

Understanding of Teachers Related to the Application of Character Values in Children of Kindergarten Age

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Abstract

The purpose of this research is to illustrate understanding of teachers related to the application of character values in kindergarten children. Respondents in this study were 35 Kindergarten teachers in Kelapa Gading, these teachers as questionnaire data collection respondents, then conducted in-depth interviews and observations on 3 Kindergarten in Kelapa Gading. The approach used qualitative method, and is strengthened by a quantitative approach in the form of a questionnaire with open-ended questions to determine the extent of the kindergarten teachers understanding of character values.

Based on field research data sourced from open-ended questionnaires, interviews and field observations of teachers in AR, AD and AH kindergarten, it was found that most kindergarten teachers had understood the concept of character education in kindergarten children consisting of 18 character value. However, in applying it there are obstacles in the application of character education in general in AR, AH, and AD Kindergarten, namely the lack of intensive communication with parents and lack of school infrastructure in developing various media that is suitable for the development of kindergarten children.

Keywords: *Character Education, Teacher, Kindergarten Children*

INTRODUCTION

Research Background

Character education is the main foundation that should be the focus of teachers and parents on their children's development from the aspect of cognitive, social and emotional. Character education is said to be the education that implant knowledge, compassion and goodness behavior to being a habit (Kemendikbud, 2012). The understanding of it is mirrored with the aim of national education stated in the Indonesian 1945 Constitution, which mandates that the government will do its best to increase faith in God and noble deeds in purpose to educate the people (Kemendikbud, 2012). Based on that it may be concluded as character education is an effort that initiated from every element of society, including the government and parents to base character education for children from a very young age is to do good deeds.

The values of character education that can be implanted to children of young age includes on these four aspects, spiritual, personality, social and environment. Based on Kemendikbud's guidelines, character education will not be free from the basic values that are important to introduce and internalized in children's behavior, such as: faith and love of God, honesty, discipline, tolerance and peace lover, confidence, independence, helpfulness, teamwork, and cooperation, respect and politeness, responsibility, hard work, leadership and justice, creative, humble, environment friendly and nationalism. Those values are suitable with how Islam views human behavior where one's character is determined by their behavior (Bustan&Fitria, 2016).

Nowadays, the need of having a good attitude as stated by prophet Rasulullah SAW is the main key to be taught in these disruptive eras. Massive technology development nowadays indirectly

affects children's behavior. Children's character which can be the background to how they respond to external stimulus may affect their success in adapting effectively yet still holds on tight to their Islamic beliefs. Therefore, implanting character values need to be taught in children of early age to be the base of their road to the future.

Based on the stated above, implanting character values for the next generation, most importantly children of early age, is urgent and relevant to be the main focus of the education issues. Children of early age is on the stage where they start to learn behavior regulation in society more broad than family (Papalia & Martorell, 2016). In this age, children begins to interact with teachers and kindergarten as a social agent other than parents they meet at home. Therefore teachers, especially kindergarten teachers is involved in shaping children's behavior and habit that they may bring to adulthood later on.

On that note, it is important to include kindergarten teacher as an agent to children's character education, rather to burden it only on parents. Educators need to know the right approach to implant character values on children. Surely, they should know the children development in terms of cognitive, physical, emotional, and social religion. Implant character values in children of young age is not an easy task, as they don't have that much experience yet, so there is a need of the right way to make it easier for the children to internalize and implement those values in their daily activities. Many research as found out that teachers have a role in childhood development, especially in their attention (Commodari, 2013) and their academical capabality (Lin & Mangunson, 2018). Supported by prececdal research that improves teachers' ability in designing and implementing character education based curriculum which has been done before (Bustan & Fitria, 2016), so the purpose of this research is to explore teacher's understanding a bit deeper in terms of implementing character education for children in kindergarten age and to determine the factors that may affect the implantation process of these educational values in school.

Based on pre-research done on 35 respondents in 30 kindergarten based on Kelapa Gading, Jakarta Utara was obtained descriptive data of 16 questions from 35 teachers about their understanding of character values. On average, the kindergarten teacher answered 'understand' (point 3) and 'very understand' (point 4) towards character values that has been integrated in children of young age education curriculum that consists of 18 character values, such as: Religiosity, honesty, tolerance, discipline, hard work, creative, independent, democrative, curiosity, nationalism, achievement appreciation, friendly/communicative, peace lover, fond of reading, environmental and society care, and responsibility. Mean of the test is between 3.1-3.3 of 35 respondents from kindergarten teachers. However the researcher has not yet found out how the comprehension is implemented on character education in school. And for that reason, the purpose of this research is to obtain how teacher understanding of character values implementation in children of kindergarten age.

One of the Union of Kindergarten Teachers (IGTK) who's actively discussing about said topic is the IGTK in Jakarta Utara. For that reason, this research is conducted in North Jakarta, especially in the Kelapa Gading district.

Problem Conceptualization

How is the teacher understanding related to the application of character values in children of kindergarten age?

Purpose of Research

The purpose of this research is to:

1. Obtain the illustration of how the teacher understanding is related to the application of character values in children of kindergarten age.
2. Discover the support and inhibit factors that may affect the implementation process of character education in children of kindergarten age.

Scope of Research

This research will be conducted on Kindergarten in North Jakarta, specifically in the Kelapa Gading district involving 35 Kindergarten teachers from 30 Kindergartens in Kelapa Gading district to obtain the initial data then deepened with observation and interview in 3 Kindergarten, AR, AH, and AD Kindergarten.

Benefit of Research

The benefit of this research is to be an education psychology literature study, specifically in early age education, which is expected to be the basis for further step of schools in order to develop their curriculum and application, also universities can devote to the society by solving the issues related to early age character education.

THEORY

Understanding of Teacher

According to Naim (2009), the teacher is the main source of learning, so the teacher is a person who has a lot of knowledge. Teachers should be people who are always trying to improve their knowledge and insight. What he conveys should be everything that is true and beneficial, because the teacher is a role model for his students. Furthermore Chatib (2013) revealed that teachers must always try to improve their quality.

Mas'ud (in Suparlan, 2006) mentions three basic competencies that must be possessed by teachers: mastering material or teaching material, enthusiasm, and compassion in teaching and educating.

According to Nasution (1999), understanding is the ability to define, formulate in one's own words and be able to interpret and see the consequences or implications, predict the possibility or effect of something in its application.

Based on the discussion above, the researcher concludes that the teacher's understanding of the knowledge to be taught is very important, because the teacher is a person who is assumed to have extensive knowledge and teaches what is beneficial to his students lovingly and is able to apply them as role models.

Character Values

In the 2000 era, education in Indonesia was enlivened by character education. We know that the character in Islam is often familiar with morals. According to Lickona (2012), character is related to moral concepts (moral knowing), moral attitude (moral feeling), and moral behavior (moral behavior). Based on these three components, it can be stated that good character is supported by knowledge about goodness, the desire to do good, and do good deeds. So that character education can be interpreted as being defined as any effort that can be done to influence student character.

Meanwhile, according to Kertajaya (2010) character is a characteristic possessed by an object or individual. These characteristics are original and rooted in the personality of the object or individual, and is a "machine" that drives how a person acts, behaves, says, and responds to a personality

that must be built from an early age, integrated into the PAUD curriculum. In the Guidelines for Planting Attitudes for Early Childhood Education (2015) issued by the Directorate for Early Childhood Education Development, basic competency attitudes are developed by paying attention to the characteristics of the child's early abilities and the goals of each development program. The basic competencies of attitudes are formulated in the Basic Competencies of Spiritual Attitudes and Basic Competencies of Social Attitudes, as follows:

1. Basic Competency 1 Spiritual Attitude consists of:
 - 1.1. Believe in the existence of God through His creation
 - 1.2. Respect yourself, others, and the environment as gratitude to God
2. Basic Competency 2 Social Attitudes consist of:
 - 2.1. Have behaviors that reflect healthy living
 - 2.2. Have behaviors that reflect a curious attitude
 - 2.3. Have behaviors that reflect a creative attitude
 - 2.4. Have behaviors that reflect aesthetic attitudes
 - 2.5. Have behaviors that reflect an attitude of confidence
 - 2.6. Have a behavior that reflects an attitude of obedience to daily rules to practice discipline
 - 2.7. Have behaviors that reflect patience (want to wait their turn, want to hear when others talk) to practice discipline
 - 2.8. Have behaviors that reflect independence
 - 2.9. Have behaviors that reflect caring and willing to help if asked for help
 - 2.10. Having behavior that reflects an attitude of respect and tolerance to others
 - 2.11. Having behavior that can adjust
 - 2.12. Have behaviors that reflect an attitude of responsibility
 - 2.13. Having behavior that reflects honest attitude
 - 2.14. Having behavior that reflects a humble and polite attitude towards parents, educators and friends.

The basic competencies of these attitudes can be summarized into 18 of the following character values:

- 1) Religious
- 2) Honest
- 3) Tolerance
- 4) Discipline
- 5) Hard work
- 6) Creative
- 7) Mandiri
- 8) Democratic
- 9) Curiosity
- 10) Spirit of nationality
- 11) Love the motherland
- 12) Reward achievements

- 13) Friendly / communicative
- 14) Love peace
- 15) Like to read
- 16) Environmental care
- 17) Social care
- 18) Responsible

Then according to Suyanto, character is a way of thinking and behaving that characterizes each individual to live and work together, both in the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of decisions made (Ansori, 2007). Efforts to build character for children are very important. Because, it aims to form individuals who are noble, tolerant, happy to help, mutual assistance, tough and competitive mentality, and always have an interest in science. All of these abilities are based on faith and devotion to God Almighty.

Furthermore, Timothy (2012) revealed several things related to the development of children's psychosocial abilities as an approach in instilling character values, including:

1. Communicate with words of love, praise, encouraging encouragement, guidance, a good call for "affection" to children
2. Give a gift
3. Teach children by giving examples until he is able, such as teaching children to serve themselves and others
4. Friendly and joking with children
5. Give physical touch
6. Fulfill the wishes of children gradually

Based on the Guidelines for Planting Attitudes of Early Childhood Education (2015), some teacher strategies in developing the character education of students in schools are as follows:

1. Optimizing the role of the teacher in the learning process. The teacher has the role of directing, guiding, and facilitating the learning process, so that children can do and find their own learning outcomes.
2. Integration of character education materials into learning. Teachers are required to care, want and be able to link the concepts of value inclusion in learning materials. Teachers are required to continue to add knowledge of knowledge relating to the value of investment, which can be integrated in the learning process.
3. Optimizing the habituation of activities that have insight into the development of character and noble character. Teachers prioritize the activities of the development of character and noble morals that are contextual, activities that lead to the development of affective and psychomotor abilities.
4. Creation of a school environment that is conducive to the growth and development of values in children. The environment proved to be very important in the formation of the human person (child), both the physical and spiritual environment. For this reason, schools and teachers need to prepare facilities and carry out various types of activities that support the activities of instilling values in children.
5. Establish cooperation with parents of students and the community in the development of value investing in children. The form of cooperation that can be carried out is to place parents

and the community as facilitators and resource persons in the value planting activities carried out in schools.

6. Be a role model for children. The child's acceptance of the learning material provided by a teacher, will more or less depend on the student's personal acceptance of the teacher's person. The child will imitate, copy the model / figure of a teacher. So that in the learning process the integration of character values can not only be done through learning material, but can also be done through the process, namely by modeling / copying from his teacher.

Children of Kindergarten Age

Kindergarten age children are children who are in the age range of 4-6 years. This age is the age where children are ready to receive various stimulations to optimize their various potential according to their characteristics. Each expert writes the characteristics of children from different sides. Sigmund Freud (1856-1939) identified that at the age of 3-5 years was known as the phallic phase, which is the phase where the area around the genitals is a new source that is not permitted but instinctively children like to touch it. Meanwhile Montessori (1870-1952) describes that the age range of 4-6 years children are at: 1). a period of development and refinement of movements; pay great attention to the real things and begin to realize the order of time and space, 2). Improvement of sensory use / sensory affirmation, 3). Sensitive / sensitive to adult influences, 4). Start doodling, writing preparation, 5). The sense of touch begins to develop, and 6). Beginning to grow interest in reading.

On the other hand, Erik Erikson (1902-1994) wrote that at the age of 4-5 years known as toddlers, the emphasis of its development was on the formation of autonomy vs. shame and doubt. From the point of view of Jean Piaget children aged 4-6 years are in the age range of 2-7 years known as the preoperational stage. At this time a characteristic called "egocentric" emerged.

Children aged 4-6 years according to the National Association for Education of Young Children (NAEYC) are included in the preschool group (3-5 years). While in the Law of the Republic of Indonesia, children aged 4-6 years are included in the formal education group, namely kindergarten. In this age group their characteristics differ from those of other age groups.

METHODS

Research Method

This research was conducted using the qualitative method. According to Creswell, qualitative research is a process to gain understanding related to social or individual issues, held in a natural setting, based on complex and throughout illustration from the perspective that was given specific by the participant. (Santoso & Royanto, 2009)

Data Collection Method

Research data is collected with broad-question questionnaire, interview, observation, documentation and data triangular to see the understanding of teacher related to character values to children of kindergarten age;

Interview

This research uses in-depth interview so the researcher can have a direct interaction with the participant and gain more deepened data. In-depth interview is a process in gaining information in line with the purpose of research using questions and answers while meeting face-to-face with or without a guideline (Saryono & Anggareni, 2010)

Observation

This research use observation techniques to observe naturally about teacher's understanding related to the application of character values. Information gained from observation is a realistic data about participant, behavior, feeling, time, and other events which can illustrate the teacher's understanding.

Documentation

Documentation is needed so the researcher may gain data in other forms such as daily report, private letters, photos, etc.

Data Triangulation/Merging

Merging data from a few sources to complete the data as a verification for gained data so far.

Research Instrument

Instruments used in this research are:

1. The main instrument is researcher, as it needs the ability to dig information and interpreted research results
2. Interview guidelines, made using broad questions to make it easier to gain more information based on perspective, experience and wishes of the participant.
3. Observation form, made in anecdote form, to make it easier to obtain a throughout illustration the application and implementation of character education in Kindergarten.
4. Recording device and camera to help researcher records any relevant information or situations. It also helps researcher if there are a lot of data at one time.
5. Stationery to write down interview key points and observation quirks given by the participant.

Data Analysis

Data analysis method used in this research are:

1. Data Completion
Before begin analyzing the data, the researcher needs to make sure that all data are complete, noted and systematically labeled, so the data is in order.
2. Data Coding and Categorizing
To simplify in arranging data, the researcher assign some keywords, themes, issues, and other statements or answers given by the participants. The point of coding is to find and compare data means and difference to make the categories (Saryono & Anggraeni, 2010)
3. Research Pattern and Proposition
The researcher will classify different categories by main themes to be more stabilized, neat, logical, and makes sense.
4. Data Interpreting
5. Evaluating Interpreted Data
In this step the researcher will do a series of verification and validation about the validity of data, then reflected them to interpretation.

Research Procedure

Broadly speaking, this research was conducted in 3 stages, namely:

1. Research Preparation

The things that need to be prepared for this research are making data collection tools for preliminary studies in the form of questionnaires. Another thing that needs to be prepared is to contact the parties involved and needed as subjects in this study, including licensing to conduct research. This stage is accomplished by contacting the North Jakarta IGTK chairman who is then proposed to conduct research in Kelapa Gading sub-district, because the Kelapa Gading IGTK is an active and very open IGTK in various activities. So that researchers take care of licensing for research through the head of the IGTK sub-district of Kelapa Gading.

2. Research Implementation

The implementation of this research began in January 2019 to collect preliminary research data. The research was focused in Kelapa Gading District. The initial research was conducted at PKG in Kelapa Gading District, Jalan Acordion, SDN 07 Pegangsaan 2, attended by 35 teachers from 30 kindergartens in Kelapa Gading District by distributing preliminary research questionnaires.

3. Reporting

At this stage the researcher processes the collected research data. Based on the results of data processing and analysis, the researcher can make a complete research report from the beginning to finally find the answer to the research problem.

Data and Source of Data

The data taken is data related to how the kindergarten teachers understand in applying character values to their students. The study population was 35 kindergarten teachers in Kelapa Gading District of 35 people for questionnaire data collection. Then to dig deeper data, interviews and observations were made to 3 schools, namely TK AR, TK AH, and TK AD, which involved the principal and 2 teachers in each school.

RESULT AND DISCUSSION

Results

General Description

Qualitative Data from the Open Question Questionnaire Analysis

In the initial stage of this study, researchers gave questionnaires to 35 kindergarten teachers from 30 kindergartens in the North Jakarta area, namely the Kelapa Gading Region. This questionnaire is used as a research instrument to obtain descriptive data on teacher understanding of character values integrated into the curriculum of early childhood education which has 18 character values, namely: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, Nationalism, Love for the motherland, Appreciation for achievement, Friendly / communicative, Peaceful love, Love to read, Environmental care, Social care and Responsibility. Questionnaire data from open questions were analyzed through the coding process. The coding process is carried out using thematic analysis, which groups qualitative data based on character values. Thematic analysis is the process of coding qualitative information (Boyatzis, 1998).

Through the coding process, the results are obtained that: in the value of religiosity, kindergarten teachers have an understanding that religious is by introducing and teaching the existence of God, as well as providing values and behavior in accordance with beliefs to students. In honest grades, kindergarten teachers have an understanding that honest is the courage to state or express a thing as it

is or in accordance with the real situation, if you make a mistake then he must admit his mistake. On the value of tolerance, teachers have an understanding that tolerance is a behavior of mutual respect for older people and peers, respecting differences in both different beliefs and differing opinions. In the value of discipline, teachers have an understanding that discipline is the behavior of obeying or following existing rules, such as coming to school on time. In the value of hard work, teachers have an understanding that hard work is to do everything that must be accompanied by maximum effort, and never give up and despair. In the creative value, teachers have an understanding that creative is by creating a work that can benefit themselves and others, and have many new ideas and ideas. In the independent value, teachers have an understanding and teach students that as individuals must not depend on anyone, and do everything without the help of others. On democratic values, teachers have an understanding that democracy is issuing ideas without harming oneself and others, can deliberate and accept the opinions of others who are different, and have freedom in determining choices. On the value of curiosity, teachers have an understanding that curiosity is a great desire to know one thing, have enthusiasm for another thing, and explore something new. In the value of the spirit of nationalism, teachers have an understanding that the spirit of nationalism is the application of love for the motherland, participating in activities to defend the country and realizing unity of the nation. In the value of patriotism, teachers have an understanding that patriotism is not destroying existing values, preserving culture and customs, introducing the national anthem and symbol of the State. On the value of appreciating achievement, teachers have an understanding that valuing achievement is by valuing the efforts that have been made by others, being proud of the work they made, and appreciating the achievements of themselves and others. On the value of friendly / communicative, teachers have an understanding that being friendly or communicative is to have a friendly attitude and want to interact with friends, strengthen friendship, understand and give love, and the desire to share with others. On the value of peace love, teachers have an understanding that love of peace is by upholding a sense of unity and unity, avoiding debate, and not like disputes or hostility. In reading fond values, teachers have an understanding that fond of reading is the spirit to know many things and increase insight or knowledge. In the value of caring for the environment, teachers have an understanding that caring for the environment is protecting the environment from danger and maintaining cleanliness. In the value of social care, teachers have an understanding that social care is caring for the surrounding community, reminding each other in daily life, and helping people around. On the value of responsibility, teachers have an understanding that responsibility is ready to correct mistakes, willing to bear the consequences of deeds done, and able to carry out obligations.

Research Location Profile

TK AR

TK AR started with TPA Raudhatul Ulum Foundation in 1992, which is a foundation founded by parents from Dra. Nurlaila, headmaster of AR Kindergarten who is currently also the head of North Jakarta IGTK. The landfill was initially carried out at home, then in 1996 a new building was started which was aimed at educational foundations. So in 1997 TK AR was established.

Since its inception, TK AR has a stable number of students at around 90 people / year even though there are already enough kindergartens around it. Kindergarten AR provides a lot of convenience for parents who mostly come from the lower middle economic class with low costs and can be paid in installments. The current AR Kindergarten school entrance fee is only 1.5 million, including uniforms, books, first month contributions and props. The monthly fee is only charged Rp. 150,000 / month. The school is also committed to accommodating orphans free of

charge, usually around an average of 5 orphan students who study there. The amount is not limited by the school, because the orientation is for educational development, not for profit. In addition, Kindergarten AR routinely meets with parents by providing parenting training so as to increase parents' knowledge on how to educate early age students according to their development.

TK AR has 6 teachers, who originally came from PKK mothers and parents of students who have a commitment to guide and have a sense of closeness with the world of students. At the beginning of becoming teachers, most of the teachers in TK AR did not have PAUD background, but as time went by the teachers began to continue their studies. At present there is 1 teacher with a PAUD S1 background, 4 S1 graduates from other majors, and 1 person who is still a high school graduate. However, the teachers who teach in Kindergarten AR have a high commitment, it can be seen from their persistence in teaching there for years even though there are some people whose homes are far from school. Because schools emphasize commitment and foster good family relationships and cooperate with each other.

Interviews were conducted with the Principal of the AR Kindergarten School Dra. Nurlaila, class B1 teacher with Ms. Nunung S, and class teacher B2 Ibu Aisyah. TK AR has 3 classrooms. Class B1 is parallel with class A in the afternoon. Then class B3 is parallel with the playgroup which is entered 3 times a week.

TK AD

Founded in 1986 in the complex area of the AD Kelapa Gading Mosque, North Jakarta. The mosque itself was built in 1983 on the proposal of the surrounding community to meet the needs of religious worship facilities and infrastructure where in those years it was still very rare to hold the construction of the mosque. Based on this history it can be seen that the awareness of the surrounding community on the importance of aspects of spirituality and religiosity in Islamic religion is important and a place to gather to worship and transfer knowledge represented from the construction of schools around the mosque which is a conducive environment for children to imitate the morals which constitute a crucial thing for the community around this school has always been. Now, the area around TK AD is a local government employee housing area which is a community that is classified as middle to upper class. In addition to being in the housing complex of local government employees, the community living around the mosque and the AD school is a community housing area that can be said to be elite.

Viewed more specifically, TK AD is one of the kindergarten schools with above-average quality seen from the quality of human resources, teaching staff and infrastructure that can be seen both in classrooms totaling 3 classes and teacher rooms and outside the classroom in the form of pages and a playground adjacent to the mosque yard which makes this kindergarten an example of a good quality school for sending children to school. One of the things that needs to be stressed is the quality of the teaching teachers of the AD Kindergarten school. The description of the teaching staff in this school is physically seen from the way of dressing the teacher who exemplifies how to cover a good genitalia and rap, for example by stretching the head covering (hijab) up to the chest in accordance with the words of the Prophet Muhammad. In addition, in terms of the quality of teaching which is generally seen from in-depth interviews, which will be explained in the next section reflecting the quality of early childhood education, reflecting the quality of good teaching, basing on the teachings of Islamic religion in the behavior of moral behavior that has been internalized by the teacher teachers who are teaching there.

TK AH

TK AH is a Private TK owned by the Nur Sahla Foundation which was established on May

17, 2009 and is based at Jalan Bangun Cipta Sarana No.51 RT.001 / 05, Pegangsaan Dua, Kelapa Gading.

This foundation has a special building with a land area of 750 m². The number of rooms is quite complete, starting from the classrooms, teaching staff room, management room, waiting room, health room, multipurpose room, library, kitchen and toilet.

The age level of students ranging from 3 to 6 years, with categories of playgroup, kindergarten A and kindergarten B. The total number of students is 94 people. The number of teachers is 10 people including the school principal. The highest education is S2 for school principals and S1 for teachers, but there are still 3 teachers with D3 education. Personal development activities at AH Kindergarten consist of dancing, drumming, painting, dancing, swimming, and religion. So AH TK often gets achievements both at local and national levels.

The vision of this school is to enable each child to develop as a well-integrated individual (spiritually, intellectually, socially, physically and emotionally and think creatively independently and responsibly). The mission of TK AH is to: (a) foster a sense of love for God and all of His creation, (b) develop all the potentials of children according to their stages of development, (c) apply good habits in children's independence and responsibility, and (d) create a learning atmosphere that active, creative, innovative, safe, clean and fun. The purpose of the school is to (a) assist parents in developing the attitudes, knowledge, skills and creativity needed by children to adapt to their environment and to further their growth and development, and (b) contribute to improving the quality of modern early childhood education Islamic at an early age education level.

Teacher's understanding of Character Values Application

Based on interviews and observations in the field of teachers in AR, AD and AH Kindergarten, it was found that, each Kindergarten teacher applied character values to his students. It's just that there are differences in teacher strategies in the development of student character education in their respective schools. In the value of religiosity, TK AR and TK AH have not maximized communication with parents related to the alignment of religious value education at school and at home. AH Kindergarten also has not yet maximized creating a conducive school environment. Whereas TK AD has implemented the values of religiosity well, reflected in the efforts of teachers to maximize strategies in developing religious character education in schools, so that they can be internalized by students. In honest values, the three kindergartens have not maximized communication with parents regarding the alignment of honest values education at school and at home. TK AR and TK AH have not maximized the role of teachers as role models for children. In the indicator of creating a school environment that is conducive to the growth and development of values in children only TK AH has not maximized the use of various strategies in the application of honest values, although in general this has been seen in the process of daily interactions. In terms of tolerance, TK AR and TK AH have not maximized the role of teachers as role models for children, while TK AD has begun to implement. TK AD and TK AH have not maximized communication with parents related to the harmony of education in the value of tolerance at school and at home. The strategy of creating a school environment that is conducive to the growth and development of values in children is only AH's kindergarten that has not been maximized.

In the value of discipline, TK AR has maximized the application of all indicators of the value of discipline. Of all the indicators, TK AD has not maximized communication with parents related to the alignment of education in the discipline and school values at home. While AH AH that has been maximized is an indicator of the integration of character education materials in learning and optimizing self-habituation activities that are insightful in the development

of character and noble character. In the value of hard work, the three kindergartens have not maximized communication with parents regarding the alignment of education in the value of hard work in school and at home. At Kindergarten AR, teachers have not yet maximized the strategy of integrating character education material into learning through curriculum and creating a conducive environment, but in its application the teacher has encouraged students to try their best, both in doing assignments and helping teachers in class. While AH AH, teachers have not maximized their role as role models for children and created a school environment conducive to the growth and development of values in children.

In the creative value, the teachers in TK AR have maximized their role in the teaching and learning process, integrating character education materials in learning, as well as optimizing self-habituation activities that are insightful in the development of character and noble character. Teachers in Kindergarten AD have implemented almost all strategies, it's just not yet maximized communication with parents related to the alignment of creative value education at school and at home. While AH Kindergarten teachers have not maximized self-habituation activities that have insight into the development of character and have not maximized communication with parents regarding the alignment of the education of creative values at school and at home. In the independent value, the teachers in TK AR and TK AH have not maximized their role in creating a conducive school environment, become a role model for students and have not maximized communication with parents regarding the alignment of independent values education at school and at home. Whereas TK AD has not only maximized communication with parents related to the alignment of independent values education at school and at home. Even though the school routinely meets with parents, the value of independence is less of a focus to be communicated to parents so they can continue at home.

In democratic values, teachers in TK AR and TK AH have not maximized their role in creating a conducive school environment, become role models for students and have not maximized communication with parents regarding the alignment of democratic values education at school and at home. In general TK AR accustoms students to respect and respect each other, but teachers do not stimulate students to be able to appreciate different opinions, where at the kindergarten age students' sense of curiosity is still high. While the teachers in AD AD have not maximized their role in the teaching and learning process and integrated democratic character education material into learning. In the value of curiosity, teachers in Kindergarten AR have not maximized their role in creating a conducive school environment and have not maximized communication with parents regarding the alignment of the education value of curiosity at school and at home. Teachers in AH AH have not maximized their role as role models for students and have not maximized communication with parents regarding the alignment of the education value of curiosity at school and at home. While AD Kindergarten teachers have not maximized communication with parents regarding the alignment of the education value of curiosity at school and at home.

In the value of nationalism, out of the six strategies, teachers in TK AR and TK AD have not maximized their role in creating a conducive school environment, become role models for students, and have not maximized communication with parents regarding the alignment of nationalism values in schools and at home. Teachers in AH AH have implemented and maximized four strategies, which have not been maximized is the role of role models for students. In the value of patriotism, teachers in Kindergarten AR and Kindergarten AH have not maximized their role in creating a conducive school environment and communication with parents related to the alignment of the education of homeland love values in schools and at home. Whereas the teachers in AD Kindergarten have not maximized their role in creating a conducive school environment, have

become role models for students, and have not maximized communication with parents regarding the alignment of the education of homeland love values at school and at home.

In the value of rewarding achievement, all strategies have been implemented and maximized by teachers in TK AR. While teachers in AH AH have not maximized their role in communicating with parents regarding the alignment of educational values, values of achievement at school and at home, and have not maximally become role models for students. While teachers in AD AD have not maximized their role in creating a conducive school environment, and have not been maximized in establishing communication with parents regarding the alignment of this value education at school and at home. In the value of friendly/ communication, teachers in three kindergartens have implemented and maximized their role in providing this value in accordance with the strategy, it's just that the teachers in TK AH have not maximized their role in communicating with parents related to the alignment of friendly / communication value education in school and at home. While teachers in AD AD have not maximized their role in creating a conducive school environment, and have not been maximized in establishing communication with parents regarding the alignment of this value education at school and at home.

In the value of peace, the teachers in Kindergarten AR have not maximized their role in communicating with parents regarding the harmony of education in the value of peace in the school and at home. The teachers in AH AH have not maximized their role in creating a conducive school environment and establishing communication with parents regarding the harmonious education of the value of peace in school and at home. While teachers in AD AD have not maximized their role in creating a conducive school environment, and have not been maximized in establishing communication with parents regarding the alignment of this value education at school and at home. In reading grades, teachers in TK AR have maximized their role in applying this value, even though they are constrained by very limited facilities and infrastructure for reading rooms and libraries. While teachers in AH AH have not maximized their role in the teaching and learning process, integrating character education material into learning, optimizing self-habituating activities that are mindful of the development of character, and become role models for students. While teachers in AD AD have not maximized their role in creating a conducive school environment, and have not been maximized in establishing communication with parents regarding the alignment of this value education at school and at home.

In the value of caring for the environment, the teachers at TK AR have maximized their role in applying this value. While the teachers in AH AH have not maximized their role in creating a conducive school environment, establishing communication with parents regarding the alignment of environmental value education at school and at home, and being a role model for students. While teachers in AD AD have not maximized their role in creating a conducive school environment, and have not been maximized in establishing communication with parents regarding the alignment of this value education at school and at home. In the value of social care, the teachers in TK AR have maximized their role in applying this value in accordance with the existing strategy. While teachers in AH AH have not maximized their role in creating a conducive school environment, establishing communication with parents regarding the alignment of social care values education at school and at home, and being a role model for students. While teachers in AD AD have not maximized their role in creating a conducive school environment, and have not been maximized in establishing communication with parents regarding the alignment of this value education at school and at home.

In terms of the value of responsibility, teachers in Kindergarten AR have not maximized communication with parents regarding the alignment of educational values of responsibility at school and at home. teachers in AH AH have not maximized their role in creating a conducive

school environment, have become role models for pupils, and have not maximized communication with parents regarding the alignment of the values of responsibility in school and home. While teachers in AD AD have not maximized their role in creating a conducive school environment, and have not been maximized in establishing communication with parents regarding the alignment of this value education at school and at home.

Discussion

Character is a way of thinking and behaving that characterizes each individual to live and work together, both in the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of decisions made (Ansori, 2007).

According to Sahrudin (2007), efforts to build character for children are very important. Because, it aims to form individuals who are noble, tolerant, happy to help, mutual assistance, tough and competitive mentality, and always have an interest in science. All of these abilities are based on faith and devotion to God Almighty. The character values are developed in every competency in teaching and learning activities in schools. Teachers who carry the responsibility as educators are also responsible for shaping the character of their students, especially starting from the child or in early childhood, so that the government in the curriculum for early childhood education integrates the character values that must be taught by kindergarten teachers which includes 18 character values, namely: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love of the Motherland, Appreciation of Achievement, Friendly / Communicative, Love of Peace, Love of Reading, Caring environment, social care and responsibility. From the results of data collection using a questionnaire related to the teacher's understanding of character education in kindergarten age children, it was found that the kindergarten teachers in North Jakarta, especially the Kelapa Gading Region, on average have a good understanding of character values, especially 18 character values where the teachers include the material in the teaching and playing process for students. Based on the results of the open-ended questions on the questionnaire, it is obtained that the teacher introduces the religious value to children and teaches children how to worship in daily life, the teachers also teach honesty and tolerance to children, especially if borrowing or taking things friends must ask permission first, students were also taught to be on time to come to school and independence was taught from childhood by teachers in schools, especially at the kindergarten level, as well as the development of other character values using various strategies including: optimizing the role of teachers in the learning process; integrating character education materials into learning; optimize self-habituation activities that are insightful in the development of character and good character; the creation of a school environment conducive to the growth and development of values in children; establish cooperation with parents of students and the community in the development of value investing in children; as well as being a role model for children.

This research also underline the important of parent-teacher partnership toward child's school activities as well as Pirchio, Passiatore Tririni, & Taeschner (2013) found. The parent-teacher relationship remain become a crucial factor to optimize children development including how children built their everyday act that also represent their character. It is assumed that when parents could involve in day-to-day of child's learning ability in school with the help of teacher about the child task it could be beneficial to child so the parents have direct monitoring of their children abilities, including the right behavior on the right time and circumstance in which represent the process of character building. Additionally, this process of parent's involvement have positive

impact in child's later development in which when the children were in primary school (Erdener & Knoeppel, 2018). As this research found the substantial factor of parent-teacher partnership to foster child's character building, it could be also represent the crucial bond within the teacher and the child itself. This bond was a crucial matter for the child development because it contain the emotional aspect that could support the child to more engage with their teacher so they have secure relationship with them. As Commodari (2013) found that child-teacher secure attachment have significant relationship with child cognitive ability, it can assume that this teacher-child bond will have implications to facilitate the process of transferring the character values of character building from teacher to the child.

The use of these various strategies illustrates that teachers can understand how the application of character values is appropriate for kindergarten age children, although not all strategies can be maximized in its application. This is in line with Lickona's opinion, that character is related to moral concepts (moral knowing), moral attitude (moral feeling), and moral behavior (moral behavior). Based on these three components it can be stated that good character is supported by knowledge of goodness, the desire to do good, and do good deeds. So that character education can be interpreted as any effort that can be done to influence student character.

CONCLUSION AND ADVICE

Conclusion

Based on field research data sourced from open-ended questionnaires, interviews and field observations of teachers in AR, AD and AH kindergarten, it was found that most kindergarten teachers had understood the concept of character education in kindergarten children consisting of 18 character values, namely: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love the motherland, Appreciate achievement, Friendly / communicative, Peaceful Love, Love to read, Care for the environment, Care for the Environment social and responsibility. Teachers in Kindergarten AR, Kindergarten AH, and Kindergarten AD apply various strategies to develop character values to students, starting from providing knowledge about character values (moral knowing), then followed by instilling a desire to do good (moral feeling), and encourage students to do good deeds in accordance with the values taught (moral behavior). This was developed through six strategies, namely: optimizing the role of the teacher in the learning process; integrating character education materials into learning; optimize self-habituation activities that are insightful in the development of character and good character; the creation of a school environment conducive to the growth and development of values in children; establish cooperation with parents of students and the community in the development of value investing in children; as well as being a role model for children.

There are differences in the application of teacher strategies in the development of character education for students in their respective schools. The strategy that is still rarely carried out is related to the creation of a school environment that is conducive to the growth and development of values in children, this is due to the limitations of school facilities and infrastructure so that teachers face difficulties in optimizing the media for the development of character values in students. Another strategy that has not yet been maximized is establishing cooperation with parents and the community in the development of value inculcation in children. Basically the school has held regular meetings with parents which are usually filled in by giving directions to parents regarding parenting. But the teacher has not conducted intensive communication with parents regarding the application of character values at school and how at home so that there is consistency between education at

school and at home, so that it can be internalized by students with habituation in daily life. The community as part of the environment in which children grow and develop also contributes to the cultivation of character values in children, for this reason, schools should involve the community in developing character values by conducting socialization and various related activities such as facilitators or resource persons in the activities of planting values. character value.

There are 3 character values that have been maximized by the teacher by applying various strategies in the process of applying character values, namely religious values, friendly / communicative values, and creative values. Religious values more easily become habituation in schools because they are integrated in a curriculum that is in accordance with the vision and mission of the three schools to develop religious values. For the value of friendly / communicative, the teacher gives an example with attachments to students and accustom students to do the same to the environment. Creative values are contained in the curriculum and media used by teachers, such as storytelling, singing, free drawing, and so on. However, there are still 2 character values that cannot be maximized by the teacher in applying them, namely the values of hard work and democratic characters. Both of these character values are still difficult to be integrated by the teacher in the learning process and daily activities at school. Barriers in the application of democratic character values are influenced by the egocentric nature of kindergarten age children, which is still high, so they are very difficult to accept differences. Although conceptually they have understood it, it is still difficult to apply it. For this reason, teachers must have strategies that are appropriate to student development, such as providing examples through stories or films related to these democratic values. Likewise with the value of hard work, teachers must more often involve students to do challenging tasks and persist despite the weight.

The obstacles that exist in the application of character education in general in TK AR, TK AH, and TK AD are related to intensive communication with parents and the community as well as the lack of school infrastructure in developing various media that is suitable for the development of kindergarten age children.

Advice

Based on research that has been done, the researcher gives the following suggestions:

1. The next research is expected to be able to involve schools with various backgrounds so that the data obtained is more varied.
2. Kindergarten is the first school where children familiarize character values, so it is recommended for schools to maximize strategies in applying these character values so that they can be internalized within students.
3. It is expected that the teacher can understand the development of kindergarten age children, so they can use the right approach to provide knowledge about character values, instill a desire to do good, and encourage students to do good deeds in accordance with the expected character values.
4. Parents and the community are expected to work together to develop character values in kindergarten age children by actively involved in various related activities, such as socialization, becoming facilitators or resource persons for the development of character values.

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