



## **THE VALUES APPROACH OF CHARACTER EDUCATION TO ENHANCE EARLY CHILDHOOD EDUCATOR'S COMPETENCY**

**Rahma Hasibuan** ✉

Jurusan Pendidikan Anak Usia Dini, Indonesia

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### **Abstrak**

*Character education is intended to cover the whole nature of the behavior, habits, interests, abilities, talents, potential, values, and mindsets. Achieving the intention of character building there must be a strategy character education. Strategy character education is the establishment of the steps or procedures, methods and techniques in an effort to improve the character of early childhood educators. The strategy is based on the approach, principles, methods and techniques. This strategy is integration of character education values in the learning activities/parenting. It can be done by developing a character education values both in the substance of the material and process development activities.*

## INTRODUCTION

In the early life, Children learn from the closest person in their life. They are parent (in family environment) and educator or teacher (in student learning environment) as the closest basis for absorbing knowledge.

What will be nurtured in childhood will reap the fruit in their future adult hood. For parents and teachers are also required to be a good model for children and can best imitated from an early age through the development of character education for children age-appropriate child development.

Development of character education is a conscious effort to improve, increase the overall behavior that includes customs, values, potential, abilities, talents and minds. Character education is intended to cover the whole nature of the behavior, habits, interests, abilities, talents, potential, values, and mindsets that humans have.

Basically, humans are born in the world have been equipped with a conscience that contain the noble values and are believed the existence and the truth. These values are universal, applicable through out the world. For example in the philosophy of Java is known proverb "*Ajining diri gumantung ana ing lathi, ajining raga gumantung saka busana, ajinging awak gumantung saka tumindak*", which means that self-regard depends on the speech, dress code, and behavior. Bali is also known in the community concept of character education "*Tri Hita Karana*", namely the three basic grounding in coaching and character education in children, which guides the child in relation to man and God, man and man, man and the environment. Every region must have the character values that can be under lay every day life.

It shows that all the people in the world have the similar values. The value is the honesty, openness, compassion, love of peace, helping each other and so forth. It shows that God has been equipping disposition in every person with the same values. The values inherent in the conscience, if those values are violated will lead to feelings of anxiety and uneasy. It is because they do not correspond

with a conscience. Everyone will feel calm when do in accordance with nature. For example, someone will be happy when they can help someone else, someone will feel relieved when they tell the truth, and someone will feel uneasy if they cheat.

A person who has character is a person who has a distinctive personality or character that is appeared in their behavior. It is reflected in everyday life. They are knowing the good, thinking the good, the good feeling, and acting the good. Character education is the responsibility of a family, schools, and communities.

These values are in fact implicitly contained in the character education as follows:

1. Character education that comes from the heart are faithful and pious, religious, honest, trustworthy, fair, orderly, law-abiding, responsible, empathetic, willing to take risks, never give up, self-sacrificing, and patriotic spirit.
2. Character education that comes from the thought are intelligent, critical, creative, innovative, curious, productive, science and technology oriented, and reflective.
3. Character education that comes from sports / kinesthetic are clean, healthy, sporty, tough, reliable, resilient, friendly, cooperative, determinative, competitive, upbeat, and persistent.
4. Education if the character that comes from feeling and intention are humanity, willing to share a mutual respect, mutual cooperation, togetherness, friendly, respectful, tolerant, nationalist, caring, cosmopolitan (worldwide), giving priority to public interest, patriotism (patriotism), proudly using language and Indonesian products, dynamic, hard work, and work professionally.

The term education is often identified with the characters that stand out in a person or personality. Oxford dictionary defines

character education as: 1) the mental and moral qualities that are characteristic of a person, 2) one's true nature. Meanwhile, according to Kamus Besar Bahasa Indonesia (2008) character education is psychological, moral or character that distinguishes one person from another.

According to Kartadinata (In Pusbangprodik, 2011) the nature of character education is a process of education that educates behavior, moralists and courteous, which is realized by them directly or indirectly involved in education as teachers, learners, education managers, education administrators, educational planners, educational researchers, educational environment (parents, communities, governments, organizations, etc).

Suyanto (2011) suggested that the character is thinking and behavior that is characteristic of each individual to live and work, both within the family, community, nation and state. Individuals have the good characteristics is individuals that can make decisions and be ready to account for any consequences of the decisions he made. Character education is an education, which involves reasoning (cognitive), affective (feeling), and action.

Character education is an investment system of values to educators, learners, and education both formal, non formal and informal components include knowledge, a awareness or volition, and action to implement the values, both to the Almighty God, ourselves, others, environment, and nation hood to be fully human. Translation will be described below the values of character education, among others:

Honesty can be defined as the act of expressing feelings, thoughts, and actions that in fact both are positive, or negative; beneficial or detrimental. Honesty is based on responsibility and the belief that the universe and social life following the laws of cause and effect follow the rational.

Intelligence is a person's ability to understand a phenomenon is true, accurate and fast. Someone is called smart if they can catch a variety of symptoms with the right

perception in a short time. Therefore, it can be concluded that the indicator of intelligent include:

1. Receptive to stimulus.
2. Appropriately capture the stimulus, can sort out the main part, the supporters, and an important part of a symptom.
3. Quickly respond to the symptoms correctly. (Astuti, 2011)

Tough involves physical endurance. The indicator of toughness is showed resistance both physically and mentally. Physical endurance is the ability to perform physical movement in a relatively long period of time. Mental toughness is the ability to withstand the pressures that are psychic from the social environment in its efforts to achieve the goal. Thus the indicator toughness can be described as follows:

1. Physical endurance
2. Mental Resilience
3. Consistency (Astuti, 2011)

Concern is the embodiment of the attitude of someone who showed great concern to a person, object, or a phenomenon. Concern is the continuation of the attitude of sympathy, and empathy. Sympathy refers to a person's positive attention on an object, phenomenon, and someone. However, empathy is the ability to appreciate a phenomenon or the ability to feel what others feel. Concern is the practice of sympathy and empathy.

## RESULT AND DISCUSSION

### Objectives and Functions of Character Education

#### a. Character Education Objectives

Character education aims to develop the values that shape the nation character is Pancasila, include the following.

1. Developing the potential of students in order to be good-hearted man, think well, and behave well.
2. Building nation based on character Pancasila.
3. Developing the potential of citizens in order to have an attitude of

confidence, proud of his country and love the nation and mankind.

b. Character Education Function

1. Building the life of a multicultural nation,
2. Building the intelligent of civilization, cultured noble, and able to contribute to the development of the life of mankind; develop the basic potential to be very good, good minded, and well behaved and a good example.
3. Developing the attitude of a peace-loving citizens, creative, independent, and able to coexist with other nations in harmony.

### Strategy Character Education

Strategy character education is the establishment of the steps or procedures, methods and techniques in an effort to improve the character of early childhood educators. The strategy is based on the approach, principles, methods and techniques as follows:

1) Persuasive Approach

Persuasive approach is approach process to change attitudes that made taking into account the moral aspects, emotional and rational. Moral exhortation is explanations that touch aspects of faith. Emotional appeal concerns on the intriguing aspects of feelings. Rational appeal concerns on the aspects of logical reasoning.

2) Normative Educational

Normative educative process of education is a breath of religious values, legal, social, and culture that is multicultural. These values are transformed based Patrap Tri Loka, Ing Ngarso Tulodho Sung, Ing Madya Mangun Karsa, Tut Wuri Handayani (Ki Hajar Dewantara). (1) the first Patrap means, through exemplary educators in behavior, attitude in providing an example through good actions that are expected to be role models for students, for example, the value of discipline (present before the students), cleanliness, tidiness, compassion, decency, caring, honest, hard working and confident.

(2) The second Patrap educators cultivate the values of character education. There are a number of values of character education which basically boils down though the liver, by the sense / intention, by thought, and sports. Habituation is planting the values resulting in the internalization process on the learner. For example, a clean and healthy lifestyle, discipline, respect for elders and love for a younger, making the slogan which is expected to foster the spirit and character. (3) The third Patrap means that educators act as a spur and encouragement to students in developing noble character. This is human nature as the potential for independence.

3) Power Strategies (power)

The use of authority in accordance with the mandate carried an amplifier for the formation of character. In certain cases, the third approach is complementary to both the above approaches. Throughout the first and or second approach is congested, Power strategy (force) put in place. Intervention is a form of activity that was developed to create an atmosphere of learning that can be the formation of character by applying a structured activity. For example canteen honesty, tolerance of frustration in the form of group games, delay gratification.

Principles of competence building activities that need to be considered by the planners, implementers, and other stakeholders are as follows.

1. Material Needs Analysis Based on the results.
2. Planned and Systematic.
3. Sustainable
4. Flexible
5. Adaptive
6. Situational
7. Consistent
8. Credibility Method of Character Education

There are four methods of teaching character education that is inculcation of values, ideals, facilitation, and skills development (Zuchdi, 2008:45). inculcation value is the cultivation of the values indirectly, for example, develop values through the learning activities or care for

younger children. Indeed the activities carried out for both early childhood in early childhood (kindergarten / KB or TPA) has been loaded with the planting of character values. However, educators or caregivers need to focus or emphasize what value will be invested. At this stage the ability of the new kid on the stage of knowing the good. Modeling is modeling to give the great facility opportunities to students in order to absorb knowing and model can be obtained either from the teacher / caregiver as well as from their peers. At this stage students are at the stage of loving the good. Skills development is an effort to improve education that has its characters to a higher level. It means that students have internalized the values in everyday life (the good acting).

Techniques used in an effort to enhance character education for early childhood educators to enhance their competence to do the following:

1. Singing
2. Painting
3. Storytelling
4. Contemplation
5. Share
6. Relaxation
7. Suggestion
8. Role Playing
9. Method of Solving Problems (Problem Solving)
10. Method of Teaching

### **The values of Character Education in Planning Activities**

Early childhood educator is a professional educator in charge of planning, implementing the learning process, and assess learning outcomes, as well as coaching, nurturing and protection of students. Early childhood educators work in various types of educational services such as TK / RA, KB, TPA and other similar forms. Early childhood educators consist of teachers and assistant teachers and caregivers (Permen Diknas No. 53/2009).

As a basic implementation of character education values in compiling lesson plans, early childhood educators pay attention to the

competency of educators and learners. This needs to be done so that the development activities according to the ability of educators and is also in line with the developmental level of students.

### **CONCLUSION**

Integration of character education values in the learning activities / parenting can be done by developing a character education values both in the substance of the material and activities development process. In preparing RKH, these values are implemented in RPP components, among others, on the basis of competence to include the value of the character to be implanted.

On basic competencies, the indicators description is also included in the character education. For example, to develop the discipline, the teacher in the learning process not just use the lecture method, but also use a habituation and a sample or practice directly. Another example for developing empathy uses playing role teaching methods or simulation methods.

The functions of learning are as an intermediary to convey the substance of the material, also has a great influence in shaping the image of an object. This means that learners can have a positive or negative perception of an object can be determined by the media of learning. Media not only can deliver the material, but can also be used as a medium to instill values. For the selection of instructional media should also consider the norms of religion, and social. For example, to increase the sense of nationalism, it must be more or model displays the work of Indonesia, rather than from other countries.

Evaluation is a learning component that has a very important role for children to learn and reflect his ability. A good evaluation is an evaluation that is able to provide information to children about things that have been successfully achieved, and things are still to be accomplished children.

The evaluation should cover all aspects of learning, namely cognitive, psychomotor, and affective. The good evaluation shall also

contain the elements of character education, for example the value of honesty, democracy, and discipline. The number of children in a class is relatively large, then the observation and recording of behavior only on the things that stand out. Recording can be done by making anecdotal notes.

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