

The Implementation of Character Education Program in Kindergarten

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Abstract

The background of this research is based on the phenomenon of people's behaviour that is more concerned today. This study aims to assess the implementation of character education in kindergarten. Operationally, it includes the aspects of planning, implementing and evaluating. This research is conducted in Negeri Pembina Kindergarten in Bandung through a qualitative approach with case study method. The data collection is done by observation, interview and documentation study. The results show that the planning of the character education program is not a separated program but is an integrated one, into lesson plans that are well documented every day, every week and every year. Character education is implemented through school civilizing character, the field of development daily habituation, and the development of basic capabilities with a model of group learning. Finally. The evaluation of the character education has not used a specific character development-based assessment tool.

Keywords: character education, kindergarten

1 INTRODUCTION

The Indonesian people are sick, and are being subverted by cancers malignant disease called moral decadence, realizing the condition of the character current society, the government took the initiative to mainstream national character building. This was reflected in the National Long-Term Development Plan for 2005-2025 which puts character education as the first mission of the eight missions in order to realize the vision of national development. Character education should be inculcated from the level of early childhood education, elementary school, high school, and college.

Ministry of National Education in 2010 has developed a formulation of the "Guidelines for the Implementation of Education Culture and National Character". The procedure for its implementation is described in the "Technical Guidelines Implementation of Character Education in Early Childhood Education".

Many experts say that character education should be begun in an early childhood. Why is that? At the early age of 0-6 years, the brain develops very

rapidly up to 80 percent. At that age, the brain receives and absorbs various kinds of information. It does not see the good and the bad. That is the period in which the child physically, mentally and spiritually begins to be formed. This period is recognized as a golden period of children (the golden age). It means that the time is perfect for sculpting values (character education) to the children. The efforts of growing character values to the children can be done through character education at home, outside the home, and at the school. One of them is registering the child into an institution of Early Childhood Education.

The character is patterns of thinking and behaving that become hallmarks of each individual to live and work together in the scope of family, community, nation and state. Individual of noble character is the individual who can make decisions in accordance with the norms of life and is ready for the responsibility of each as a result of the decision that he/she made (Saud: 2011). Mustafa (2001) mentions that a person's character is a pattern of behaviour that is supported by the knowledge and love of virtue, and the ability to realize the virtues in daily behaviour.