

Development of Character Education in the PAUD Curriculum through Getting Used to Simplified Kromo Javanese at the SELASIH Banyuwangi Kindergarten

Dwi Kristini

TK SELASIH Banyuwangi -Indonesia

dwi.kristini28@gmail.com

abstrak This research aims to determine the character cultivation program for early childhood through familiarization with simple Javanese Kromo language for early childhood at Selasih Kindergarten, Grajagan Village, District. Purwoharjo, Banyuwangi Regency. In practice, this habituation program is carried out on a scheduled or incidental basis every day. In this research, the method used is a qualitative method through general steps, namely problem identification, planning, implementation, reporting and follow-up. Overall, the results of this research show that the simple Javanese Kromo language familiarization program at the SELASIH Purwoharjo Banyuwangi Kindergarten can form students' attitudes of character and love of the homeland through the introduction and habituation of local culture, one of which is simple Javanese language culture for PAUD children. The character that is formed is language, polite attitudes and behavior towards friends, teachers and parents as well as love for one's culture. In its implementation, support from teachers, teaching programs, and parents is the key to success in implementing this habituation activity program. Because PAUD children are great imitators, PAUD teachers must be models who are able to teach character values regarding language and polite and polite behavior in daily learning activities.

Keywords: Habituation program, Javanese language, character



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INTRODUCTION

Early Childhood Education is very important and fundamental education because in general it aims to form children of quality and character, namely children who grow and develop according to their level of development so that they have optimal readiness to enter basic

education and face the future. At this time, children are in the "Golden Age" or golden age where children are in very good condition and have potential throughout the development span of a child's life. According to Law number 20 of 2003 concerning the National Education system, Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness in enter further education. Meanwhile, according to (Samrin, 2016). "Character is universal human behavioral values. Character itself is synonymous with morals, morals and ethics. Human character is always related to God, to himself, to fellow humans, and to his environment. Character is manifested in thoughts, attitudes, feelings, words and actions based on the norms that apply in society. Indonesia is a country rich in culture so many languages are spoken in Indonesia. Javanese is a language that is often used in Javanese society, especially in the SELASIH Kindergarten area. According to Suhartono (2005:12) language is the main means for thinking and reasoning, language makes it easier for children to build understanding and express their thoughts. As time goes by, knowledge and technology and the dynamics of socio-cultural changes in society are increasingly rapid, there are many foreign cultures that can erode national and local culture. The use of Javanese, especially simple Javanese Kromo, is increasingly rarely used by society today, especially among children. Almost every child today does not know simple Javanese Kromo because they rarely hear it from their parents or friends in their daily conversations. In this regard, to instill good character in young children, an effort is needed to introduce young children to simple Javanese Kromo language and polite behavior towards other people which will later be beneficial for the child's future life in society. Schools must also introduce and familiarize children with knowing and loving regional languages which leads to love of the homeland because the roots of national culture are regional culture.

RESEARCH METHODS

In this research, the method used is a qualitative method. Qualitative research methods can be interpreted as research methods that are based on the philosophy of postpositivism, used to research the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out in a triangulated (combined) manner, data analysis is inductive/qualitative. , and result Qualitative research emphasizes meaning rather than generalizations (Sugiyono, 2020). Qualitative research is an umbrella for all types of research approach methods used to research natural social life (Sugiyono, 2021). This method is an information approach method that is analyzed qualitatively in the form of field notes, interview transcripts, documents and/or visual materials about individual and group children's behavior and language (Sugiyono, 2021). Social phenomena often cannot be understood based on what people say and do. Every person's words and actions often have a certain meaning (Sugiyono, 2021) therefore, quantitative methods are very relevant for researching the character and behavior of early childhood children, especially at SELASIH Kindergarten. The approach taken is by taking part in this social interaction

Implementation of the " **Sabtu Jawi** " program for the development of character education through familiarization with Javanese language (simplified Kromo) in early childhood

these efforts is instilling character education through familiarization with the Javanese language (chromo simple) in early childhood at SELASIH Kindergarten through the "Saturday Jawi" program. This program emerged because of the fading sense of nationalism (lack of love for regional culture/regional language) and the lack of courtesy in children towards their parents. The introduction of simple Javanese Kromo language at SELASIH Kindergarten was implemented in order to instill character education in young children, especially the value of politeness in speaking with older people. One of the strategies implemented is to build children's character from an early age through example and habituation from teachers, parents and the surrounding community. The implementation of " Sabtu Jawi " to introduce and improve Javanese language skills (simple Kromo) in early childhood is carried out by referring to several general steps or stages, namely problem identification, planning, implementation, reporting and follow-up

1. Identify the problem

The implementation of "Saturday Jawi" to introduce and improve Javanese language skills (simple kromo) begins with identifying problems that arise in the implementation of learning, especially on the character of young children regarding the value of politeness in speaking with older people. By identifying problems, several problems can be formulated, namely:

a. Children's low interest in regional languages

In everyday life, both at home and at school, the majority of today's children do not know their regional languages, especially simple Javanese Kromo, so their love for regional culture is increasingly fading as time goes by. Apart from that, the use of regional languages, especially simple Javanese Kromo, is rarely used by teachers, parents and the community

b. The increasing loss of norms of politeness

In the current millennial generation, the norm of politeness is something that is often forgotten by most people, especially children. Children often behave and communicate impolitely with older people, because nowadays children are more proud of foreign languages and slang that they often get from the internet and society.

c. Rapid technological progress

Rapid technological advances make today's children increasingly distant from local languages, especially simple Javanese Kromo.

All of this is overlapping with the increasingly rapid development of technology today.

- a. Hold work meetings to discuss problems with the entire board of teachers/education actors
- b. Socialize the implementation of "Jawi Saturday" to parents of SELASIH Kindergarten students
- c. Prepare a planned schedule of "Saturday Jawi" activities which refers to the introduction of local languages in early childhood, especially simple Javanese Kromo
- d. Collaborate with parents in implementing the use of simple Javanese Kromo at school and continuing at home

3. Implementation

- a. Carrying out "Saturday Jawi" activities as an effort to educate character in the PAUD curriculum through the introduction of local languages, especially simple Javanese

Kromo at SELASIH Kindergarten which is carried out on Saturdays every week (scheduled) and in between lessons every day (incidental). The teacher provides knowledge to children about the simplest simple Kromo language that is often used, for example introducing numbers in the Javanese language Kromo Simple. Example: "one" in simple Kromo language is "setunggal", "two" becomes "kalih", "three" becomes "tigo".....etc. Apart from that, children are invited to sing songs in Javanese so that children become familiar with regional songs so they can foster a sense of love for their homeland from an early age. Apart from that, children are taught how to walk/ behave politely when walking/talking in front of older people.

- b. Carry out monitoring of planning and implementation
 - c. Monitoring here aims to monitor the suitability of the "sabtu Jawi " implementation plan and to find out the obstacles found in its implementation.
 - d. Conduct an evaluation of the implementation of "Saturday Jawi" as an effort to introduce local language, especially simple Javanese Kromo to young children.
4. Reporting
- a. Compile a report on the implementation of "Saturday Jawi" activities as an effort to introduce the local language, especially simple Javanese Kromo. This reporting is intended for parents and foundations.
 - b. Reflect and evaluate activities
5. Follow up
- a. Monitoring the implementation of "Jawi Saturday" activities and analyzing children's language development
 - b. Evaluate students' language development, especially simple Javanese Kromo
 - c. Collaborate with parents to support school programs by guiding children when they are at home

RESULTS

The results obtained from implementing Saturday Jawi in learning activities at SELASIH Kindergarten are:

1. Children have a simple Javanese vocabulary, Kromo
2. Children are more familiar with local languages, especially simple Javanese Kromo and can use simple Javanese Kromo, even if little by little.
3. Children are more polite in speaking to older people
4. Children love and are proud of the local language
5. There is good cooperation between the school and parents regarding guidance to children when they are at home

CONCLUSION

Based on the results of the discussion that has been presented, it can be concluded that character cultivation in children must be carried out from an early age. Improving the quality of early childhood education as a whole and comprehensively, not only focusing on cognitive abilities but also cultivating character and having good morals which will later become provisions for later life in society. Character education in early childhood aims to instill good values so that they become habits when the child is an adult or at the next level of education.

At this time, children have not yet received negative influences which tend to come from the environment, so it will be easier for educators and parents of early childhood to guide children to maximize their development, especially in instilling character education values. The implementation of the "Jawi Saturday" program is for the development of character education through familiarization with the Javanese language (simplified Kromo) at an early age and its implementation must be carried out continuously and sustainably. In order for character development in early childhood to be carried out according to expectations, in its implementation the school must foster communication and cooperation with parents and the community so that the implementation of the program can achieve maximum results.

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