



Implementation of Character Education for Early Childhood

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| Informasi artikel | ABSTRACT |
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| Sejarah artikel: Diterima 16 November 2022 Revisi 23 November 2022 Dipublikasikan 2 Desember 2022 DOI | Character education must be implemented in early childhood. This is because early childhood has different characteristics from adults. This descriptive qualitative research with a literature study discusses the implementation of character education for early childhood. The data analysis technique uses content analysis by sorting out data according to the research objectives. This paper produces the following things. First, the characteristics of early childhood so that character education must be implemented because they have several characteristics, namely: unique, egocentric, active and energetic, exploratory and adventurous, relatively spontaneous, easily frustrated, lack of consideration in doing things, short attention span, and passionate. to learn from experience. Second, the values of character education that can be implemented in early childhood include love of God; responsibility, discipline, and independence; honesty; respect and courtesy; affection, care, and cooperation; confidence, creative, hard-working, and never give up; justice and leadership; kind and humble; and tolerance, love of peace, and unity. Third, several things that teachers must do in implementing character education development, among others: treat children according to their characteristics, foster positive understanding, meet basic needs, familiarize children with socializing, patterns of educating teachers and parents must be interrelated, provide support and appreciation, provide age-appropriate facilities, and have a firm, consistent, and responsible attitude. |
| Informasi artikel | ABSTRAK |
| Kata kunci: Implementasi Pendidikan Karakter Anak Usia Dini | Keyword: Pendidikan karakter harus diimplementasikan pada anak usia dini. Sebab, anak usia dini memiliki karakteristik yang berbeda dengan orang dewasa. Penelitian deskriptif kualitatif dengan studi kepustakaan ini membahas tentang implementasi pendidikan karakter bagi anak usia dini. Teknik analisa datanya menggunakan contents analisis dengan memilah-milah data yang sesuai dengan tujuan penelitian. Tulisan ini menghasilkan beberapa hal berikut. Pertama, karakteristik anak usia dini sehingga harus dilakukan implementasi pendidikan karakter sebab mereka memiliki beberapa sifat, yaitu: unik, egosentris, aktif dan energik, eksploratif dan berjiwa petualang, relatif spontan, mudah frustasi, kurang pertimbangan melakukan sesuatu, daya perhatian pendek, dan bergairah untuk belajar dari pengalaman. Kedua, nilai-nilai pendidikan karakter yang bisa diimplementasikan pada anak usia dini antara lain: cinta kepada Allah; tanggungjawab, disiplin, dan |

mandiri; jujur; hormat dan santun; kasih sayang, peduli, dan kerjasama; percaya diri, kreatif, kerja keras, dan pantang menyerah; keadilan dan kepemimpinan; baik dan rendah hati; serta toleransi, cinta damai, dan persatuan. Ketiga, beberapa hal yang harus dilakukan guru dalam implementasi pengembangan pendidikan karakter, antara lain: memperlakukan anak sesuai dengan karakteristiknya, menumbuhkan pemahaman positif, memenuhi kebutuhan dasar, membiasakan anak bersosialisasi, pola mendidik guru dan orang tua harus saling berkaitan, memberikan dukungan dan penghargaan, memberikan fasilitas sesuai dengan usia, dan memiliki sikap tegas, konsisten, dan bertanggungjawab.

Introduction

Early childhood education (PAUD) is the level of education before basic education (SD/MI), which is a coaching effort for children from birth to six years of age. At this age, a child's brain is developing very rapidly. They will be able to absorb very quickly everything that is seen and heard. This age can be called a very important and critical time in physical, mental, and psychosocial growth that determines the continuation of his future. Experts call the ages around it the golden age. At such a golden age, of course, the implementation of character education must be carried out correctly and appropriately (Shofwan, 2021).

The implementation of character education must of course be realized by building character in early childhood. Shofwan (2021) states that building character in the world of education, certainly cannot be separated from what is called "character education" itself. Therefore, in this case, we need to know the meaning of character education. Zubaedi (2011) defines character education as an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behavior that is following the noble values that become his identity and is manifested in interactions with God, oneself, society, and the environment.

Not far from the above definition, Salahudin and Alkrienciehie (2013) define character education as moral education or character that can be used to develop a person's ability to behave well in everyday life. Meanwhile, Azzet (2014) states that character

education is a system of inculcating good character values in all school members so that they have knowledge and actions that are following good values. For this matter, Shofwan (2021) states that the first step to making students character or civilized, is then a teacher must be the character or civilized first so that he can be the main role model.

Based on the description above, it is very interesting to examine the implementation of character education for early childhood. Therefore, this research will focus on examining the following issues: (1) What are the characteristics of early childhood so that character education must be implemented? (2) What are the values of character education that can be implemented in early childhood?; (3) What should teachers do in implementing character education development?; and With the discovery of three answers to the three problems, the results of early research are expected to be useful for researchers, academics, and others.

Research methods

This qualitative descriptive research uses literature study in conducting a research. Literature study is research that is used to collect information and data with various kinds of library assistance, such as books, magazines, papers, and others (Mardalis, 1999). Therefore, this research process will collect and refer to various kinds of data following the research objectives with the help of libraries, both offline and online libraries.

Meanwhile, Nazir (2003) stated that literature study is a data collection technique by reviewing books, literature, notes, and various necessary notes. However, according

to Hadi (1990) that there are three guidelines for conducting a literature study, namely: relevance, recency, and adequacy. Therefore, this research will always pay attention to these three guidelines.

Findings and Discussion

A teacher who will implement character education in early childhood must first know the characteristics of early childhood, including conflict, adaptive, imitative, and unwillingness to budge. From these three characteristics, early childhood always wants to be accepted in the group. Therefore, the roles of teachers and parents include (1) providing opportunities for children to pay attention, try, and cooperate; (2) paying attention to and correcting children's imitative behavior which tends to be negative; and (3) support children to be able to share and give in (Shofwan, 2021).

Characteristics of Early Childhood

Regarding the characteristics of children, Mashar (2015) and Rohmah (2018) state that early childhood has distinctive characteristics, both physically, psychologically, socially, morally, and so on. Childhood is the most important period of his life. Because childhood is a period of formation of the foundation and basis of personality that will determine the next child's experience. The experiences experienced in early childhood will have a strong influence on later life. The experience will last a long time, and even cannot be erased. More specifically, the characteristics of early childhood have been mentioned by Ayuningsih (2012) as follows.

First, age 0-1 year. At this age, they have the following characteristics: (1) children learn motor skills starting to roll over, crawl, sit, stand, and walk; (2) children learn skills using the five senses, such as seeing or observing, feeling, hearing, smelling, and tasting by putting each object in the mouth;

and (3) children learn social communication according to the stages.

Second, the age of 2-3 years. At this age, they have the following characteristics: (1) children are very active in exploring objects around them; (2) children begin to develop language skills; and (3) children begin to learn to develop emotions.

Third, the age of 4-6 years. At this age has the following characteristics, among others: (1) related to physical development, children are very active in various activities; (2) better language development; (3) very rapid cognitive development or thinking power, indicated by the child's extraordinary curiosity about the surrounding environment; and (4) forms of children's games are still individual, not social games.

Fourth, the age of 7-8 years. At this age has the following characteristics, among others: (1) the cognitive development of children is still a fast period; (2) the child's social development begins to want to break away from the authority of his parents; (3) children begin to like social games; and (4) children experience emotional development.

Meanwhile, Solehuddin, et al. (2005) and Rohmah (2018) have mentioned the following nine characteristics of early childhood:

1. Unique, that is, each child is different from one other. Children have their own innate, interests, capabilities, and life backgrounds.
2. Egocentric, namely children are more likely to see and understand things from their point of view and interests.
3. Active and energetic, namely children usually enjoy doing various activities, especially when children are faced with a new and challenging activity.

4. Explorative and adventurous, driven by a strong curiosity about everything, children usually like to explore, try, and learn new things.
 5. Relatively spontaneous, namely the behavior displayed by children is generally relatively genuine and not covered up so that it reflects what is in their feelings and thoughts.
 6. Easily frustrated, namely generally children are still easily disappointed when faced with something that is not satisfactory.
 7. Lack of consideration in doing something, namely following the development of the way of thinking, children usually do not have a sense of mature consideration, including concerning dangerous things.
 8. Short attention span, namely children usually have a short attention span, except for things that are intrinsically interesting and fun.
 9. Children are passionate about learning and learn a lot from experience, namely, children like to find out about something new and are happy to do various activities that encourage changes in behavior in themselves.
1. Love for Allah. The result of its implementation is that children want to pray and pray with their father and mother.
 2. Responsible, disciplined, and independent. The result of the implementation is that children want to tidy up toys after playing; the child can sleep, play, and go to school on time; children can bathe, eat, change clothes, and put on shoes without the help of adults.
 3. Honest. The result of its implementation is that children can work or work independently; the child does not want to take things that do not belong to him, and children want to admit their mistakes.
 4. Respect and courtesy. The result of the implementation is that children are willing to greet when meeting teachers, parents, and friends; and children want to talk politely.
 5. Affection, care, and cooperation. The result of the implementation is that the child wants to help a friend who falls or is sick; children want to lend crayons, pencils, and the like; the child wants to give food to a friend, and the children want to play with friends.
 6. Confident, creative, hard-working, and never give up. The result of the implementation is that children dare to sing, and read poetry or rhymes in front of the class; if there is no glue to glue the paper, the child can be creative with other things, for example gluing with rice; the child always tries to complete the task to completion; and if the child fails to do the game, then he keeps repeating until he succeeds.

Implementation of Character Values in Early Childhood

Character education is needed in building knowledge, skills, and abilities to learn, using information appropriately, and being responsible for students (Hidayat as quoted by Shofwan, 2015). Therefore, several values of character education can be implemented in early childhood as mentioned by Shofwan (2021), including:

7. Justice and leadership. The results of the implementation are that children are not selective in making friends in play groups (schools) and at home, and the child wants to appear to lead the prayer or lead the line.
8. Kind and humble. The result of the implementation is that children do not get angry or cry when they have problems with friends.
9. Tolerance, peace-loving, and unity. The result of the implementation is that children do not like to mock their friends and want to play with all their friends.

In implementing character education, there are character values offered by professional institutions and experts that teachers and parents must know as mentioned by Nuraeni (2016), including:

First, the Heritage Foundation offers the following nine character values, including (1) love for God; (2) responsibility, discipline, and independence; (3) honesty; (4) respect and courtesy; (5) affection, care, and cooperation; (6) confident, creative, hard-working, and never give up; (7) justice and leadership; (8) kind and humble; and (9) tolerance, love of peace and unity.

Second, Character Count USA offers the following ten character values, including (1) trustworthiness; (2) respect and care; (3) care; (4) honesty; (5) responsibility; (6) nationality; (7) sincerity; (8) brave; (9) persevering; and (10) integrity.

Third, Ginanjar offers seven character values as follows, among others: (1) honesty; (2) responsibility; (3) discipline; (4) visionary; (5) fairness; (6) care; and (7) cooperation.

Teacher Treatment in the Implementation of Character Education

A teacher is certainly happy if he has students with character. Every lecturer is certainly happy if they have students with character (Shofwan, 2022). In addition, in the world of education, it is stated that the implementation of character education can be done through various subjects (Shofwan & Nurseto, 2022). In the implementation of character education development, there are several things that teachers and people must do according to Rustini (2020), including:

1. Treating children according to their characteristics.
2. Cultivate a positive understanding in children from an early age.
3. Meet the basic needs of children, including the need for affection, provision of nutritious food, and the like.
4. Familiarize children to socialize and interact with the surrounding environment.
5. The pattern of educating teachers and parents carried out both at home and at school must be interrelated.
6. Provide support and appreciation when a child displays commendable behavior.
7. Provide environmental facilities following the age of development.
8. Have a firm, consistent, and responsible attitude.

In addition, the implementation of character education should be carried out in a pleasant atmosphere. Rustini (2020) mentions several things that must be understood by teachers and parents to create fun activities in instilling character education values in early childhood, including:

1. Increase insight about the importance of educating children with fun methods.
2. Deepen insight into the importance of value education and its application in a fun process.
3. Improving the skills and creativity of early childhood education teachers through exploring ideas, selecting materials, designing, creating, and utilizing children's learning media based on character values.
4. Explore the potential of early childhood education teachers in providing and utilizing learning resources for early childhood.
5. Improving the professionalism of early childhood education teachers by equipping them with the skills to manage a fun learning process.

Nuraeni as quoted by Shofwan (2021) states that the explanation of the values above provides information about how the character should be applied to students. The three sources above can be used as a reference for growing character in children. Of course, the basic character initiated by major Indonesian government institutions (namely the Ministry of National Education and the Ministry of Religion) becomes the basic reference in developing character in students.

These are some of the things that teachers and parents should pay attention to in implementing character education, both in the family, school, and other environments. By referring to what is described above, at least teachers and parents will find various solutions to developing character education.

Conclusion

Based on the results and discussion above, this study produces the following conclusions. First, the characteristics of early childhood so that the implementation of character education must be carried out because they have several characteristics, namely: unique, which is different from one another; egocentric, which tends to understand something from the point of view of its interests; active and energetic, ie happy to do activities; exploratory and adventurous spirit, namely the drive to be curious about everything; relatively spontaneous, ie relatively original behavior; easily frustrated, ie disappointed when faced with something that is not appropriate; lack of consideration for doing something, that is, they do not have careful consideration; short attention span, ie not paying attention far away; and passionate about learning from experience.

Second, the values of character education that can be implemented in early childhood include love for God; responsibility, discipline, and independence; honesty; respect and courtesy; affection, care, and cooperation; confidence, creative, hard-working, and never giving up; justice and leadership; kind and humble; and tolerance, love of peace, and unity. Of course, this can still be implemented in the values of character education from experts and other related institutions.

Third, several things teachers must do in implementing character education development, including treating children according to their characteristics; fostering a positive understanding in children from an early age; meeting the basic needs of children; familiarizing children with socializing with the surrounding environment; the pattern of educating teachers and parents must be interrelated; provide support and appreciation when displaying commendable behavior; provide environmental facilities according to their developmental age; and have a firm, consistent, and responsible attitude. In

addition, the implementation of character education should be carried out in a pleasant atmosphere.

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