

INTEGRATION OF SCHOOL AND FAMILY AS MAIN CHARACTER EDUCATION IN EARLY CHILDHOOD

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Abstract

Character education is to instill efforts and skills attitudes on adolescents and adult so that they are able to play a role in the future in accordance with the position and social role in the community each. Education in Indonesia scored generation of intelligent and has a good character. The purpose of our education is a fully human character formation. Then the national education goals can not be no human is to establish Indonesia in accordance with its own cultural values in accordance with the character and identity and forming an advanced order of social life, modern, tranquility and peace based on values, norms, culture and religion. Indirectly, this pattern is process of the formation of personality and good character from an early age. Development of the nation at this time should be more focused and sustainable. Character education should be instilled from an early age when children start to attend preschool basic, trough the implementation of exemplary values and virtues. Value virtues can be rooted in religion, culture, citizenship and public consensus on manners. Self development is an effort formation of character and personality of the child is done trough service activities at school and at home.

Keywords: Character, school, family, early childhood

INTRODUCTION

One of the factors of weak character in this country is caused by the mass media, where the velocity of information is not dammed again, make educators (teachers and parents) should be very extra careful in educating children. External factors, such as the influence of media is promote sex and violence as a short way to solve on of the problems of life. While technology give fosters high expectations of instant has become, its problem for the implementation of education. And also the factors from educators, such as teachers' attitudes and behavior that is unfavorable to show off, and sometimes parents don't care about the development of their children, has become ready a time bomb to form a character who never expected to have on the younger generation.

Although many educators have opinion, “educating the children today, as opposed to educating children previously”, but children are now in need of what they need. However, in the current educational activities, things that are needed by these children as if lost due to globalization and freedom swallowed rampant. “The missing component is the weakness of character education in schools and families, a lack of close and caring adults are concerned that it should give outpouring of affection, challenge, and support for them”.

Media as Education Development of Culture and National Character

There are some media which can be used for the development in character education. Many factors or media influence the formation this character led to education as a role for character development is not an easy. Sukmadinati (2012), states that educational interactions can take place within in the family, school, community and workplace environments. Therefore, the success of education provision will be strongly influenced by factors such as inter-related to each other, each other influence respectively.

Realizing this problem, the successful development of character education will depend on these factors such as the family environment, school and community. That is why; Martini (2003) says three important pillars of education, such as family style, school, and community environments. Thus, the three pillars of the education that should be mutually supportive in building good character. Character education is done through a variety of media that includes family, social environment, formal education and mass media.

Family

The family is the first community of human, from an early age, learning the concept of good and bad, appropriate and is not appropriate, right and wrong. In other words, in the family someone, it's since awareness of an environmental study, or moral values. Because a person's value system is believed to be reflected in the character, in the family begins character education process. Education in the family will determine understand the child become adult, have morals commitment such as honesty, empathy, simplicity, and determine he sees the world around him, looking at other people is different with him., different in social status, ethnic, religions and cultural backgrounds. In the family also developed the initial concept of the success in this life or views on what constitutes quality of life, and insight into the future. That's why the importance of family as base character education.

Formal Education

Formal Education manage by educational institutions are expected to play a major role in the development of character. Formal education institutions are expected to achieve national education goals for the human form good moral and intellectual life of the nation. However, based on experience in Indonesia for four years of this decade shows that schools and colleges in present education doesn't a lot to contribute. Education should give priority to the development of the identity or character, is not limited to the transfer of knowledge or skills.

How should the role of formal education in character education? According to Martin (2004) in implementing character education, there are three elements that are important to note such as; the principles, processes and practices in teaching. In carrying out the principles, the values are taught to be manifested in the curriculum. Thus, all students in the school are understanding about the values proficiency level and able to translate into real behavior. Therefore, the optimal approach is required to effectively teach character which, according to Brooks and Gooble should be implemented in all schools (school wide approach). The approach should be implemented are included: 1) Schools should be seen as an environment that is like the island with its own language and culture. In addition, schools should expand character education is not only to teachers, staff and students, but also the family / home and surrounding communities. 2) In implementing the character education curriculum should be: a) Teaching about the values correlation with the entire school system. b) Values are taught as independent subject (separate-standing subject) but it is integrated in the school curriculum. c) The entire staff is support and aware of the theme of moral values taught. 3) Emphasis character education is placed on stimulating students how to understand the principle of value in the behavior form for pro-social.

Referring to the description above, it can be concluded that the development of the student's character is not solely the responsibility of educational institutions. Therefore, the failure student's character that does not mean the failure of school. Character development of students belong to and to be together.

Mass Media

The media's role in building the character is very large. According Alip Sumarno (2010), the influence of the mass media consists of three variants, including: 1) Potential for direct imitation . 2) Causes miss understand of the norm (desensitization). 3) Freed from the pressure of psychic (catharsis) for mass media audiences.

The mass media also serves as a medium of text that represents of meaning, both derived and empirical reality as well as those created by the media. Thus, reality is seen as the formation of meaning that comes from the society, either because it is imperative of factors that come from the society, as well as from the cultural orientation of media actors. From here, the media viewed from one side as an instrument of power (economic or political) to produce the dominant culture to control (dominance and hegemony) society. On the other hand is seen as an institution that has autonomy and independence in producing culture in society.

Many print media including newspapers, tabloid or magazine delivers the news that seem vulgar and without censorship. Pornographic, immoral acts are very easy to find on the news in print. It also occurs in the electronic media; with its main actor is television. The magnitude the role of the media, print media and radio, in the development of national character has been demonstrated significantly by the freedom fighters.

Referring the role of the mass media, is likely to cause direct imitation (copy cut), and cause dullness (desensitization). What is presented in mass media given example of a less educated, and replicable community as a behavior that develops into a habit and will create weak moral. This is a homework assignment that must be resolved immediately.

Integration of Cultural Education Values and Character through Self Development Program

Self-development is an education beyond the subjects as integral to the curriculum of the school. This activity is an effort formation character and personality of learners who conducted through counseling services with regard to issues of personal and social life, learning and career development as well as the chosen extracurricular activities according the needs and abilities of school.

Self development activities in the form of counseling services facilitated / conducted by counselors and extracurricular activities can be supervised by counselors, teachers or other education personnel in accordance the willingness and authorities,

In general, self-development aims to provide opportunities for students to develop and express themselves in accordance with needs, potential, talents, interests, conditions and developments suitable with condition of the school. In particular, self-development aims to support the education of learners in developing talent, enthusiasm, creativity, competence and habits in life, the religious ability, social willingness, learning ability, knowledge and career development, problem solving skills and self-reliance.

Self-development includes programmatic and non-programmatic activities. Programmed activities planned with specifically and followed by participant and students follow according to personal needs and circumstances. Non-programmatic activities are done by teachers and schools attended by all learners. Programmatic activities consist of two components such as: 1) Counseling services includes the development of personal, social skills, learning ability, knowledge and career planning. 2) Extracurricular includes scouting, Basic Leadership Training, Troop flag raisers. And others.

Integration of Cultural Education Values and Character through School Culture
Development School culture is culture of habituation and familiarization activities behavior. The goal is to form habit overall of the school and it will create a school culture (Budaya Sekolah). The implementation can be done through a routine, spontaneous, and modeling.

The routine, student activities are continuously and consistently every time. Some examples of this activity are a state ceremony, shake hands, say hello when you meet a teacher. Spontaneous activities are performed by spontaneously at that time. The goal is to correct the problem from the students on the spot. If teachers know their behavior and attitudes are less good, then at that time also the teacher must make corrections.

Modeling is the behavior and attitudes of principals, teachers and other education personnel in providing examples of good actions that are expected to be role models of learners. Modeling is indispensable in building the character. If the school requires students behave and act in accordance with the values of the culture and character of a nation, the principals, teachers, and educators are the first and foremost give example.

Procedures Implementation of Culture Education and National Character

Education Implementation of cultural education can be done through the process of intra-curricular learning, extracurricular and career guidance. Intra-curricular learning in the classroom using the approach student learning and child centered. Learning is done through a variety of activities in the classroom, school, and society.

Classroom learning is learning process of each subject, or activity that is designed in such a way. Each learning activities develop skills in the cognitive, affective, and psychomotor integrated with cultural values and character. Therefore, it is not always needed special learning activities to develop character values.

Learning activities within the framework of the development of the student's character can use the contextual approach. This approach helps teachers and students the link between teachings with real-world situations. Thus, students are able to make connections between knowledge with the application in their lives.

In addition learning conducted in intra-curricular, character education can also use extracurricular activities and personal development as planned. Time of implementation is designed according to the needs of the school and the school education calendar.

Internalization Strategy for Early Childhood Character Education

Character education children in the family worked, besides appropriate parenting, parents also need to choose the right strategy. The question how is the strategy of character education to children in the family?

According Irwanto (2002), the dominant period formed the character and personality of the child in the family. The phase starting is from the period of late childhood (*kanak-kanak akhir*), until the period of early adulthood (*dewasa awal*). In this phase, the children have a tendency to follow or imitation the values and behavior in the environment, making patterns of behavior and new values, and the growth of idealism to the consolidation of identity. If the phase of the process was carried out moral values summarized perfectly in character education, it will be the basic foundation of the child's personality as well as the color of adulthood.

According to Waluyo (2007), the character education of children should make well-behaved, so that when a child is not doing a good habit, it is concerned will feel guilty. Thus, good habits have become a kind of instinct, which will automatically make a child feel less comfortable when it's not doing a good habit. The implementation strategy of character education offered by Waluyo includes: 1) Create an atmosphere full of love, willing to accept the child, and appreciate the potential of them. You must also provide much stimulus for all part of children development, such as in the cognitive, affective, socio-emotional, moral, religious, and psychomotor. 2) Give understanding the importance of “Love” of doing things, and understanding that doing something is not solely because the principle of reciprocity. Emphasize religious values that uphold the love and sacrifice. 3) Encourage our children feel what is perceived by others. Help our children to live up with our expectations, not only because it wants to be able to praise or avoid punishment. Create intimate, so that children care the wishes and expectations of us. 4) Remind the importance of affection between family members and expand it outward affection for his family, which for others. Give examples of behavior in terms of helping and caring for others. 5) Use the method of habituation. For example, we invite children to perform daily activities in accordance with which we have programmed. Expected activities under the program that will be attached to child, even a habit of daily life. 6) Building character in children should make behave well. If the child is accustomed to the habit will have feelings of guilt and certainly will not be repeated negligence. 7) Reduce cognitive-based learning curricula in early childhood education. Therefore, the intellectual education (cognitive) that excessive will lead to an imbalance could even hamper aspects of child development. 8) After deducting the cognitive lessons, then add material characters education. Material character education is not synonymous with improve cognitive abilities, but this education solely direct

the child on tuning affective abilities. This code learning method for example can be done with stories such as the exemplary tales, the heroes of Islam,, friends prophet.

According to Megawangi (2010), the character education of children, should be adjusted to age phases, namely: 1) Phase age of 0-3 years. In this phase, the role of parents should be bigger because the moral foundation of the newly formed at this age. Moreover, the love and affection of the parents is needed by children throughout this phase. 2) Phase 2-3 years. In this phase, the child should have been introduced in manners, as well as good and bad. In general, children at this age already try to break the rules and a bit unruly, so parents need patience. 3) Phase 0 (4 years old). In this phase the child has egocentric phase, in which he was happy to break the rules, showing off, and impose its will. But the child is encouraged to do well, because he needs reward (praise) and avoid penalties. 4) Phase 1 (ages 4,5 and 6). In this phase the children are more docile and cooperation, so avoid of punishment parents. Children are able to accept the views of others, especially adults, can respect the authority of parents / teachers, assume adult omniscient, and happy denounce his friends naughty. 5) Phase 2 (ages 6.5-8 years). In this phase, the child feels has the same right as adults, do not lag think that adults can govern children, have the potential to act violently cause decline in the authority of parents / teachers in their minds. Has a rigid conception of justice.

Educating Children without Emotion

Most of us are probably often emotional when educating children. Many cases of violence against children committed by parents, recorded various mass media both print and electronic lately, due didn't control emotions.

Based on the research survey about parents and aggressive behavior towards children by Murray Straus, proving that more action than extreme is snapped many parents do. Not only to children, had baby hit snapped. But usually the young age of the parents, the more often they perform the snap action.

In fact, if the parents realize, snap action to bring the long-term psychological effects for the child, although legally snapped this behavior can not be called violence against children. In other words, the child snapped its effects are not immediately visible and usually only discovered after they get older (Ministry of Education, 2010: 81-82).

Another impact of snapped child is making them difficult to adapt or even behave badly, due to various factors. For example, a less confident or otherwise, to be rebels. But most worrying is they do the same to their children someday. Sometimes our children get angry or emotional. If parents do not understand how to handle, it happen just parents snapped. To cope with cranky children, anger or emotion as mentioned, the parents need to try the following tips: 1) You do not mad. If you are angry child will actually feel that you have to ignore it, it will be faster to reassure him more and make the child feel frightened by what happened. Children will feel better if you remain are close. If possible, hold or hug your children. 2) Stay in control. Do not follow the demands of children that are not realistic or you can not accept just to avoid children's emotions. This often occurs in public places such as markets, at which time the child asked for something you do not allow it, but once the child starts to explode your emotions will grant embarrassment to the environment. So, if the child asked for something that is outside the tolerance, we must firmly say “NO!”. 3) If a child becomes angry and started hitting or other actions that harm, take her to a safer place till children to be quiet. Say that he was taken to the place for actions that harm. As long as children are not quiet, do not give advice for his actions, but the focus just to pacify him. Of course you say without emotion or scolding tone.

The most important thing in any conditions whatever parents should remain calm, patient, and wise. Instill in your heart that when dealing with child emotional / angry / cranky, you are able to cope and understand the way out. Character is what will unwittingly imitate and follow by our children, later in life (Ministry of Education, 2010: 83-84).

Teach Children Kindness and Courtesy

Teach of character education in early childhood was not easy. However, parents and early childhood teachers must continue to implement, for the sake of the child later pharmaceuticals foundation code later. Modesty in particular, the provision of children creates a world it's welcoming and friendly (Martin, 2004; 48-50).

There are some tips that can be practiced in order to teach children courtesy: 1) Good manners should be taught from an early age. The roots of respect derived from sensitivity. To train sensitivity in children, we must first respond sensitively to what they need. Sensitivity will be infectious, and the sensitive ongoing education your child will have empathy to care about the feelings of others. 2) Give examples of manners in children. Kids are great imitator, so parents or teachers should be pointed out various measures that reflect the manners to children. Listening often as possible words that reflect modesty. Use also polite or courteous treatment of the child as well as you treat the elderly. Your child will learn through their experience, especially at an early age. 3) Avoid coercion. Even if you really want to teach civility in children, but not forced. Do not let the ethics manners to use as signposts to punish the child. Manners it is a skill that can be enjoyed not to be imposed. 4) Give motivation. In order for your child likes to do behavior that reflects manners, then do not be bored give motivation. 5) Teach manners with real practice in various aspects of life. 6) Teach children how to respect others. From an early age, children should be taught to call people by name greatness, not directly name.

Create Fun Learning Situation

Learning is a complex problem, and it is difficult to detect how the process occurs. Start small, and some even say since the pregnancy to adulthood, each child's learning experience events will acquire the knowledge, skills, habits, values and attitudes, as a preparation to maintain its presence in the life and livelihood.

According to Woolfolk (2000: 3) study is the change that comes to a person as a result of the experience. With intention study, person would be well-adjusted, better able to exploit more natural or properly speaking, think, and acted well. Almost all the skills, the skills, knowledge, customs, need, and human behavior is formed, identified and developed due to learning.

Most parents complain their children lazy to learn. According to experts, if the child does not love learning and prefer playing, it means learning is considered as an activity that is not interesting for them, and perhaps without them knowing is also considered a useless activity. According to Morgan (Ministry of Education, 2010: 49-55), there are theories that analyze the child's motivation to learn are not lazy: 1) Incentives theory. Someone behave in certain ways to get something. Something is referred to as incentives and the outside of person. Incentives usually things that are fun, so kids are interested in it. Incentives, it could be something that is not fun, and then people behave in certain ways to avoid getting Incentives this unpleasant. 2) Hedonistic theory. According to the hedonistic theory, one is encouraged to behave in certain ways that will give feelings of pleasure and avoid feeling unpleasant. By studying the theory of motivation, parents can encourage their children to enjoy learning.

Parents are also prohibited kept scolding her son when lazy learning. Instead parents need to do the following steps: 1) Basically, children inclined imitate the behavior of parents. Therefore, be a good example and strong for children. When ordered and supervise children study, parents also need to look to learn. 2) Choose a time of learning for children, when children feel fresh. Children could also be invited together to determine when to study. 3) Children need a certainty, things are predictable. So make sure to learn as routine. 4) Children have the power of concentration and attention span different 5) Parents should accompany the child when learning. In this case the parents do not have to constantly be in addition to the child because the parent may have a job yet, at least not when the child is having difficulty, parents stood by to assist. 6)

Provide incentives for children to learn. Incentives can be given to a child does not necessarily have to be material, but can also be awards and attention. Praise, direct incentives, also shows respect and attention from parents to children. 7) Describe the language understood by the child, that the study was very useful for children. 8) Frequently asked questions about things that are taught in school to children. If the child can answer, praise him by calling his intelligence as a result of learning. 9) Many institutions that teach pre-school learning children with active learning methods or learning by doing, or learning trough playing, one goal is that children learn to associate as a fun activity.

CONCLUSIONS

Character education is very important, we as educators and parents is expected to implement the pillars of character in our generation through education in the family and in school. Given the present course of the development of civilization and behavior of individuals can be observed through various media. It is necessary to have to learning a strong character on the generation of this nation to be able to be individuals who are intact to make the civilized world and well character.

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