Character Education Implementation in Disciplinary Values and Social Care in Early Children: A Multi Site Study at Mawar and Sejahtera Mandiri Kindergartens in Gambut

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ABSTRACT: The purpose of this study is to describe, analyze, and determine the implementation of character education on the values of discipline and social care in early childhood, as well as to provide insight, knowledge, and new activities to character education instruction. This research employed a qualitative description method with a multi-site study design. Using organized and unstructured interview procedures, direct observation, and documentation, data was gathered. The obtained data was then analysed using data reduction techniques, followed by data presentation and data verification for the outcomes. The findings from sites 1 and 2 are then applied to other sites. This study's findings indicate that infusing discipline and social care character education for young children at sites 1 and 2 resulted in successful character education planting at site 2, namely Sejahtera Mandiri Kindergarten. Based on the findings from sites 1 and 2, school principals should continue to play an active role in instilling disciplinary and socially caring character education. Teachers also play a role in the learning process that takes place in the school environment, as do parents who actively participate in instilling education. Character is fostered at home so that schools do not play a sole active role for children.

KEYWORDS: Implementation of character education, discipline and social care

I. INTRODUCTION

Today's technological and informational advancements are extremely beneficial to human life. The development of technology, communication, and information as a result of international competition has allowed this country to flourish in all aspects of civilization. Currently, it is facing a decline, which is not only a result of the economic crisis but also a crisis of attitudes and conduct. Among the situations witnessed today are student brawls, bullying, corruption, narcotics, violence, and sexual offenses against children. This is the result of the national character deterioration. Educational institutions, particularly schools, are viewed as a strategic location for character formation; this is so that students' words, attitudes, and actions reflect good character. Character education has several stages according to the phases of growth and development of students (Ngalu, 2019). Character building should start from early childhood, because early childhood education is a very important national investment in creating a generation of people with character. The aim of instilling character education at an early age is to create a generation of people who have character, are virtuous, intelligent, polite, independent, creative, responsible, respect differences and have a high sense of nationalism (Ramdan, Ajat, & Khalid, 2022).Students' attainment of competence and development of character have not been much aided by family-based education. It is believed that the relatively high activity of parents, their lack of education-related understanding, the effect of outside associations, and the effect of electronic media effect the growth and accomplishment of student learning outcomes. Integrated character education, which combines and optimizes informal educational activities in the family environment with formal education in schools, is one solution to this problem (Aprianti, 2018).

Character education that is currently lacking is character education on the values of discipline and social care. Judging from the development of today's younger generation, most of them do not understand the character of discipline and social care. Discipline is a form of human activity in meeting their physical needs in life, and is an experience that is passed and will be carried out so that a person can develop his ability to be self-aware and understand himself (Fadilah & Iis, 2021). In general, what often happens is about discipline, many students often violate school rules and regulations, for example, such as being late for class when the bell rings, collecting assignments not on time, cheating, bringing smartphones to school and other negative behaviors. Efforts to internalize character education through educational institutions starting from kindergarten. Character education is carried out by giving direction to the concept of action development, according to the stage of child development (Rena, Nina, & Akhmad, 2021).

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The formation of social care is due to the interaction that individuals experience. In this case, social care grows from within each person and with the encouragement of the people around him/ her. Social interaction means more than just social contacts and correlations between individuals and members of social groups. Based on the research context, the sub-focus of this study are in threefold. The first is character education strategy. The second sub-focus is character education values, and the third is implementation of character education. Meanwhile, the last one is the supporting and inhibiting factors of character education.

II. RESEARCH METHOD

This study employed a qualitative research with a descriptive approach. It is a multi-site study at Mawar Kindergarten and Sejahtera Mandiri Kindergarten in Gambut. Data collection techniques were done through observation, documentation and structured and unstructured interviews. Data analysis on the site used data reduction, data display and data verification. Meanwhile, the data validity used credibility, transferability, dependability, and confirmability. Sources of data were obtained through school principals, teachers and students' parents. The focus of this research: 1. character education strategy values of discipline and social care 2. values of character education values of discipline and social care 3. implementation of character education values of discipline and social care 4. supporting and inhibiting factors character education values of discipline and care social.

III. RESEARCH RESULTS

Based on the results of the data analysis, this study highlighted several results. The first focus is discipline and social care character education strategies. In schools, disciplinary and social care character education can be implemented in a variety of ways based on plans developed during the learning process. The character education strategy of disciplinary values and social care instills cooperative learning in Mawar Kindergarten and Sejahtera Mandiri Kindergarten by providing direct examples of children engaging in learning activities and playing together, rather than fighting, and demonstrating direct marching, gymnastics, and being together. Fostering self-confidence in character education tactics, disciplinary values, and social care through setting an example for youngsters Sejahtera Mandiri Kindergarten aspires to be a mentor, caregiver, and role model. Thus, in the process of instilling the values of discipline and social care in the character education strategy by advising, gently correcting, and setting an example, children better understand the situation they are in, setting an example of speaking well and politely, and appreciating one another. In Mawar Kindergarten and Sejahtera Mandiri Kindergarten, the process in the character education strategy for the values of discipline and social care frequently provides advice. This is because it is easier for children to comprehend character education if it is explained in terms they can comprehend.

The second focus is the values of character education of discipline and social care. The instilling of character values of discipline and social care certainly have their own goals so that the character education applied produces maximum results. On the character of discipline towards time in Site 2 (Kindergarten Sejahtera Mandiri), the teacher's efforts in setting an example to discipline time are done by not arriving late, reminding parents not to come late, and trying to be present on time with conditions that can still be passed. By providing examples and constantly reminding students of the school's standards, discipline is exhibited in the enforcement of rules. By repeatedly questioning teachers, parental involvement finally teaches children how to follow the rules. In addition to instilling the value of discipline, it also instills the value of social care, namely by being polite to other people. The teacher directs and guides children in activities that take place in the school environment, including speaking, asking for assistance, and behaving by kissing hands when entering school. The attitude of not taking advantage of others is introduced through attempting and providing examples so that children can comprehend and comprehend by learning to be aware of mistakes made so that children can be accountable for their actions; this is done so that children can recognize both their mistakes and the positive things they have done.

The third focus is the implementation of character education of discipline and social care. The implementation process that is applied has a way according to the abilities of the teachers and schools. This is also supported by the implementation process outside of school or while at home. The implementation process is carried out using the playing method, in Mawar Kindergarten and Sejahtera Mandiri Kindergarten. Teacher strives to always provide direction and advice to children when starting learning activities so that children can understand the rules when carrying out learning activities. Furthermore, the value of social care is applied during implementation, for example not mocking the work of others, happy to share stationery, and colored pencils and others. Furthermore, in the implementation process using the habituation method in Sejahtera Mandiri, the teacher tries to get used to children always arriving on time with the encouragement of parents. In addition, children try to be kind, polite and appreciate the teachers by greeting and shaking hands has become part of social care character education.

The last focus is driving and inhibiting factors character education , discipline values, and social care. Basically, the desires to be achieved have factors that support and hinder this. Teachers can maintain the character education that has been implemented. The driving factors in TK Sejahtera Mandiri are supportive parents, qualified teachers, facilities and infrastructure and the environment. As for the inhibiting factors that occurred in Mawar Kindergarten are parents who were less supportive, inadequate environment and facilities and infrastructure.

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IV.   DISCUSSION

A.   Character Education Strategy for the Value of Discipline and Social Care

The character education strategy for the values of discipline and social care for early childhood is one of the efforts made by the school in the process of cultivating character education for the values of discipline and social care. Efforts made by schools include conducting cooperative learning, increasing self-confidence, becoming caregivers, models or even mentors and providing advice to children who still do not understand character education. In a study on the implementation of cooperative learning, there are at least five principles that are adhered to, namely the principles of active learning, cooperative learning, participatory learning, reactive teaching, and fun learning. Through this cooperative learning model, students will be active in learning, making physics lessons fun and learning outcomes can increase, as well as increasing character values that can be applied in everyday life (Ulfa, Festiyed, & Zulhendri, 2013). Besides that, other studies also use the cooperative learning model which is a learning model that can bring up indicators of character development. The application of this model is expected to be able to develop students' character gradually (Maila, Mhmd, & Rahmi, 2018). Confidence is one of the provisions of students in instilling character education. Every child basically has a different attitude of self-confidence. There are those who are confident that the child follows the attitude of their parents and there is also this self-confidence that is built by the child himself with the support and knowledge of both parents. In a statement from a study, every student has a different level of self-confidence, so it requires the role of teachers and schools. This will have an effect on student learning achievement which tends to decrease because during learning the student just sits, is silent and pays attention (Teuku, Amri, & Al Firah, 2020). Giving trust to children is a way that can be done to foster an attitude of responsibility in children. Children will feel more valued and reliable, such as giving trust to be a special person on a certain day. In addition, the teacher also applies the assignment method to foster a sense of responsibility in students (Hariati, 2020).

In addition to this attitude above, other efforts are made by teaching teachers, namely as mentors, caregivers or even as a model in instilling character education, this is an attempt so that students can follow, imitate or demonstrate things that are done in instilling education. character. In a study, parents are a reflection of behavior and growth and development by their children. Parenting is a series of important activities in the family (Muhammad, 2017). Every parenting pattern must provide a sense of comfort but also be strengthened by limiting norms that prevent children from deviant behavior. This can be applied in schools, because in essence schools are second parents for students. Other research related to the attitude of a model or mentor which certainly supports the success of the goals to be achieved, in this case the principal always communicates in simple language about his personal philosophy and vision and its relation to the school's vision to teachers to foster a sense of mutual need and interested, b and creative in mobilizing people to support his vision. Principal always emphasizes the correlation of interdependence and mutual need between schools and teachers and other administrative staff (Ahmad & Aslamiah, 2015). It can be noted that a mentor here is a school principal who has a vision and mission for the development of children's character. In addition, the teacher also acts as someone who has exemplary behavior at school. In Osin and Kasidi's research, the importance of the role of a teacher while at school is that the teacher is a role model or role model for students in instilling disciplinary behavior. The success of a teacher as a figure in the school environment greatly determines the quality of his students, because the figure of the teacher is the only guide for students at school such as the teacher must arrive on time and enter class on time, when entering to say hello, start learning by praying, and always neatly dressed. So that students can imitate the example of the teacher and apply it in everyday life (Osin & Kasidi, 2021). In addition to the process of activities carried out at school, parents also play a role when the child is at home. This is justified in Khaironi's research that parents who have set a good example for their children should not feel that they have fulfilled all the responsibilities of their child's education. This means that exemplary is given continuously so that exemplary can shape the character of the child (Siti & Muqowim, 2020).

In other studies, giving advice to students in instilling character education is another effort made by teachers at school. Advice is a sentence that expresses a form of good wishes to the object given advice. The method of advice is conveying words that touch the heart and are accompanied by examples. advice is a sentence that expresses a form of good will to the object given advice. The method of advice is conveying words that touch the heart and are accompanied by examples (Rosikum, 2018).

B.   Discipline and Social Care Character Education Values

Schools implement the concepts of discipline character education that emphasize time and rule enforcement discipline. Children cannot comprehend this without a connection between strategy and implementation in character education. According to a study, discipline is always shown to those who are punctual, follow the rules, and conduct in accordance with applicable norms. Preferably, a lack of discipline is intended at those who do not comply with applicable government, community, and school norms and regulations, regardless of the parties' interests or needs (Annisa, 2019).Other research' findings support the notion that discipline can be fostered in young children. Development of discipline cannot be accomplished once or temporarily. Discipline must be implemented continuously beginning at an early age. Children can be taught discipline by the implementation of simple rules, the teacher's punctuality, and other acts that demonstrate the teacher is not delaying for an activity (Khairomi, 2017). In addition, additional research reveals that parents' assertiveness (authoritarian conduct) is still within specific bounds, notably in teaching

children's discipline in learning, worshiping, completing online projects assigned by teachers, and according to family norms (Eti, Dianti, & Shinta, 2021). In other research, it is also suggested that efforts to create the character of student discipline are done by assigning pupils a daily study schedule. Activities consist of learning materials, assignments, and routines designed to form the discipline of students. The teacher's technique is to mold the character of student discipline by instilling an appreciation for the significance of being disciplined in the current situation. Teachers and students must be present 10 minutes prior to the start of the virtual meeting, demonstrating the importance of time management (Lajim, 2022). Research states that these simpler school activities students will practice the values developed by the school and indirectly become values education. The main values the school principal tries to develop include Islamic, discipline, and responsibility. Discipline values at Muhammadiyah 7 Gondanglegi Vocational School were shown through timely attendance, complying with established policies, being willing to accept consequences if discipline is violated (Ika, Ali, & Juharyanto, 2019). Based on the above results, instilling discipline that is applied from an early age is able to make children understand the meaning of time discipline in everyday life. Children are also more able to respect time. The importance of school rules and class rules play an important role in disciplining students, the pouring of school rules and class rules into school rules, then the boundaries of student behavior at school become clear. Thus, the school rules and class rules that have been made can be implemented properly, it is necessary to socialize the parents of students (Annisa, 2019).Other research stated that personality is formed not by accident, but personality is formed by frequent practice. With daily activities that have been given rules in each activity, over time it will form by itself even though at first it looks very heavy. Attitudes, behavior and good lifestyles are not simply formed in a short time. However, all of that was formed through a very long process, trying to uphold discipline in an individual is a way to practice discipline (Istyi, Erik, & Ika, 2021).

In addition to the aforementioned aspects of character education, disciplinary principles are taught, followed by social care character education that requires effort, such as learning to be kind to others and always respecting and not exploiting them. This is described by social care research, which identifies attitudes and behaviors characterized by a constant desire to aid other individuals and communities in need. Social care teaches students to always be willing to aid others and communities in need through their attitudes and deeds (Hariati, 2020). This describes how children interact with their parents and peers. Other attitudes are also described in research that have the nature of respecting others so as not to take advantage of others, namely the attitude and actions that always want to provide assistance to other people and communities in need. Social care is the involvement of one party to another in feeling what is being experienced or felt by other people (Ika, Noto, & Rizki, 2017). The purpose of another study is to integrate character education in the classroom so that children grasp the significance of socially caring personalities, which are demonstrated through assisting friends in need. Such conduct will foster peace in the classroom. As previously mentioned, social caring characters can exhibit signs of always sustaining peace (Achmad, Zainuddin, & Roysid, 2017).

C.   Implementation of Character Education on the Values of Discipline and Social Care

In the process of implementing disciplinary and socially caring character education, in general there are indeed many implementations that can be applied. However, in this case the implementation that is more often applied in the schools studied is by using the playing method and the habituation method which is included in the RPPH made by the school. In this case the application of character education with the play method, in a study related to the play method is one of the methods that students like the most because the their world is playing. Play activity is an approach to conducting learning in early childhood education using a variety of strategies, methods and materials, as well as media so that students/ children can understand and understand them. Playing is a fundamental need for early childhood, by playing children feel satisfaction in various ways such as motor development, cognitive, creativity, language, emotion, social, and attitudes (Veny & Widi, 2018). In the study by Kurniati (2011), the results showed that traditional children's games can stimulate children in developing cooperation, help children adjust, interact positively, can condition children to control themselves, develop empathy for friends, obey rules, and respect other people other (Nur, 2013). Traditional games can have a very good effect in helping develop children's emotional and social skills (Nurul & Dwi, 2020).

In the creation of early childhood character, the effective habituation approach is also employed to strengthen the implementation of instilling character education. The habits of children closely resemble those of their role models. Habituation is repetition, and habituation is particularly successful for instilling beneficial habits in young children. In the habituation approach, children engage in activities such as praying before eating, using the right hand to eat, expressing gratitude when they receive something wonderful, and dressing politely (Kusumastuti, 2020). Zubaida's research (2016) in using methods with habits has been stipulated in Islamic law that children from birth have been created in a state of pure monotheism. For this reason, habituation takes a role in the child's growth to strengthen the teachings that have been received (Zubaidah, 2016). Another research from Novitawati regarding the habituation method which is a method used to familiarize children with thinking, behaving, acting according to Islamic teachings. Habituation is something that is practiced, therefore the description of habituation is always a series of the need to carry out habituation that is carried out every day. The habituation method is very effective to use because children will practice good habits in children from an early age (Novitawati, 2017).

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The method of refraction used in cultivating characters is more often applied in everyday life, this is because this method can be done without planning first. This method of refraction is also applied and becomes a culture if done repeatedly.

D. Driving and Inhibiting Factors of Character Education Discipline Values and Social Care

There are numerous aspects that assist and hinder character education, including the need of discipline and social responsibility. Following is a description of the driving forces behind character education. Even if character education is frequently done in schools, it will be ineffective in the absence of family support. This research relates to the home environment because it is the first environment in which children receive an education, and because successful parenting is a process that may be governed by specific norms. Different parenting styles will also shape children's personalities differently. By knowing varied knowledge and information about present parenting patterns, parents can give better care for their children and enhance the development of disciplined character in their children(Fadilah & Iis, 2021).In addition, the research also mentioned the driving factors in character education including a. Principal, b. The infrastructure and conditions of the school environment are comfortable and religious, c. The attitude of parents who pay attention to children's development, d. The parenting program is a program that provides opportunities for parents to always be involved in activities carried out by the school, and e. Teacher creativity in developing character education (Prisilia, Rosita, & Bujuna, 2020).The cultivation of character education is also accompanied by several inhibiting factors. This can also be caused by the family environment, society or due to the child's own factors. This is based on the results of research related to the inhibiting factors, namely 1. Parents who do not play a role in instilling character, can occur due to wrong parenting. 2. Schools, in which there are teachers who seem too fierce. 3. Society, culture and habits that can become obstacles to character formation (Aiman, Bukhori, Imas, & Purwati, 2021).Other research that discusses the obstacles that occur in instilling character, some of the obstacles faced by teachers in instilling socially caring character values are related to children's emotional instability, time constraints for implementing learning programs, and parental support that is still lacking. However, the role played by the teacher can be said to be quite optimal because it has fulfilled the indicators of the social-emotional aspect in the Standard for the Level of Achievement of Child Development based on Permendikbud Number 137 of 2014 (Siti & Muqowim, 2020). Other research justified the inhibiting factors on the part of the inhibiting parents, including low participation in continuing character education. Parents while at home have not been fully able to continue the character education recommended by educators. Parents busyness is also a factor of parental reasons since parents have not been a good model for their children (Sidik & Rita, 2016).

V. CONCLUSION

Based on the results of this study, it can be concluded that the instilling of disciplinary and socially caring character education carried out in 2 sites, namely Mawar Kindergarten and Sejahtera Mandiri Kindergarten in Gambut had different results. The disciplinary character applied in Mawar Kindergarten is not very good, this is due to parental and environmental factors. In contrast to Mawar Kindergarten, in Sejahtera Mandiri Kindergarten, parents and the surrounding environment really try to support the cultivation of disciplinary character. Furthermore, the social care character in Mawar Kindergarten and Sejahtera Mandiri Kindergarten has attempted learning activities in character building, and the results are very good.

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