

Character Building Strategy In Early Children

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ABSTRACT

Character building in early childhood requires a strategy. Without the right strategy, character building will be difficult to realize. This descriptive qualitative research with literature study examines the strategy of character building in early childhood. The data analysis technique uses analysis content by sorting out data according to the objectives and research problems. This paper produces the following things. First, the character development strategy in early childhood can be done in two ways, namely: (1) integration in daily activities, can be done by example, spontaneous activities, reprimand, environmental conditioning, and routine activities; (2) integration in programmed activities, which is carried out after the teacher first makes a plan for the values that will be integrated in certain activities. Second, other strategies to develop character education include: applying learning methods that involve the active participation of students; create a conducive learning environment; provide explicit, systematic, and continuous character education; using teaching methods that take into account the uniqueness of each child; build supportive and caring relationships in the classroom and throughout the school; build positive behavior models; create opportunities for students to be active and meaningful, including in classroom and school life; and others

Keyword: Strategy; Chracter Building; Early Children

ABSTRAK

Pembangunan karakter pada anak usia dini membutuhkan strategi. Tanpa strategi yang tepat, maka pembangunan karakter tersebut akan sulit direalisasikan. Penelitian deskriptif kualitatif dengan studi kepustakaan ini mengkaji tentang strategi pembentukan karakter pada anak usia dini. Teknik analisa datanya menggunakan konten analisis dengan memilah-milah data yang sesuai tujuan dan masalah penelitian. Tulisan ini menghasilkan beberapa hal berikut. Pertama, strategi pembangunan karakter pada anak usia dini dapat dilakukan dengan dua cara, yaitu: (1) pengintegrasian dalam kegiatan sehari-hari, dapat dilakukan dengan keteladanan, kegiatan spontan, teguran, pengkondisian lingkungan, dan kegiatan rutin; (2) pengintegrasian dalam kegiatan yang diprogramkan, yakni dilaksanakan setelah terlebih dahulu guru membuat perencanaan atas nilai-nilai yang akan diintegrasikan dalam kegiatan tertentu. Kedua, strategi lain untuk mengembangkan pendidikan karakter, antara lain: menerapkan metode belajar yang melibatkan partisipasi aktif murid; menciptakan lingkungan belajar yang kondusif; memberikan pendidikan karakter secara eksplisit, sistematis, dan berkesinambungan; menggunakan metode pengajaran yang memperhatikan keunikan masing-masing anak; membangun hubungan yang supportif dan penuh perhatian di kelas dan seluruh sekolah; membangun model perilaku positif; menciptakan peluang bagi siswa untuk menjadi aktif dan penuh makna termasuk dalam kehidupan di kelas maupun sekolah; dan lainnya.

Kata Kunci: Strategi; Pembangunan Karakter; Anak Usia Dini

Pendahuluan

In building character in early childhood, a strategy is needed. Without the right strategy, success will likely be difficult to achieve. Character building strategies according to Shofwan (2021) can be implemented in the development, implementation, and evaluation of each educational unit and can be carried out through steps, including socializing with stakeholders, developed in school activities, held in learning activities, implemented in cultural development schools and learning centers, implemented through extra-curricular activities, and instilled through daily activities at home and in the community.

The purpose of character building is to form a nation that is strong, competitive, noble, moral, tolerant, patriotic, dynamically developing, oriented to science and technology, and imbued with faith and piety to God based on Pancasila (Rozi, 2012). Mulyasa (2012) and Shofwan (2021) state that the purpose of character building is to encourage students to be able to independently increase and use knowledge, examine and internalize and personalize character values and noble character so that they are manifested in daily behavior.

In addition, Sudaryanti (2012) states that early childhood education is very important as a basis for the formation of the human personality as a whole, namely for character building, noble character, intelligence, cheerfulness, skill, and devotion to God Almighty. Early childhood education can be started at home or in family education. Character education is very important to build a nation's civilization. Character education should have been instilled since early childhood, so they are indeed very appropriate if they are used as the initial community for character building because they are at a golden age. According to Shofwan and Nurseto (2021) that character building must also start from the teacher himself.

Based on the above, it is very interesting to discuss character building strategies for early childhood. Therefore, this study will focus on discussing character building strategies for early childhood. With the discovery of this strategy, of course, it will be very useful for early childhood education teachers to build character for their students. In addition, this research will be useful for researchers, and academics in universities to conduct further research.

Metode

This qualitative descriptive research uses a literature study in conducting its research. A literature study is a study of theories, references, and other scientific literature on the situation under study (Sugiyono, 2012). The data analysis technique uses content analysis to obtain valid inferences and can be re-examined based on the context (Krippendoff, 1993). With such analytical techniques, the results obtained will be valid and measurable following applicable theories and studies.

Literature studies can also study previous reference books to get a theoretical basis for the problem to be studied (Sarwono, 2006). Thus, as stated by Nazir (2003) that literature study can be done by reviewing books, literature, notes, and various papers that are following the objectives and problems to be studied, namely the strategy of character building in early childhood.

Hasil dan pembahasan

Character Building Strategy

Three kinds of character building must be considered, namely intellectual intelligence, emotional intelligence, and spiritual intelligence (Shofwan, 2015). In building character, focusing on the three bits of intelligence for early childhood, of course, must use strategies. The character development strategies proposed by Muslich (2007) are as follows, among others:

First, is integration into daily activities. The implementation of this strategy can be carried out in the following ways, among others:

1. Exemplary, namely this activity can be carried out by employees, school principals, teachers, and administrative staff at schools who can be used as models or role models for students.
2. Spontaneous activities, namely activities that are carried out spontaneously at that time. This activity is usually carried out when the teacher finds out the attitude or behavior of students who are not good, such as asking for something by shouting, scribbling on the wall, and others.
3. Reprimand, namely teacher activities sometimes need to reprimand students who do a bad behavior and remind them to practice good values so that teachers can help change their behavior.

4. Environmental conditioning, namely the school atmosphere is conditioned in such a way with the provision of physical facilities. For example, providing trash cans, wall clocks, and so on.
5. Routine activities, namely these activities are activities carried out by students continuously and consistently at all times. For example, the activity of marching into the classroom, and praying before and after the activity.

Second, integration in programmed activities. This strategy is implemented after the teacher first makes a plan for the values that will be integrated with certain activities. This is done if the teacher considers it necessary to provide the necessary understanding of moral principles.

In addition, Rohmah (2018) and Asmani (2011) offer some effective tips for character building in early childhood as follows, among others:

First, it involves aspects of moral knowledge, moral feelings, and moral actions. Namely, early childhood character development can be emphasized on the importance of three components of good character, namely: moral knowing, moral feeling, and moral action.

Second, is the habit of living the Duha prayer together. Namely, in the context of Islam, early childhood character building can be done through the habit of reviving the Dhuha prayer together. The Dhuha prayer that is carried out together will able to build the character of the students to be more organized. Education is not just a transfer of knowledge, but also the transfer of behavior following the values that are believed to be true.

Third, is the habit of kissing the teacher's hand. Namely, early childhood character building can be done through the habit of kissing the teacher's hand. Kissing the teacher's hand while shaking hands is a symbol of humility and respect. Teachers are indeed a source of knowledge, so it is natural for them to be respected and appreciated.

Fourth, is the habit of telling the biographies of the characters. Namely, character building can be done through the habit of telling biographies of the characters. Good and successful characters usually have a character that never gives up, prioritizes the process, loves hard struggles, doesn't brag, and the like.

Fifth, get used to holding regular prayers and istigatsah. Namely, in the context of Islam, early childhood character building can be done through the habituation of prayers and istigatsah together. Prayer is a symbol of optimism and the beginning of the birth of confidence in achieving success. While istigatsah is a symbol of submission to God which shows the spirit of carrying out orders and staying away from His prohibitions.

Sixth, make teachers, staff, and principals as good role models for children. Namely, early childhood character development can be done through the example of teachers, staff, principals, and all school members. Early childhood is a child in the developmental stage at the level of looking for a model to be used as a daily role model. While at school, children interact a lot with teachers, staff, and principals. Therefore, all of them must be able to become exemplary models for their children or students.

Seventh, working with parents. Namely, early childhood character building can be done through collaboration with students' parents. Parents must be partners in shaping the character of early childhood, even having the most important role. Schools and parents can work together in realizing character building for early childhood.

Eighth, give rewards and sanctions. Namely, early childhood character building can be done through the provision of rewards and sanctions. To encourage and accelerate character development, the school should provide awards for students who excel and sanctions for students who have not achieved.

In addition to the above, Nuraeni (2016) mentions several strategies that educators must do to develop or build character education, including:

1. Applying learning methods that involve active participation of students, namely methods that can increase student motivation because all human dimensions are actively involved by being given concrete, meaningful, and relevant subject matter in the context of their lives.
2. Creating a conducive learning environment, so that children can learn effectively in an atmosphere that provides a sense of security, appreciation, without threats, and provides encouragement.
3. Provide explicit, systematic, and sustainable character education by involving the following aspects, namely: knowing the good, loving the good and acting the good.
4. Using teaching methods that pay attention to the uniqueness of each child, namely implementing a curriculum that involves nine aspects of intelligence.
5. All approaches used apply the principles of meaningful planning in accordance with child development as the application of knowledge about child development in early childhood education institutions.
6. Build supportive and caring relationships in the classroom and throughout the school. First and foremost, the school environment must be characterized by safe and mutual trust, respect, and concern for the welfare of others.
7. Build a positive behavior model. The most important part of establishing a supportive and caring environment in the classroom is the role model of the teacher's caring and respectful behavior in his interactions with students.
8. Create opportunities for students to be active and meaningful, including in classroom and school life. Schools must become a more democratic environment as well as a place for students to make decisions and actions, and to reflect on the results of their actions.
9. Teaches essential social and emotional skills. The most important part of promoting positive student development includes direct teaching of socio-emotional skills, such as: listening when others speak, recognizing and managing emotions, respecting differences, and resolving conflicts in a gentle way that respects each other's needs (interests).
10. Involve students in moral discourse. Moral issues are the essence of children's education to be pro-social, namely human morals.
11. Create meaningful and relevant learning assignments for students.

These are some of the things that parents, teachers, and the community must understand. Sudaryanti (2012) states that with the seeds of character values that have been planted in the family, taught in schools by teachers and the community, it is hoped that every individual can practice character values, both in the totality of social and national life. The character values that already exist in the personality are fertile ground for early childhood to create an ideal society. Moreover, in learning and socializing moral education, the following four pillars of education can be utilized: learning to apply the knowledge gained, learning to be an independent person, learning to gain as much knowledge as possible, and learning to be part of society.

Simpulan

Based on the results and discussion above, the following conclusions can be drawn. First, the character building strategy in early childhood can be done in two ways, namely: (1) integration in daily activities, which can be done by example, spontaneous activities, reprimand, environmental conditioning, and routine activities; (2) integration in programmed activities, which is carried out after the teacher first makes a plan for the values that will be integrated into certain activities.

Second, effective tips for character building in early childhood are as follows, among others: involving aspects of moral knowledge, moral feelings, and moral actions; habituation to living Dhuha prayer together; the habit of kissing the teacher's hand; the habit of telling biographies of the characters;

get used to holding regular prayers and istigatsah; make teachers, staff, and principals as good role models for children; cooperate with parents of students, and provide rewards and sanctions.

Third, other strategies for building character education include: applying learning methods that involve the active participation of students; creating a conducive learning environment; providing explicit, systematic, and continuous character education; using teaching methods that take into account the uniqueness of each child; build supportive and caring relationships in the classroom and throughout the school; build models (examples) of positive behavior; create opportunities for students to be active and meaningful, including in classroom and school life; and others.

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