



# Implementation of Early Childhood Character Education in Improving Students' Personality

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Article Info	Abstract
<b>Article History</b> Received: 2024-07-22 Revised: 2024-08-19 Published: 2024-09-02  <b>Keywords:</b> <i>Character Religius; Character Discipline; Character Independent; Early Childhood Learning.</i>	<p>It is important to instill student character education in every educational institution from an early age because character education has the same essence and meaning as moral education. The aim of this research is, among other things, to describe the implementation of religious, disciplined and independent character education at Al Badar Kindergarten. The research approach used in this research is a qualitative research method. Research findings show that the implementation of character formation in young students with religious, disciplined and independent elements at Al Badar Tulungagung Kindergarten is carried out through stages, program planning, integration processes, character formation and evaluation. The process of character learning in religious elements includes the habit of saying greetings, praying, praying in congregation, reading the Qur'an, and memorizing. The process of character learning in the discipline element includes time discipline and attitude discipline. The process of learning character education in the independent element is carried out by getting used to going to school alone, studying in your own class, doing your own activities, and solving your own problems. The process of learning character education in the independent element is carried out by getting used to going to school alone, studying in your own class, doing your own activities, and solving your own problems.</p>
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2024-07-22 Direvisi: 2024-08-19 Dipublikasi: 2024-09-02  <b>Kata kunci:</b> <i>Karakter Religius; Disiplin Karakter; Karakter Mandiri; Pembelajaran Anak Usia Dini.</i>	<p>Pentingnya penanaman pendidikan karakter siswa pada setiap lembaga pendidikan sejak dini karena pendidikan karakter mempunyai hakikat dan makna yang sama dengan pendidikan moral. Tujuan penelitian ini antara lain untuk mendeskripsikan implementasi pendidikan karakter religius, disiplin dan mandiri di TK Al Badar. Pendekatan penelitian yang digunakan dalam penelitian ini adalah metode penelitian kualitatif. Hasil penelitian menunjukkan bahwa pelaksanaan pembentukan karakter pada siswa usia dini yang mempunyai unsur religius, disiplin dan mandiri di TK Al Badar Tulungagung dilakukan melalui tahapan, perencanaan program, proses integrasi, pembentukan karakter dan evaluasi. Proses pembelajaran karakter dalam unsur keagamaan meliputi kebiasaan mengucapkan salam, shalat, shalat berjamaah, membaca Al-Qur'an, dan menghafal. Proses pembelajaran karakter pada unsur disiplin meliputi disiplin waktu dan disiplin sikap. Proses pembelajaran pendidikan karakter pada unsur mandiri dilakukan dengan membiasakan bersekolah sendiri, belajar di kelas sendiri, melakukan aktivitas sendiri, dan menyelesaikan permasalahan sendiri. Proses pembelajaran pendidikan karakter pada unsur mandiri dilakukan dengan membiasakan bersekolah sendiri, belajar di kelas sendiri, melakukan aktivitas sendiri, dan menyelesaikan permasalahan sendiri.</p>

## I. INTRODUCTION

Early childhood education is a process of fostering the growth and development of children aged birth to six years in a comprehensive manner, which includes physical and non-physical aspects, with stimulation for physical, spiritual (moral and spiritual) motor, intellectual, emotional, and social development that is appropriate so that children can develop optimally (Dewi & Yanti, 2023.; Septia et al., 2022). Children experience a golden age at Kindergarten age, namely the age of 4-5 years. During this period, children will experience

extraordinary development both in their brain and physical. The child's brain will experience very rapid progress (Sumiyati, 2018; Yuni Cristina, 2021). This is because many new things are obtained by children from their environment. The child's physical will also develop rapidly. Various parts of the body have begun to function properly. This golden age in children cannot be missed, because it only happens once in a child's life (Lucia Sriastuti, 2022). In addition, this golden age of children cannot be repeated in their lives. The stimulations obtained by children during this period will be very useful for survival

in the future. In their development, children have several aspects that can be developed, namely intellectual, physical motor, social, emotional, language, moral, and religious aspects (Nurainiah, 2022). Aspects of child development will be optimal if they receive stimulation from those closest to them starting early. If aspects of child development are not stimulated early, their development will be hampered (Latifah, 2017). Early age is a time of creativity and is very sensitive. At that age, physical and psychological function maturity occurs. Each child will be different and always ready to respond to stimulation given by the environment. Therefore, preschool education is a time to lay the foundation that must be built strong for the further development of various abilities (Sa'ida, 2023). The response that occurs with the environment will allow for the optimization of child growth and development. Every child who is born has potential and character that will have an impact on further growth and development (Lubis & Ardilla, 2023). The development of this creative potential is greatly influenced by the stimulation and response given in the environment. Children who have a high response will have a great curiosity about their environment. This is marked by many questions and creativity. Children do not feel satisfied with what they do. Experiences gained at an early age have a strong influence, useful for improving the quality of life. This is the foundation for the formation of a child's personality and character in the future (Raihana, 2018).

Children's behavior and attitudes from birth will grow and develop thanks to motivation, both from parents and environmental influences ((Munisah, 2020). Children's development will be built through actions taken every day in their world. In their activeness, they are conditioned to train children to hear, feel, and speak well because children's development is determined by the world around them (Lubis & Ardilla, 2023). The importance of education given to children from an early age is based on several considerations to create a quality generation in community life (Ariyanti, 2016). Children who are prepared from an early age will reduce high social costs because in the future they will be more competent. Handling early childhood is empowering and synergizing all potentials to achieve services for their growth and development in a complete, comprehensive, and integrated manner (Yuningsih & Nurjaya, 2019). In order to realize the expected character

formation, management is needed to manage character education in the appropriate realm, especially in early childhood education. Early childhood is a state asset that will become the nation's successor in the future. Thus, character building needs to start during early childhood education, so that positive character is formed from an early age. Character education in early childhood is an effort to foster students to develop all the potentials of students in exploring understanding, instilling attitudes and behaviors into habits so that these values are embedded in the souls of students until adulthood (Hasanah & Fajri, 2022). This is in accordance with what was said by (Lestari & Handayani, 2023; Khaironi & Ramdhani, 2017), who said that early childhood character education is education that focuses on developing the potential of students as a whole so that they can become individuals who are ready to face the future and are able to survive in overcoming the development of the era by behaving well, independently, disciplined and commendable so that when they are adults these children do not behave deviantly and are easily incited by their friends' relationships or issues on social media to commit acts of violence and bullying. The purpose of this study is to describe and analyze the application of character education to religious elements, disciplined elements and independent elements in early childhood.

## **II. METHOD**

This study uses a qualitative research design with a case study type. The location of the study at TK Al Badar Tulungagung was taken with the criteria of uniqueness and success in establishing communication between educators and parents of students so as to increase the participation of parents of students in the TK Al Badar Tulungagung program. The research data was obtained using purposive sampling and supported by the snowball sampling technique to 13 informants including the principal, school treasurer, 3 teachers or educators, 3 community leaders, 5 parents of students. This study was conducted for 3 months and data collection was carried out through interviews, observations and documents. Interviews were conducted using in-depth interviews with informants. Observations were carried out with participatory and directed observations, while to complete the analysis, a summary of contact documents was obtained from field notes and a summary of observation results. In the process of copying data, coding and synthesizing interview results and data

reduction in order to compile data and adjust it to suit the research object. Data analysis using an interactive analytical model as proposed by Miles and Huberman (in Suyitno, 2021) which includes: (1) Data Collection, (2) Data Display (3) Data Reduction, and (4) Depiction of results. Validated data that meets the requirements to be verifiable, reliable, and transferable. Testing is carried out using the time triangle, sources and techniques and member checking. The reliability and certainty of the data are verified by the evaluation process. To ensure portability, this study validates that the data is generated systematically and can be accessed by all parties.

### III. RESULT AND DISCUSSION

#### A. Implementation of Character Education on Religious Elements

The planning of character education on religious elements in TK Al Badar Tulungagung concluded that the planning of character education on religious elements has been integrated with the school curriculum. Character education on religious elements is integrated into Islamic religious education through the habit of saying greetings, praying before and after doing activities, praying in congregation, memorizing short letters and Asmaul Husna, and the habit of reading the Iqro book. The implementation of the character education program at TK Al Badar Tulungagung is indeed truly applied to its students. The implementation of the character education program on religious elements is carried out through an integrated planting process in learning. The process of implementing character education on religious elements for early childhood in TK Al Badar is carried out continuously every day integrated into learning activities. The process of planting character education on religious elements is carried out through habituation, modeling, and also supervision of activities such as greeting, praying, memorizing short letters and Asmaul Husna, praying in congregation, and learning to read the Quran. Evaluation of character education on the religious elements of early childhood in TK Al Badar Tulungagung is carried out by considering the assessment principles and indicators that have been set in the SOP. The results of this evaluation will later be reported to the parents of students.

#### Minor proposition 1:

*If implements planning, implementation, and evaluation related to the instillation of Islamic values (habituation of greeting, praying in congregation, praying, memorizing short surahs, and reciting the Quran), then it can improve character education in the religious element in TK Al Badar Tulungagung*

This is in line with research conducted by Muslih (2022) which states that schools implement religious character instillation in students by getting used to being polite to teachers or older people such as getting used to speaking softly and shaking hands when meeting, reading prayers before and after studying, these activities are the habituation of 5 S (smile, greeting, greeting, polite, courteous) at SD Attarbiyah Al-Islamiyah also getting used to worshiping from an early age such as praying dhuha, praying dzuhur in congregation, tadarus and memorizing short surahs. In addition, the results of this study are also in line with research conducted by Basri et al.(2023), which states that character education in schools is closely related to school management or administration. The management in question is how character education is planned, implemented, and controlled in educational activities in schools adequately. The management includes, among others, thirteen values that need to be instilled, curriculum content, learning, assessment, educators and education personnel, and other related components. Thus, school management is one of the effective media in character education in schools. The process of implementing character education in the religious element of early childhood in Al Badar Kindergarten is carried out continuously every day integrated into learning activities. The process of instilling character education in this religious element is carried out through habituation, modeling, and also supervision in each activity. The religious values developed in Al Badar Kindergarten Tulungagung are the habit of saying greetings, the habit of praying before and after doing something, praying, reciting the Koran, memorizing short letters and Asmaul Husana, in addition to being taught about honesty, respect for parents as a form of implementing aqidah akhlaq education. Giving examples is also always done by teachers at

school and supervision is carried out together with parents through communication in a liaison book.

## **B. Implementation of Character Education on the Discipline Element**

The planning of character education on this discipline element is based on indicators that have been mutually agreed upon, namely the implementation of discipline is twofold, namely time discipline and attitude discipline. And during this pandemic, discipline in complying with health protocols is also specially planned. The planning of character education on the discipline element of early childhood at Al Badar Kindergarten Tulungagung has been included in the curriculum and prepared in the SOP (Standard Operating Procedure) by considering two main indicators, namely time discipline and attitude discipline. And during this pandemic, discipline in complying with health protocols is also specially planned. During this pandemic, the process of implementing character education on the discipline element of early childhood at Al Badar Kindergarten is strictly implemented, especially discipline in complying with health protocols. From the data presentation on the process of implementing character education on the discipline element of early childhood at Al Badar Kindergarten Tulungagung, it can be temporarily concluded that in this pandemic era, Al Badar Kindergarten focuses on disciplining health protocols, such as wearing masks, maintaining distance, and washing hands. To support this, of course, also by the facilities and infrastructure available at the school. Other supporting factors such as habituation, positive communication, the concept of 5K (consensus, commitment, consistency, continuity, and consequence), habituation, and modeling from teachers. Evaluation of character education on the element of early childhood discipline at TK Al Badar Tulungagung is carried out by considering the assessment principles and indicators that have been set in the Standard Operating Procedure. The results of this evaluation will later be reported to the parents of students.

Minor proposition 2:

*If carries out planning, implementation, and those related to instilling disciplinary values (queuing culture, putting objects in their*

*place, time discipline, and attitude discipline), then it can improve character education on the element of discipline at TK Al Badar Tulungagung.*

To support the instillation of character on the element of discipline at TK Al Badar Tulungagung is also determined by the facilities and infrastructure available at the school. Other supporting factors are habituation, positive communication, the concept of 5K (consensus, commitment, consistency, continuity, and consequence), habituation, and modeling from teachers. This is in line with the results of Puspita & Harfiani's reserach (2024) which states that the implementation of positive habits in Taska Kasih Khadejah, Bukit Raja, Klang, Malaysia, has succeeded in creating positive changes in children's characters. The central role of teachers and program managers in directing creativity and innovation has helped make learning more interesting and effective. The facilities and infrastructure that have been prepared by TK Al Badar Tulungagung in instilling character education in this element of discipline include a place to wash hands, shoe racks, bookshelves, ablution places, and many others. The existence of these facilities is intended so that children can apply discipline with a culture of queuing, discipline in putting things in their place, and so on. This is in line with the results of Andri Kautsar (2017) research which states that the changes that occurred after the provision of Facilities and Infrastructure, related to the formation of quality and character in students in forming the character of students who are Religious, disciplined and talented at SMA Puspita Air Kumbang. According to the results of Aulina's research (2013), there are various ways to instill discipline for early childhood, including: (1) Consistency (unchanging); (2) Clear; (3) Pay attention to children's self-esteem; (4) Be reasonable and understandable; (5) Give gifts; (6) Punishment; (7) Be flexible; (8) Involve children; (9) Be firm; and (10) Don't be emotional. In line with this theory, TK Al Badar Tulungagung has instilled character education through the habit of queuing when washing hands, putting things in their place, giving awards to disciplined children, and also punishments for those who are not disciplined. Based on the evaluation results, data was obtained that the application of

character education in the element of discipline in TK Al Badar has an impact on children's behavior both at school and at home. The implementation of character education in the element of discipline is systematic in the stages of program planning, the planting process, and its evaluation. The program planning at TK Al Badar Tulungagung is clear, systematic, and directed according to the conditions of the institution. The process of instilling character education in the element of discipline also runs according to plan, resulting in output that is in accordance with expectations.

### **C. Implementation of Character Education on the Independent Element**

In implementing character education on the independent element of early childhood in TK Al Badar Tulungagung, it also refers to a previously planned program. Character education on the independent element planned in TK Al Badar Tulungagung includes the habit of going to school alone, studying in class alone, and doing activities alone. The planning of character education on the independent element in TK Al Badar Tulungagung has been integrated with the school curriculum. Meanwhile, character education on the independent element is integrated into the social emotional and independence aspects through the habit of going to school alone, studying in class alone, and doing activities alone. The implementation of the character education program in TK Al Badar Tulungagung is indeed truly applied to its students. Supervision of character education on the independent element in early childhood in TK Al Badar Tulungagung is carried out from when children come to school until they go home. This is in accordance with the results of observations conducted by researchers on July 20, 2022. The habituation of independent character in Al Badar Tulungagung Kindergarten includes going to school alone, studying in class alone, and doing their own activities, and solving their own problems. Evaluation of character education on the independent element of early childhood in Al Badar Tulungagung Kindergarten is carried out by paying attention to the assessment principles and indicators that have been set in the SOP. The results of this evaluation will later be reported to the parents of students.

#### **Minor Proposition 3:**

*If carries out planning, implementation, and those related to instilling the values of independence (habituation of going to school alone, studying in class alone, doing their own activities, and solving their own problems), then it can improve character education on the independent element in Al Badar Tulungagung Kindergarten.*

Based on the findings of researchers in Al Badar Tulungagung Kindergarten, character education has been implemented for its students through learning at school. The planning of character education on the independent element in Al Badar Tulungagung Kindergarten has been integrated with the school curriculum. This is in line with the results of Sururiyah's research (2015) research which states that integrated national cultural and character education in the learning process is the introduction of values, facilitation of awareness of the importance of values, and internalization of values into students' daily behavior through the learning process both inside and outside the classroom in all subjects. Likewise, (Rezki & Saleh, 2021) concluded that the integration of character education in Indonesian language learning in grade XII found three things: (1) the integration of character education contains character education values in the syllabus and lesson plans, (2) the implementation of character education in Indonesian language learning is the planning stage, the implementation stage, and the evaluation stage. (Husna, 2017) stated that character education in the independent element is integrated into the social emotional and independent aspects through the habituation of going to school alone, studying in the classroom alone, and doing their own activities. In line with this, the process of instilling character education in the independent element at TK Al Badar Tulungagung is carried out through habituation or habituation integrated into learning. This habituation of independent character includes going to school alone, studying in the classroom alone, and doing their own activities, and solving their own problems.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

Based on the research findings and discussions in the previous chapter, the following conclusions can be drawn.

1. Implementation of character education on the religious element of early childhood in Al Badar Tulungagung Kindergarten is carried out through several stages. Character education planning is carried out by integrating character education into the kindergarten curriculum. The process of instilling character education on the religious element includes the habit of saying hello, praying, praying in congregation, reciting the Koran, and memorizing. And evaluation is carried out through the process and results by considering the indicators that have been determined in the planning.
2. Implementation of character education on the discipline element of early childhood in Al Badar Tulungagung Kindergarten is carried out through several stages. Character education planning is carried out by integrating character education into the kindergarten curriculum. The process of instilling character education on the discipline element includes time discipline and attitude discipline. Evaluation of character education on the discipline element is carried out in two stages, namely process evaluation and result evaluation by considering the indicators that have been determined in the planning.
3. Implementation of character education on the independent element of early childhood in Al Badar Tulungagung Kindergarten is carried out through three stages. Character education planning is done by integrating character education into the kindergarten curriculum. The process of instilling character education in the independent element is done by getting used to going to school alone, studying in class alone, doing their own activities, and solving their own problems. Evaluation of character education in the independent element is done in two stages, namely process evaluation and outcome evaluation by considering the indicators that have been determined in the planning.

##### B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about Implementation of Early Childhood Character Education in Improving Students' Personality.

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