



**Implementation of Character Education in Training Early Childhood Independence at Anugerah Ameth Early Childhood Education, TNS District, Central Maluku Regency**

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**Abstract:**

The purpose of this study was to determine the implementation of character education in training early childhood independence at Anugerah Ameth PAUD. The approach used in this research is a qualitative descriptive research approach. Through this approach, it is hoped that researchers can produce descriptive data in order to reveal the causes and processes that occur in the field. The results showed that: 1) the teacher's process of implementing character education in training children's independence at Anugerah Ameth PAUD, TNS Subdistrict, Central Maluku Regency had been well planned and implemented, 2) Efforts to train children's independence, the teacher must be a good example so that children's independent abilities can develop according to the expected results, 3) Children's independence can develop if a teacher must be patient in understanding each child's character in educating him, 4) The level of independence of children has met the specified target. This can be seen when children are able to do everything themselves

**Keywords:** implementation, education, character, independence, early childhood

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**INTRODUCTION**

Along with the development of science and technology that continues to grow rapidly today, will bring various impacts of progress in various fields of life. To be able to follow and improve science and technology, it is necessary to have quality human resources. Education is the main factor in efforts to create quality human resources, because education plays a very important role in shaping the human person. (Munib et al, 2012:57).

The goals of national education reflect the qualities that every Indonesian citizen must have, developed by various educational units in various human values that must be possessed by an Indonesian citizen. Therefore, the purpose of character education is the most operational source in developing independence in children.

KiHajar Dewantara stated that character can be formed through education, because education is the most effective tool to awaken individuals in their human identity. This understanding of character underscores that character is nothing but a way of thinking and behaving. Two things cannot be separated in every human being. Education in this context is a continuous socialization process with the aim of delivering students to become human beings with good character.

In the process of character education itself, it is necessary to continue and never end (never ending process), as an integrated part to prepare for the future, rooted in Indonesian religious philosophy and cultural values (Mulyasa, 2011:1). Where, character education is an effort to help the development of the soul of children both physically and mentally, from their natural nature towards a humane and better civilization.

Character education itself is an effort to educate children so that they can make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment. The characters that will be formed for early childhood include: Politeness, Compassion, Beauty, Friendship, Obedience, Discipline, and Independence.

Independent children are basically children who are able to think and act for themselves. An independent child is usually active, creative, competent, independent from others, and seems spontaneous. Independence in children is very important because it is one of the life skills that need to be possessed.

The importance of training children's independence through character education carried out in Early Childhood Education (PAUD) with various activities that are able to develop themselves both physically and spiritually. Early Childhood Education (PAUD) can shape a child's personality to become an independent child and accustomed to things that train children to be more perfect and have good worship habits.

When a child has a good character, of course the child will have good habits in his life. Children do activities every day with great patience, without an attitude of dependence, that's where the child will have an independent attitude, where independence is there because of the character that is already owned by the child.

Character education is two different syllables, namely education and character. Education refers more to verbs, while character refers more to its nature. That is, through the educational process, a good character can be produced. According to Sutrisno (2011), education is translated from *educatio*, which basically means *educate* or in Latin *educo* which means to develop from within; educate; enforce the law of use.

Referring to the definition above, character education in principle is an effort to cultivate sensitivity and social responsibility, build emotional intelligence, and create students who have high ethics. Our parents from an early age have instilled the values of character education concerning social, emotional and ethical education. For example, from childhood we are taught to share food or play, support and praise when getting up from a fall is a strengthening of the child's character. Children being trained to go to the toilet when they want to urinate are also character education related to independence.

Megawangi in Dharma Kesuma (2011) defines character education as an effort to educate children so that they can make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment.

Early childhood education is a very fundamental education, very crucial and critical for the sustainability of children's development in the future. Parents, educators, the

community and the government really hope that quality early childhood programs prioritize quality character education in accordance with the developmental needs of children.

Early childhood is an important period and needs to be treated as early as possible. Early Childhood (AUD) is a period of very rapid and fundamental development for later life (Sutini, et al 2019).

According to Suryadi & Ulfa (2013) said that the level of early childhood education can facilitate aspects of development in shaping the character of early childhood as giving tasks through cognitive, affective, psychomotor fun. Education for early childhood is education that must pay attention to the stage of child development by choosing the right learning planning model. This is because early childhood education programs are organized as facilitators who provide facilities for children.

## **RESEARCH METHOD**

The approach used in this research is a qualitative descriptive research approach. Through this approach, the researcher is expected to be able to produce descriptive data in order to reveal the causes and processes that occur in the field..

Lexy Moleong (2005: 6) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically and by means of descriptions in the form of words and language, at a time. special natural contexts and by utilizing various natural methods.

This study uses a qualitative descriptive approach because the researcher intends to describe, describe and describe how the implementation of character education in training early childhood independence in PAUD Anugerah Ameth, TNS District, Central Maluku Regency.

## **RESULTS AND DISCUSSION**

### **Implementation of silent character in training children's independence.**

Character education in Early Childhood Education (PAUD) can be done by way of habituation that is not written but is carried out consistently. This means that the life of the child/student is imbued with the internalization of the values of character education. PAUD can play the function of exploring and strengthening the potential, independence that the child/student possesses. Moreover, in teaching and learning activities in PAUD, student development is oriented towards developing and exploring its potential.

In general, the implementation of character education that takes place at Anugrah Negeri Ameth PAUD, TNS District, Central Maluku Regency. Oriented to early childhood in the sense that the character education presented by the teacher is not based on the will of the teacher himself but based on the development of the child's independence.

The results of the observations that the author made during the process of activities at school took place at Anugerah Ameth PAUD from day to day regarding the activities carried out by teachers and students in general regarding the independence of early childhood. Activities that are carried out every day are spontaneous activities, exemplary activities or teacher examples and teacher planning activities. Of all the activities that are carried out every day, the author focuses on four children who are the subject of research.

In carrying out this research, the authors focus on observing children by observing the activities they do from day to day for a month. These observations are carried out in schools during the learning process.

Daily learning activities in PAUD are in the context of developing intelligence and independence abilities which of course are adjusted to the principles of learning, as well as values developed in the context of character education. The implementation of character

education in Anugerah Ameth Early Childhood Education (PAUD) is described as follows, as stated in the Puskur Kemdiknas on Asmaun Sahlan & Angga Teguh Prastyo (2012)

### **The results of observing activities at the**

#### **Observation School on the first day of the first week of Wednesday, 07 July 2021**

**opening activities;** The first observation saw the teacher standing in front of the door to welcome the arrival of the students and greet them, the students were still accompanied by their parents. After a few minutes later the teacher gave a signal to the children to line up properly in front of the class and greeted them before entering the class, it was seen that in lining up the children had not been able to do well and what the teacher needed to do was to arrange them so that they could line up properly. good for going to class. Before starting to learn, the teacher invites the children to follow him to say the prayer that the teacher teaches them. When praying, it was also seen that in saying prayers the children were not able to pray well and prayed alone, the teacher was still helping. After they finished praying, the children were asked to make a circle and sing songs that the children liked.

**Core activities;** The first lesson begins with the teacher asking about the day, month, year. What can be seen is the child is not calm because the child has not been able to leave his parents. But after the teacher pays attention to the child so that the child understands and wants to follow it to completion. Then the mother the teacher said to them today we will sing one by one in front, who likes to sing? all the children raise their hands, and the children are asked to choose their own songs. In this activity, it can be seen that children cannot sing in front of the class and do it alone, but the teacher still needs help when singing. Furthermore, the teacher also teaches children the names of all the senses in the human body and their respective functions. Convey that PAUD children are great children who are not afraid and embarrassed by singing together every day.

**rest activities;** During recess, the teacher asked the children, who brought lunch from home? All the children raised their hands. Then the mother told them we are going to eat but before eating we must wash our hands first so that we avoid getting sick. After that the mother took them to wash their hands, finished washing their hands the children went into the classroom and sat down neatly to pray before eating. After eating the teacher ordered them to tidy up their cutlery but what they saw was that they had not been able to tidy up their cutlery. alone.

**Closing activities;** in this activity the teacher said to them the children all gathered back in the class to sit neatly and nicely, we will make a circle and sing, the teacher asked one of the children to lead the song in front of the class. Then the teacher asked about their feelings. Did you enjoy today's lesson? After that, the teacher said that today's lesson was here, and the children remembered mom's message after coming home from school, all school equipment was stored and tidied up at home. still wearing school clothes. Then the teacher asked them to pray before going home. When praying, what is seen is that the children begin to follow the teacher to say the prayer taught by the teacher. After praying the children greeted each other and left the classroom,

Through observations made by researchers regarding the independence of early childhood at PAUD ANUGERAH Ameth on the first day, that the independence of children in the class is not good enough, they still need help from the teacher. Because in the observations, the researchers saw that children had not been able to do everything on their own, when they lined up in front of the class, when they prayed, when they tidy up their eating utensils, it seemed that the children could not do it themselves. The implementation of character education applied by teachers in training children's independence is still being carried out by teachers at PAUD ANUGERAH Ameth.

### **Observation the second day of the second week Monday 12 July 2021**

**opening activities;** The observations on the second day were still the same as the first day, namely school activities began with the teacher standing in front of the door to welcome the arrival of students and greeting, students were still accompanied by their parents but only arrived in front of the school and did not enter the classroom. After a few minutes, the teacher gave a signal for the children to line up in front of the class and greeted them before entering the class, it was seen that in line up the children were starting to line up well even though they still looked untidy and what the teacher needed to do was arrange them to line up properly. Before starting to learn, the teacher invites the children to follow him to say the prayer that the teacher teaches them. When praying, it was also seen that in saying prayers the children were also able to say the prayer well and until it was finished even though the teacher was still helping. After finishing praying the children were asked to make a circle and sing songs that the children liked.

**Core activities;** The first lesson begins with the teacher asking about the senses in the human body and their respective functions. The thing that can be seen is that the children are calm because the children have started to be able to leave their parents and follow the lessons until they are finished. Then the teacher said to them today we will sing one by one in front, who likes to sing? all the children raised their hands, and the children were asked to choose their own song. In this activity, the children can begin to sing in front of the class and do it themselves.

**rest activities;** During recess, the teacher asked the children, who brought lunch from home? All the children raised their hands. Then the mother told them we are going to eat but before eating we must wash our hands first so that we avoid getting sick. After that, the mother took them to wash their hands and it was seen that the children had also started to take care of themselves when washing their hands. After washing their hands, the children went to class and sat neatly to pray before eating. After eating the children were invited to pray when they finished eating and were taught how to tidy up the cutlery by the teacher so that the child could tidy up his own eating utensils when finished eating.

**Closing activities;** in this activity the teacher said to them the children all gathered back in the class to sit neatly and nicely, we will make a circle and sing, the teacher asked one of the children to lead the song in front of the class. Then the teacher asked about their feelings. Did you enjoy today's lesson? After that, the teacher said that today's lesson was here, and the children remembered mom's message after coming home from school, all school equipment was stored and tidied up at home. still wearing school clothes. Then the teacher asked them to pray before going home. When praying, what can be seen is that children can say short prayers that are taught well. After praying the children greet and leave the class well,

The results of observations made by researchers on the second day at Anugerah Ameth PAUD, namely the teacher became a facilitator in applying character education values to train children's independence. This has started quite well. Because it is through the application of character values that are applied by the teacher in training children's independence. So that children can start to do it themselves, for example; the child begins to be calm when studying, can make small talk, can begin to pray alone, can be responsible for the tasks assigned to him, and so on.

### **The results of the third observation of the third week Monday 19 July 2021**

**Opening activities;** The observations on the third day were still the same as the first and second days, namely school activities began with the teacher standing at the door to welcome the arrival of students and greeting, students were still accompanied by their parents but only arrived in front of the school and did not enter the classroom. After a few minutes, the teacher gave a signal to the children to line up in front of the class and greeted them before entering

the class, it was seen that in line up the children had started to line up neatly and well. Before starting to learn, the teacher invites the children to follow him to say the prayer that the teacher teaches them. When praying, it is also seen that in saying prayers the child can also say a short prayer that is taught well without being helped by the teacher even though it is still a little wrong. After finishing praying the children were asked to make a circle and sing songs that the children liked.

**Core activities;** Then the teacher showed the picture and said to them today we will color the picture, Who likes coloring? all the children raised their hands, and the teacher gave them coloring examples. In this activity, it is seen that the child can complete the task given by the teacher in coloring without being helped by the teacher.

**rest activities;** During recess, the teacher asked the children, who brought lunch from home? All the children raised their hands. Then the mother told them we are going to eat but before eating we must wash our hands first so that we avoid getting sick. After that, the mother took them to wash their hands and it was seen that the children had also started to take care of themselves when washing their hands. After washing their hands, the children went to class and sat neatly to pray before eating. After eating, the children were invited to pray. When they finished eating, the children also tidied up their eating places and put them in their school bags.

**Closing activities;** in this activity the teacher said to them the children all gathered back in the class to sit neatly and nicely, we will make a circle and sing, the teacher asked one of the children to lead the song in front of the class. Then the teacher asked about their feelings. Did you enjoy today's lesson? After that, the teacher said that today's lesson was here, and the children remembered mom's message after coming home from school, all school equipment was stored and tidied up at home. still wearing school clothes. Then the teacher asked them to pray before going home. When praying, what can be seen is that children can say short prayers that are taught well without being helped by the teacher. After praying the children greet and leave the class well,

From the results of observations on the third day at PAUD Anugerah Ameth, that the level of independence of children has met the specified target. This can be seen when children are able to do everything on their own. In accordance with the results of the researcher's observations that children have started to be able to line up well in front of the class, children can also say short prayers taught by the teacher, children can also be responsible for completing tasks given by the teacher properly, can tidy up their own eating utensils when finished eating and the child can take care of himself when washing hands before and after eating.

### **Interview result**

The interview results obtained by the author that by doing these things can train children's independence, in developing a good independent character.

This is in line with the results of the researcher's interview with one of the teachers at PAUD Anugerah Ameth. It can be seen that teachers in training children's independence begin by building a sense of discipline in children and this is done by teachers in managing children when lining up in front of the class.

Then the second is to improve the child's relationship with God. In class by inviting children to pray before learning begins, before eating, after eating and when coming home from school every day.

The teacher also trains the independent character of the child by increasing the sense of responsibility when during the learning process the teacher asks each child to sing in front of the class, draw pictures, etc. This is the teacher's way to foster a sense of responsibility in the child. children so that after school all school equipment is stored and tidied up at home then they can go out to play with friends, or not after school before changing clothes and playing with friends while still wearing school clothes. The teacher also tries to convince parents that

it is enough to take their children to school in front of the class and do not enter the classroom with the children.

The teacher also teaches children to always maintain personal hygiene, including inviting children to wash their hands before eating and after eating.

**Teachers train children's independence through discipline**, namely children's independence in discipline. Children's independence looks better progress. Because in this case the teacher is seen standing in front of the door to welcome the arrival of students and give greetings. Students enter the classroom without being accompanied by their parents. Then through the signal given to the students to line up in front of the class and say hello before entering the class properly. All children enter properly and sit neatly to receive lessons. This can train children's independence, create a good learning atmosphere and make it easier for teachers to deliver lessons.

**Then the second is to increase the child's relationship with God.** In class by inviting children to pray before learning begins, before eating, after eating and when coming home from school every day. Training children's independence related to God which aims to make children obedient in carrying out religious teachings that adhere to the application of religious values to activities that must be carried out by teachers by increasing children's independence. The results of observations made by researchers at Anugerah Ameth PAUD, namely the teacher becomes a facilitator in teaching children about religious teachings and trains them to always say a short prayer before starting the lesson, and always motivates them to always pray before doing their activities.

This is in line with the results of the researcher's interview with one of the teachers at PAUD Anugerah Ameth. It can be seen that teachers always teach religious teachings in training children's independence to always pray before starting learning and motivate children so that besides being able to pray at school, children can also pray at home without being accompanied or assisted by their parents.

**Teachers also train children's independent character by increasing their sense of responsibility.** when during the learning process the teacher asks each child to sing in front of the class, draw pictures and others are the teacher's way to foster a sense of responsibility in the children. The teacher also trains children to be responsible by conveying to children so that after school all school equipment is stored and tidied up in the classroom. At home, you can go out to play with friends, or not after school, before changing clothes, you can play with friends while still wearing school clothes. The teacher also tries to convince parents that it is enough to take the child to school in front of the class and do not enter the class with the child. Train the child's independence through the responsibilities given by the teacher That the teacher trains the child's independence through the tasks given to the child during the learning process in class. Then the teacher gives directions on how to do the task so that it is expected that the child can do his job well. The teacher gives directions, for example, children must do the task by themselves and have a sense of responsibility with their task. In this case, it is also seen that children can tidy up their playing equipment when they are finished playing.

This can also be seen when the child finishes studying, the child is guided to be able to tidy up his writing utensils by himself without the help of the teacher.

**The teacher trains children's independence in maintaining the cleanliness of the environment.** Researchers see the cleanliness that is applied by the teacher to children in maintaining cleanliness, both environmental cleanliness and even cleanliness of the children themselves.

In this case the researcher saw that during school activities all children came to school in a neat condition and clean clothes, before entering class the children were also taught to take off their shoes when entering class. And this was done continuously in order to train children's

independence to keep the children's personal hygiene and also the cleanliness of the school. In addition, children are also taught to dispose of the garbage in its place.

The above is also supported by the results of interviews with one teacher who said that in training children's independence through maintaining cleanliness it is the teacher's duty to always guide them in doing these things, for example reminding them to always maintain personal hygiene such as brushing teeth, washing hands before and after eating and so on. Keeping the environment clean is also something that teachers continue to teach children, for example, children are taught not to litter, tidy up their own eating utensils when finished eating and so on.

**Ameth PAUD.** Researchers evaluated the level of independence of children at Anugerah Ameth PAUD, that teachers train children's independence according to the stages of development of children's independence through the application of character values that are applied so that there can be seen the level of independence of children to do things on their own without assisted by teachers or others.

In training children's independence, the teacher acts as a facilitator and also an example for applying the values of character education related to the independence of the child. In training children's independence, teachers need to give confidence to children to do things on their own.

## CONCLUSION

1. The teacher's process in training the independence of children aged 3-4 years at Anugerah Ameth PAUD through the application of character values, among others. 1) The teacher trains children's independence through good discipline. 2) The teacher trains the child's independence related to the child's relationship with God (Religious). 3) Train children's independence through the responsibilities given by the teacher. 4) The teacher trains the child's independence in maintaining personal hygiene and environmental cleanliness
2. Judging from the character values, the teacher's process in implementing character education in training children's independence at Anugerah Ameth PAUD, TNS District, Central Maluku Regency has been well planned and implemented.
3. Teachers must play an important role in providing stimulation to children so that in training children's independence they can develop their abilities and skills optimally  
. In an effort to train children's independence, the teacher must be a good example so that children's independent abilities can develop according to the expected results.
5. Children's independence can develop if a teacher must be patient in understanding each child's character in educating him.
6. The level of independence of the child has met the specified target. This can be seen when children are able to do everything on their own.

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