

The Implementation of Character Education Responsibilities in Kindergarten

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Abstract— The purpose of conducting this research is to provide information about the implementation of character education responsibilities in Kartini Karanggayam Kindergarten of Yogyakarta starting from the planning of responsibility characters, the implementation of character education responsibility and the evaluation of character education responsibilities. This research used qualitative approach with case study. The data collection technique used observation, interview, and documentation. The research results include: 1) the implementation of character education of early childhood responsibility that has been done in Kartini Kindergarten shows that planning, implementation and evaluation in kindergarten Kartini Karanggayam is good. 2) educational methods of character education that teachers use effectively can encourage children to be responsible. Character responsibility of children has begun to form through habits that are done in an integrated and tiered according to the age of the child.

Keywords— *character education, responsibility, early childhood, kindergarten.*

I. INTRODUCTION

Character formation is done from the early age by giving good and positive examples. Character is the way of thinking and behaving that characterizes each individual to live and work well in the sphere of family, society, nation and country [15]. Positive character education will shape the child's character. One character that needs to be implanted in early childhood is the responsibility.

The embedding of character of responsibility in early childhood can be done through repetitive habituation [3]. Character has three interrelated parts, namely, moral knowing, moral feeling, and moral behavior [8]. Responsibility is a basic requirement in the development of children because at an early age is very effective to establish moral behavior. The character of responsibility is behavior in doing the best of every individual's words and actions for both himself and others [9]. Responsibility can help children in creating right learning experience [13].

Early childhood as the subject of education should be given an experience and learning that includes all three aspects. If children are taught about a good

character, then the future value of the character will be a part of his life. To make children responsible in learning, every educator needs to show students the reasons while emphasizing the purpose or key responsibility which can help the child in creating the right learning experience [14]. Neurological research results show that the intelligence of children aged 4 years reach 50 percent. While at the age of 8 years, the capacity of children's intelligence has been awakened to 80 percent.

Curriculum 2013 PAUD have been described that there are three competencies developed namely: attitude, knowledge, and skill competencies. However, in early childhood education, attitude competence is the top priority of 80% compared to the competence of knowledge and skills. The important role of initiating an attitude is to build children's characters from their early age. Supported by the theory from Gultom -,it is said that early childhood education is an important role in character building [6]. One of the main characters is responsibility.

Based on the results of field studies by doing observation and interviews to the principal, the result that Kartini Karanggayam Kindergarten is one of the early childhood education institutions that implements character education. One cultivation of character that is taught is responsibility.

II. RESEARCH METHODS

Based on the focus of the problem in this study, the researchers used a qualitative approach to the type of case study research. This research was conducted at Kartini Karanggayam Kindergarten Yogyakarta which is one of early childhood education that instilled character education on its learning process. Subjects of this study consisted of students, teachers and principals. The sampling technique used was purposive sampling. In this study researchers acted as information seekers in data collection. Data collection techniques in this study were conducted through interview techniques, observation and documentation. Data were analyzed from the results of field notes, interviews and documents.

III. RESULTS

This research was conducted at Kartini Karanggayam Kindergarten of Yogyakarta. Based on interviews with principals and educators, the results of the study are presented as follows: Principals and teachers theoretically have similar understanding toward character education. The principal understands character education as the formation of the nation's personality values that can be realized in everyday life. Meanwhile, educators understand character education as the formation of character, attitude, nature, and character, and behave to be used in everyday life in accordance with the rules apply in society and state.

A. Planning Character Education Responsibility

Planning is part of a very important process used as a benchmark to achieve goals. Preparation of character education-based education in schools prepared by integrating character education with learning activities. Achieving the effectiveness of learning is by preparing curriculum, lesson plans, organizing, and support programs for students. The exposure of the planning is as follows:

1) Curriculum

Curriculum are the most important part of the learning process. This is because the curriculum is used as the guidance of educators in delivering learning materials, so that the learning process will be in accordance with the expected goals. The curriculum used in Kartini Karanggayam Kindergarten is 2013 Curriculum. The character education refers to the formulation of nine Indonesian Heritage Foundation (IHF) characters, namely: (1) love to Allah and the universe and its contents; (2) responsibility, discipline and independence; (3) honest; (4) respect and courtesy; (5) compassion, care and cooperation; (6) confident, creative, hard work, and persistence; (7) justice and leadership; (8) good and humble; and (9) tolerance, peace, love and unity. These nine pillars of character are integrated with learning activities. Based on the results of interviews with the principal, the results obtained are presented as follows:

The on-going 2013 curriculum began with the preparation of a semester program, a weekly program, and a daily planning program which integrated nine pillars of character in everyday learning. The character values were attached to the theme and sub theme in the RPPH.

2) Lesson Plan

The lesson plans are an important part of supporting the successful management of meaningful learning. The quality of learning can be measured and determined by the extent to which learning activities can change the behavior of children towards the appropriate goals of the competencies that have been set. Therefore, all the teachers in Kartini Karanggayam Kindergarten prepared the learning

plan especially by instilling the character of responsibility. According to interviews conducted with the headmaster of Kindergarten Kartini, every teacher should make a learning plan that was linked to the character pillar, so every teacher should make careful planning including planning pillar of responsibility character.

3) Organizing

After the character-based learning plan was organized, it was then socialized with the guardian. The socialization of the learning concept to the guardian was done at the beginning of the school year. These were the interviews with the principal: a meeting with the guardian discusses all the activities that a learner would go through for a year. In addition, the school expressed the need for parental participation to participate in the process of character building outside the school through a liaison book between school and parents.

4) Establishment of The Supporting Program for The Learners

In addition to making effective learning planning, Kartini Karanggayam Kindergarten Yogyakarta also had a program to increase the value of character in children, especially the value of the character of responsibility. The initial program introduced was the school orientation to help the children adapt to their new environment as well as to familiarize them with the concept of proper behavior. Another program implemented at Kartini Karanggayam Kindergarten Yogyakarta was by making character mapping of semester program, daily character development program, and teacher performance improvement and quality program.

B. Implementation of Character Education Responsibilities

In an education process and in the character of responsibility, implementation becomes an important basis which must be prepared. Before the implementation of character, education certainly cannot be separated from several goals. The following was the purpose of the implementation of character education in Kartini Karanggayam Kindergarten.

1) The Teacher's Teaching Methods

Character education responsibilities implemented in its highest extent also determined the method that would be used, so that the goal of character education responsibilities will be more effective. Teachers play an important role in children's character education. In addition to be a facilitator in teacher learning, it is also a model of children to behave. When the children saw the teacher explaining the lesson, the children will be easier to play according to the example given. Exposure related to teaching methods is described as follows:

a) *Before the Learning Activity Begins*

Teachers were served as a character education model for children. Teachers at Kartini Kindergarten came early before the class began to welcome the children. The teacher then smiled and greeted them. After that, the children were directed to put their bags. The results of field notes are as follows:

Teachers came to school at 07.00 before the students arrived at school. The teacher welcomed the children friendly and shook their hands. Habitual characterization of responsibilities made in this case was to invite each child to put the bag in place. Meanwhile, other teachers prepared for the activities that would be done.

Thus, it is proven that the teacher of Kartini School really applied the principle of teaching methods in which the teachers act as a model.

b) *Learning Process*

The learning process began with the process of drawing a line. This process lasted for about 15 minutes which aimed to train students' physical motor and emphasized character values. Alternately, learners were given the responsibility to lead the line. Learning activities at Kartini Karanggayam Kindergarten were divided into four core activities. Children were free to choose activities that will be completed first. Below, interview notes with teachers regarding the implementation of core activities related to education of responsibility character.

Teachers facilitated these learning activities to observe whether these children could be responsible to return back their stationary, books, and toys to the right place or not. The next phase was to complete the teacher's assignment. In addition, the cultivation of the value of the taught character values was supported by using learning media such as: story books and animated videos that were loaded with character values. Implementation system character values in Kartini kindergarten included three things, namely: moral knowing, moral feeling, and moral action. These three steps were done in a series and often repeated, so that the concept of formation of positive behavior in children could be attached. More explanations given by the principal in interviews are as follows.

In the process of knowing, feeling, and action, its implementation must be repeated activities so that children are accustomed to doing everything themselves. The children were trained to know the information, then they were invited to discuss the information obtained, and then the teacher observed children's actions in the learning process and follow-up their behavior at home. Cooperation between teachers and parents were needed to see how far the development of children at school and home.

Based on observations of researchers in the field, the character education system in learning in Kartini Kindergarten was running effectively.

c) *Closing Activities*

The closing activities hold the whole learning activities and reflection of character education on that day. This was done by teachers to make learners understand the purpose of learning and activities that had been done.

2) *Cooperation With Parents*

Parent's involvement is very important in early childhood education. Therefore, partnership cooperation with parents and early childhood education institutions is an absolute thing, in order to optimize the development of children as a whole and comprehensive. In the implementation, Kartini Karanggayam Kindergarten had made cooperation with parents. It was delivered by its school principal in the following interview.

C. *Evaluation of Character Education Responsibility*

Evaluation carried out on character education responsibility in Kartini Kindergarten was using anecdotal notes. Anecdotal notes are used to record children's behavior. It recorded not only bad behaviors but also the good one. In addition, the evaluation of character education in Kartini Kindergarten school was also conducted with weekly work evaluation conducted every weekend by all teachers. Meanwhile, the evaluation for parents is also done by distributing questionnaires to see the development behavior of students at home.

IV. DISCUSSION

A. *Planning in Learning Character of Responsibility*

Early childhood education becomes the foundation of children development prior to the next level. The learning process in early childhood should provide an opportunity to develop a child's personality. In accordance with government regulation no. 27 of 1990 Chapter II Article 3 stating that the purpose of preschool education is to build the attitudes, knowledge, skills and creativity that children need for the growth and development of the child in conformity with his environment [12]. The cultivation of attitudes in early childhood education is a top priority compared to knowledge and skills. The curriculum used in Kartini Kindergarten is the 2013 curriculum. In the curriculum structure of the 2013 PAUD, the development of attitudes includes the competence of spiritual attitudes and social attitudes [11].

In the curriculum program, Kartini curriculum combines daily activities with character values to achieve character education goals. In line with Wiyani's opinion, it reveals that it should direct, guide, train, evaluate and evaluate to fit the

character's educational goals [16]. In addition, it is done by looking for reference learning media related to character education, such as story books, and learning videos. In line with the opinions of Knight & LaGasse, Martin stated that stories, music, and pictures can be used as a medium in character education [7]. Associated with the learning contained in the curriculum teachers should be able to make a good learning plan. Rules and programs should be able to run learners in the formation of the character of responsibility. According to Samani & Hariyanto responsibility emphasizes our positive obligations to care for one another [14]. Therefore, good planning is required in each school in character education. In order to determine the programs to be implemented, planning becomes a fundamental foundation.

B. Execution of Character Formation

Implementation of character learning activities is an important step in determining the success or failure of a plan. Character education through learning was delivered in the a sort of process such as: welcoming activities, core activities, and closing activities. Mulyasa revealed that teachers can implement character education effectively by using varied methods of teaching and shaping the competence of learners [10]. Therefore, the role of teachers has a great influence in implementing responsibility as characters building.

The method used in implementing character education was by giving example and habituation process. Both methods were quite effective for initiating the character of responsibility. There were positive behavioral changes to children as they were used to put the equipment in place, put shoes on the shelf, complete the task and follow the school rules. In line with the opinion of Asmani who states that teachers can shape the behavior of learners through a good way of speaking, behaving well, conveying good concepts and so on [2].

Character education responsibilities taught in Kartini Kindergarten was related to three things namely knowing, feeling and action. When knowing things cognitively children can capture the concept of certain behaviors that must be grown, then children can feel that make them want to love and consciously do good because of love with good behavior. The last is to encourage the children to act. It is in line with Lickona's opinion that the three systems are formed from the process of habituation that will shape the character starting with knowing good, feeling good and acting well [8]. Keep in mind that early childhood is still dependent on their parents, meaning that the formation of character programs in school should be discussed with parents, so that what is done at school in line with the behavior of children at home. Cooperation between teachers and parents can improve knowledge, understanding, and opportunity when children are studying at home [5]. Therefore, in

Kindergarten, the stakeholders always cooperate with parents to align the school programs so that in line with the behavior of children at home. The results showed that the implementation of education already run well.

C. Evaluation of Character Building Responsibility

Evaluation is used in identifying any deviations in the process of applying character formation as planning, implementation, and evaluation feedback [4]. In accordance with the above description, the evaluation of character learning in Karangini Karang Gayam Kindergarten is divided into three forms of evaluation, i.e. evaluation with anecdotal records, job evaluation, and parental evaluation. Anecdotal evaluation is performed with the aim of monitoring the behavior of both positive and negative children. While the evaluation of work done once a week by teachers to make the next learning program that should be more emphasized. Furthermore, parental evaluations are used as the application of good habits or not. Overall, the evaluation of the character formation of responsibilities has been going well and detailed.

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, it can be concluded that the implementation of character education responsibility in Kartini Karang Gayam Kindergarten School of Yogyakarta has been going well. It can be seen from the planning, implementation, and evaluation in the formation of the character of responsibility. The methods used by teachers in teaching discipline to children are proven effective and make the child accustomed to responsibility with what is done.

B. Suggestion

1. For teachers, to continue to carry out the formation of character in the child as a stock of the next child's life
2. For schools, to increase the intensity of face-to-face with parents to describe the development of character education of children when at home and school
3. For parents, to be more consistent to carry out character education at home

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