



Proceeding International Conference

The 3rd Semarang Early Childhood
Research & Education Talks

ISBN. 978-602-8054-02-7

“Toward Research-Informed Vision and Practice
of Early Childhood Education”



Organized by:
Department of Early Childhood Teacher Education
Faculty of Education, Semarang State University
Indonesia
<http://paud.unnes.ac.id>

Proceeding

Toward Research-Informed Vision and Practice of Early Childhood Education

Publishing Institute

Semarang State University

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ISBN: 978-602-8054-02-7

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Management Character Education in Kindergarten

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Abstract

Experts agree that character education should start at an early age. However, implementation is often found irregularities. The Ministry of Education and Culture has appointed a number of kindergarten as a pilot project for the implementation of character education. This article reports how the management of character education in kindergarten to be the pilot project. By using a qualitative approach, which attempts to understand the specific situation with the case study method, it was found that kindergarten pilot project has been implemented in an integrated character education in learning through the development of habituation and specialized in the development of a learning theme. Planning the character education program is integrated in the weekly planning (RKM) and daily planning (RKH) and not in the form of an independent program. Implementation of the the character education program conducted through the internalization of the values of the characters in the learning activities using the model in groups with children as a center of learning (student centered). Assessment being applied on character education programs in kindergarten pilot project have not been using special instruments, but still combined with the assessment of child development in general (moral and religious, physical and motor, cognitive, linguistic, social and emotional child). One of the recommendation of this study is the kindergarten should start developing assessment instruments which are specialized in assessing development of learners.

Keywords: Planning, Implementation, Assessment Character Education

Introduction

Many experts say that character education should start from early childhood. Why is that? At the early age of 0-6 years, the brain develops very rapidly up to 80 percent. That is the period in which physical, mental and spiritual child will begin to form. Therefore, many are calling this period as the golden period of children and the future is very appropriate for the cultivation

of values (character education) for children. Brazelton (Wibowo, 2012) mentioned that children's experiences in the month and the first years of life is crucial ability to face challenges in life and success in the job.

Instructions implementation of character education has been developed by the Kementrian Pendidikan Nasional in 2010 the Guidelines for the Implementation of