



## The Effectiveness of Play-Based Learning (PBBK) Model for Developing Kindness Character in Early Childhood Setting

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### Abstract

This study focused on the effectiveness of the PBBK model for developing kindness character in early childhood. The method in this research is pre experiments, with designed one-group pretest-posttest design. The research conducted in TK Labschool UPI. Sample used by 16 students who are at group A. Decision-making is done in two ways, namely by comparing that value t-table or by comparing the probability values obtained with  $\alpha = 0.05$ . The results showed of a paired t-test (paired sample t-test) of data pretest and post test overall kindness character student is significant because it has a value of  $p < 0.05$ . This means that there are significant differences in the kindness character before and after the application of the PBBK model or in other words the PBBK model is effective for developing kindness character in TK Labschool UPI. Average kindness character before application of the PBBK model amounted to 16.133 and the average increased to 19.733 after the application of the PBBK model. Recommendations from this study is, this model more broadly validated by involving more schools to pilot the PBBK model.

### How to cite

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## INTRODUCTION

How to make character is not easy, requires continuous education done. Character in early childhood is vital to develop, because the children need to be prepared to appear to be a strong person as able to work, honest, responsible, discipline, as well as a variety of characters that indicate positive relationships built among humans. Failure to achieve the child's behavior will influence further developments as presented by Mize (2005) that children who do not form positive peer relationships are more likely to have problematic relationships later on. The problem is the formation of character is fundamental for education as expressed in Jareonsettain (in Sapriya, 2007) shifted that "we have a crisis of character at the root of all the troubles everywhere and the crisis has come about the result of education without refinement of character". The crisis facing the nation shows that there has been a shift in values, people initially centered on spiritual things to people based on material things, worldly-paced consumer. People's lifestyles changed from politeness, friendly, courteous people become accustomed to violence and criminality individualistic and do not care about the feelings of other people all interests are met despite hurting others (Milanesi & Bajek, 1990; Waruwu, 2010:35).

Character problem also has become a national issue, as expressed by President Susilo Bambang Yudhoyono in his speech when commemorating Education Day at the State Palace on 11th May 2010, which emphasized the importance of character building. Individuals who have character are those who have the moral, morals, and good manners, which can be shown by the behavior of which, tolerance, respect, and harmony. The character development in the educational process should be optimized ([www.setneg.go.id](http://www.setneg.go.id)). Education as a fundamental pillar for the development of student character, should be returned to the real purpose as stated in the Law of the UU SISDIKNAS No.20 Tahun 2003 Pasal 3 which states that the national education aims at developing the potential participants students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. To be able to develop the character in early childhood, learning models need to be developed according to the needs of children with play activities based on cultural and national character. It is based that play is a child's natural way to find the environment, other

people, and himself. Has played a very important role in the development of early childhood character. Through play children learn to work together, waiting for their turn, responsible, and solve the problems. But the fundamental problem is to play in the implementation of learning in early childhood. Generally, teachers of kindergarten makes playing as a method of learning using games as a medium. It makes the essence of creation atmosphere play in children when they are in school to be biased so that teachers and parents consider activities play as different activities with learning. Teachers at the school also tend to act as facilitators for children to play and are not directly involved in play activities with the children. Another important thing is, **the fact that in addition** to being a teacher facilitator should also play an active role in the game so the atmosphere is created naturally play. Another problem is when a variety of educational toys that have been provided yet underutilized in stimulating the child's character. Therefore, this study aimed on the effectiveness of the PBBK model for developing kindness character in early childhood

Diversity play in the implementation of learning shows confusion faced by teachers in kindergarten empowering play as a medium for the development of character. Play is children's work, when children play they are actually working. For them, playing is a serious activity, and a very important thing for children to learn and grow (Dimidjian, 1992). In line with that, Michel de Montaigne (1533-1592) in Rhonda L. Clements & Leah Fiorentino (2004) states that "It should be noted that children at play are not playing about; their games should be seen as their most serious-minded activity". Maxim (1985) in Solehuddin (2000: 88) explains the roles played on the development of the child as follows: (1) physical; develop big muscles and small, such as lifting beams, throwing a ball, painting, cutting, and so on, (2) intellectual skills; develop children's thinking activities through language, observe the colors, shapes, problem solving, and so on, (3) social skills; **develop interaction activities** with other children, learn to welcome, engage with others and empathy, for example: waiting for their turn, (4) emotion; develop children's expressions, control emotions, cope with stress, fear and frustration.

In principle, the play contains a sense of fun and more concerned with the process than the end result. The development of play as a way of learning should be tailored to the developmental age and abilities of the students, which gradually developed from playing while learning (elements

play larger) to learn and play (elements to learn more). Thus, **students will again face the awkward way of learning at the next level.** Therefore, in providing learning activities to the students to be aware of the maturity or stage of development of the students, playing instruments or tools, methods used, time and place as well as playmates (Depdikbud, 1995: 8).

Play can shape the character of children. Quality character needs to be formed and nurtured from an early age. Early childhood is a critical period for the formation of one's character. Many experts say that the cultivation of character in a person's failure at an early age, will form a personal problem later in adult life (Megawangi, 2004:23). At this age children need to be prepared to appear to be a strong personal as able to work together, to be honest, responsible, disciplined, and various other characters. The character of the child can be observed on the skills of working together, waiting for their turn, solve problems, share, resolve conflicts, communicate in ways that either, overcoming anger, responding strongly to the context and confidence in all situation. The foregoing demonstrates the importance of developing a play-based learning model to develop the character of early childhood, here in after referred to as the PBBK model. The PBBK model is a model developed based on the needs of children in play. Play is the way children learn and find something that has the characteristics of fun and gives children the opportunity to choose activities that will be done. Grouping is the most important, children get benefit from the interaction and relationships in the setting group of play. In a group, cooperation is essential, and a willingness to follow others is something that is highly recommended. In the PBBK model, children's play activities divided into several groups of play, which consists of: (1) Free Group of Play, (2) Games with Rules (traditional games) Group of Play, (3) Constructive Group of Play (4) Pretend/ Role Group of Play, (5) Numbers and Alphabet Group of Play, (6) Art & Craft Group of Play, and (7) Reading Group of Play. This model has eight stages, namely: (1) engagement stage, (2) boundaries stage, (3) exploration stage, (4) transition stage, (5) the relaxation stage, (6) class activities stage, (7) re-education stage, and (8) reflection stage. In general, the objective of this model is to facilitate all aspects of child development in order to grow and develop optimally and success in facing the challenges of his/her life. **In particular, the aims of this model is to develop kindness character early childhood which includes: generosity, nurturance, care, compassion, altruistic**

love, and also (6) niceness. Its shown by children through sharing, saying thank you, playing with friends, waiting for their turn, saying hello, offer help, say the word sorry, listen, saying please if need something, and saying excuse me.

Peterson & Seligman (2004 ) stated that the character of kindness is part of the character of humanity. Kindness consists of six attributes, namely: generosity, nurturance, care, compassion, altruistic love, and niceness. This character has a terminology which is close to the orientation of the self as part of another person. This orientation opposite to solipsism, which themselves only when dealing with other people if they only contributed to her and that is considered beneficial only (useful for him). Character kindness highlighting the value of humanity where everyone else is as valuable to themself, need to be considered, not only useful for certain reasons, but also useful for everything. Based on the above, this study aims to determine the effectiveness of the PBBK model in developing the character of kindness in TK Labschool UPI academic year 2013/2014.

## RESEARCH METHOD

The research methods in this study are pre- experimental methods. Design was used is one-group pretest-posttest design. Location of the study conducted in TK Labschool UPI Bandung. The participant of the study were 16 students in group A. The data was collected using the kindness instrument.

## RESULTS AND DISCUSSION

Before the test databased on the effectiveness of the PBBK model in developing kindness character TK Labschool UPI students processed further, first tested the normality of the data with the following results.

**Table 1.** Normality Test Data Character Kindness in Kindergarten students Labschool UPI

Treatment	Z	P score	Result
Pretest	0,857	0,454	Normal
Posttest	0,968	0,305	Normal

Based on Table 1 it can be seen that all the data are normally distributed because it has a value of  $p > 0.05$ . The next step is to conduct a paired t-test (paired sample t-test). Steps to perform a paired t-test was as follows.

a. Hypothesis Formulation

Ho : The PBBK Model are not effective in developing kindness character students in TK Lab School UPI

Ha : The PBBK Model effective in developing kindness character students in TK Lab School UPI

b. Decision Making Process

Decision-making is done in two ways, namely by comparing the t-value, t-table or by comparing the probability values obtained with  $\alpha = 0.05$ .

If the decision is based on the t -value criterion then Ho is accepted if  $- t_{1 - \frac{1}{2} \alpha} < t < t_{1 - \frac{1}{2} \alpha}$ , where  $t_{1 - \frac{1}{2} \alpha}$  obtained from the list of tables t with  $df = (n_1 + n_2 - 1)$  and probability  $1 - \frac{1}{2} \alpha$ . For prices of other t Ho is rejected.

If the decision is based on probabilities (p-values), then the criterion is:

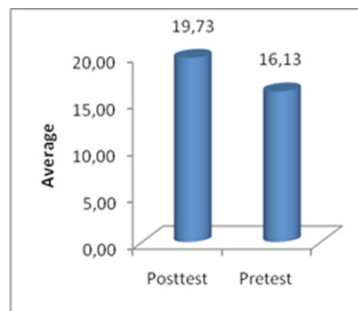
- If the value of  $p < 0.05$ , then Ho is rejected
- If the value of  $p > 0.05$ , then Ho is accepted

c. Couple t-test Results and Decision Making

Table 1.2 illustrates the results of the paired t-test.

From Table 2, we see that the results of a paired t-test (paired sample t-test) of data pretest and post test overall child (kindness character) is significant because it has a value of  $p < 0.05$ . This means that there are significant differences

in the character of kindness students before and after the application of the PBBK model, or in other words there is effective PBBK model in developing kindness character students in TK Lab School UPI. The average kindness character before application of the PBBK model amounted to 16.133 and the average increased to 19.733 after the application of the PBBK model. Figure 1.1 below presents the average kindness character students before and after the application of the PBBK model.



**Figure 1.** Average Kindness Character Students Before and After the Implementation of the PBBK Model

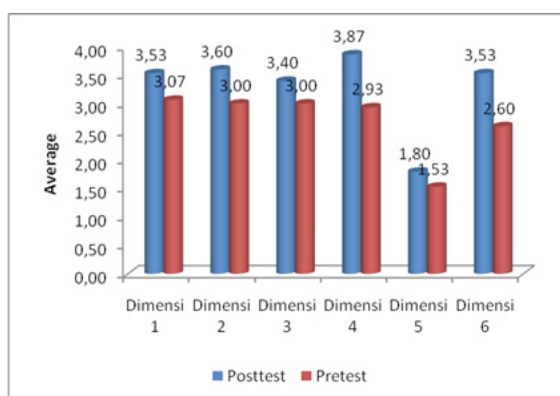
Furthermore, if the effectiveness of the PBBK model in developing kindness character students in TK Lab School UPI is viewed by its dimensions, it is based on table 1.2 is obtained significant dimension are Generosity, Nurturance, Compassion, Niceness, while not

**Table 2.** Couple t-Test Results Pre-Post Test Students Kindness Character Data

Dimension	Treatment	Average	Ds	Average difference	t - Test Statistic	P score	Description																																																													
Kindness Character	Posttest	19.7333	2.18654	3.60000	5.511	0.000	Significant																																																													
	Pretest	16.1333	2.32584					Generosity Dimension	Posttest	3.5333	0.74322	0.46667	2.824	0.014	Significant	Pretest	3.0667	0.79881	Nurturance Dimension	Posttest	3.6000	0.63246	0.60000	2.201	0.045	Significant	Pretest	3.0000	0.75593	Care Dimension	Posttest	3.4000	0.91026	0.40000	1.468	0.164	Not significant	Pretest	3.0000	0.75593	Compassion Dimension	Posttest	3.8667	0.35187	0.93333	4.090	0.001	Significant	Pretest	2.9333	0.70373	Altruistic love Dimension	Posttest	1.8000	0.41404	0.26667	1.169	0.262	Not Significant	Pretest	1.5333	0.63994	Niceness Dimension	Posttest	3.5333	0.63994	0.93333	3.108
Generosity Dimension	Posttest	3.5333	0.74322	0.46667	2.824	0.014	Significant																																																													
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significantly dimension are Care and Altruistic Love. For a significant dimension, it means that the PBBK model effective in developing kindness character students in TK Lab School UPI whereas for a not significant it means that the PBBK model have not been effective in developing the character of kindness UPI Lab School students. Even if not effective, but if we seen of average dimensions obtained that the pretest and posttest mean posttest always greater than the average pretest, this means that there is an increase in the kindness character students before and after the application of the PBBK model although this has not been statistically significant. The following chart presents the average dimensions of the kindness character students before and after the application of the PBBK model.



**Figure 2.** Average of Kindness Character Dimensions Before and After Implementation of the PBBK model

The PBBK model success in improving the character of kindness due to its emphasis on play activity. This is because the play is the way children learn that no one can teach it (Weininger, 1979). Play is a natural way to find the child's environment, other people, and himself. In principle, the play contains a sense of fun and more concerned with the process than the end result. The development of play as a way of learning should be tailored to the developmental age and abilities of the students, which gradually developed from playing while learning (elements play larger) to learn and play (elements to learn more). Thus students will again face the awkward way of learning at the next level. Therefore, in providing learning activities to the students to be aware of the maturity or stage of development of the students, playing instruments or tools, methods used, time and place as well as playmates (Department of Education 1995:8). Piaget (1962) in

Muro & Kottman (1995) says that the play was the child way of assimilating new information into his or her view of the world and adapting to new Situations.

## CONCLUSION

By looking at the probabilities, it is known that the value of  $p=0.001$  is smaller than 0.05. This means that  $H_0$  is rejected, which means that there are significant differences between pretest and posttest kindness of data. This means that the model is able to improve significantly kindness characters students in TK Lab School UPI. This model can also developed others character such as discipline by coming to school in a timely, orderly lined up, waiting their turn, negotiate, and set options (make a decision). This model is also able to instill nationalism children with mastering the national anthem and other songs and familiar traditional games in their area. The results of this study are expected to be input to efforts to improve the quality of education, care and learning in early childhood. For furthure researchers, research needs to be done (longitudinal) to determine consistency the PBBK model in facilitating learning in early childhood and more broadly validated by involving more schools to pilot the PBBK model.

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