



MANAGEMENT OF EARLY CHILDHOOD CHARACTER EDUCATION AT PAUDQU INSTITUTION

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Abstract:

Character education has a very important role in changing a person's behaviour. Character education begins to be formed from an early age because early childhood is the period with the most potential for habituation in the process of character formation in children. Forming good character from an early age will influence a child's character when they grow up. Character education is not only limited to theory but is carried out by providing good examples to young children. To be able to carry out effective and efficient character education, good character education management is needed. Character Management explains management in instilling values that must be applied in everyday life. The aim of this research is to find a clear description and analysis of Character Education Management starting from planning, implementation and evaluation at the Al-Qur'an Early Childhood Education Institution (PaudQu) so that character education can be implemented well and the aim of character education is every lesson can be achieved well. This type of research is a literature review. The data used in preparing this article came from various literature related to the problems studied.

Keywords: Management, Character Education, PAUDQu

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INTRODUCTION

The key to implementing the Merdeka Curriculum at the Early Childhood Education (PAUD) level is to provide as much space as possible for students in PAUD units to grow and develop in accordance with their nature as Indonesian children. The Merdeka Curriculum at PAUD level is often called Merdeka Play because the learning process aims to give children the perception that learning is fun, not burdensome. In the context of early childhood education, freedom to learn is freedom to play. Because playing is learning. There are three options for implementing this curriculum that can be implemented in schools, namely Independent Learning, Independent Play, and Independent Sharing (Alawiah & Putri, 2023). It is said that the main characteristics of the Independent Curriculum in PAUD units include the following: Strengthening meaningful play activities as a learning process. Strengthening the relevance of PAUD as a foundation phase or an important part of developing children's character and abilities as well as children's readiness for school at the next level (Kartini & Kusmanto, 2022).

According to Law No. 20 article 1 point 14 of 2003 concerning Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to 6 years of age which is carried out by providing educational stimulation to help physical and spiritual growth and development, so that children are ready to enter further education (Nadila et al., 2023). Law No. 20 of 2003, article 9, paragraph 1 emphasizes that every child has the right to receive education and teaching in the context of personal development and their level of intelligence according to their interests and talents (Harahap, 2021).

The character of an individual is shaped from an early age by both hereditary factors and environmental factors. The process of developing one's character, whether conscious or unconscious, will affect how that person thinks of himself and the world around him and will show in the way he acts on a daily basis. The development of information technology and changing times have led to a change in values and a rise in deviant behaviours in children. As a result, parents, schools, and the community must give children character education all their attention. The children who receives character education can succeed academically and develop high morals. Character education establishes mental and behavioural habits that support people in functioning as a family, society, and country, as well as in making responsible decisions (Harahap, 2021).

The results of research conducted by (Hamdi et al., 2023) explained that character education is an effort to help the development of children's souls, both physically and mentally, from their natural nature towards a humane and better civilization. As an example, the recommendation to say good things, not shout, be polite, be clean and neat, like to help, and so on is a process of character education. The importance of character education in Indonesian society and nation, character education is now not only given in secondary education. Moreover, above only, but has also been introduced and included in early childhood education (Pratama, 2022).

In order to realize the desired character education, it is necessary to have management to manage character education in the appropriate domain, especially in early childhood education (PAUD), which will later instil character values in daily life and form students with character. According to (Hasibuan & Rahayu, 2014; Jannah, 2021), management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve certain goals. Meanwhile, according to (Terry, 2021), management is a unique process which consists of planning, organizing, staffing, directing and controlling actions carried out to determine and achieve predetermined targets through the use of human resources and other sources.

PAUDQu is a forum for developing character education, and all good activities can be carried out in it. The Decree of the Director General of Education number 91 of 2020 concerning instructions for implementing Al-Qur'an Education contains various matters relating to Al-Qur'an Education, one of which explains that PAUDQu is a type of Islamic religious education for early childhood, which aims to introduce read, write, tahfidz, and practice the contents of the Qur'an through daily habits.

Good school character education management needs to be based on the principle of efficiency, the principle of effectiveness, the principle of prioritizing management tasks and the principle of cooperation. To achieve the values of national character and cultural education, which include religion, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for the country, respect for achievements, friendly/communication, peace-loving, passionate reading, environmental care, social care, responsibility (Fadlillah & Lilif, 2013). Early childhood children grow and develop differently according to their respective levels of development. In general, early childhood children have various characteristics, including liking to imitate, wanting to try new things, being spontaneous, always curious, wanting something new, being honest, cheerful, likes to play, lots of movement, likes to make their self come true, unique, difficult to manage, and egocentric. However, sometimes several problems arise in a child's character, namely having low self-confidence, tantrums, being selfish, angry, and even slow brain development. From the problems that have been mentioned, there are several influencing factors, including innate factors (nature) and environmental factors (nurture). Every human being has innate potential which will manifest after he is born, including potential related to character or virtues. Therefore, socialization and early education are related to good values in the family, school and wider environment. The nurture factor, namely the process of socialization or education carried out by the family (parents), PAUD (teachers), and the wider

environment (society), plays an important role in forming a person's character. Children will grow into individuals with character if they can grow in an environment with character so that the nature of every child who is born pure can develop more optimally.

METHOD

In this research, researchers used a qualitative descriptive approach with library research as the research method. The data used in preparing this article came from various literature related to the problems studied. Some of the references used are books, statutory regulations, seminar papers, and scientific journals sourced from the internet. This literature study aims first to collect the information obtained and then review and assess the results of the research that has been obtained. The data collection technique in this article is to first search for sources that are relevant to the topic, collect them, and then analyze and review the findings obtained. The data analysis technique in this research uses the content analysis method by selecting, comparing and combining so that what is found is relevant.

RESULTS AND DISCUSSION

Management

In terms of language, the word management is derived from the word "management" in English. The definition of "management" in John M. Echols and Hasan Shadily's Indonesian English Dictionary is "to manage," which implies to carry out, administrate, arrange, manage, and treat. The definition of management states that it is the process of organizing tasks to be carried out successfully and efficiently for someone else. According to Hasibuan & Rahayu (2014) the science and art of managing the process of using other resources, including human resources, to accomplish goals is commonly referred to management. Meanwhile, according to (Terry, 2021), Planning, organizing, staffing, directing, and controlling actions utilized to define and achieve predetermined goals through the effective use of human resources and other sources brings up the special process of management.

Educational Management is basically the tools needed to achieve educational goals. Education Management is a series of processes consisting of planning, coordinating, mobilizing, and supervising, which are associated with the field of education. Educational Management is an alternative form of school in implementing national policies in the field of education. From the definition above, it can be concluded that Management is an activity process that starts from planning, coordinating, implementing and supervising previously determined goals to achieve certain goals effectively and efficiently.

Character building

Character comes from Greek, which means "to mark", namely focusing and applying good values in the form of actions or behaviour. Etymologically, the word "character" means character, psychological traits, and morals that differentiate a person from others. Character education is not only related to issues of right and wrong but how to instill habits about good things in life. Thus, students have high awareness and understanding, as well as concern and commitment to apply virtues in everyday life. The formation of a person with character is one element of moral formation that is based on good values for living life (Nucci & Narvaez, 2018). This moral formation helps children learn to live well from an early age so that they can be accepted in the environment where the child lives.

Programs in character and moral development in early childhood are useful in fostering behaviour that is in accordance with social values and principles of morality in the child's location. Character education aims to create education in schools that foster ethics responsibility and teach the value of good character. Character education can also be said to be moral education in individuals, which

involves aspects of knowledge, feelings and actions that are directly related to one another (Damayanti, 2014).

From the several opinions above regarding character education, it can be concluded that character education in early childhood is teaching habits of thinking and behaving so that children can live side by side with their social environment (family and community) and training children to learn to interact with other people. Character education is not only limited to theory but is carried out by providing good examples to young children. This is useful for providing meaning to the formation of children's character from an early age through several stages (Tridhonanto & Beranda, 2014) as follows:

- 1) Recognize children's character from an early age. Parents can do this because they are the first people close to their children. Educators are also second parents who can recognize the character of their students at school. In this way, the role of parents and educators in recognizing character can be useful in providing stimulus to children to develop good character further.
- 2) Develop children's character by providing consistent examples so that children can easily absorb and remember them easily.
- 3) Observe the child's behaviour. This can make it easier for parents and educators to monitor, educate, and immediately take action to correct children's bad behaviour and actions.
- 4) Get children used to always behaving and communicating well with other people and those around them.
- 5) Strengthen children's character by giving rewards or punishments for what children do. This aims to provide a code (stimulus) to the child for the actions the child does so that the child knows what things are good or not to do.
- 6) Record children's activities. In this way, parents or educators can convey that all activities carried out by children regarding good behaviour and attitudes will be rewarded, and bad behaviour will be punished.

From the description above, it can be concluded that the character education stage is carried out through several stages in accordance with the child's inner desires. Therefore, parents and educators must direct and educate children so that they become individuals with good character. Apart from that, there needs to be guidance that is carried out systematically and consistently to stimulate character values in young children through habituation methods, such as children having good manners.

School administration and character education are closely related topics in education. The management under consideration is how well character education is organized (planning), carried out (actuating), and monitored (evaluation) in classroom activities. Values that must be ingrained, curriculum content, learning, assessment, educators and education staff, and other relevant elements are all included in this management. Therefore, the implementation of character education in schools can be effectively facilitated by school management. To accomplish instructional objectives in character education in schools, all elements must be involved. The process for achieving educational goals is as follows:

1. Character Education Planning (Planning)

Planning is made before an action is carried out. The main thing that is very important in implementing appropriate education is to foster character values in students, for example, by determining the vision and mission of an institution. The vision and mission of the educational institution are requirements for undergoing a character education program at school. Character education can be implemented through the actualization of character values (including love of God Almighty, honesty, discipline, tolerance and love of peace), which will be applied in the process of teaching and learning activities.

2. Implementation of Character Education

Implementation is an activity to realize plans into real actions in order to achieve goals effectively and efficiently. In the 2012 Directorate of Early Childhood Education Development, it was stated that strategies for implementing character education in schools can be carried out through the following activities:

- a) Programmed activities are activities that have been determined by the school, such as holding the Prophet's Birthday and Ramadhan Tarhib, participating in field trips, Qur'an Camp activities, competition activities, and performing arts activities.
- b) Habitual activities
Routine activities are activities that are carried out consistently, such as praying before entering, reading Asmaul Husna, dhuha prayers in congregation, reading short letters and hadiths, friday prayers, and maintaining class cleanliness. The values expected in routine activities at school are discipline, religion, honesty, social care and environmental care.
 - Spontaneous activities are activities that are carried out spontaneously at that time, such as getting used to saying hello and being polite and courteous.
 - Exemplary activities are activities in the form of daily behavior that can be used as examples or examples, such as getting used to dressing neatly, getting used to arriving on time, getting used to saying kind words and being friendly.
- c) Parenting activities are activities that involve parents in order to create harmony in educating early childhood, which aims to maximize character values in children. With good cooperation between parents and schools, it will have a more controlled effect on the growth and development of students' characters.

This strategy can be used to help shape character values in early childhood. Apart from that, educators must work hard to carry out in harmony the use of strategies for implementing character education to be realized. This aims to make it easy for children to have good character in themselves permanently.

3. Evaluation of Character Education

Evaluation of character education is carried out through observation of student behaviour. Observations are carried out through words, actions, facial expressions, body movements, and various other things related to students' thoughts and attitudes. Character education evaluation is intended to measure whether children have one or a group of characters that have been applied, practised and maintained by students in daily life, both at school and outside of school, within a certain period of time.

Early Childhood Education Al-Qur'an (PAUDQu)

Al-Qur'an Early Childhood Education (PAUDQu) is a formal educational institution under the auspices of the Ministry of Religion. Based on EMIS data, there are currently 2,267 PAUDQu that already have registration certificates at the Ministry of Religion. The Decree of the Director General of Education number 91 of 2020 concerning implementation instructions for the implementation of Al-Qur'an Education contains various matters relating to Al-Qur'an Education, one of which explains that PAUDQu is a type of Islamic religious education for early childhood which aims to introduce read, write, tahfidz, and practice the contents of the Qur'an through daily habits. There are 4 objectives for creating PAUDQu, namely:

- 1) Introducing Reading the Qur'an
- 2) Introducing Writing the Qur'an
- 3) Introducing Tahfidz Al-Qur'an
- 4) Practising the contents of the Qur'an through daily behavioural habits

The education period at PAUDQu is held for 2 years. The PAUDQu Institution consists of 2 curricula, namely the core curriculum 70%, namely introduction to the Al-Qur'an at the basic level, namely reading, writing, tahfidz, memorizing daily prayers, hadith, and a supporting curriculum 30%, namely self-development and independence such as local content, etc. -others according to the needs and capabilities of the institution.

The implementation of character education at PAUDQu certainly requires an active role and involvement between parents, educators and the surrounding community. Schools and families are important partners, although schools can improve children's behaviour while they are at school. Evidence of reality shows that although schools can improve children's self-improvement, without support in efforts to educate children's character values at home, it is very likely that the goals of children's character education will fail (Lickona, 2019). The implementation of character education in schools will be realized if the school and parents work together to provide stimulus to shape children's character consistently and systematically.

CONCLUSION

Character education at PAUDQu Institution must be managed by management in order to achieve the desired results. This includes forming students with moral principles and instilling character values in daily life, particularly in the early childhood program. School administration and character education are closely related topics in education. The management under consideration is how well character education is organized (planning), carried out (actuating), and monitored (evaluation) in classroom activities. Fostering values, curricular content, learning, assessment, instructors, education professionals, and other relevant components are all included in the management. Using planned activities, habituation activities, and parenting activities that align with the 2012 Directorate of Early Childhood Education strategies for implementing character education in schools, PAUDQu's implementation of character education is highly appropriate for helping children develop good character qualities.

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