



The management Model of National Character Education for Early Childhood Education through based on Democracy

Hasnidar Hasnidar¹, Elihami Elihami²

¹(Counseling guidance, STKIP Muhammadiyah of Enrekang , Indonesia).

²(Non formal Education, STKIP Muhammadiyah of Enrekang, Indonesia).

* Corresponding Author. E-mail: ¹elihamid72@gmail.com

Receive: 12/01/2019

Accepted: 22/03/2019

Published: 02/04/2019

Abstract

This study is aware of the management of Early Childhood Education through National Character Education based on Democracy. The problems of this study are: 1) What is the process of applying the management of Early Childhood Education through the National Character Education based on Democracy; 2) Can through the management of Early Childhood Education be implemented the National Character Education based on Democracy. The type of research used the classroom action research which seeks to examine and reflect in depth some aspects of teaching and learning activities. The focus of this research is the management of Early Childhood Education through National Character Education based on human resources and local education activities with the management of Early Childhood Education. The subjects was the subject of the study TK PGRI Standard Corawali, Sidenreng Rappang Regency, consisting of 25 children consisting of 10 boys and 15 girls. The instrument that will be used is observation, tests and documentation. Data to be processed by percentage analysis and presented in the form of descriptions and presentations. The implementation plan begins with asking questions, thinking together and answering; 2) Application of the approach to improving learning outcomes and increasing character in TK PGRI Standard Corawali to apply the character of children. The goals and objectives of education held in schools are formal and informal channels. The main target of education can be achieved well, it needs to be initiated in the concept of integration through a character approach to TK PGRI Standard Corawali.

Keywords: *management model; early childhood; education*

Introduction

The Concept of Early Childhood Education in Islam in Forming Children's Religion in the formation of religious values for children. In the research of Muh. Ishaq conducted research in Jeneponto Regency, while the author will conduct research in

Sidenreng Rappang District, South Sulawesi. Because the library books, journals and field research that have been mentioned, discuss the age-old child, and as already mentioned that it is different from the object of discussion of the author here, and because each of them still has

relevance to the author's discussion / research, the book -buku, journals and research, enough to support the discussion of the author in this study, and still be used as the main reference source. Learning Strategy Innovations in the world of education use the management of Early Childhood Education.

The responsibility of education is borne by three environments with several learning strategies for children, namely, family, school and community. All three are called three of center of education where each other is interrelated and supports each other to realize the goals and objectives of education. Education held in schools is a formal path, while education held in the community is a non-formal path, and education held in the family is an informal path. In the author's view that informal education, also referred to as family education, is a very significant educational path, because this is where the first child is educated, or it can be said that in the family environment the first time a child is raised, raised, and receives a number of values and norms which was implanted in him. One of the implementations of this law is that every young child has the right to receive education and teaching in the context of his personal development and the level of his intelligence in accordance with his interests and talents.

Method

In field research, studies are intended to find specific and realistic about educational and social phenomena that occur in the community and the environment of formal and non-formal education. In addition, study sought to reveal the impacts of corpus-based activities on verb-noun or education of language or collocation learning especially English Foreign Language (Ismail, 2017). And also included in the category of case

studies because it discusses about certain problems and conditions that occur in formal and non-formal schools in Sidenreng Rappang District. Therefore, collected data is a whole that is interrelated with each other. Even though the research object of the case study is relatively small, it is done in depth because the proposed problem is reviewed in detail, resulting in a coherent and comprehensive conclusion. In addition, this study was also categorized as a qualitative descriptive study. This is said because not only is the theory developed in the field, but also problems or problems and questions may experience development, change or a shift in accentuation. Whereas it is said to be qualitative research because the data collected are qualitative data and analyzed qualitatively. This research is located in Sidenreng Rappang Regency, South Sulawesi Province, with research objects being Kindergarten and Playgroup located in all sub-districts in Sidenreng Rappang Regency. Determination of elementary school children as the object of research, based on the source of data in this study, consists of: data sourced from library research, namely; books or scientific works on education and other books relating to the substance of research and data sourced from field research as the main data, in the form of information, phenomena or social facts, and findings of researchers in the field. Data sources in the form of informants or consultants are determined by purposive and snowball. Purposive technique is the determination of the number of informants based on specific goals, while the snowball technique is the number of informants initially only a little, then develops into many according to the data needed.

Result and Discussion

In line with the development of the child's personality in the feminine context,

in the Islamic perspective it emphasizes the importance of the role of parents to be actively involved in the education process so that the child continues to develop according to his nature. This is based on the words of the Prophet, namely: 'From Abi Hurairah ra, that the Prophet said: every child who is born in a state of fitrah, then it is parents who make him Jewish, Christian or Majusi'. Term fitrah here contains an interpretation that all children created by God has a religious instinct, and so that it develops well, every child is expected to get the basics of faith, so that the child will be bound by Islam, both faith and worship, (Elihami, E., & Firawati, F, 2017).

To support the implementation of formal education for elementary school children, of course, the teacher needs to set aside the think fare share as inseparable from working with parents, (Nurhayati, S, 2018). as the primary educator in the path of informal education, it is necessary to have an Environmental Based Learning Media PAI through the ASSURE Model with a social-cultural approach, (Baharun, H, 2016). Even at certain times must involve other related parties such as doctors, psychologists, community leaders as the implementation of the implementation of non-formal education channels. (Rosyada, D., & Ahmad Sofyan, M. P, 2017). The existence of formal education institutions, and informal, as well as non-formal institutions for fostering students through book analysis, (Muttaqin, A. Z, 2016). if it is managed based on the concept of Islamic education, it is certainly very influential positively for the progress of religion, (Elihami, E., & Syahid, A., 2018). and the development of this nation in a comprehensive manner in all regions of Indonesia, including in Sidenreng Rappang District, Central Sulawesi Province verbalism.

Preliminary studies of contributions according to model teaching contextual teaching and learning with the novelty that will result from this research, namely the problem of cultural social change has become an interesting topic of conversation, not only social science experts, even among the wider community (Elihami, E., & Saharuddin, A., 2017). The emergence of awareness of the importance of the study of the problem of social cultural change about education, especially after the community witnessed the fact that rapid progress in the field of science and technology was very encouraging to conduct a study conceptually, (Gunawan, A., Hariyono, H., & Sapto , A, 2017) One of the few similarities between social culture and Problem-Based Learning is: A democratic teaching approach uses real-world problems as a context for students to learn about critical thinking and solving skills (Judge , L, 2015). Cultural and social changes in society are not focused on the lives of urban people, but rural communities have also undergone many changes and developments as a result of the introduction of technology, communication, (Amin, A., 2017). Transportation in the life order of the wider community in Sidenreng Rappang District Province.

Conclusion

Early childhood education through child health services and family support programs for children is very much considered in TK PGRI Standard Corawali. Three conditions of random interventions carried out for early childhood students to be able to apply character education based on democracy and be linked to the conditions of the national curriculum implemented by the Indonesian republic. Random control group participants received social support for family services,

free child care and child nutritional supplements but there is no additional education program beyond what is given by parents and the system in TK PGRI Standard Corawali. Local people are generally rich and educated; disadvantaged families represent a small minority whose welfare is a high social and educational priority. Conditions for educational interventions are (a) preschool education for the first 5 years of life plus additional kindergarten through Class 2 Education Support Program (Preschool Support plus K-2), (b) preschool education (Only Preschool), and (c) K-2 Education Support Program (Special K-2). Regarding cognitive development, academic achievement, class retention, and special education placement. For mothers, the effect of having childcare during the preschool period is examined in connection with the acquisition and employment of maternal education. Positive and systematic differences in cognitive and academic achievement found that children were in preschool care, especially when the conditions were combined with the K-2 Education Support Program. High quality and consistently available preschool education is also associated with greater advancement in maternal education and higher levels of employment, especially for teenage mothers. This finding has direct relevance to education and welfare policies through free education, especially TK PGRI Standard Corawali in South Sulawesi

References

- [1] Alim, M. (2017). *STRATEGI DAN PENDEKATAN PEMBELAJARAN PAI DAN BUDI PEKERTI (Guru dalam Implementasi Kurikulum 13 di Kelas X SMA Islam Sultan Agung 1 Semarang)* (Doctoral dissertation, Fakultas Agama Islam UNISSULA).
- [2] Amin, A. (2017). *PENGEMBANGAN BAHAN AJAR PAI ASPEK AKHLAQ BERBASIS PENDEKATAN PEMBELAJARAN DEMOKRATIK DALAM MENINGKATKAN PEMAHAMAN KONSEP SISWA SMPN 12 KOTA BENGKULU. MANHAJ: Jurnal Penelitian dan Pengabdian Masyarakat, 5(3)*
- [3] Baharun, H. (2016). Pengembangan Media Pembelajaran PAI Berbasis Lingkungan Melalui Model ASSURE. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan, 14(2)*, 231-246.
- [4] Evans, E.D., (1971). Contemporary influences in early childhood education.
- [5] Elihami, E., & Saharuddin, A. (2017). PERAN TEKNOLOGI PEMBELAJARAN ISLAM DALAM ORGANISASI BELAJAR. *Edumaspul-Jurnal Pendidikan, 1(1)*, 1-8.
- [6] Elihami, E., & Firawati, F. (2017). Transformasi Sosial dalam Nilai-Nilai Pendidikan Islam di Kabupaten Sidenreng Rappang. *Edumaspul-Jurnal Pendidikan, 1(2)*, 51-60.
- [7] Elihami, E., & Syahid, A. (2018). PENERAPAN PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER PRIBADI YANG ISLAMI. *Edumaspul-Jurnal Pendidikan, 2(1)*, 79-96.
- [8] Hakim, L. (2018). PENGEMBANGAN MEDIA PEMBELAJARAN PAI BERBASIS AUGMENTED REALITY. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan, 21(1)*, 59-72.
- [9] Ismail, I. (2017). The Contribution of English Gossip Magazine on Students' Enthusiasm in Speaking Ability. *Edumaspul-Jurnal Pendidikan, 1(2)*, 1-14.
- [10] Lidiawati, L. 2018. PERILAKU REMAJA TERHADAP NILAI-NILAI KEAGAMAAN Studi di Desa Betung Kec. Semendawai Barat-Kab. OKU Timur-Sumatera Selatan. *Jurnal Dakwah Tabligh, 18(1)*, 56-70.
- [11] Maimunah, M. (2016). *Strategi pembelajaran Pendidikan Agama Islam (PAI) pada anak yang berkebutuhan khusus (autis) di SDIT Sahabat Alam Kota Palangka Raya* (Doctoral dissertation, IAIN Palangka Raya).
- [12] [Nur, M. M. (2015). *IMPLEMENTASI PENDEKATAN SAINTIFIK PADA PEMBELAJARAN PAI DAN BP DI SDN 4 TELUK KEC PURWOKERTO SELATAN KAB BMS* (Doctoral dissertation, IAIN).
- [13] Sahal, M. (2017). *KONSEP PENDIDIKAN AKHLAK MENURUT KH HASYIM ASY'ARI DALAM KITAB ADAB AL-ALIM WA AL-MUTA'ALIM* (Doctoral dissertation, IAIN Raden Intan Lampung).
- [14] Syukur, F. (2015). REORIENTASI MANAJEMEN PEMBELAJARAN PENDIDIKAN AGAMA ISLAM (PAI) DAN DERADIKALISASI AGAMA. *Walisongo:*

- Jurnal Penelitian Sosial Keagamaan*, 23(1), 113-130.
- [15] Ramli, M., & Ramli, S. A. (2017). MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR PENDIDIKAN AGAMA ISLAM (PAI) SISWA KELAS XI TKR SMK NEGERI 3 BULUKUMBA MELALUI PENERAPAN MODEL PEMBELAJARAN PROBLEM BASED LEARNING (PBL) DENGAN MEMANFAATKAN PERPUSTAKAAN DIGITAL. *JUPITER*, 16(1).
- [16] TABE, M., Anshori, A., Ag, M., Hidayat, S., & Ag, M. (2018). *Model Pembelajaran Al Islam Dan Kemuhammadiyah Di SMP Muhammadiyah 6 Ngawi Dan SMP Darul Ihsan Muhammadiyah Sragen 2017* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- [17] Nurhayati, S. (2018). *Penerapan metode kooperatif tipe think pair share untuk meningkatkan aktivitas belajar siswa pada mata pelajaran pendidikan Agama Islam: Penelitian tindakan kelas di kelas VII-D SMP Muhammadiyah 10 Bandung* (Doctoral dissertation, UIN Sunan Gunung Djati Bandung).
- [18] Rosyada, D., & Ahmad Sofyan, M. P. (2017). *Strategi Pembelajaran Pendidikan Agama Islam di MTs. Manaratul Islam Jakarta* (Master's thesis).
- [19] Muttaqin, A. Z. (2016). *PENGEMBANGAN MATERI PEMBELAJARAN PAI STUDI ANALISIS BUKU TEKS PAI DAN BUDI PEKERTI KURIKULUM 2013 SEKOLAH MENENGAH PERTAMA* (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- [20] Kurniawan, S. (2015). Pembelajaran Pendidikan Agama Islam Berbasis Kontekstual. *NUR EL-ISLAM: Jurnal Pendidikan dan Sosial Keagamaan*, 2(1), 78-87.
- [21] Gunawan, A., Hariyono, H., & Sapto, A. (2017, June). PROFIL MODEL CONTEXTUAL TEACHING and LEARNING di SEKOLAH MENENGAH PERTAMA. In *Prosiding Seminar Nasional Mahasiswa Kerjasama Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud 2016*.
- [22] Marzuki, A. (2017). MODEL-MODEL PEMBELAJARAN PAI INOVATIF DAN KONTEKSTUAL. *Al-Ghazwah*, 1(1), 103-116.
- [23] Sanjaya, W. (2015). *Perencanaan dan desain sistem pembelajaran*. Kencana.
- [24] Stipek, D. J., & Byler, P. (1997). Early childhood education teachers: Do they practice what they preach?. *Early Childhood Research Quarterly*, 12(3), 305-325.
- [25] Romadhani, L., Shobahiya, M., & Ag, M. (2018). *Sumbangan Konsep Belajar Ibnu Khaldun Dan Jean Piaget Terhadap Pembelajaran Pendidikan Agama Islam* (Doctoral dissertation, UNIVERSITAS MUHAMMADIYAH SURAKARTA)
- [26] Wahyuni, S. (2017). *Perbandingan hasil belajar siswa menggunakan model pembelajaran kooperatif Tipe Jigsaw dengan Think Pair Share pada mata pelajaran PAI: Penelitian Quasi Experimen pada siswa kelas VIII C dan D materi Hukum bacaan Qalqalah dan RA di SMPN 2 Pusakajaya Subang* (Doctoral dissertation, UIN Sunan Gunung Djati Bandung).
- [27] Widyastini, W. (2008). Gerakan Feminisme Islam Dalam Perspektif Fatimah Mernissi. *Jurnal Filsafat*, 18(1), 65-80.