	.157	1	.157	1.633	.202	.002
Meeting * Pretest	Linear	.040	1	.040	.283	.595	.000
	Quadratic	.049	1	.049	.511	.475	.001
Meeting * Indicator	Linear	.689	5	.138	.987	.425	.007
	Quadratic	.776	5	.155	1.610	.155	.011
Error (Meeting)	Linear	102.070	7	.140			
	Quadratic	70.456	3	.096			

The next effectiveness testing of the 3N teaching model used a time series design because the characters did not appear easily when stimulated only once. So, in this study, three treatments were carried out so that the child's character was expected to increase after getting three stimulation series. The empirical effectiveness testing was carried out using repeated measure analysis. In the analysis, the variables under consideration were 3N teaching and early childhood's character in repeated measures, in this case, the measurements were carried out three times at 24 kindergartens, each school being represented by five children. For the repeated measure analysis, an assumption test, namely the sphericity assumption, was first carried out [33]. For the purposes of testing these assumptions, Mauchly's Test of Sphericity was used.

4.1 3N Teaching and Honesty, Compassion, Loyalty, Trust, Respect, and Responsibility

The result of the calculation of the assumption test is summarized in Table 2. It shows that the statistical value for Mauchly's test is 0.797 and the significance of the

calculated p is 0.000. If the significance value of the calculated results is compared with the significance of $\alpha = 0.05$, then $p > \alpha$. Thus, the assumption of hypothesis H_0 is accepted. Thus, it can be concluded that the sphericity assumption is met, so the repeated measures test can be continued.

Table 2. Summary of Mauchly's Test of Sphericity Calculation Results for Tri-N Teaching

Mauchly's Test of Sphericity^a							
Measure: P							
Within Subject Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Meeting	.797	165.947	2	.000	.831	.839	.500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. Design: Intercept + Indicator
Within Subject Design: Meeting

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

The requirements for repeated measures analysis were met so that further analysis could be carried out. The calculation result of the repeated measures analysis of multivariate test is summarized in Table 3. The treatment (implementation of the 3N teaching model) for each meeting showed a significant effect. At least this is shown by the F value of 5908,998 and the average value of Treatment 1 increased to 1.81 with a significance value of $p = 0.000$; the average value of the second treatment was 2.73 with a significance value of $p = 0.000$, and the average of the third treatment increased to 3.76 with a significance value of $p = 0.000$. The significance value of the calculation results (p) for each meeting is smaller than the chosen significance value $\alpha = 0.05$. Thus, it can be concluded that the application of the 3N teaching model has a significant influence on improving the character of early childhood.

Table 3. Summary of Multivariate Test Calculation Results in Repeated Measure Analysis for 3N Teaching

Multivariate Tests ^a							
Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
Meeting	Pillai's Trace	.942	5908.998 ^b	2.000	731.000	0.000	.942
	Wilks' Lambda	.058	5908.998 ^b	2.000	731.000	0.000	.942
	Hotelling'	16.1	5908.	2.000	731.0	0.000	.942

	s Trace	67	998 ^b		00	0	
	Roy's	16.1	5908.	2.000	731.0	0.00	.942
	Largest	67	998 ^b		00	0	
	Root						
Meeting * Indicator	Pillai's	.020	1.447	10.00	1464.	.154	.010
	Trace			0	000		
	Wilks'	.981	1.446	10.00	1462.	.154	.010
	Lambda		^b	0	000		
	Hotelling'	.020	1.444	10.00	1460.	.155	.010
	s Trace			0	000		
	Roy's	.013	1.885	5.000	732.0	.095	.013
	Largest		^c		00		
	Root						
a. Design: Intercept + Indicator							
Within Subjects Design: Meeting							
b. Exact statistic							
c. The statistic is an upper bound on F that yields a lower bound on the significance level.							

The multivariate test results are corroborated by the results of tests of within-subject's effects as presented in Table 4.

Table 4. Summary of Tests of Within-Subjects Effects Calculation Results in Repeated Measures Analysis for 3N Teaching

Tests of Within-Subjects Effects							
Measure: P							
Source		Type III Sum of Squares	df	Mean Squar e	F	Si g.	Partial Eta Squared
Meeting	Sphericit y Assumed	1401.881	2	700.9 41	594 4.90 1	0. 00 0	.890
	Greenho use- Geisser	1401.881	1.66 2	843.2 95	594 4.90 1	0. 00 0	.890
	Huynh- Feldt	1401.881	1.67 7	835.9 02	594 4.90 1	0. 00 0	.890
	Lower- bound	1401.881	1.00 0	1401. 881	594 4.90 1	0. 00 0	.890
Meeting * Indicator	Sphericit y Assumed	1.504	10	.150	1.27 6	.2 39	.009
	Greenho use- Geisser	1.504	8.31 2	.181	1.27 6	.2 50	.009
	Huynh- Feldt	1.504	8.38 5	.179	1.27 6	.2 50	.009

	Lower-bound	1.504	5.000	.301	1.276	.272	.009
Error (Meeting)	Sphericity Assumed	172.615	1464	.118			
	Greenhouse-Geisser	172.615	1216.86	.142			
	Huynh-Feldt	172.615	1227.628	.141			
	Lower-bound	172.615	732.000	.236			

Table 4 shows that the treatment (implementation of the 3N teaching model) in each meeting shows a significant effect. This is shown by the significance value calculated (p) in the meeting line, namely $p = 0.000$, which is smaller than the significance value $\alpha = 0.05$ selected. Thus, the same conclusion as the multivariate test is obtained, namely, the application of the 3N teaching model has a significant effect on the improvement of the character of early childhood. This can be strengthened by the effect size value on the partial η^2 of 0.942, which is categorized as high.

Furthermore, a test was administered to determine the appropriate type of effect related to the application of the Tri-N teaching model. For this purpose, tests of within-subjects contrast were used, the results of which are summarized in Table 4. It can be seen from Table 4 that in the meeting line, the appropriate effect is linear. This is shown by the significance value of the calculated p of 0.000 which is smaller than the significance of $\alpha = 0.05$ which is linear. Thus, it can be said that an increase in the number of meetings on the application of the play model leads to an increase in the characters of honesty, compassion, loyalty, trust, respect, and responsibility.

Table 5. Summary of Post Hoc Test Calculation Results in the Analysis of Repeated Measures Meetings for Early childhood Characters

Levene's Test of Equality of Error Variances ^a				
	F	df1	df2	Sig.
Meeting 1 All Indicators	8.609	5	732	.000
Meeting 2 All Indicators	10.417	5	732	.000
Meeting 3 All Indicators	6.337	5	732	.000
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Design: Intercept + Indicator				
Within Subjects Design: Meeting				

The next step was to see which meeting pairs gave different averages. For this purpose, the results of the post hoc test (in this case using the Bonferroni method) were used. The summary of the calculation results is presented in Table 5.

It can be seen in Table 5 that the significance value of the calculation of p for all pairs that have an asterisk (*) sign in the mean difference column is considered, which is 0.00001. If the significance value of the calculation results is compared with the significance of $\alpha = 0.05$, then $\alpha > p$. Thus, it can be concluded that each pair of meetings that are considered gives a significant difference in children's play. Then, the meeting pairs that do not have an asterisk (*) sign mean that the pair has the same average meeting score (not significant).

When the differences in the characters of the children in each meeting were discovered, the next step was to see whether the differences in characters give different characters of honesty, affection, loyalty, trust, respect, and responsibility. To find out about this, consider Table 5. The information presented in Table 5 shows that the pairs of characters marked with an asterisk (*) in the mean difference column are the pairs of characters that have a significant difference in average scores. This means that the significance value of the calculation results for each pair is smaller than the significance value of $\alpha = 0.05$. The pairs of characters that do not have an asterisk (*) sign in the mean difference column are pairs of characters that do not have a significant difference in average scores or have an average score of the same ability development.

Table 6. Summary of Post Hoc Test Calculation Result in the Analysis of Repeated Measures for Early childhood Characters

Multiple Comparisons					
Measure: P LSD					
(I) Types of Indicators		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound Upper Bound
Honesty	Loyalty	.06	.044	.159	-.02 .15
	Trust	-.06	.044	.141	-.15 .02
	Respect	.01	.044	.757	-.07 .10
	Responsibility	-.04	.044	.386	-.12 .05
	Compassion	.10*	.044	.026	.01 .18
Loyalty	Honesty	-.06	.044	.159	-.15 .02
	Trust	-.13*	.044	.0	-.21 -.04

Trust	Respect	-.05	.044	.272	-.13	.04
	Responsibility	-.10*	.044	.023	-.19	-.01
	Compassion	.04	.044	.412	-.05	.12
	Honesty	.06	.044	.141	-.02	.15
	Loyalty	.13*	.044	.004	.04	.21
Respect	Respect	.08	.044	.075	-.01	.16
	Responsibility	.03	.044	.544	-.06	.11
	Compassion	.16*	.044	.000	.08	.25
	Honesty	-.01	.044	.757	-.10	.07
	Loyalty	.05	.044	.272	-.04	.13
Responsibility	Trust	-.08	.044	.075	-.16	.01
	Responsibility	-.05	.044	.239	-.14	.03
	Compassion	.08	.044	.055	.00	.17
	Honesty	.04	.044	.386	-.05	.12
	Loyalty	.10*	.044	.023	.01	.19
Compassion	Trust	-.03	.044	.544	-.11	.06
	Respect	.05	.044	.239	-.03	.14
	Compassion	.14*	.044	.002	.05	.22
	Honesty	-.10*	.044	.026	-.18	-.01
	Loyalty	-.04	.044	.412	-.12	.05
Compassion	Trust	-.16*	.044	.000	-.25	-.08
	Respect	-.08	.044	.055	-.17	.00
	Responsibility	-.14*	.044	.002	-.22	-.05

Based on observed means.

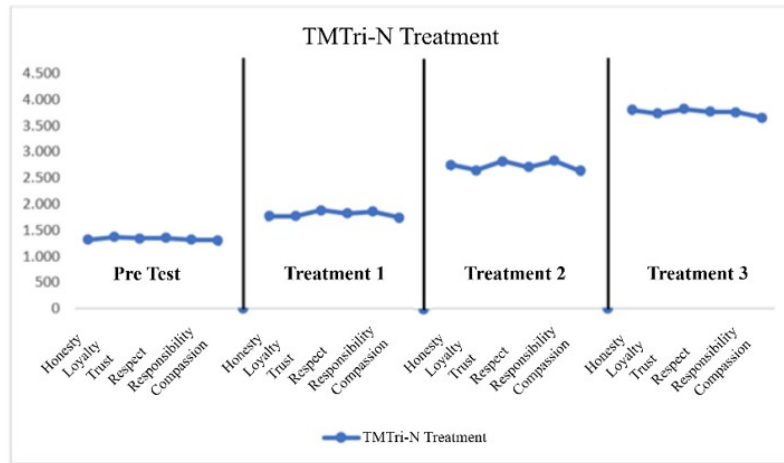
The error term is Mean Square (Error) = .118.

*. The mean difference is significant at the .05 level.

Based on the results of the repeated measures analysis above, the application of the 3N teaching model has a significant effect on the improvement of the character of early childhood. The increase in 3N teaching follows a linear trend, that is, every increase in the meeting will give an increase in 3N learning. This fact indicates that the applied 3N teaching model is effective in improving children's character. At least this is also reinforced by the increase in the average score of the child's character for each meeting, as shown in Table 7.

Table 7. Comparison of the Average Child Character in Each Meeting

Types of Indicators * Meeting					
Measure: P					
Types of Indicators		Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Honesty	1	1.772	.023	1.727	1.817
	2	2.756	.041	2.676	2.836
	3	3.805	.051	3.705	3.905
Loyalty	1	1.768	.023	1.723	1.813
	2	2.648	.041	2.568	2.728
	3	3.732	.051	3.632	3.832
Trust	1	1.885	.023	1.840	1.930
	2	2.818	.041	2.738	2.898
	3	3.824	.051	3.724	3.924
Respect	1	1.819	.023	1.774	1.864
	2	2.705	.041	2.625	2.785
	3	3.768	.051	3.668	3.868
Responsibility	1	1.860	.023	1.815	1.905
	2	2.829	.041	2.749	2.909
	3	3.758	.051	3.658	3.858
Compassion	1	1.746	.023	1.701	1.791
	2	2.642	.041	2.562	2.722
	3	3.652	.051	3.552	3.753



Data on the increase of kindergarten children's character as a whole in each meeting in the effectiveness testing can be seen in Figure 2.

Figure 2. Graph of Child Character Development in Pretest and Post Test Treatment 1, 2, and 3

The effect of the Tri-N teaching model on the character of early childhood is measured with reference to the path analysis design as presented in Figure 3.

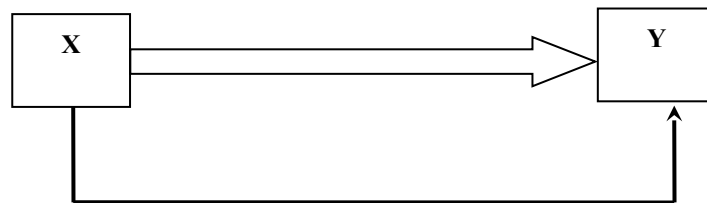


Figure 3. The design of the effect of the Tri-N (X) teaching model on the character of early childhood

Character building through the Teaching Model of *Niteni, Niroake, Nambahi* (TM3N) with storybooks in this study is proven to improve children's character. The improvement of the character of honesty is very effectively stimulated through a support system in the form of storybooks [27]. Children are more careful in observing bad behavior and reminding their friends that are dishonest, unfaithful, and irresponsible. Most people who find it difficult to tell the truth are not flexible and consider themselves inferior in front of other people, so that children tend not to dare to be honest for fear of being humiliated by their friends [34]. 3N teaching through storybooks is very effective in increasing children's positive character. The character

of compassion in early childhood requires social support to strengthen and reduction of antisocial behaviors such as cheating and aggression towards friends [28]. The character of loyalty will easily appear in early childhood if it is developed with the support of the teacher in various roles and the support of students and parents in the principle of reaction [29]. Loyalty storybooks are very easy for group B kindergarten children to understand, so that children can easily apply loyalty to friends. The character of trust in early childhood is very dependent on the way people around them show their trust through facial expressions and the language used by the people involved in the support system [30]. The character of respect in early childhood depends on daily interactions with parents, teachers, and friends so that children can respect others according to human rights [31]. Then, responsible behavior will be easily developed by providing early childhood with the opportunity to solve problems such as when they play as a because of imitating things they observe [32].

Children who tend to lie and keep secrets from an early age can lead to a decline in trust and may negatively impact social relationships [14]. The experience of childhood trauma due to violence behaviour due to lack of affection makes adolescents perceive less positively of themselves or others [28]. The role of education is very important for people to recover from their childhood trauma. The best educational services for students by providing services according to their needs can increase parental satisfaction and loyalty to these educational institutions [29].

Children tend to easily receive information from people that show positive emotions and children tend not to easily believe people that show negative expressions [30]. The attitude of other people towards children greatly influences the child's attitude toward appreciating and respecting other people. Children are often seen as disrespecting their parents because they do not know how to communicate properly with adults [35] and this is very understandable because early childhood need examples of how to communicate well with others, especially with parents. The results of preliminary research in Sleman Regency show that many young children are reluctant to be honest because they feel superior and are rude to friends because they do not get love from their parents, and they often forget to be responsible for cleaning up toys because they are not used to cleaning up toys at home. Various behavioural problems experienced by early childhood need to get attention so that children have positive behaviours from childhood to adulthood. Children can observe and learn positive character values in the *niteni* process, which can then imitate to process character values better in the *niroake* process [20]. An instance of the implementation of *nambahi* is when children are able to study the values that appear in life to be used as lessons by imitating things that are better and they will be able to do things by adding or subtracting something or activities to make it better [21].

3N teaching is also suitable for developing early childhood character because children are invited to observe, imitate, and develop their ideas so that learning innovations occur in developing character [36]. Character education according to the

Aristotelian concept must be built deliberately based on critical reasoning so that it is beneficial not only to an individual but also to society [27]. In line with Aristotle's opinion, Kohlberg also builds character based on moral reasoning where individuals examine and analyze virtue values which are then applied in their lives [36]. Thus, it can be concluded that character development in early childhood is very appropriate to be developed through 3N teaching. The teaching that utilizes effective media stimulates children to communicate and provides feedback so that their abilities increase [38].

The teaching that is developed based on the assessment of students, teachers, and colleagues can produce quality learning and according to the needs in the field [39]. This product is designed on based on basis of the theory of learning and teaching, moral theory, and character education and it pays attention to relevant research. The results of the effectiveness test showed that there was no significant difference between the pretest and Treatment 1 where the pretest average score was 1.33 and the p-value was 0.595 ($t > 0.05$). After Treatment 1, there was a significant difference from Treatment 1 to Treatment 2 and 3. The increase in Treatment 1 was 1.81 with a significance value of $p = 0.000$; Treatment 2 was 2.73 with a significance value of $p = 0.000$ and Treatment 3 increased to 3.76 with a significance value of $p = 0.000$ ($t < 0.05$). This can prove that the Tri-N teaching model has a positive impact on the improvement of early childhood's character. The results of the FGD also showed that children who had not previously shown honesty, compassion, loyalty, trust, respect, and responsibility after receiving 3N teaching became more active in reminding their friends to be honest, respect teachers, love friends, be loyal friends, and take responsibility after playing. This is in line with the statement saying that strengthening social behaviour such as positive character values given from an early age becomes a provision for later stages of development [20]. The positive character possessed by children will make it easier for them to adapt and develop their potential.

The effectiveness testing was carried out in three periods or series because early childhood character development cannot be done only once. It requires a time process to be applied to children's behaviour. TM3N is a teaching model that teaches students something by recognizing and remembering and if it is done several times, it will further increase the child's understanding. *Niteni* activities can be interpreted as paying attention and listening carefully, then when students are listening, they can do the same thing as what is being observed so that a process of integrating new perceptions with pre-existing perceptions occurs [40]. Ki Hajar Dewantara states that *niteni* is the same as the intellect to seek the truth by comparing objects or situations with one another so that one can conclude which is right and which is wrong.

Character development requires a time process to be applied to children's behaviour. The TM3N treatment for each period was carried out within six days, namely one day one 3N learning treatment with story books and learning videos. The

first-period treatment was carried out using storybook media of honesty, affection, loyalty, trust, respect, and responsibility. To avoid boredom in children, learning media in the second period used learning videos. The selection of learning videos was adjusted to the themes of honesty, compassion, loyalty, trust, respect, and responsibility so that children can easily apply the introduced behaviour. In the third period, there were variations between story books and learning videos, namely three days with story books and three days with learning videos. The 3N learning treatment was stopped in period three because the children had memorized the story and were reluctant to carry out the 3N learning process. Learning that is done well as a form of providing the best service for early childhood so that children's abilities, especially children's character, can increase optimally [41]. The results of the effectiveness test showed that the 3N teaching treatment was effective in improving the character of early childhood.

5. CONCLUSIONS

The 3N teaching model after being tested for its effectiveness was found effective in developing early childhood character. Their characters of honesty, affection, loyalty, trust, respect, and responsibility are very effectively developed in teaching in kindergarten. These characters are the foundation for equipping children's skills at a later age. The children's characters, which were developed in experimental research with the single-group-interrupted-time-series design, experienced a significant increase because the value of the characters that were often stimulated, experienced an increase. The 3N teaching made children more active in discussing when they received new information and made them listen more carefully to the teacher's explanation so that they were creative in developing their ideas in the form of better behavior. The improvement in children's character could be seen from their courage to behave honestly; they love each other by supporting and trusting each other; they show mutual respect; they respect their friends' opinions; they respect elderly people and are responsible for themselves and for others.

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