

INSTILLING VALUES FOR CHARACTER BUILDING OF CHILDREN IN EARLY CHILDHOOD

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Abstract

Values in the context of the formation of character are very important for human development. Human characters can be built and shaped in accordance with the demands of the society. Parents have a strategic role in this regard because parents are the first and primary educators of a child. Parents can be the deciding factor for or against the good or bad characters of their children. Similar role can be played by other individuals in the society. Teachers and the community also have an important role in the cultivation and nurturance of values in children. The values in children can be nurtured early in one's life through modeling and habituation of good moral, religious and cultural values as well as through a variety of strategies or other methods in learning activities. Appropriate strategies or methods of inculcating expected values can form good characters in children since early childhood.

Keywords: Value formation; character building; early childhood.

A. INTRODUCTION

The increased occurrence of immoral behavior shown by many people in a society made us aware of moral values as an important pillar in one's social life. Values (religious, moral, and cultural) are the basis of building good characters and should be formed individually. Social capital can be achieved if human or basic characters of the community are also good (loyal, honest, hardworking, obedient, and togetherness). Without it, an individual will be afflicted by untrustworthiness, laziness, lies, betrayal, and prolonged conflict.

Values are the basic elements in building and shaping good characters and should be instilled in individuals since early childhood. Children with good characters are expected to grow up emotionally healthy and can adapt well with the society as having good characters can help children to survive and adapt well in the society.

Parents, teachers, and the community play a big role in inculcating values in children. Parents are the first educators of children and responsible to inculcate the values of having good characters to their children through modeling and habituation of good moral, religious and cultural values.

Another element, for example, teacher as educator at school also has important role to guide children behavior to be good character. However, in reality, not all parents are able to monitor their children behavior. When they try to educate children, intimidation, conflict, and violence in family happen which clearly impact on children, especially on psychological development. Children, when rising teen, learns that violence is a part of their life. Conversely, parents who are over protective, when teenagers will grow as an individual who is not independent and does not dare to develop a unique identity, which ultimately has implications for negative things as a form of self-inquiry.

Furthermore, due to the lack of values embedded in the family, people easily break the rules because it is not accustomed to them. Some of them do not respect the others rights and more selfish (personal ambition)-no empathy, no justice, no compassion, and no tolerance, other immoral behavior, for instance, dishonest, deceitful, stolen, even corruption. They cannot take responsibility entrusted to it because it used to be serviced, self-contained, and does not always rely on other people, they do not like cluttered environment and conditions are not accustomed to live in harmony.

Children who do not have decency as daily habit faced problem in terms of manner. Their behavior really uncontrolled

because less even embedded religious values, morals, and culture as a regulator or a control function in their daily lives. To implement these values implicitly, parent has responsible to guide their children becomes educated people.

Thomas Lickona (2012) states that there are ten signs of collapse nation: 1) Increasing violence among teenagers. 2) Deteriorating language use. 3) Violence. 4) Increasing self-destructive behavior, such as drug abuse, alcohol, and promiscuity. 5) Blurring of good and bad moral compass. 6) Decreasing in the work ethic. 7) The lack of respect to parents and teachers. 8) Low sense of individual responsibility and citizens. 9) Dishonest. 10) The existence of mutual suspicion and hatred between others.

Another problem emerging is early education systems that exist today are oriented towards the development of the left brain (cognitive) and less attention to the development of the right brain (affective, empathy, and taste). In fact, more character development with regard to optimizing the function of the right brain. Subjects related to moral education and character was (like manners and religion) turns out in practice more emphasis on the left brain (rote, or just "know"). In fact, the formation of character must be done systematically and continuously involving aspects, "*knowledge, feeling, loving, dan acting*", Thomas Lickona (2012).

Reviewing the issue related to basic values in character education should be begins as early as possible,

B. DISCUSSION

a. Character Education

The word "character" can be traced from the Latin word "kharakter", "kharassein", and "kharax", which means "tools for marking", "to Engrave", and a "pointed stake". This word started being used (again) in French "caractere" in the 14th century and

later entered the English language to be a "character", before finally becoming Indonesian "karakter". In Poerwadarminta Dictionary, character is defined as a character; character; psychological traits, morals, or manners that distinguish one person than another.

Definition above can be said that building up good characters (character building) is the process of carving or sculpting soul in such a way, so that the "shape" unique, interesting, and different or distinguishable with others. Like a letter in the alphabet that is never the same from each other, so the character can be distinguished from one another (including those who did not/ have not been characterized or "character" reprehensible.

Character is formed with at least influenced by 5 factors: basic temperament (dominant, intimate, stable, accurate), beliefs (what is believed, paradigm), education (what is known, to our knowledge), motivation to live (what we feel, spirit of life) and travel (what has been experienced, the past, upbringing and environment). Through education, human characters entrust himself to the world value. Therefore, the value is the driving force of change. The ability to self-actualize and ethical values are essential characteristics of man. Therefore, they can be agents of change.

Characters that can bring success is empathy (love your neighbor as yourself), resilient (persevere and take the lessons of life, give thanks in all circumstances, and faith (trust in God). The three characters will lead one to the path of success. Empathy will produce a good relationship, test stand will bear persistence and quality, also the faithful will make all things possible. Megawangi (2003)

Self-discipline is essential in any effort to build and shape a person's character. Because the character implies (1) a positive

qualities of a person, so makes him/ her more interesting and attractive; (2) a person's reputation; and (3) a person who has an eccentric personality. The process of building a character that requires great discipline because it is never easy and immediate or instant. Required to make a series of in-depth reflection of moral choice (moral judgment) and followed up with concrete action so that it becomes praxis, reflection, and practice. Required amount of time to make all of it into custom (habit) and form the character or nature of a person, Andrias (2006).

Whether genetic factors have a dominant influence, and how to describe the relationship with human freedom (effort) in building good character, these are the explanation. According to Cattell, one-third of personality change is influenced by genetic factors and two-thirds of which are influenced by environmental factors. However, E. Fromm does not believe that the character will be a static at age five years old, and the fact shows that human character could further change. But genetics is not a factor that will influence education. So, in addition to genetic factors as influential factors, there are also other factors that are very actively working on human beings, among which the most important are: education, family situation, society, economy, culture, food, air, climate, etc. Of these factors can be shortened to a word, namely: environment. Abu (2007).

b. Educational Value

Educational values are the process of implement and develop of human. In a similar sense, Mardiatmadja in Mulyana (2004) defines the value of education as an aid to children in order to realize and experience the values and place them integral to his whole life. Education is not only the value of special program that is taught through a number of subjects, but cover the entire educational program.

The target to be addressed in education is an investment value of the noble values into the child. Various educational methods that are used in a variety of approaches can be used in the educational process and instill values. It is important to diversify the teaching and training process, making it more interesting and not boring. One factor that supports the value of education in the learning process based on the National Education System Law number: 20, 2003: The main aim of national education emphasizes the aspects of faith and devotion. This implies that the core values of the nation's moral character development comes from religious beliefs. This means that all of the educational process should lead to the strengthening of the values of the deity in accordance with religious beliefs believed.

Suparno (2002) said that the purpose of education is to make human values virtuous character. Khoe Yao Tung (2002) said that the successful implementation of educational value is highly dependent on how far the education providers and communities provide an example to the children.

According to Winecoff (1988) in Manan (1995) Educational value consists of four dimensions: 1) Identification of personal and social values. 2) Discovery and rational philosophical about the value. 3) Effective or emotive response to the value of 4) Making decisions with regard to value.

Expert group from Apnieve-Unesco said (1995) individual responses to the values and morals done through a five steps process: 1) Understanding of the values and morals. 2) Respect for the values and morals. 3) Identify themselves to the values and morals. 4) The application of values in behavior. 5) Establishment of insight and habits.

Universal values of humanity in Ort Ong Jumsai (2008), consists of:

1. Virtue: being polite, courteous, respectful to others, and cooperate
2. Truth: searching for answers, learning actually report
3. Peace: giving and sharing love in peaceful
4. Compassion: sharing and giving love and unity directly to another person,
5. Nonviolence: working in unity and love nature.

The following are some of the values that are categorized as High Character in an effort to build good character (Kenneth, 2005):

1. Seeking Wisdom: Ethical or high-character people courageously seek something greater than intelligence or knowledge (knowing what is); they seek wisdom (knowing what is right or true).
2. Fidelity: High-character people courageously strive to be what they say they are.
3. Integrity: High-character people do what they say they will do.
4. Compassion for Others: High-character people are compelled by wisdom, fidelity and integrity to extend unmerited kindness to others as an act of the will.
5. Honesty: High-character people speak the truth with compassion.
6. Justice: High-character people uphold truth, expose error and correct wrongs.
7. Accountability: High-character people scrutinize themselves and welcome the scrutiny of others.
8. Respect: High-character people treat others as they would want to be treated.
9. Promise-keeping & Trustworthiness: High-character people do not break their word with others.
10. Excellence: High-character people strive to be their best knowing that this enables them to do their best every day.
11. Serving-leadership: High-character people sacrifice themselves for those they lead.

12. Unity: High-character people strive to build relationships that foster oneness among others who are bound with them to a common promise, mission or purpose.
13. Forgiveness: Because they know they are far from perfect, people of high character are humble and they extend to and receive from others, unmerited acceptance.
14. Honoring authority: All people are imperfect, requiring boundaries for behavior. High-character people willingly yield to the authority of those who are charged with upholding those boundaries.
15. Liberty: High-character people preserve their public rights by fulfilling their personal responsibilities.
16. Learning & mentoring: High-character people are lifelong wisdom-seekers and wisdom-advancers.
17. Stewardship: High-character people live as if they will eventually reap what they show.
18. Seeking counsel: High-character people seek wise counsel particularly when confronted with issues that cause tension and/or confusion between two or more character ethics.

According to Foerster, there are four basic traits in character education. First, the regularity of the interior where every action is measured based on the hierarchy of values. Normative values as a guiding line in every action. Second, the coherence that strengthen on principle, not easily swayed to new situations or fear of risk. Coherence is the basis to build trust with each other. The lack of coherence undermined the credibility of a person.

Third, autonomy. There, a person from outside the rules to internalize into the personal values. This can be seen through the assessment of personal decisions without being influenced or urging other parties. Fourth, constancy and fidelity. Tenacity is one's resistance to cover what is considered to be good. And loyalty is the basis for respect for the commitment that is selected.

Humans who have a strong religiosity will be more motivated to become agents of change in society, responsible for the award of life of others and are able to share spiritual values together.

c. Urgency character Early Education

The character of a nation is an important aspect that affects the social and economic development. High quality character of the community will foster a strong desire to improve the quality of the nation. Character development is best if started at an early age. A phrase that is widely believed stating "if we fail to be good at an early age, in adulthood we will be troubled person or a bad person".

Thomas Lickona says "a child is space where adult responsible can be created". Therefore, preparing childhood is a human investment strategy. Next, there is a well-known phrase says that "Children amount is only 25% from the total population, but 100% determine our future life".

Early childhood education has a strong value to child's development. Although the perception of value in understanding the child has not been as deep understanding of adults, but the seeds to perceive and appreciate can be grown at an early age. Early childhood is a period of growth which is very important because the value of early childhood is golden age. At this age children need to be trained to engage their thoughts, feelings, and actions such as singing, playing, writing and drawing in order to develop the values of honesty, fairness, compassion, tolerance, beauty, and responsibility in understanding the value according to their ability.

Thomas Lickona (1991) defining the nature of the character as a person in response to a moral situation-that is manifested in real action through good behavior, honest, responsible, respectful

of others and other noble character. This notion is similar to those expressed by Aristotle, that the character was closely related to the "habit" or continuous habit.

Berkowitz (1998), the habit of doing good does not always guarantee that the man who has been accustomed to them consciously (cognition) appreciate the importance of character values. For example, someone who is used to tell the truth for fear of being punished, then it could be that this person does not understand the high moral values of honesty itself. Therefore, character education requires also the emotional aspect; parents have an important role to it.

The efforts made by parents in building the character of early childhood:

1. Treat the child according to the child's characteristics.
2. Require the basic needs of children, among others, the need for affection and nutritious food supply.
3. The pattern of teacher and parents education who held both at home and school are related.
4. Provide support and appreciation when children's behavior is commendable.
5. Provide facilities relevant to children's age
6. Be firm, consistent, and responsible.

There are three things that need to be understood as the value of parents in implementing the basic formation of character that takes place in an integrated way. First, understand the good and bad children; understand what action should be taken, able to prioritize things that are good. Second, have a sense of love, and

hates bad behavior, this feeling as a torch or spirit to do good behavior. For example, children do not want to steal, realize it is bad, he decided not to do that.

Third, children are able to do good things, and accustom to do that. Through the nine essential pillars of character instilled in children. He started from the love of God and the universe and its contents; responsibility, discipline, and self-reliance; honesty; respect and courtesy; compassion, caring, and cooperation; confident, creative, hard work, and never give up; justice and leadership; good and humble; tolerance, love peace, and unity.

Dorothy Law Nolte once stated that children learn from the life environment. The details are:

- If children live with criticism, he learns swearing.
- If children live with hostility, he learns to fight
- If children live with ridicule, he learns inferiority.
- If children live with humiliation, he learned to feel sorry for himself
- If children live with tolerance, he learns to refrain
- If children live with praise, he learns to appreciate
- If a child is raised with the best of treatment, he learns justice
- If children live with security, he learns to trust
- If children live with approval, he learn to love
- If a child is raised with love and friendship, he learns to find love in life.

C. CONCLUSION

Choosing to do anything to achieve the goal of becoming so common. Process, as the most important part of learning. Then

the instant generation formed easily satisfied, anxious, easily act aggressively, and less of tolerance, peace, and respect other people. As a result, when the failure and incompatibility arises, as well as perceived powerlessness, short ways as the best solution.

Parents have an important role in instilling values to develop positive character since early childhood. Development becomes very relevant values in order to build individual human aspects-religious, moral, and cultural values. These value guide the children to know and understand other people's emotions and share feelings with others.

To do so, the child is required to change the mindset of being flexible rigid, selfish mindset becomes tolerant. Children also understand that not all desires of others are met, and have the initiative to help others who are in trouble.

Children who are provide with social and emotional skills by both parents in the family will be better prepared to adapt to the environment as a person who has a positive character, making it a fortress toward negative influences that exist within the interaction later. Children will have a basic value to filter the various influences- bad influences; it is not easy to be tottering. The formation of character at an early age would affect the character of the child in adulthood.

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