

# THE IMPLEMENTATION OF CHARACTER EDUCATION EARLY CHILDHOOD IN RA SABILUL HUDA LABAN MENGANTI GRESIK

Oleh:

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**Abstract:** This research is the kind of research the field with the approach descriptive qualitative with the title the implementation of character education early childhood in RA Sabilul Huda Laban Menganti Gresik. This research aim store view the process of implementation of character education on early childhood in RA Sabilul Huda Laban Menganti Gresik and to know the supporting factors and the inhibitors. The technique of data collection is by observation, in-depth interviews, and documentation. Analysis of data is with three stages, the reduction of data, presentation of data, and with draw all conclusions/verification. These research finding scan be concluded that the implementation of character education early childhood in RA Sabilul Huda Laban Menganti Gresik is through three rounds of including planning, implementation, and evaluation. The planning in the process of the implementation of characters education is begun by inserting the character values in to the school curriculum, annual program, a semester program, Program of Learning Plan Weekly/Rencana Program Pembelajaran Mingguan (RPPM), and Program of Learning Plan daily Rencana Program Pembelajaran Harian (RPPH). The process of implementation of character education is integrated in to learning activities, exemplary, and habit. While the scoring in the process of applying character education integrated in to the assessment of learning and spontaneous assessment conducted by an educator. In the process of the implementation of character education in RA Sabilul Huda some factors support and inhibit. The factors that support the implementation of the character education are the charge of character education in the school curriculum, the motivations of school for the quality of output, the infrastructure that supports for the implementation of character education is enough. While the factors that inhibit the implementation of the character education are different characteristic students, the different environments of students, the funding of character education still charged fully to the school, the students readily not focus, and the monitoring of the center of curriculum is not enough.

*Keywords:* Eduaction, Character, Early Childhood

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## Preliminary

Republic of Indonesia Law No. 20 of 2003 concerning the National Education System (National Education System) has formulated the functions and objectives of national education, especially character education, which must be sought in education in Indonesia. Article I of the 2003 National Education System Law states that national education aims to develop the potential of students to have intelligence, personality, and noble character. Whereas in Article 3 of the National Education System Law states, "National education functions to develop and shape national character and civilization that are dignified in the intellectual life of the nation, aiming at the potential of students to become believers and godly people, noble, healthy, knowledgeable, skillful, creative, independent, and become a democratic and responsible citizen. The purpose of education is the formulation of the quality of Indonesian people that must be developed by each education unit. Therefore, the aim of national education is the basis for the development of cultural education and national character."<sup>3</sup>

The strategic plan of the Ministry of Education and Culture for 2010-2014 has launched the implementation of character education for all levels of education in Indonesia starting from the level of Early Childhood Education to Higher Education in the education system in Indonesia. Regarding the implementation of the character education strategy plan at all levels, it is necessary to work hard for all parties, especially those programs that have a major contribution to the nation's civilization, to be truly optimized.<sup>4</sup>

RA Sabilul Huda is one of the early childhood education institutions located in Laban village, Menganti sub-district Gresik district. Character education in this institution is a top priority in learning. The material about moral and religion that is taught is not only in the form of mere theory, but also taught practically so that the values expected can be embedded in students. The moral and religious values that have been taught to students

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<sup>3</sup> Ismail, Muhammad Ilyas. 2012. *Pendidikan Karakter Suatu Pendekatan Nilai*. Makassar: Alauddin University Press. Hlm 4.

<sup>4</sup> Listyarti, Retno. 2012. *Pendidikan Karakter dalam Metode Aktif, Inovatif, dan Kreatif*, Jakarta: Erlangga. Hlm 2 – 4.

include the values of tolerance, honesty, mutual help, brotherhood, justice, responsibility, and others.

RA Sabilul Huda is an institution that is in the midst of a multicultural society that consists of various religions it adheres to. But they highly uphold the values of tolerance, brotherhood, mutual help, moderation, and so on, so that they can live in harmony and peace amid th

With the background of the problems described above, the authors are interested in conducting more in-depth research on how the implementation of character education in early childhood at RA Sabilul Huda in Laban Menganti Gresik village and its supporting factors and barriers.

## **Method**

This research is a type of field research with a qualitative descriptive approach. This research seeks to look deeply and explain the implementation of character education for early childhood at RA Sabilul Huda in Laban Menganti Gresik village. The source of the data obtained is through the person who was observed or the person interviewed which included educators, students, parents, and the parties involved in this study. The technique of collecting data is done through observation, in-depth interviews, and documentation. Data analysis was carried out in three stages, namely data reduction, data presentation, and conclusion/verification.

## **Results and Discussion**

### **1. Implementation of Character Education at RA Sabilul Huda.**

Zarkasi explains that character education is very much related to management or institutional management. The management of the institution in question is how character education is planned, implemented, and controlled in educational activities within the institution. In the management of institutions at RA Sabilul Huda it is included both because of its implementation process through the process of planning, implementation and evaluation or evaluation.

Besides, the management includes the values instilled, the content of the curriculum, learning, assessment, and school citizens.

The implementation of character education is integrated with all activities carried out in schools, such as in learning activities, cultural activities, and habituation. In the learning process, there are standard learning activities which include planning, organizing which includes the methods to be used, tools and sources of learning. This is in accordance with Zulhan's opinion<sup>5</sup> which states that character education can be done through knowing good, feeling the good, and acting the good done by steps namely, a) entering character education in all subjects in school, b) make slogans or slogans that can foster the habits of all school people to behave well, and c) continuously monitor the behavior of students.

Based on the results of the research on the implementation of character education at RA Sabilul Huda, the process of implementing character education is carried out by steps to integrate character education into learning activities. This is indicated by the curriculum content used in RA Sabilul Huda, which refers to Candy no. 58 of 2009, and the KTSP curriculum (Education Unit Level Curriculum/Kurikulum Tingkat Satuan Pendidikan) for character education, entrepreneurship, and anti-corruption. Also, semester programs (promissory notes) and weekly activity plans/Rencana Kegiatan Mingguan (RKM) have character values. The implementation of character education can also be developed through students' self-development activities which are potential media for character building and academic quality improvement. (Muchlas Samani and Hariyanto, 2012: 8). In addition to learning activities, the process of implementing character education is carried out through cultural activities and habituation activities which include routine, spontaneous and exemplary activities. The routine activities can be in the form of ceremonial activities on Monday, praying before and after the activities,

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<sup>5</sup> Zuchdi, Darmayati. dkk. 2013. *Pendidikan Karakter: Konsep Dasar dan Implementasi di Perguruan Tinggi*. Jogjakarta: UNY Press. Hlm 33.

praying for the congregation in the congregation, cleaning the environment and class, morning gymnastics, washing hands before and after meals, and disposing of garbage in its place. Spontaneous activities are activities that are spontaneously carried out by students and educators who contain values or good or bad behavior. Exemplary is also an activity that is part of the implementation of character education, where exemplary is a form of the method used by educators to provide understanding to students about which behaviors are good and which are not good that should not be done.

The learning principle used by RA Sabilul Huda is to use principles that are oriented to the needs of children, and children learn through play activities. With this principle, it is expected that the implementation process of character education can run optimally because the subject is the formation of students with noble character. The approach used by RA Sabilul Huda in the process of implementing character education is an approach of active learners, classics, groups, and individuals. This active learning approach is by Mulyasa's expression in his Character Education Management Book where a value-planting approach is appropriate in the process of implementing character education. The value-planting approach places learners more dominant in learning that puts basic attention towards the individual as a whole. Learning is seen as a process that engages in the interaction between oneself and reality outside the individual concerned. Also, the method used in RA Sabilul Huda uses various learning methods and uses various sources and learning media both from objects in the classroom and the surrounding environment. The formation of character and intelligent students, supported by commitments from schools and educators who are committed to guiding, educating, and assisting and delivering students to be the next generation who are cautious, intelligent, creative, skilled, healthy and cultured. Also, it is supported by facilities available at RA Sabilul Huda, and a conducive and cultured school environment.

The assessment of the implementation of character education is not carried out as in the assessment of learning outcomes but rather in

the direction of the assessment of observation or non-test. Hamalik states that assessment is the overall activity of measurement, processing, interpretation, and consideration for making decisions about the level of results achieved by students after carrying out activities to achieve the stated goals. Assessments in character education at RA Sabilul Huda are integrated into learning and in other activities, there are character values developed. Assessment in learning includes observation by seeing and hearing events or situations, portfolios, anecdotal notes, and periodic assessments conducted at the end of each semester.

## **2. Supporting and Inhibiting Factors in the Implementation of Character Education at RA Sabilul Huda**

The implementation of character education at RA Sabilul Huda has several supporting factors and inhibiting factors. Annas revealed several supporting factors in the implementation of character education, namely: a) Implementation of the KTSP Education Unit Level Curriculum/Kurikulum Tingkat Satuan Pendidikan is an effort to perfect the curriculum to be more familiar with the teacher because they are much involved expected to have adequate responsibilities. Conducive learning situations and good collaboration between teachers and students make the material taught in the learning process in the classroom well accepted and applied by students including character education material, b) Teacher's Commitment. The teacher has very important roles and functions in the effort to cultivate character education. A good teacher is a teacher who also can provide theory or subject matter, can also provide a good example for students, c) Principal Commitment. The Principal is the person who has the highest authority in determining school policy. Whether or not a school organization runs, including bad learning activities, achievements, and other activities in the school environment, one of which is determined by the policy of the principal, and d) Procurement of Adequate Facilities and Infrastructure. Facilities and infrastructure are supporting factors that must be present in the application of character education in

schools. With the availability of adequate facilities and infrastructure, it is expected that the implementation can be carried out well too.

The supporting factors in the process of implementing character education at RA Sabilul Huda, namely character education is existing content in the curriculum, in the curriculum, there are already existing character values and integrated into indicators in learning. In addition, RA Sabilul Huda has used an education unit level curriculum/Kurikulum Tingkat Satuan Pendidikan (KTSP) which is one of the supporting factors in the process of implementing character education, the motivation of the school to produce quality output with character is seen in the vision and mission of RA Sabilul Huda which formulation from the school's vision and mission is one form of school commitment, in this case, the principal and educators at RA Sabilul Huda to produce character alumnus, the facilities, and infrastructure that support the application of character education such as hand washing facilities that train children to queue, trash cans placed various places, shoe racks and slippers racks placed in front of the class as well as patches or slogans that can build the character of the students themselves.

While the inhibiting factors are the characteristics of different children that make it difficult for educators to find character values for students, the environmental factors of very influential students, character education funding is still fully charged to the school so it is more difficult in developing , students are not easy to focus on receiving material, and monitoring from the curriculum center is still minimal.

### **Conclusions and Suggestions**

Based on the results of research on the implementation of character education at RA Sabilul Huda, it can be concluded that the process of implementing character education at RA Sabilul Huda in Laban Menganti Gresik village was carried out through three stages, namely planning, implementation, and assessment. Planning in the process of implementing character education begins by incorporating the contents of character

values into the school curriculum, then in the annual program and semester program, Weekly Learning Program Plans/Rencana Program Pembelajaran Mingguan (RPPM) and Daily Learning Program Plans/Rencana Program Pembelajaran Harian (RPPH). For the process of implementing character education integrated into learning activities, modeling and habituation. Whereas the assessment in the process of implementing character education is integrated into the assessment of spontaneous learning and assessment conducted by educators.

In the process of implementing character education at RA Sabilul Huda, some factors support and hinder the process of applying character education itself. Supporting factors for the application of character education are the content of character education in the school curriculum, then there is motivation from the school for quality output that is noble, and the facilities and infrastructure that support the implementation of character education are adequate. For inhibiting factors, namely the characteristics of different children, environmental factors of students, character education funding that is still fully charged to the school, students are easily out of focus, and monitoring from the curriculum center is still minimal.

### **Suggestion**

The authors' suggestions are as follows:

1. Establish good cooperation between all school components so that the process of implementing character education can run optimally and optimally.
2. Activities in the implementation of character education are made as attractive as possible for the child and the requirements for the character values and are developed through a continuous process.
3. Students are actively involved in each activity so that the implementation process and the planting of character values can run optimally.



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