Conference Paper

Planting Values through Character Education for Early Childhood

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Abstract

The early years are an important period for childhood development. This fundamental period is often referred to as the 'golden age'. At an early age, teachers and parents are tasked with providing the basis or foundation for children's lives in the future. One of the most important elements is the inculcation of life values that will shape the mindset and behaviour. Instilling these values can commence when the child is able to communicate well, and can be undertaken via habituation and the regular patterns of daily life. The purpose of this research is to provide a study of value planting through character education in early childhood. This research is a literature study conducted by researchers by analysing theoretical studies related to the early childhood, particularly those relating to moral and value development and character education.

Keywords: Early childhood, moral and value development, Character education

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1. Introduction

Early childhood is often said to be the golden age, what is meant by the golden age here is the basic period in the life of a child which will affect his life in the future. It was during this golden age that parents and teachers had a good opportunity to instill values in children. Early childhood is in the age range 0-6 years. Santrock (2007) states that at this time the process of child growth and development is experiencing a rapid period in its life span. At this time, children have the potential to learn many things very quickly. Hurlock (2011) states that at this time there is a sensitive period in a child. Sensitivity period is a time when physical and psychological functions are matured which are ready to receive stimulation from the environment around them.

This period is the most appropriate period for parents to put foundation in their children to develop their abilities. The government, in Permendiknas No.58 of 2009 (Menteri Pendidikan Nasional, 2009) states that there are several financial abilities that must be developed within the child, namely: physical and motoric, cognitive, language,

social-emotional, moral and religious values. Every ability that is in the child must be developed optimally, so that the child can grow and develop into a complete person.

aspects of development that are considered important to be developed in early childhood, one of which is moral. Moral aspects in children can develop well if from an early age children start to instill values that must be developed in them. The inculcation of values must be carried out consistently, both by parents in the family and by teachers at school. Hastuti, Alfiasari, & Chandriyani (2010) concluded that the cultivation of value in children must be carried out from the age of 2 years. At the age of 2-5 years is the most appropriate time to instill value in a child. Children who are instilled with moral values from an early age in themselves, it will be easier to control their behavior later when they grow up, because automatically the child already has value constraints in him that will help control his every behavior.

Value planting can be done in two settings, namely the setting of character education in the family and also the setting of character education in schools. Character education is very important, considering the inevitable development of the era which will bring children into a generation whose character values are getting lower. Character education that is carried out from an early age aims to build a child's character, and continues throughout his life (requires a long process. The basics of the values that are implanted will be the characteristics of the child. The character of a child is very influenced by genetic factors and environmental factors. Parents inherit the nature / character of the child genetically. When the child grows up in an environment, the environment will also have a big enough role in shaping the character of a child, because every child must have a high enough conformity power, they want to accept and be considered the same by the environment.

In family settings and formal education, teachers and parents must work together in building character in a child. The character values instilled at home should also be instilled in school, and vice versa, those instilled in school must also be instilled at home, so that every value implanted will definitely be rooted in the child. The implementation of character education also requires consequences from parents and teachers who instill it in children, we should implement the values that are implanted, because in character education it will be effective if it is done with a modeling system/giving examples in it, so that children will immediately see and feel firsthand the implementation of the values instilled in him. The success of a character education cannot be measured by how many scores or the total value obtained, but from every behavior that is reflected in the child.

2. Literature Review

2.1. Early Childhood

Early childhood is often referred to as the "golden age" or the golden age. At this time, almost all potential children experienced very rapid growth. Sensitivity period, where all their physical and psychological functions are truly ready to grow and develop optimally. The development of each child is not the same because each individual has different developments. A nutritious and balanced diet and intensive stimulation are needed for this growth and development. If children are given intensive stimulation from their environment, they will be able to carry out their development tasks well.

According to Berk, (in Supriyanto, 2015) early childhood is an individual who is experiencing a process of rapid development and is fundamental for subsequent developments. Birth to 6 years is very decisive in the formation of karate and the personality of a child. This age is an important age for the development of permanent intelligence / cognitive themselves, they are also able to absorb the information provided quite well.

Childhood is a period when children are not able to develop their potential. They tend to enjoy playing at the same time, want to win alone and often change the rules of the game for their own sake. Thus, educational efforts are needed to achieve optimization of all aspects of development, both physical development and psychological development. Children's potential is very important to be developed. These potentials include cognitive, language, socio-emotional, physical abilities and so on (Santrock, 2013).

Based on the description above, it can be concluded that early age is the age where the age range is between 0-6 years, and is a fundamental period in someone's life which will be very decisive in the process of growth and development in the future. This period is also a sensitive period in their growth and development, so that the proper stimulation will help optimize their growth and development

2.2. Moral and Value development

Moral values are a foundation or basis in a person's life that are instilled from an early age. According to Sjarkawi (2005) moral is a view of good and bad, right and wrong, what can and cannot be done. Jamie (2003) states that morals are good and bad teachings about behavior (morals). In more detail, it is stated that:

1. Moral as ideas about behavior with certain basic colors held by a group of people in the environment certain.

2. Moral is a teaching about life behavior based on views life or a particular religion.

3. Moral as human behavior which is based on consciousness that he is bound by the necessity to achieve the good, according to his values and the norms that apply in the environment.

According to Henry Hazlit (2003) argues that value is a quality or appreciation for something, which can be the basis for determining a person's behavior. According to Sjarkawi (2005) Moral values are defined as the content of the entire order governing human actions, behavior, attitudes and habits in society based on the teachings of values, principles and norms. According to Djamarah (2000) moral values have the following characteristics:

1. Regarding our responsibility

   Moral values are related to the human person. Moral values are closely related to the personal responsibility of each person. Moral values result that a person will be judged guilty or innocent because of the ability of his personal responsibility. In moral values, freedom and responsibility are absolute conditions.

2. Relating to conscience

   When someone will realize moral values is an "appeal" and conscience. One of the hallmarks of moral values is that they only generate a "voice" from our conscience that accuses us of belittling or opposing moral values and praises us for embodying moral values.

3. Requiring

   The absolute obligation attached to moral values stems from the fact that these values apply to humans. Therefore moral values also apply to every human being. Every human being will definitely be required to have his obligation to practice every moral value that has been implanted in him.

4. Be formal

   The moral value in a person is formal, what is meant by formal is that this moral value is a value that develops in society in general. Objectivistic moral values are categorized as moral values, such as honesty, justice, sincerity, responsibility and others. Relativistic moral values are categorized as politeness, such as speaking politely, respecting older people, not visiting during recess and so on. In moral values there are also limitations to the application of these values. The boundaries include universal values, applicable to all human beings whenever and wherever

such as human rights. Particular value, which only applies to a certain group of people or on certain occasions, for example the value of a speech. Eternal value, which is applicable whenever and wherever such as freedom of religion.

Based on the description above, it can be concluded that moral values are a teaching that underlies human life, which circulates in society in general, and is able to control human behavior regarding good and bad things.

2.3. Development stage of Moral value

The pattern of moral development in a child will develop along with the development process. When a new baby is born, he has not developed the moral aspect in himself. Moral development is a process of internalizing societal norms and organic-biological maturity. A person has developed a moral aspect when he has internalized the rules or rules of life in society, and can actualize in a continuous manner, or in other words has settled. According to the theory of psychoanalysis, moral development is seen as a process of internalizing societal norms and as maturity from an organic-biological point of view (Crain, 2007).

The stages of moral development proposed by Piaget (Crain, 2007) are as follows: a child thinks about morality in 2 stages, depending on the stage of his development. The first stages proposed by Piaget were:

1. Heteronomous morality

   This stage occurs in children aged 4-7 years. At this age children perceive justice and order as characteristics of the world that do not change and are out of human control. At this stage, children still think that a rule is absolute, passed down by the authorities, which cannot change and must be done.

2. Autonomous morality

   At this stage, the child is around the age of 10., children have realized that the rules and laws were created by humans, in assessing a behavior they must consider the intent of the maker of the behavior, and also the consequences caused by the behavior. Children no longer think that rules are absolute and immutable, but rules are flexible.

The stages of moral development were also put forward by Kholberg. Kholberg, (Crain, 2007) states that there are 3 stages of morela development in a person, the 3 stages are as follows:

1. Pre-conventional reasoning is the lowest level of moral reasoning according to Kohlberg. At this stage good and bad are interpreted through external rewards and punishments.

   (a) Stage 1, heteronomous morality is the first stage in pre-conventional reasoning. At this stage, moral reasoning is related to punishment. Children who do not obey a rule will be punished by the authorities. The authorities in this case are parents or adults.

   (b) Stage 2, individualism, instrumental goals, and exchange is the second stage of pre-conventional reasoning. At this stage, the child begins to try to open up his mind that what is considered right so far is not necessarily true by his environment, so that the child will begin to learn to accept the values that he may never have or even think is not true but true for others, as long as it does not violate the moral values of the community the child also thinks that what is applied to him must also be applied to others, in this case there is a principle of exchange of justice within the child.

2. Conventional reasoning, namely the second level of Kohlberg's theory of moral development.

   (a) Stage 3, mutual interpersonal expectations, relationships with others, and interpersonal conformity is the third stage of Kohlberg's moral development stage. At this stage, children begin to see the background of other people's behavior. The child begins to learn to understand the reasons for each other's behavior. A good standard of behavior is if there is a good reason and is followed by a good feeling in it.

   (b) Stage 4, social system morality is the fourth stage according to Kohlberg's theory. At this stage, moral judgment is based on an understanding of order in society, law, justice, and obligations. If there are no regulations, people's lives will be chaotic.

3. Postconventional Reasoning, is the highest level in Kohlberg's moral development.

   (a) Stage 5, social contracts or utility and individual rights. At this stage, individuals reason that values, rights and principles are more important or broader than law. One evaluates the validity of existing laws, and the social system can be tested on the basis of the extent to which this guarantees and protects human rights and basic human values. Human rights are highly valued and

upheld. The principles that are developing in society in general have also begun to be upheld and become role models.

(b) Stage 6, universal ethical principles are the highest stage in moral development according to Kohlberg. At this stage, one has developed a moral standard based on universal human rights. When faced with a conflict between law and conscience, a person reasons that conscience must be followed, even though this decision can present risks. At this stage, humans will try to think rationally in solving a problem, looking for a solution that is acceptable to both parties. (which does not harm either party)

From the description of the stages of moral development above, it can be concluded that each stage of moral development describes how each stage of moral development reflects the quality or ability of a person to think about every value that is implanted in him.

2.4. Methods of instilling moral values in early childhood

The cultivation of moral values at each stage of age is clearly different. In early childhood, there are several methods that are commonly used. Darmadi (2009) stated that the cultivation of moral values in early childhood can be done using various methods, namely:

2.4.1. Playing Method

Playing methods often become for early childhood, because early childhood cannot be separated from the world of play. Playing will make children able to socialize with other people. Playing gives fun to children, they can pour the imagination that is in their minds freely through playing. By playing a lot of moral and social values that can be taught, including:

1. Teaching children to socialize and cooperate

2. Teaching children to be considerate and able to help others (altruism)

3. Teach children to care for others and share with others

4. Children learn to communicate with others, using polite sentences

5. Through play, children will learn a lot about rules and obey them

6. Children will learn to accept the consequences of each behavior

2.4.2. Storytelling Method

The storytelling method aims to convey messages or moral information that can increase children's knowledge about moral values that apply in society. The stories that are given to children must be appropriate for their age. Values that can be developed in a story, including: humility, honesty, no arguing, loving parents, always listening to parents' advice, not being rude and yelling at parents, we must instill tolerance in ourselves. respectively, to help parents, siblings, friends, neighbors and other people in need, and there are many other values that can be developed.

2.4.3. Assignment Method

Moral values that can be inserted through the individual assignment method include:

   a. Learn to be patient and take responsibility for his duties

   b. Obey the agreed rules

   c. Cooperating in groups, and accepting each other, especially learning to accept other people's opinions.

2.4.4. Method of Conversation

Conversation has important meaning for children's development, because it can improve communication skills with others. Constructed conversations with children can provide many benefits, including: providing information or knowledge, teaching rules, values and norms that apply in society, and behaviors that are acceptable to the social environment, for example: when children meet people older, educators teach to:

   a. If shaking hands with other people, you must use your right hand

   b. In Javanese culture, kissing the hand of an older person

   c. Say good morning / afternoon / evening / night

   d. Be polite by speaking well, ask for help, excuse me and thank you

   e. When talking must look at the other person with a different view polite, which means we respect the other person we are talking to.

2.5. Character education

The word character comes from the Greek charassein, which means to engrave (paint, draw), like a person who paints paper or chisels stone. character is then interpreted as a special sign or feature. Character is also defined as "individual behavior patterns, one's moral state". After passing the childhood stage, a person has character, a predictable way that a person's character is related to the behavior around him (Sudrajat, 2011).

The good character has to do with knowing the good, loving the good, and doing the good. These three ideals are closely related. A person is born in a state of ignorance, the primitive impulses in him can possibly command or control his common sense. Thus, the effect that accompanies one's upbringing and education will be able to direct tendencies, feelings, and passion to be harmonious with the guidance of reason and also religious teachings.

The concept of character education, initiated by Thomas Lickona, states that good character includes understanding, caring, and behaving based on basic ethical values. Character education has a role in helping students and the school community to understand good values and behave based on these values (Suyanto, 2012).

The concept of character education continues to develop in line with new thoughts and developments. Character education that is expected is not just getting children to behave well, but more than that what is expected is to form and build good thoughts, character, and behavior in a child.

Based on the description above, it can be interpreted that the concept of character education that is successful is not a score obtained by a child or a momentary behavior that appears, but how each value instilled in the child becomes a "habbit" or habit in the child, so whenever and wherever Visible behavior will reflect the values that are embedded in him.

3. Method

This research is a qualitative research with a hermeneutic research design. The data in this study use psychological studies. The analysis technique used in this study is Content Analysis with a study of early childhood, moreal and value development, and character education. The researcher conducted the research in several stages: (1) collecting literature, in the form of books and journals related to the research theme / topic (2) the researcher conducted an analysis of each theory that had been read,

(3) the researcher carried out the integration from each theory, and make a literature review in the form of an article.

4. Result and Discussion

Character education must be given to a child from an early age, so that his character is really built into a good direction. According to Aziz (2016) There are three other reasons why character education is very appropriate to be implemented from an early age.

1. First, early childhood does not yet have a complete understanding of good and correct behavior, so they really need direction from adults.

2. Second, because early childhood does not realize any consequences or consequences of their behavior, both good and bad behavior.

Character building for early childhood is done by introducing various kinds of goodness (knowing the good), instilling a sense of love for goodness (loving the good), and accustoming children to act the good. The implementation of PAUD services that are in favor of the implementation of character education can make early childhood have balanced emotional and spiritual intelligence (ESQ). Intellectually intelligent children (IQ) do not necessarily have emotional and spiritual intelligence (ESQ), but children who are emotionally and spiritually intelligent (ESQ) must have intellectual intelligence (IQ). For example: there are many children who are smart, have good grades, but like to make fun of their friends, speak disrespectfully to their teachers, parents and friends. Emotionally and spiritually intelligent children will be wiser in words and behavior because they are able to reject their emotions and practice every value that is in them.

Based on the description above, the authors can draw the following conclusions:

1. Cultivation of moral values must be carried out as early as possible, since children are able to be invited to communicate, planting of moral values must begin to be implemented so that the values embodied can be internalized in children and are able to help control their behavior.

2. The implementation of the cultivation of moral values must be adjusted to the stages of moral development in the child. Parents and teachers must have a correct understanding of the stages of moral development that occur in their children, so that when people or teachers want to instill moral values in children, they can be adjusted to the stages of moral development that are happening to the child, and aspects of the child's moral values. can develop optimally.

3. Character education is a process of character building within children which is influenced by genetic factors and the environment in which the child lives and is. Character education aims to help the child in the process of developing his personality to become a complete person.

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