



**CHARACTER EDUCATION MODEL FOR EARLY CHILDHOOD
BASED ON E-LEARNING AND CULTURE OF JAVA**

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Abstrak

Character education will be more meaningful if carried out since early childhood. This is because early childhood education is the foundation of the character formation of children. In the implementation of early childhood character education tailored to the characteristics of each school and the emphasis of each agency arrangements for early childhood education, culture-based Java. Javanese culture needs to be introduced early on to avoid losing out to erode the culture that goes along with globalization. In addition, Java is promoting cultural etiquette and manners are very suitable for the character formation of children's early childhood.

INTRODUCTION

Character building is an effort to mandate the embodiment of Pancasila and 1945 Constitution against the backdrop of the reality of a growing national problem today, such as disorientation values of Pancasila; limitations of integrated policy tools in realizing the values of Pancasila; shifting of ethical values in the life of the nation and state; waning awareness of national cultural values; threat of national disintegration, and the weakening of national independence (Parent Book Character Development The National Policy 2010-2025). To support the realization of the ideals of character development as mandated by the Pancasila and 1945 Constitution as well as address the current problems of nationality, the government made the development of character as one of the priority programs of national development in which the characters are placed education as the foundation for national development vision, namely "realize the noble, moral, ethical, cultured, and civilized by the philosophy of Pancasila."

In order to further strengthen the implementation of character education has been identified 18 values derived from religion, Pancasila, cultural, and national education goals, namely: (1) Religious, (2) honest, (3) tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) The spirit of nationality, (11) Love the country, (12) Rewarding Achievement, (13) Friendly / Communicative, (14) Love of Peace, (15) Joy of Reading, (16) Care for the Environment, (17) Social Care, & (18) Responsibility (Curriculum Center. Development and Character Education Culture & People: Guidelines for Schools. 2009:9 - 10). Although there have been 18 forming the national character, but the educational unit to determine its development priorities in a way to continue the preconditions are reinforced with a priority value of 18 values above. In its implementation, the number and type of the selected character will certainly be different from one area or one school to another. It

depends on the interests and condition of each educational unit. Among the various values that are developed, the implementation can be started from the essential, simple, and easily implemented in accordance with the conditions of each school / area, which is clean, neat, comfortable, disciplined, polite and courteous.

The Character Development of National Policy

Character education will be more meaningful if carried out since early childhood. This is because early childhood education is the foundation of the character formation of children. In the implementation of early childhood character education tailored to the characteristics of each school and the emphasis of each agency arrangements for early childhood education, culture-based Java. Javanese culture needs to be introduced early on to avoid losing out to erode the culture that goes along with globalization. In addition, Java is promoting cultural etiquette and manners are very suitable for the character formation of children's early childhood.

Character education has indeed become a major issue of education, in addition to being a part of the process of forming the child's morals, character education is also expected to be a major foundation in the success of Indonesia Gold 2025. Kemdiknas own neighborhood, character education became the focus of education at all levels of education are cultivated. Character development is a basic human needs in the state and nation. Since the beginning of independence, Indonesia was determined to make the character development of the nation as an important and integral part of national development.

Recognizing the current condition of the community character, the government took the initiative to mainstream the development of the nation's character. This was reflected in the National Long Term Development Plan of 2005-2025, which put the character education as the first mission of the eight missions in order to realize the

vision of national development. On many occasions the President of the Republic of Indonesia also expressed the importance of character development (character building), because we want to build a human being a certain character, virtuous manners and good behavior.

The Character Development of National Policy was developed as the implementation of the mandate of the National Long Term Development Plan of 2005-2025 and the implementation of directives as well as the President of the Republic of Indonesia. The National Policy on Character Development is organized jointly by the various ministries, agencies and NGOs related, among other national scouts and National Identity Foundation. In preparing the National Policy also explore input from experts, practitioners, community leaders, religious leaders, humanists, and those who have concern for the development of the nation's character. For it has made a national workshop on January 14, 2010, attended by over 200 experts, practitioners, observers and followed by discussions and other gatherings in various parts of Indonesia. In addition, also conducted in- depth study in several schools and educational institutions that have pioneered the character education with its variations. The Character Development of National Policy is intended as a guide in designing, developing, and implementing the National Action Plan (NAP) Character Development Nation by encouraging the active participation of the various components of the nation.

Main Design Character Education Kemdiknas

Character education is actually not new. Since the beginning of independence, the old order, the new order, and the reforms already carried out with the names and different forms. But as recent events have shown that optimal results, as evidenced by the social phenomena that show behavior that is not characterized as mentioned above. The Law. 20 of 2003 on the education system National has affirmed that "the National

Education functions to develop skills and form the character and civilization of the nation's dignity in the context of the intellectual life of the nation, aimed at developing the potential of learners in order to become a man of faith and fear of God Almighty, have a certain noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. "But it seems that educational efforts undertaken by the institution and other institutions have not fully direct supervisors and comprehensive attention on efforts to achieve national education goals. In the midst of anxieties that plague the various components of the nation, in fact there are several educational institutions or schools that have implemented character education successfully with a model that they developed on their own. These are the best practices in the implementation of character education in Indonesia. However, it is certainly not enough, because of ongoing sporadic or partial influence nationally and not so great. Therefore there should be a national movement of character education systemically programmed and integrated.

The purpose, function and Media of Education Character

Character education at its core the aim to form a tough, competitive, noble, moral, tolerant, worked together, patriotic spirit, developing a dynamic, oriented science and technology are all animated by faith and piety to God Almighty on Pancasila. Function of character education (1) develop the basic potential to be good, think good, and good behavior, (2) strengthen and build a multicultural nation of behavior, (3) improving the competitive civilization in the association world. Character education through various media that include family, educational units, civil society, political society, government, business, and the mass media.

Forming Character Values

Education units have actually been to develop and implement a character-forming

values through the operational program of each educational unit. This is a precondition of character education in the educational unit to the next at this time by 18 amplified the results of empirical studies Curriculum Center. Precondition value (the existing values) is, among others, piety, clean, neat, convenient, and courteous. In order to further strengthen the implementation of character education has been identified 18 values derived from religion, Pancasila, cultural, and national education goals, namely: (1) Religious, (2) honest, (3) tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) The spirit of nationality, (11) Love the country, (12) Rewarding Achievement, (13) Friendly / Communicative, (14) Love of Peace, (15) Joy of Reading, (16) Care for the Environment, (17) Social Care, & (18) Responsibility (Curriculum Center. Development and Character Education Culture & People: Guidelines for Schools.2009:9 - 10). Although there have been 18 forming the national character, but the educational unit to determine its development priorities in a way to continue the preconditions are reinforced with a priority value of 18 values above. In its implementation, the number and type of the selected character will certainly be different from one area or one school to another. It depends on the interests and condition of each educational unit. Among the various values that are developed, the implementation can be started from the essential, simple, and easily implemented in accordance with the conditions of each school / area, which is clean, neat, comfortable, disciplined, polite and courteous.

Character Education Strategy

Detailed strategy is explained as follows: Lane / first flow more initiatives taken by the Government / Ministry of Education and supported synergistically by local government in this province and district education office / town. In this stream of government are carried out using the five strategies are coherent, ie:

a) Socialization

This activity aims to build a collective consciousness about the importance of character education in the scope / national level, collective motion and declaration of character education for all.

b) Development of regulation

To continue to accelerate and the grounding of the National Movement of Character Education, Ministry of Education moves to consolidate ourselves in the internal level to make efforts in developing the regulations to provide strong legal protection for the implementation of policies, programs and character education activities.

c) Development Capacity

Ministry of National Education will be comprehensive and massive efforts of capacity building of character education resources. Need to put up a training system for character education stakeholders who will be the leading actor in developing character values.

d) Implementation and co-operation

Ministry of National Education to synergize the various matters related to the implementation of character education in the scope of the main tasks, functions, and target the main unit.

e) Monitoring and evaluation

Comprehensive manner the Ministry of National Education will conduct monitoring and evaluation focused on the roles, responsibilities, and functions and objectives of each unit of work in both the Main Unit and the Office of Education District / City, and other educational stakeholders. Monitoring and evaluation plays an important role in controlling and controlling the implementation of character education in each work unit.

f) Stream Bottom up

Development on track / level (stream) is expected from the initiative coming from the education unit. The government provides technical assistance to schools that have developed and implement character education in accordance with the typical school environment.

g) Stream Revitalization Program

On line / third level, revive the educational programs of activities in which the characters are generally found in many extracurricular activities that already exist and are loaded with character values.

Model Learning in early childhood programs

Learning is defined as a deliberate attempt by educators to support students learning activities. In general, the key points of learning in early childhood include:

1. Learning, playing, singing. In this case study prepared by developing the essence of play
2. Learn life skills. Social skills is a skill that one has to dare to face the problems of life and natural life with no feeling depressed, then proactively and creatively seek and find solutions to the solution (MONE, 2002).
3. Learning from concrete objects. At an early age children in the sensory motor stage to pre-operational and children learn best from real objects
4. Integrated learning. Learning is based on the subjects but integrated with themes based on specific (thematic).

Selected basic themes of everyday life events experienced, for example: water, sand, animals, sky, rain, etc.. The basic theme can be developed into a sub-theme, the theme is developed into a fountain of water, river water, drinking water, sea water, rain water. With regard to learning in kindergarten, a model of the learning program is a model pembejaraan the contents of various programs and learning activities that use a variety of methods. The literature review found there are 2 models of the learning program for early age children, namely:

1. Model Cooperative Learning (Cooperative Learning)

This model is intended to allow educators to become facilitators in the learning activities and can help students become independent learners (Halpern,

2005). Besides believed to increase the academic achievement of students, this model is also an alternative to the traditional model of teaching that includes instruction on a wide range of educators (Siegel, 2005). During the cooperative learning model, children are actively involved with other children and learning materials. Successful implementation of this model is the activity or program must be planned, organized, and structured with tasks related to the purpose of learning (Halpern, 2005).

As for some form of this model are:

1. Discussion in pairs to exchange thoughts.
2. Collect a lot of information in a short time by dividing the groups of students.
3. Play a role (role playing), children act out social skills.
4. Playing with the search for traces (maze or maps).

2. Social cognitive learning model (Cognitive-social learning model)

The purpose of this model is to improve the social skills of children with social cognitive learning strategies are effective in providing the opportunity for children to practice social behaviors in a variety of social contexts. At each study session, there are three social skills are introduced (with explanations, opinions of children, and non-verbal expression that is displayed when the social skills appear). The model is divided into five learning sessions are ongoing with different situations presented. The first session, in situations when a child wants to play with other children. The second session, how they can convey an idea or activity desired. The third session, the children dibelajarkan how a positive attitude and their peers. The fourth session, the children dibelajarkan how he could share his toys with other children. Sessions and five children dbelajarkan how they can solve the problem And the fifth session dbelajarkan children how they can solve problems in various situations of conflict. The purpose of the first session is on helping the child to take the

initiative in establishing a positive social interaction with peers. Sessions while the other is to keep the child can maintain positive social relationships with peers.

According to UNESCO Early childhood education is defined as the period from birth to 8 years old. A time of remarkable brain development, these years lay the foundation for subsequent learning. Early childhood education is defined periods of life from birth to age 8 years, at a decisive time and in the developing child's brain, these years are the foundation in the early stages of learning. National Association for the Education of Young Children (NAEYC) explains that this phase is a very vulnerable age in which human life from birth to age 8 years.

(http://en.wikipedia.org/wiki/Early_childhood_education).

Ojala in Harkonen (1985, 14; 1993, 14) defines early childhood education as an interactive process in the sphere of life at home, day care and preschool That is purposefully aimed at an all-encompassing personality development of Between the age from 0 to 6 years. Care, education and teaching in early childhood education are integrated into one functional entity. Early childhood education Ojala defined as an interactive process in good environment in the home, garden care and pre school which aims to develop the personality between the ages of 0 to 6 years. While practically Ojala (1978: 308) explains that early childhood education as a practical science activities where the activities carried out before the pre-school age. In this case the pre-school is a part of early childhood education. The goal of early childhood education is to develop all aspects of child development, in addition to education and teaching in education and basic needs of children. This stage should be able to prepare children with soft and mature into school age. Ojala underlined that in early childhood education should be based on the theory and the theory must be seen in the field. Some theories of child development are used such as Piaget, Vygotsky, Froebel and Ki Hajar Dewantara. Froebel was one of the early

childhood education is the first inventor of the concept of kindergarten or Newbie (<http://www.faqs.org/childhood/Fa-Gr/Froebel-Friedrich-Wilhelm-August-1782-1852.html>) . Some thoughts brought about by Froebel are:

1. The curriculum of the underlying process child's play.
2. The game is instruktivistik.
3. Aspects which are developed in the learning process is mind, matter and immanent.
4. The concept of unity, diversity and individuality.
5. Play is a representation of a private activity that comes from inner necessity or internal needs of the child.
6. Education will be more effective if a synergy or a combination of school and home.

Froebel wrote a book in 1884 *Mother's Songs, Games and Stories* which aims to help the mothers to be more effective in caring for infants or children in order to create a better society. Lev Semenovich Vygotsky (1896 - 1934) was one of the early childhood education in the middle of the century that brought sociocultural theory that suggests that "how cultures, values, beliefs, customs and skills of social group is transmitted to the next generation." (Berk 2003:26). culture consisting of values, beliefs, customs and skills possessed by the community group is transmitted to the next generation, in this social interaction in the form of an interactive dialogue on children is needed in establishing patterns of thinking and behaving. Here are some thoughts expressed by Lev Vygotsky:

- a. Language is one medium that has an important role in the mental development of children. The concept introduced is the private speech or self- talk, this condition occurs when children face many challenges, most children do private speech to manage the plans, referrals or evaluate their own behavior (Badrova and Burns 1996:6).

- b. According to this theory every stage of the mental processes that produce other mental processes in child development, first processed in the child and then share with others (intersubjective) and then internalized within the child and used independently in communicating with others.
- c. Another theory is the Zone of Proximal Development (ZPD). ZPD is the area between the stages of child development and child development stages of the unconditioned. Behavior without the intervention of an independent child and the child's behavior in conditioning with a wide variety of games can increase children's potential in an optimal, because by supporting and providing support to help the growth of children playing.
- d. Of the ZPD theory then was born the concept of scaffolding or foothold at present by Donovan and Smolkin (Verenikina) which suggests that the concept of scaffolding is influenced by the theory of the ZPD Vygotsky. Scaffolding or foothold play an attempt by teachers to be able to condition the environment to encourage the development of children and see the talents in order to develop optimally. The concept of scaffolding is based on Vygotsky's statement that the awareness of children is strongly influenced by the interaction of children around the world, their development can not be separated from social and cultural life, therefore, educators strive to create an environment that can encourage the development of the child. Character to another early childhood is Laura E Berk, said the concept of early childhood as a science, practical and

multidisciplinary science. Berk suggested that the fundamentals that affect children's development consists of several stages, namely the biological basis, during prenatal development and birth. Babies learn a lot about motor skills and the ability to perceive. Berk suggests that there are some aspects of child development among the physical, cognitive and language, personality, social, and moral development. There are several elements that influence the development of the child the family, media, peers and school.

Tillman (2004) developed an educational learning living values and Programme (LVEP). This program invites students to think about yourself, others and the values in a way related. The program provides the experience to build confidence and creativity, potential and talents of every citizen to do reflexion. Learning process, imagining, dialogue, communicate, be creative, make a post, express themselves through art, play with the values being taught to be a character yag firmly entrenched in the child's personality. In this process will evolve skills self, social and emotional development.

Coles (2003) developed the concept of moral intelligence that turned the moral imagination is our ability to grow slowly to reflect on what is right and wrong. Moral intelligence of children is largely determined by family, class, ethnicity, society, mass media and schools. Coles lot about the process of moral is through language, cooperation, there are early in the introduction of the child through nonverbal language.

E-Learning

E-learning is one of information technology that popular in Indonesia. E-learning is a generic term for all technologically supported learning using an array of teaching and learning tools as phone bridging, audio and videotapes, teleconferencing, satellite transmissions, and the more recognized web-based training or computer aided instruction also commonly referred to as online courses (Soekartawi,2003)

E-learning or learning by online is learning that to do by supporting technology such as telephone, audio, videotape, satelit transmission or computer.

Now, computer became tool of learning, that we call computer based learning (CBL) or computer assisted learning (CAL). From the first era, computer became media of education, so computer that became popular for student. Computer has many variation technic of learning. After technology of learning more develop that became two resources ie : technology-based learning and technology-based web-learning.

Technology based-learning has two principals, such as audio information technologies (audio tape, radio, voice mail, telephone) and video information technologies (video tape, nideo text, video messaging). Technology based web-learning is a data information technologies (bulletin board, internet, email, tele-collaboration).

Characteristic e-learning ie:

1. Using teknologi elektronik; teacher and student, student and student or teacher and teacher can communicate very easy;
2. Using self learning materials that saving in the computer, so teacher and student access the material every where, every time;
3. Schedule of learning, curriculum, result of study and everything that connected with educational administration can see every time in the computer.

Using technology of computer will be more useful and help the teacher in the

learning to make the student more interactive in the class.

CONCLUSION

Character building is an effort to mandate the embodiment of Pancasila and 1945 Constitution against the backdrop of the reality of a growing national problem today, such as disorientation values of Pancasila; limitations of integrated policy tools in realizing the values of Pancasila; shifting of ethical values in the life of the nation and state; waning awareness of national cultural values; threat of national disintegration, and the weakening of national independence.

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