



Management Character Education in Kindergarten

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Abstract

Experts agree that character education should start at an early age. However, implementation is often found irregularities. The Ministry of Education and Culture has appointed a number of kindergarten as a pilot project for the implementation of character education. This article reports how the management of character education in kindergarten to be the pilot project. By using a qualitative approach, which attempts to understand the specific situation with the case study method, it was found that kindergarten pilot project has been implemented in an integrated character education in learning through the development of habituation and specialized in the development of a learning theme. Planning the character education program is integrated in the weekly planning (RKM) and daily planning (RKH) and not in the form of an independent program. Implementation of the the character education program conducted through the internalization of the values of the characters in the learning activities using the model in groups with children as a center of learning (student centered). Assessment being applied on character education programs in kindergarten pilot project have not been using special instruments, but still combined with the assessment of child development in general (moral and religious, physical and motor, cognitive, linguistic, social and emotional child). One of the recommendation of this study is the kindergarten should start developing assessment instruments which are specialized in assessing development of learners.

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INTRODUCTION

Many experts say that character education should start from early childhood. Why is that? At the early age of 0-6 years, the brain develops very rapidly up to 80 percent. That is the period in which physical, mental and spiritual child will begin to form. Therefore, many are calling this period as the golden period of children and the future is very appropriate for the cultivation of values (character education) for children. Brazelton (Wibowo, 2012) mentioned that children's experiences in the month and the first years of life is crucial ability to face challenges in life and success in the job.

Instructions implementation of character education has been developed by the Kementrian Pendidikan Nasional in 2010 the Guidelines for the Implementation of Education Culture and National Character. Then how its implementation have been outlined in the "Technical Guidelines for the Implementation of Character Education in Early Childhood Education".

Often is suppose that the conditions of learning in kindergarten is now deviated from the Developmentally Appropriate Practice (DAP), which is in accordance with the age (age Appropriate) and in accordance with the development of the child as an individual (individually Appropriate). Muiz (quoted from Sue Bergkamp, 1989). Most institutions of Early Childhood Education now has to apply some sort of subjects covered in the thematic learning, but in reality such as the provision of material that is partial, for example there are mathematics, English language uses its own time.

Addressing the problems of these conditions, then the Kementrian Pendidikan Nasional through Dinas Pendidikan Kota Bandung has begun implementing karkter education at the unit level of Early Childhood Education, among others in kindergarten pilot project in the city of Bandung. Researchers are interested in examining the extent to which the implementation of character education programs in kindergarten because this program is a pilot project then instituted contained in the 'development of culture and national character'.

METHOD

This research used a qualitative approach that seeks to understand the specific situation with the case study method that is a research conducted intensively, detail, and depth to an organization, institution or certain symptoms. Symptoms in

question is about the planning, implementation, and asesmen character education in kindergar-ten.

According Moleong (2007) based on a combination between the opinions Bogdan & Biklen by Lincoln & Guba, characteristics or traits qualitative research can be described as follows: (1) natural background (naturalistic); (2) human beings as instruments / tools; (3) qualitative methods (interviews, observation and documents); (4) inductive data analysis (general to specific) (5) of the basic theories (grounded theory) from bottom to top; (6) descriptive (ie data in the form of words, pictures and illustrations); (7) is more concerned with process than results; (8) to limits set by the focus; (9) the specific criteria for the validity of the data (defining the validity, reliability and objectivity) (10) design that is temporary; (11) the results negotiated and agreed..

RESULTS AND DISCUSSION

The character education program is not a program that is separate from the Teaching Learning everyday but has been integrated in it. In each curricular activities, character values must be contained in it. Actually, Kindergarten have done habituation manners, independence, responsibility in the context of social and religious moral habituation emotional for students. However, with the character education structured formal learning, then managerially, it needs to be implemented with a stronger management.

Planning Education Learning Values Character

in preparing a lesson plan, we need a reference as a guideline. References used are handbook implementation of character education in kindergarten issued by the Kementrian Pendidikan Nasional by Direktorat Jendral of PAUDNI and other supporting books that are relevant, such as a book by Ratna Megawangi.

Furthermore technical preparation of lesson plans related to character education in schools, principals with the teachers held a meeting at the beginning of the school year to discuss what values are to be prioritized

Development of learning activities require planning called syllabus. Syllabus in kindergarten manifested in a half of planning, planning weekly and daily planning.

Character Education Planning

Preparation of annual kindergarten programs using curriculum Permendiknas No. 58 th. 2009. In the Permendiknas, there is a general

design of the curriculum in kindergarten, while development is adapted to the needs and social conditions surrounding communities. The contents of the annual plan includes components: standards of competence / competencies, learning outcomes, development of indicators, themes, and the estimated time of the week.

Annual planning elaborated in planning the semester is the first semester and semester II, prepared jointly between the principal and teachers at the beginning of the new school year. There are some added according to necessity or social and cultural conditions around the school, for example when stepping Ramadan, the theme is "Ramadhan". All activities related to Ramadan.

In preparing the semesters kindergarten program, created translation of charged Indicators Arts and Character. This description is made together principals and teachers at the beginning of the school year. This guide is intended as the basis for the teachers when preparing the Draft Daily Activities (RKH) so the teacher just stay moving from the start of the indicators and the character values developed into RKH. (For details attached)

Differences that occur in each class in group B only in development activities and media which will be used by each teacher in the classroom.

.After made semesters and yearly plans, then compiled weekly plan documents (RKM).

The document was drafted at the beginning of the new school year by teachers and principals. RKM is an elaboration plan that contains a semester, theme, sub-themes, and the scope of the development to be achieved in students and learning activities

Weekly planning serves as a direction to teachers to be in developing learning activities. With this document, the determination of learning media can be more easily and precisely targeted.

Here looked completely form of matter are integrated activities. One theme can cover the entire scope of children's developmental aspects of the development of the religious and moral values, emotional social aspects, aspects of language, physical aspects, cognitive, plus with local content aspects of the English language and terahir aspects of the character values.

Daily planning units arranged in the form of daily activity (RKH). This document is a translation of the Weekly Activity Plan (RKM). Daily Action Plan contains learning activities, whether carried out individually, group, or classical in one day.

RKH prepared by teachers every day for one day to the next, which includes: initial activity, the core activity, rest / meal, closing activity. This document is a reference in the learning activities in one day. Selection of learning media handed to each teacher.

Tabel. Rencana Kegiatan Harian

NILAI PKPB DAN NILAI KWU	INDIKATOR	KEGIATAN PEMBELAJARAN	ALAT PERAGA / SUMBER BELAJAR	ALAT PENILAIAN
Disiplin	Mentaati peraturan yang ada (A.III.2)	Berbaris		
Religius	Berdoa sebelum melaksanakan kegiatan (A.I.1)	I. Pembukaan Doa-Salam		Ucapan
Tanggung jawab	Terlibat dalam upacara bendera (A.I.5)	-Upacara bendera -Menanyi lagu wajib	Teks Upacara PSPB	Penugasan
Tanggung jawab	Menyebutkan nama-nama tempat rekreasi dengan tepat (B.III.6)	-Berbagi cerita -Bercakap-cakap manfaat rekreasi	Gambar media	Observasi
Percaya diri	Senam fantasi bentuk meniru (F.III.10)	Senam fantasi	Gerakan langsung	Penugasan
Kreatif	Menyusun benda dari yang kecil ke yang besar (K.I.8)	II. Kegiatan Inti Area matematika "Grafik angka"	LKS, Pensil	Penugasan
Kreatif	Membedakan kata yang memiliki suku kata awal sama (B.I.3)	Area Baca "Arisan kata"	Arisan kata	Penugasan
Kreatif	Membuat mainan dengan teknik menggantung -menempel (S.III.10)	Area Seni "Menggantung, menempel tenda kreasi"	Kertas lipat, Gunting, Lem	Hasil karya
Mandiri	Mengisi dan menyebutkan isi wadah gelas botol (K.VI.25)	Area Berpasir "Bermain di bak pasir"	Bak pasir	Penugasan
Mandiri	Berdoa sebelum dan sesudah kegiatan makan (A.I.1)	III. Istirahat Bermain bebas, mencuci tangan, berdoa sebelum dan sesudah makan	Perlengkapan makan	Penugasan
Toleransi	Menyanyi lebih dari 20 lagu anak (S.V.24)	Menyanyi lagu "libur telah tiba"	Judul lagu	Observasi
Religius	Berdoa sesudah kegiatan (A.I.1)	Doa, Salam, Pulang		Ucapan

Teachers every day can be different from the previous days of the week despite having the same theme, it depends on to the teacher of creative ideas in making props and availability of facilities and infrastructure. Because each class is guided by two teachers, primary teachers and teacher assistant, then drafting RKH every time compiled together.

Implementation of Character Education

Implementation of character education carried implied in learning activities. That is, the character education program is integrated in the daily learning activities and are not taught specifically for one day, for example.

Character education activities here occurred through synergy between teachers, students and learning environment that supports the creation of character education within it. Character education is an activity habituation repeatedly performed by students who have a sublime moral values, religion and nationality. These learning activities carried out from the start at. 08:00 s / d 11:00 WIBB, from Monday until Friday.

The implementation of character education is integrated in all the learning activities in the classroom and outside the classroom. In learning activities in the classroom education of characters contained in the opening activities, core activities and closed. Outside the learning activities, for example at the beginning of school, activities and meal breaks, then the daily activities at home which is monitored by parents and teachers through observation sheet child.

The method used in the application is discourse (to explain the concept), using the worksheet (LKS), storytelling, singing, and playing the role, and others.

Implementation began with a character education into the school and classroom, when early in school or class only accompanied by the parents up to the front gate, here are planting the value of responsibility independence in children, this is done according to the agreement between parents and teachers, if there are parents who want their children waiting for the school was not until the entrance of the classroom, but parents waited in the waiting room of parents or in a place far enough away from the child outreach. Kids then store the bag in a locker each according to its name each, and do not forget to taking attendance yourself by attaching clasps with his own name and affixed to the boards student attendance has been provided at the back door.

Furthermore children lined up in front of the school together with teachers, Here the child

is given wholly conditioning to be ready to learn today to greet the children, pray before studying with together and the songs of the spirit of the morning.

Furthermore flag ceremony (Monday) or direct the children go to class (Tuesday-Friday). first children shaking hands the teacher and the teacher greeting each other too. Here are the religious values which developed when praying together, the value of patriotism during the flag ceremony and discipline and tolerance at the time lining up and shaking hands.

After the children go into the classroom, then the child will begin learning activities. Here begins the opening activities, core activities, rest and eat, and closing activity.

In the implementation of learning activities, kindergarten pilot project using model group, group learning model is a pattern of learning where children are divided into groups (usually into three groups), each group doing different activities. If in turn there is a group of children who had completed his task faster than his friend, then the child can carry on other activities while in the other groups still have a place. If there is no place, children can play in a certain place that has been provided by the teacher. Should be provided tools are more varied and often replaced in accordance with the theme or sub-themes discussed

Opening Activities

This activity is carried from 08.00 s / d 08:30. Opening activities begins with prayer, here the child will read a prayer before studying together in class while sitting in a circle, and then proceed with the activities icebreaker so that children are better prepared to learn to sing children's songs. Furthermore given apperception about themes that will be given at the time of learning activity, for example, in the example attachment (recreation theme) by showing the layout (picture) conditions of mountainous regions, sea, paddy fields, tea gardens, on the beach and in the countryside

The method used is storytelling. Here the teacher seeks to stimulate the creativity of children with question and answer, such as what children see in the picture ?, then the activity of what is done in the picture ?, then anyone who is involved in the picture ?, anywhere places shown in the picture ?. It can stimulate children to ask questions or share the experience he had ever experienced anywhere in the pictures, as there are children who have been to the village, to the beach, then played to the fields or to the tea garden and what is seen and experienced by him,

and with whom he played there. Here the value of creativity and confidence developed when he dared to speak in front of his friends. This activity is habituation simultaneous and sustainable so that these activities continue to be done every day in this school.

Core activities / themes

Learning activities continued on its core activities starting at 08.30 s / d 09:30 to go into areas that have been determined by the teacher, usually three activity areas and two security events each day. Planting values given in character education activities carried out through those areas in accordance with the given theme and level of achievement of progress to be achieved in the development of fundamental skills and character values developed in children.

At the stage of core activities within the time span for 1 hour teacher would go around among the children which were playing in areas that have been available. At one occasion when teachers found that children who have difficulty playing the teacher can help. Sometimes teachers give praise to children who could finish the job properly, independent and timely.

At the another occasion the teacher often get questions that are unexpected or requests for help from children, at the same time teachers can make notes anecdotes about the development of special or particular events in one of the children, for example, there are children who are lazy play, children who fights during play until the speech was not well done by children. When the time was about to finish, for example 5 minutes then the teacher will remind the children to quickly finish the job. When finished, the teacher collects all the results of student activity sheet, by not forgetting to remind children to list all children

The next stage is the stage finished playing. When time is up, the teacher told the children and told them to return the game to its original place. There are some children who are orderly returns but mostly about to rest so that the appliance game tidy up by the teacher. so it needs a new innovation on the part of teachers in the habituation this one, for example by taking the time 10 minutes before the recess bell rang to clinch plaything in the area that has been used.

Activity breaks and meal

Activity breaks and eating is done for 30 minutes starting at 09.30 s / d 10:00. Free play performed for 15 minutes and the rest is used for eating 15 minutes later.

Event rest done by children in the classroom and outside the classroom, for children who play in the classroom usually play Alat Permainan Edukatif (APE) that is in the play area, it is often allowed by the teacher as long as the record if it has finished playing, the APE returned into place before, such as role playing (cooking - cooking, action figures, war) playing blocks (compiled puzzle, creating a building) playing the art, such as dance. Then the children were playing outside the classroom so many activities to do for example, playing a slide, swings, play ball, play kick scooter, giant lego, etc.

In this activity, play and rest is interesting to note because in it there charges character education appearing in it, for example in playing the role of a cooked, there is existing communication interactions between the child, and they then create characters each instance there be cooks, who became the buyer of the cuisine, where there was a character education contained in the charge values of noble character, including the values of honesty, creative, independent, etc.

When finished playing, then the teacher will call the children to eat immediately. Furthermore, the teacher will check whether there are children who do not bring food, if any, teachers try to offer to the other children who want to share a meal with his friends who did not bring food. In addition, children taught to wash their hands before eating in the space provided. This was followed by a meal together, starting with praying together before eating.

Finished feeding the kids back to reading the prayer after meals, familiarized to flush food waste in the trash and clean up back feeding tool into each bag.

Closing Activities

After hours of recess bell rang it was time for the child to continue learning activities restarted at 10.00 s / d 11:00, where the activities carried out is the closing for 60 minutes until after school.

After all the children gathered, the teacher promptly seated in a circle, then the teacher can invite to sing or recite a poem, usually appropriate to the theme today. Stories or poems or poetry presented by the teacher usually contain the character value, for example, the teacher read poetry about 'My Village' then the children repeat it once, the teacher was reading a story about 'The Rooster' message payload characters to convey was 'should not be arrogant'.

The teacher can review activities during

the day with the children in an attempt emphasis on children to be remember about what they have learned and the internalization of the character in the psyche of children.

Activities covered with prayer after learning read out together. After the children return in an orderly manner and alternately shaking hands with the teacher and continued shaking hands with school principals and school staff around to his office.

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Other than learning activities in the classroom planting character values carried on activities outside the classroom (extracurricular). Activities undertaken eg drum band, ethnic dance, angklung, choirs, gymnastics characters, all of which are displayed in the event a special event outside the school, such as the open house activities. Additionally there are some programmed activities that can support the development of children's character values, including outbound activities, activities in Ramadan for example sympathize poor, then travel activities to the wild

Character Education Assessment

Assessment of learning in early childhood is a systematic procedure used to obtain information about the performance or progress of various aspects of development that can be achieved by learners at after following study within a certain time.

Relation to character education, character education assessment aims to find out the extent of the changes in attitudes and behavior of children after following activities are loaded with character values. The activities carried out continuous assessment and continuous changes in attitudes and behavior of children can be seen in their entirety.

Aspects that are used as character development assessment is the entire value of 18 characters contained in the character values proclaimed by the government. Instruments used by teachers in assessing the development of character values such as: observation, assignment, performance, recording anecdotes, conversations, and reports of parents. At the time of the learning activities observation tools, assignments and anecdotes performance very effectively done, usually given special note when completed of learning. However, to report the visit parents, that a visit to the

home in the form of parents report that is presented in the form of interviews or questionnaires it is very effective at all.

Then the parents visit Considered Several items include: a history of child health, parenting parents, the house, the characteristics of the child and the background of the parents. This is done as an event of friendship between teachers and parents, by observation, interviews and questionnaires in the form of a list of questions are attached by teachers on parents

In the recording anecdotes can show the development of learners is more detailed and has a value of specificity, so it could be more reminiscent of the teacher in the progress of his protégé. Here in the form of a record of events that occurred at that time and be a positive or negative note

Then raport child development which is presented once every semester. There are presented comprehensively about the child's development strengths and weaknesses of the child as a whole.

Ratings the development of learners in kindergarten not specifically use the assessment tool is special about the character values education in early childhood. Ratings characters in kindergarten still use assessment development of learners as usual, that the religious and moral assessment, physical assessment including gross motor, fine motor and physical health. Then the child's cognitive assessment including general knowledge and science, the concept of numbers, symbols, shapes and colors. Language assessment of children, including receiving language, express language, and literacy, social and emotional final assessment.

Management of character education in kindergarten does not stand alone in particular a character education program, but becomes an integrated education. But overall the stages that have been made by the school in the planning of programs that are integrated in the curriculum almost identical through the stages which begins with the socialization of the character education program on all stakeholders (citizens of the school, parents, committee) followed by the commitment of the all stakeholders. Furthermore, analyzing context (internal and external) school associated with the values of the characters that will be developed in the kindergarten taking into consideration the vision and mission of the school, facilities and infrastructure, local socio-cultural context. Then proceed with planning the implementation of character education program that provides character education through the integration of themes and learning. Final evaluati-

on of the program.

Learning in kindergarten using direct learning model. Because if only through imaginative theory, it can be confusing, and also lead to misinterpretations. The learning environment in schools designed using the concept of student-centered, so encourage children to explore what they have and can gain new knowledge.

The application of the values of character education is done through areas that are in the classroom, such as: the art center, the area of math, reading and writing area, the block area, sand and water area, music area, play area, the area of religion.

Application of character values through activities carried out in the form of exemplary early childhood, habituation, and daily repetition. cultivation of character values in children is not demanding a submission, but it should be realized and believed by children so that they can know what is right and wrong and integrated in his heart to believe in it so it can be internalized in the conscience.

Implementation of character values in early childhood are integrated into the core activities in the kindergarten is done in three phases, ie: (1) explore the understanding of children for each value. This activity can be done with a guided discussion with simple questions by teachers, (2) build appreciation of children with emotionally involved to be aware of the importance of applying these values. The process was also through open-ended question or through observation of the situation in social environment. (3) encourage children to undertake joint values are discussed as internalization in behavior. For example after the child explore and perform character responsibility for the plant, the teacher gives children the opportunity to conduct any characters responsibility for the plant in accordance with the desire and ability of the child. (Enah, 2011: 185)

Priority values are characters developed in kindergarten is a religious value, creative, patriotism, curiosity and responsibility. However, it is possible for other values developed, because the five values that are most important and further development of values other than the values fifth. As the values of self-reliance, responsibility, tolerance, honesty is often internalized in children but are not documented in the RKH.

CONCLUSION

TK pilot project has been implemented in an integrated character education in learning through the development of habituation and de-

velopment activities specially bandaged in a theme of learning.

In planning the program of character education in kindergarten is integrated in the weekly planning (RKM) and daily planning (RKH) and not in the form of an independent program. Implementation of the character education program conducted through the internalization of the values of the characters in learning activities by adopting the model in groups with security which is considered very appropriate, because this model can create effective learning and fun and stimulating multiple intelligences of children with the child at the center of learning (student centered). Ratings applied on character education programs in kindergarten have not yet used specialized instruments on its assessment of the character development of children, but still combined with the assessment of child development in general (moral and religious, physical and motor, cognitive, linguistic, social and emotional child).

Factors that affect the successful implementation of character education is, the first is the vision and mission of TK which is in line with efforts to develop character values. Second the commitment of all components in the success of the school's character education.

The impact can be felt directly by the character education of character values in kindergarten is the emergence of independent behavior, honesty, confidence is high and responsible, and religious, is a level of achievement felt by teachers against students.

Obstacles encountered in terms of resources that most of the teachers do not understand about how the implementation of character education should be, still impressed in class teaching are like normally. For example there have been a target value of the expected characters in the preparation of RKH but implementation is still as it is usually done before so impressed character values are developed monotonous every day, although the development of its value in the document RKH constantly changing every day. Later in the assessment instrument still fused with the book ratings raport each semester of its development. It is recognized directly by their teachers still do not have their own assessment instruments

SUGGESTION

There are two things that could be considered in the implementation of character education in early childhood, which is the first: improvement of teacher resources in the development of instru-

ments of character education in schools, among them with more to follow the activities of workshops or trainings held by the related department of the Institute and universities in the implementation of character education in schools, especially LPTK which has a course of Early Childhood Education. Second, TK should start developing assessment instruments which are specialized in assessing the development of learners, it is done so in a more measured assessment of its development and clear. As a reference can be found in the book *Character Education Implementation Technical Guide On Early Childhood*, published by Pusurbuk

This research is expected to provide input to the relevant parties, especially on the part of the school as a research object that can be input in the character education program in schools.

The results of this study may be still far short of expectations especially from the sample, the function and his approach. But this study could show a picture surface level of character education in the field of Early Childhood education units. Going forward is expected to have a more comprehensive study was to investigate how the impact of character education in schools in the attitudes and behavior of children at home. Furthermore may be able to formulate a strategy, media and techniques that how a more comprehensive, precise and useful in the development of character values (18-character value) of the children in school.

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