

Integrating Religious Character on Learning Process at Early Childhood Level Osing Tribe Banyuwangi

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Abstract: *This research aims to; (1) describe how to integrate religious character and discipline values in planning learning activity (objectives, teaching materials, learning strategies, tools and media evaluation development), (2) describe how to integrate education religious character values and discipline in conducting learning activities (learning strategies, use of tools and media, an evaluation system). This study used qualitative research design. The data collection was done by using: observation, interviews and documentation. The subjects consisted of the principal, six teachers, the school employee, two parents, and the school cafeteria employee. Data were collected through three techniques are analyzed repeatedly with interactive model adopted from Milles and Huberman. The results showed that: (1) the character education in Kartini village Kemiren Early Childhood Education and Development (ECED) implemented school based curriculum and the transition of curriculum 2013. Indicator values character selection was adjusted with the theme and title of activities (2) the implementation of education character in Kartini Kemiren Early Childhood Education and Development (ECED) is implemented on the student's learning activities. In each field development, it is inserted character values through positive model and habit*

Keywords: *Character education, Early Childhood, Osing Tribe Banyuwangi*

I. Introduction

Character education for early childhood is essential for their future life. It is a good habit that can keep a person from a variety of moral crisis. Moral crisis is now engulfing our nation and our beloved country. Moral degradation such as many forms of criminality; fights between students, bullying, clashes, robbery and even corruption prolonged, is one indication of a person's lack of character education. Therefore, it is necessary to be given character education program and to be integrated in the learning in each level of educational institutions, including the institution of early childhood or we can call Early Childhood Education and Development (ECED). Thirty years generation will lead and bring this country for the better future. Character shaping takes a long time in line with Douglas (in Samani, 2013:13) state that character isn't inherited, but something built continuously from day to day through thought and action, thought by thought, an act for the sake of action.

Founding fathers vision stated that in building the nation and the character should be based on the idea of deep philosophy Pancasila (the five principles of Indonesia) as the state ideology. According Notonagoro Pancasila is not only scientifically true but also true as philosophy and religious. Pancasila requires to be implemented in growing educational character building. Based on the law of PERMENDIKNAS No. 20 of 2003 on National Education System states that the National Education serves to develop the ability and character development and civilization of the nation's dignity to educate national life, and it is aimed to develop students' potentials to be a man of faith and fear of almighty god.

A positive character resources quality should be formed and nurtured from an early age. This is as stated by Freud, that the failure of planting a good personality since at an early age will form personal problems in adulthood. The same idea also stated by Ericson (1968), that the parents guide their children's success in dealing with personality conflicts at an early age is very critical to be the success of children in the social life of his mature later. Lickona (2002), argued that moral education is not a new idea, it is in fact, is old education it, fell down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good. Good character is not formed automatically, it is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education". Goleman in his study suggests that success in the communities is affected by 80% emotional intelligence factor (emotional quotient), and only 20% is determined by the intelligence of the brain (intelligence quotient). A better character is built from an early age.

Character education has an important role in developing human resources through education. Elkin and Sweet (in Suparlan, 2010), character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to believe to be right, even in the face of pressure from without and temptation from within. Therefore, it is necessary to pay attention on certain character types to be developed so that it becomes

part of people's behavior. Lickona, (2002) state that character education is a program that strives to encompass the following: the cognitive, affective, and behavioral aspect of morality.

Positive character consists of knowing the good, desiring the good, and doing the good. Schools must help children understand the core values, adapt or commit to them and then act upon them in their own lives. Focus attention to the character development in Indonesia is located on the 6th character for example: 3 dimensional personal (honest, common sense and brave), and other 3-dimensional social (fair, responsibility and tolerance). When developing the 6 character is really a professional in the national scope, it is impossible to improve the quality of Indonesian human within one generation will occur (BSNP, 2010). Berkowitz (1999) added that an effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school. The best way to implement character education is through a holistic approach that integrates character development into every aspect of school life.

Based above reason the researcher decide to conduct a reseach with the following the study. A case study of integration model values characters in early childhood learning TK Kartini Kemiren village districts Glagah Banyuwangi.

II. Method

The research design used in this study is a qualitative research design. Qualitative research data will be described as statements, information and documents data obtained by the natural background. According to Creswell (2009) a qualitative research approach is also called naturalistic study. This study examined the teachers and students' reactions during the learning process. This type of this research is a case study, the researchers collected a number of in-depth information and described on the case or the symptoms associated with the integration patterns character values on learning process in school and follow-up of the character of early childhood education in kindergarten Kartini Kemiren Banyuwangi. Observation and interviews were conducted to analyze the pattern of integration of character education in learning activities in the kindergarten.

Data is about the patterns of character values in the integration of objectives, materials / materials, delivery strategy, management and the organization of instructional materials and assessment at the planning stage involving the observation and analysis of documents syllabus and plan daily activities or daily learning development plan developed by teachers.

While the pattern of the character values integration performs the implementation of learning process through observation in class, documentation and interview. Based on information obtained, researchers can find, describe patterns in life, actions, activities attitude and describe the people's words which interact in their social context as a whole and comprehensive in character education perspective. The invention further analysis and interpretation performed based on the general theory of character education. Documents which are used in this study is a document RPPH included; syllabus, instructional media, learning outcomes assessment instrument, photographs and recorded interviews activities. The instrument used in this study is the researchers themselves to use documentation equipment such as tape recorders and cameras, observation and interview guides. The third instrument is used to take data about the patterns of integration of character values in learning.

The unit of analysis used in this study is the group analysis. The data analysis process is done through the stages data analysis from Straus & Corbin. The reason, data analysis procedures of Straus and Corbin considered the researchers were able to identify the data that is needed in this activity, the steps are:

Open Coding, including the disclosure process, detailing, inspecting, sorting, comparing, conceptualizing and categorizing data. The result is emphasized on the labeling concept and categorization of data acquired and developing categories based on properties and dimensions that are relevant to the research focus. The example: data about the origin of the emergence of the idea of integrating character education into their teaching.

1. Axial Coding, categories that are relevant to the focus of the research is analyzed and organized in accordance with the label model framework grounded theory paradigm, which include: the condition causes the phenomenon → the phenomenon → context → condition → intervening interaction strategy / action → consequences.
2. Selective coding, this category includes activities systematically checked, then seek connection with other categories this category are found through a model paradigm, then take the conclusion, which later became general design.

III.Result And Discussion

Based on the concepts of learning issues in TK Kartini Kemiren that emphasizes "learning by playing" while learning is a pattern that underlies the practice education and learning held with a variety of learning methods such as talking, storytelling, demonstrations, experiments, assignments, question and answer, field trips, play a role and project in the kindergarten kartini Kemiren.

To carry out the educational pattern, (learning by playing) serve as the principal method and primary education on the implementation of religious character. Kindergarten students Kartini Kemiren would have studied fully, thoroughly and completely when it was able to master information religious character. It is in the form of knowledge and understanding and it followed by real appreciation in depth. The religious value education character in Kindergarten Kartini Kemiren has been understood that is stored in heart and will become the property itself (internalization) and the desire to perform. It will proceed to be the best internalized into the form of behavior in the form of action (action), behavior and activities in the form experience- practice in real life.

Teachers and principal kindergarten Kartini Kemiren states that planting a religious character is seen as a teaching. It should be given and be integrated into all areas of development that are based on the vision, mission and goals of the institution and adapted to the changing times. In this case there are two things:

1. Lesson Planning.

In the learning plan process tried to integrate the religious character of learning in early childhood, there are some things that need to be paid attention and associate with the below:

- a. Development of learning objectives. The purpose of learning refers to the Child Development Standard Achievement Rate according to age groups and to prepare students to enter further education. In this case in kindergarten Kartini Kemiren consist of three age groups, namely, Preschool (ages 2-4 years), group A (age 4-5), group B (ages 5-6 years).
- b. Teaching Material. Teaching materials refers to Level Standards Achievement of Early Childhood and it refers to STPPA. It is the criterion of ability reached children in all aspects of development and growth, covering aspects of religious values and moral, physical-motor, cognitive, language, social-emotional, and arts ,
- c. Learning Strategies. Learning Strategies in the planning carried out by a variety of teaching methods, among others chatting, storytelling, demonstrations, experiments, assignments, field trips, role play and projects.
- d. Tools and Media. Equipment and Learning Media use educational props and a variety of learning resources among other children and teachers, pencils, crayons, colored pencils, worksheets, VCD, Cassette tape recorder gymnastics, drawing, supplies of worship, school and hygiene kits.
- e. Evaluation. Evaluations of child development were planned in RPPH conversation, assignment, performance, work, observation or behavioral observations.

2. Implementing and Evaluation of Learning

On the implementation of learning and evaluation, teacher and principal of kindergarten Kartini Kemiren is based on RPPH (Daily Learning Implementation Plans) and Weekly Activities Unit, by following the below criteria:

I. Opening (30 minutes)

In opening learning activities, it started with the greeting and prayer with a prayer willing to learn and prayers for both parents, read short letters of the holy book the Qur'an to introduce islamic religion. the main learning method is learning by playing, they are talking, storytelling, demonstrations, experiments, assignments, field trips, role playing, and project methods.

II. The core (60 minutes)

In the core activities of learning integrating religious character is applying in every field of development indicators Level Standards Achievement of Child Development. The determination methods, tools, and learning resources to be able to achieve the goal of learning is ongoing process. In planting the religious character, the developments of the study focus on the development of Moral Values and Religion.

III. Break (30 minutes)

At break time integration of a religious character learning is queued wash hands to familiarize cleanliness and care about each other, pray before and after meals to familiarize always remember God in any acts, sharing a meal with friends who do not bring their lunch. Thank the friend who had given food or drink.

IV. Closure (30 min)

In the closing activity, given the value of the religious character of learning is to say a prayer, ending the lesson, read prayer went out of the house, and say hello to teachers and friends.

b) Use of Equipment and Learning Media

Tools and instructional media used for educating religious character is adjustable with indicator and learning objectives in TK Kartini Kemiren with an assortment Viewer Tool Educational (APE), live demonstrations of teachers and pupils, role playing, equipment coloring such as crayons, markers colored pencils, book activities, student worksheets set of equipment worship such as praying clothes, gloves, clothes for pray, prayer, scripture Al Qur'an, book Iqro ', and some other religious scriptures, miniature places of religious worship were legalized

in Indonesia such as Islam, Hinduism, Buddhist, Christian, Catholic, Confucian. Instructional media used in teaching in kindergarten Kartini Kemiren is includes television sets, CD, cassette of songs, and stories about the religious, set a tape recorder following various tapes containing religious songs, a set of drum band with religious songs.

c) Evaluation System

The evaluation system in integrating the religious character of the learning process for children TK Kartini Kemiren use a variety of assessment tools to achieve learning outcomes. Assessment tool used by teachers and managers TK is a conversation tool. An example of the conversation is about religious activities in kindergarten and at home activities. Assignment showed miniature places of worship in accordance with his religion. Mention the holy book of his religion, dyeing equipment worship, coloring pictures, praying clothes images, pictures gloves, clothes pictures piety, and others. Performance and results of such work matched the equipment. It shows the work of worship and coloring. Observations of student behavior associated with the integration of a religious character education carried out during the learning process. By using a variety of evaluation tools above will be the reference to the preparation of the next learning teacher and as an evaluation of the success of learning that has been done

Reflecting integrating religious character of learning is through the planning and implementation of learning. Learning of the existence of God on the learner will reflect commendable behavior. Teachings compassion and love of neighbor will have an impact on attitude both in everyday life.

A relevance character education learner early childhood is the best time to instill the values of the deity. By instilling fear only God's teachings will be prohibited and happily / sincere worship to God and to love neighbor. Reflection and relevance of education set forth in the character of learning with structured RPPH Planning (Plan deploy Learning Daily) by taking the learning material from the syllabus through RPM (Weekly Lesson Plan). The core value of religious character entered in the first column RPPH. In the RPPH load planning includes: the value of the character developed, learning objectives, indicators, learning activities, methods, tools / material resources, tools and results of development of learners, which pervades all areas of Lesson activities begin the stages of preliminary learning for 30 minutes, a core lesson of 60 minutes, rest 30 minutes and cover 30 minutes. Each field of integrated development of religious values through the method of "learning by playing" varies among others: chatting, storytelling, story reading, role playing, demonstrations, and administration tasks. Integrating used is Integrated Model. This approach is delivered in an integrated manner in all areas of development, and therefore it becomes responsibility of all teachers. In this context, every teacher can choose character education materials which are appropriate to the theme or subject areas of development. Through this integrated model, each teacher is teaching a religious character education without exception. Excellence models integrated in every field of development, among others, each teacher involved will be responsible for planting the values of life to all learners, in addition to an understanding of the values of character education religious tend not to be informative-cognitive, but it is applicable in accordance with the context in every field of development. The impact of learners will be more familiar with the values that have been applied in a variety of manners of life.

IV. Conclusion

Planning formal character education in early childhood kindergarten Kartini Kemiren village has implemented the curriculum SBC and transition 2013 curriculum. The preparation of the curriculum based on the generic menu and PERMENDIKNAS no 58 to set of indicators of children. The character selection values were adapted from the theme and title of activities to be implemented. Indicator character values determination is based on the stages of child development, the type, and stage activities to be implemented. The Implementation of character education in early childhood Formal kindergarten Kartini Kemiren village is implemented on each learning activity. Each field development is inserted values that build character, habituation, extracting the values of the characters in the game, appreciation of children and early childhood environment Formal kindergarten Kartini Kemiren village. Character education evaluation used observational techniques, portfolio, recording anecdotes, conversational dialogue, and parental reports. The assessment covers all levels of the development achievements of learners' participants. Character education is obtained based on the indicators of core values character and purposes of learning design achievements.

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