



Contents lists available at Jurnal IICET

Jurnal Konseling dan Pendidikan
ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic)

Journal homepage: <http://jurnal.konselingindonesia.com>



Teachers' perception toward character education of early childhood education

Turini Erawati*^{*)}

FKIP Universitas Swadaya Gunung Jati, Cirebon, Indonesia

Article Info

Article history:

Received Sep 21st, 2021

Revised Oct 23rd, 2021

Accepted Nov 14th, 2021

Keyword:

Teacher perception
Early childhood character
Character education

ABSTRACT

Character education must be started from an early age through formal and nonformal education. The perception of the teacher to a science taught is very important. The aims of research are : (1) analyzing teacher' perception towards character education in Early Childhood Education in Sunyaragi Village and (2) factors that influence character education in Early Childhood Education in Sunyaragi. This study used qualitative descriptive. The objects of this research were Play Group Annisa, Persil and Pelangi Sunyaragi. The techniques of data collection are Interview and observation; (a) Interviews are conducted to early childhood teachers as many as 12 teachers, and (b) Questioner and (c) Observations are carried out to observe, know all activities organized by all components. To obtain accurate data, the researchers used data analysis techniques presented by Miles and Huberman namely: (a) Data Collection (b) Data Reduction, (c) Data Display , and (d) Conclusion (Drawing and Verifying). The results of the study are (1) The teacher's perception of character values taught in the education process in Early Childhood Education Playing Group Annisa, Pelangi and Persil Sunyaragi are considered good, and (2) Factors that affect character education in Early Childhood Education are inhibition factors and supporting factors.



© 2021 The Authors. Published by Indonesian Institute for Counseling, Education and Therapy (IICET). This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>)

Corresponding Author:

Turini Erawati,
Universitas Swadaya Gunung Jati
Email: turinierawati25@gmail.com

Introduction

The deterioration of the nation today is not only caused by economic crisis but also by moral crisis. Issues that arise in society such as corruption, violence, sexual crimes, vandalism, mass fights, consumptive economic life, unproductive political life, and so on become hot topics of discussion in the mass media, seminars, and various opportunities. It's all due to the nation's decreasing character. Character education is a process of gradual or continuous development dynamics in humans to internalize values, resulting in an active, stable disposition in the individual (Kusuma, 2005).

Teachers are facilitators who are the key to their students' learning success. As teachers, we must master the materials that will be used to deliver teaching materials. The teacher's understanding of a science to be taught is very important because the teacher is the one who is assumed to have a wide range of knowledge and because what the teacher teaches must be something right and useful so that the teacher does not lose its relevance to the student.

Character education is all efforts made by the school that aims to help students to be able to have, understand and do deeds that fit the morals of both the soul and the body. The purpose of character education is the combination of physical and mental good display by the output of everyday life done wholeheartedly. There are 18 main characters included in the National Education System, namely: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of

the homeland, appreciating achievements, friendly/communion, peace of mind, love of reading, environmental care, social care, and responsibility.

From description above, related to character education, especially in early childhood which is the golden age, it is necessary to humanize or the teacher's perception of the character itself so that it is not misguided and can achieve the objectives of character education applied to early childhood. Therefore, the author is interested and needs to conduct a more in-depth study of "Teacher's Perception of Education Character in PAUD in Sunyaragi Village, Kesambi District, Cirebon"

The purpose of this research is to know the perception of teachers towards character education in Early Childhood Education, as well as to know the factors that affect character education in early childhood education in Sunyaragi Village Cirebon.

Method

This study uses qualitative descriptive research. This research object was carried out in The Playing Group Annisa, Persil and Pelangi Sunyaragi, Kesambi Cirebon. Data collection techniques are carried out with techniques, namely: (a) Interviews are conducted to early childhood teachers as many as 12 teachers, and (b) Questioner and (c) Observations are carried out to observe, know all activities organized by all components. To obtain accurate data, the researchers used data analysis techniques presented by Miles and Huberman namely: (a) Data Collection (b) Data Reduction, (c) Data Display, and (d) Conclusion (Drawing and Verifying)

Results and Discussion

Teachers' Perception on Character Education in Early Childhood Education

Based on the results of the questionnaire, it is known that 12 PAUD teachers in Sunyaragi Village understand the 15 Values of National Character Education. The results of the questionnaire are strengthened by the results of interviews with teachers as follows:

Teacher's Perception of the Value of Love towards the One-Time God

1) The love of God and all His creation means dising and conviction. If from a child has been applied then until they are adults will always be implemented; 2) Instill and familiarize students to have a "faithful" character wherever and whenever they are. For example naughty, do not lie and they must be a good child in order God love us; 3) The values of faith instilled in early childhood, then until adulthood will always carry it out. For example, saying greetings and reading basamllah and continued to pray before studying, then the child will be accustomed to saying the values of faith until adulthood

Teacher's Perception of the Value of Tolerance and Peace

1) Early childhood is very necessary once we teach the value of tolerance and peace by introducing diversity (tribe, religion and culture), teaching not to hate differences, examples of real evidence it should not be hostile and hateful; 2) The value of tolerance and peace is very good when applied to early childhood, because the child will learn to value others and want to share, help, and help friends

Teacher's Perception of Discipline Value

1) The value of discipline is very important in early childhood education, because with discipline, the child will obey the rules and the child can know and distinguish symbols of order and order; 2) With discipline, the child can engage and invite friends to activities related to order and regularity

Teacher's Perception of the Value of Honesty

1) Character education is very important and useful for the progress and development of students including the value of honesty character, because early childhood is a golden age where honesty must be instilled early on in order to be a better person; 2) Honesty value is very well applied to early childhood education, because with honesty the child will learn sincerity to do good

Teacher's Perception of the Value of Confidence

1) In the growth of confidence in early childhood will grow an independent and responsible person; 2) With the value of confident character in early childhood, the child will understand the ability to appreciate themselves; 3) With children having high confidence, automatic self-imposition, talents easily develop to the maximum, so the value of self-painting needs to be taught at an early age.

Teacher's Perception of Self-Worth

1) Self-reliance needs to be taught from an early age, so that the child can live independently not depending on anyone; 2) Child self-reliance takes precedence because early childhood self-reliance will be a strong and successful person. For example, early childhood is taught to take off their own clothes when they want to take a shower, wear their own clothes.

Teacher's Perception of Creative Values

1) Creative value in early childhood has been instilled because with the creativity one day the child will be successful can even open up jobs; 2) Creative values need to be taught at an early age education, because creativity can lead a person to the success. With guidance from an early age the biased child gets attention for his talents.

Teacher's Perception of the Value of Hard Work

1) Because the value of hard work is as the gateway to success, by being taught early on, children are accustomed not to be lazy; 2) The character value of hard work needs to be taught from an early age, because if the child is accustomed to hard work in adulthood it will become more difficult." Children have the challenge of having to work to get their work done.

Teacher's Perception of the Value of Responsibility

1) The value of responsible character needs to be taught in early childhood education, because with children learning responsibly then the child will not waste the gift. The child will take care of his own belongings; 2) The importance of the value of responsibility is taught from an early age, so that the child has a responsibility and as an adult the child becomes a human being who is responsible for his work.

Teacher's Perception of Humble Values

1) The value of humble characters needs to be taught early on, because if the child has a humble character means the child is not arrogant, willing to acknowledge his own friend's abilities or cleverness; 2) The child is always given an understanding with a pleasant method of storytelling that his humble son is a very noble deed

Teacher's Perception of Respect and Manners

1) Teach the value of respectful character and manners in early childhood by way of storytelling, short prayers that are based on the values of respect and obedience and manners; 2) Respect for parents, teachers and older people instilled from an early age, should be polite in acting and talking well with friends let alone with older people

Teacher's Perception of The Value of Help, Cooperation and work together

1) Help each other and the ability to work together in playing and doing tasks, helping friends, and working together in carrying out a job"

Teacher's Perception of the Value of Inequality and Justice

1) Training a child can be a leader that can be exemplified by other friends; 2) The value of leadership and justice needs to be taught from an early age, because one day a child becomes a leader, then becomes a good leader, which is just and wise

Teacher's Perception of The Value of Environmental Care

1) The value of environmental care needs to be taught from an early age, because children can be considerate, have affection for the environment; 2) The value of environmentally caring characters is applied through environmental photo themes and examples and always throws garbage into place

Teacher's Perception of The Value of Love of The Nation and The Mother land

1) Children are taught about the value of love of the nation and the homeland, so that the child knows the obligation as a good citizen must love the homeland and the nation, so that the child has patriotism and has a high nationalism and he is proud to love the nation and his homeland

Based on the results of descriptive analysis PAUD teachers already understand 15 values of the character of the nation in shaping and optimizing the development of children's personality, namely: the value of Love of The One True God, the value of tolerance and peace of peace, the value of discipline, honesty value, confidence value, self-worth, creative value, hard work value, value of responsibility, humble value, respect and manners value, the value of please help, cooperation and working together, the value of leadership and justice, the value of caring for the environment and the value of love of the nation and the homeland.

Factors That Affect Character Education in Early Childhood Education

Factors that influence character education include continued habituation, both verbal and nonverbal given from all parties from both teachers and parents. The habituation is given daily, so that the character value can be entered / internalized in the child, for example when washing the child's hands can be queued and orderly without being told. The impact can be seen later, but the impact that is commonly seen now from character education, especially PAUD classes, for example children are easy to understand themselves, faster adaptation, easier to give understanding to children, children can learn to solve problems themselves (e.g. when there are friends who fight, there are friends who can break them and can forgive each other), it bias happens to the child, because when something teacher gives a reason against what is forbidden, so that the child becomes easy to understand and know why from what happened.

Environmental factors, teachers, infrastructure, parents. Between teachers and parents must work together in stimulating the education of the child's character. The development process of children varies, so it is necessary to apply character education continuously. The educational impact of character, for example the child can be independent, can be honest in acting and behavior, tang-gung responsible in cleaning his toys, putting something in place, throwing garbage in place.

Factors that influence the application of student character education in PAUD KB Annisa, KB Pelangi and KB Persil Sunyaragi village include supporting factors and inhibition. Factors that inhibit the education of students' character, among others: a) Limited control of the school after the student returns to school. In this case the school cannot monitor the activities of the child in his home and environment. Therefore, to bridge so that parents monitor their child, *parenting* program (socialization to the parents); b) The influence of media, such as television, and so on that in it contains positive and negative elements. If students are not good at using it it will have a bad impact on students; c) Diversity of character of students and some unruly students and teacher limitations in observing student behavior; d) The environment in which students live is poor so that it can hinder and hinder the education of the character of students. Therefore, the school also provides circulars to parents to monitor and guide their children related to character education.

Supporting factors for student character education include: a) From the data found that government support, human resources (HR), facilities and infrastructure or complete school facilities strongly support the application of character education; b) Programmatic activities, fathers / teachers have begun to implement, socialize character education and support from all school residents, from parents/ parents, and the surrounding community; c) Principles of mutual and family that are constantly maintained, environmental conditions that are never quiet with religious activities

Based on this perception, parents consider that by supporting their child in PAUD can help their child in optimizing their child's personality development. This is because parents think teachers in PAUD have criteria as someone with a good personality, therefore parents expect teachers to be able to complement the shortcomings that parents have in optimizing their child's personality.

In line with the perception of PAUD teachers in Play group Annisa, Pelangi and Persil Sunyaragi understood that the development of children's personality at an early age is important. They consider that the age of 0 - 5 years is an excellent time to form a strong foundation in the formation of the child's personality. But the personality of the protégé cannot be formed optimally if only the teacher is working on it. There needs to be a participation from parents in order to create a protégé, with a good personality. The way with participation and cooperation between the two parties is very influential in the improvement of the personality of the child, namely parents and teachers. This is in accordance with the opinion of Sjarkawi which is "external factors that affect the personality of children coming from family, friends, school environment, etc."

The character education in Early Childhood Education (PAUD) can be used as an effort to shape the character of students into good persons, especially when the learning process of teaching takes place in the classroom. Character education is very important and necessary to make the character of students better than ever before, so this activity becomes a must for teachers to apply in the classroom. Character education needs to be cultured to anticipate the influx of environmental influences that can affect the attitudes / characters of students, so as to determine the success of a student in the future.

Conclusion

The teacher's perception of the character values taught in the education process is considered good. The teachers already understand 15 character values in shaping and optimizing the development of child care,

namely: the value of Love of the One True God, the value of tolerance and peace of mind, the value of discipline, honesty value, confidence value, self-worth, creative value, the value of hard work, the value of responsibility, humble value, the value of respect and manners, the value of help, cooperation and working together, the value of leadership and justice, the value of caring for the environment and the value of love of the nation and the homeland. Factors that affect character education in early childhood education in Sunyaragi Village Cirebon, namely: (1) inhibition factors include limited control of the school after school, media influence, and (2) supporting factors in the implementation of character education management including: human resources, facilities and infrastructure, programmatic activities, support of school residents, parents, and surrounding communities.

References

- Abdia and Manan Sailan. (2015). Persepsi Guru Tentang Pendidikan Karakter (Studi Di MAN 1 Buton Tengah). Fakultas Ilmu Sosial Universitas Negeri Makasar.
- Anna Akhsanus Sulukiyah. (2016). Peran Guru Dalam Membentuk Karakter Kedisiplinan Pada Siswa Kelas IV Di Sekolah Dasar Negeri Gondang-wetan 1 Kabupaten Pasuruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Berkowitz, MW, & Bier, MC (2005). Apa yang berhasil dalam pendidikan karakter: Panduan berbasis penelitian untuk pendidik. *Washington, DC: Kemitraan Pendidikan Karakter*.
- Coklat, C. (2008). *Persepsi guru tentang pendidikan karakter dan dampaknya terhadap perilaku siswa*. Universitas Walden.
- Directorate of Paud Development. (2014). *Panduan Kegiatan Penguatan Kinerja Lembaga PAUD Tahun 2014. Direktorat Jenderal Pendidikan Anak Usia Dini, Non Formal dan Informal Kementerian Pendidikan dan Kebudayaan, Jakarta*.
- Hardini. A. (2016). "Implementasi Pendidikan Karakter Anak Usia Dini (Studi Kasus: Kelompok Bermain Pelangi Bangsa Pematang)".
- Hasnidar, H., & Elihami, E. (2019). Model Pengelolaan Pendidikan Karakter Nasional Pendidikan Anak Usia Dini Berbasis Demokrasi. *Edumaspul: Jurnal Pendidikan*, 3 (1), 15-19.
- Imam, C. (2007). Memasukkan pendidikan karakter ke dalam program gelar anak usia dini: Kebutuhan, dan respon satu departemen. *Jurnal Pendidikan Guru Anak Usia Dini*, 28 (2), 153-161.
- Jones, V., Mei, MA, Olson, WC, & Trow, WC (1937). Bab III: Pendidikan Karakter. *Review Penelitian Pendidikan*, 7 (5), 467-473.
- Kesuma, Dharma, et al. (2011). *Pendidikan Karakter: Kajian Teori dan Praktik di Sekolah*. Bandung: PT. Remaja Rosdakarya.
- Lapsley, DK, & Yeager, D. (2013). Pendidikan karakter moral.
- Lee, GL (2013). Menekankan kembali pendidikan karakter dalam program anak usia dini: pengalaman anak-anak Korea. *Pendidikan Anak*, 89 (5), 315-322.
- Lickona, T. (2013). *Pendidikan Karakter: Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik*. Terjemahan Lita S. Bandung: Nusa Media.
- Muchlas Samani & Hariyanto. (2012). *Konsep dan Model Pendidikan Karakter*. Bandung: Remaja Rosdakarya.
- Muhammad Arya Wresniwira. (2017). Penerapan Pendidikan Karakter Di TK Model Sleman Yogyakarta. Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.
- Nucci, LP, Narvaez, D., & Krettenauer, T. (Eds.). (2014). *Buku pegangan pendidikan moral dan karakter*. New York: Routledge.
- Nugraha, E. (2016). Evaluasi Pendidikan pada Jenjang PAUD. *Jurnal Pendidikan Guru Raudlatul Athfal*. Volume 1 Nomor 2. Universitas Islam Negeri Banten. 106-118.
- Pattaro, C. (2016). Pendidikan karakter: Tema dan penelitian. Sebuah tinjauan literatur akademis. *Jurnal Sosiologi Pendidikan Italia*, 8 (1).
- Santrock, J. W. (2007). *Child Development. Eleventh Edition*. New York: McGraw Hill.
- Saptatiningsih, RI, & Permana, SA (2019, November). Pembentukan Karakter Anak Usia Dini Melalui Pendidikan Teknologi. Dalam *Jurnal Fisika: Seri Konferensi* (Vol. 1254, No. 1, hal. 012048). Penerbitan IOP.
- Tira, C. (2012). Menghidupkan buku: Mengajarkan pendidikan karakter melalui sastra anak. *Pasang Naik*, 5 (2).
- Venni Iswantiningtyas & Widi Wulansari. 2018. Pentingnya Penilaian Pendidikan Karakter Anak Usia Dini. *Proceedings of The ICECRS*. Vol.1 No.3. 197-204
- Wenning, S. 2012. Pembentukan Karakter Bangsa Melalui Pendidikan Nilai. *Jurnal Pendidikan Karakter*, 2(1), 55-64.