

## **STRENGTHENING THE HONESTY CHARACTER OF YOUNG CHILDREN AT THE ISLAMIC INTEGRATED PRESCHOOL OF MON KUTA BANDA ACEH**

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### **Abstract**

Honest is basically a behavior that reflects the compatibility between heart, word, and deed. Children are the next generation of the nation. This study describes the role of the teacher in fostering honest character of young learners at the Islamic Integrated Preschool of Mon Kuta Banda Aceh. This research focuses on how to apply honest values to young learners. The data collection technique used in this study was by direct observation in the school environment, by looking on how the strategies carried out by the teachers in strengthening honest character and interviewing teachers and principals regarding the programs faced by the school in strengthening the honest character of young children. The data in this study were analyzed by using descriptive qualitative analysis. The results of the study indicate that the strategies applied in strengthening honest character in Islamic Integrated Preschool of Mon Kuta Banda Aceh are through daily programs, weekly programs, monthly programs, and annual programs.

**Keywords:** Strengthening, Honest Character, Young Children

### **INTRODUCTION**

Dishonesty is currently a phenomenon that is crucial amid Indonesian society. Many crimes are caused by the dishonest behavior such as fraud direct or indirectly (voice phishing), corruption, academic fraud, as well as the dissemination of news is not true (hoax) in a variety of social media is certainly harmful and disturbing the public. At this time a lot going on crimes committed by smart people are educated. If explored more deeply there are some common factors that cause someone dishonest and commit crimes such as the lure of money and power that causes a person involved in corrupt practices and are not used honest early age can be considered as a lack of people who behave honestly.

Honesty is an important trait that must be shared by all individuals that will create peace in life. Honest behavior in some people is not an easy thing to have and do. Honest behavior, one must have courage and responsibility. People who are honest are those who have the soul of a hero and brave accept the reality and honesty can improve tranquility and health, both physically and psychologically. One of the causes of behavior that does not reflect the honesty is not accustomed to since childhood. People who are honest are those who have the soul of a hero and brave accept the reality and honesty can improve tranquility and health, both physically and psychologically. One of the causes of behavior that does not reflect the honesty is not accustomed to since childhood. People who are honest are those who have the soul of a hero and brave accept the reality and honesty can improve tranquility and health, both physically and psychologically.

Young children are accustomed to behavior that will get used for such behavior. Especially during the early childhood 0-6 years is a golden age period where more than 100 billion neurons in the brains of children as the nerve center are in the process of formation of cells that are connected. The better the stimulus is given, it will be better the brain development of children. Early childhood is the initial foundation of civilization. If you want to build a new civilization then start by utilizing in early childhood. According to Suyanto (2010) During the age of 0-8 years, 80% of all human intelligence will be formed at this time. The results showed that about 50% of the variability of the intelligence of adults have occurred when the child was four years old. The next 30% improvement occurred at the age of eight years, and 20% were in the mid or end of the second decade. The intellectual development of mental development accompanied by other personalities until adolescence. As an adult, intelligence and personality behavior has been relatively stable, and therefore if you want to establish the intelligence and character, the most appropriate time is when the age of children up to teenagers. Besides family and neighborhood children at that age has an important role in child development.

Character education can be done from early childhood through daily habituation. Early childhood character education is the responsibility of all elements of society. According to Indonesian republic law number 20 of 2003 concerning Article 28 of the Indonesian education system of early childhood states early childhood education is divided into three educational paths that are formal, informal and non-formal (Sujiono, 2014). The responsible party in early childhood education, particularly education of character is the family as the first neighborhood children, schools and communities. Characters who have been socialized by parents at home should be reinforced in a school environment and maintained by the community. Character education from an early age can be taught through habituation by parents since children 0 years. At this time the child hears, sees and then mimic what is done by people who are available in the environment. When a child is 4-6 years old or has started to blend in with the social environment than any other family when children start to follow early childhood teacher and the school has a very important role without prejudice to the role of parents. School teacher is a role model for their students. Similarly, in early childhood education (TK/RA, KB, and TPA) have an obligation as an exemplary teacher responsible for the child's development.

In the context of honest behavior here, parents, teachers, peers, and the surrounding communities have an important role in its implementation. Character education in early childhood can begin with habituation by parents at home. When the child starts school, parents will automatically share the role with teachers and the community in educating the child's character. Teachers have an important role where the child starts school than most of the time which is owned by the child when the child is in school. Therefore, the writer wanted to know how the implementation of honest character reinforcement applied in kindergarten IT MON KUTA as one of the schools that have a role in character education of children, especially honest character kindergarten age children.

## **LITERATURE REVIEW**

According to the dictionary language center school students Ministry of Education, the character means distinguishing trait from another person, character, character. Full and

Kinasih (2015, p. 5) character also means manners. Characters by Suyanto (Setiawan, 2013, p. 55) is a way of thinking and behavior that is characteristic of each individual to live and work, both within the scope of the family, the community and country. Individuals who are of good character are individuals who can make a decision and be ready to account as a result of the decision he made. In Setiawan (2013), Lickona states essentially educational character is educational value there is components of good character are moral knowing, moral feeling, and moral action.

It is very important to cultivate the values of honesty, because it is a logical consequence of the existence and the nature of man as a social being and being cultured (Fadilah, 2012, p. 969). The Characters of honest or dishonest value according to the dictionary of students that is upright, not lying, not cheating, genuine and sincere. While honesty is the nature or state of honesty, sincerity, and uprightness. The significance of honesty can be interpreted as a word or deed as well as the conscience or the real feeling that corresponds to the reality (Suud, 2017, p. 125). According to Stats and Hagley (2008, as cited in Suud, 2017, p. 130), the nature of courage and empathy can be developed to improve the student's honesty.

The emphasis of the importance of this honest behavior should have a powerful effect or influence for humans because it may not give orders especially religious teachings relate to the faith if it does not have a specific purpose. One study conducted by western psychologists proves information submitted by the Prophet Muhammad peace be upon him that honesty brings goodness. Anita E. Kelly (2012, as cited in Suud, 2017) proved that participants experienced improved health, reduced headaches, sore throat, and anxiety. In addition to their medical experience that does not lie also improved interpersonal relationships with others. Furthermore, the Hadith clearly stated that the inventions brought on honesty and kindness can bring to heaven.

Tilman and Shu 2004 (as cited Sujiono, 2014, p. 45) values education is very important to be developed, not only included in the field of development through habituation behavior but must be integrated into all areas of development, including through institutional schooling situation that is built on these values. That means the value of education is not just a task for a teacher or religious mind, but the responsibility of all teachers and even the staff and all the people who were instituted.

Early childhood education hereinafter abbreviated as ECD, a development efforts aimed at children from birth to the age of 6 (six) years which is done through the provision of stimulus education to assist the growth and development of the physical and spiritual so that children have the readiness to enter further education, early childhood education is a vehicle for education is fundamental to provide a basic framework and development formed the foundations of knowledge, attitudes and skills in children (Rochmah, 2012, p.173). Based on the religious aspect, the purpose of education is to provide the knowledge, appreciation, and experience of religious moral values, thus encouraging the formation of personality based on the values of religious teachings are reflected in the attitudes and daily behavior (Sujiono, 2014, p. 45).

Halstead and Taylor (Setiawan, 2013, p. 55) to build on and supplement the values of children have already begun to develop by offering further exposure to a range of values that are current in society (such as equal opportunities and respect for

diversity); and to help children to reflect on, make sense of and apply Reviews their own developing values.

An understanding of the world's children is the early success in education. An educator is required to understand the child as a unique individual in which every child is seen as an individual who has the potentials are different from each other. More understanding is that the child is a child rather than an adult miniature size. They also have their own unique world and must be seen through the eyes of children. for it in dealing with them requires patience, understanding, and tolerance of depth (Susanto, 2014, p. 18).

To cultivate good behavior to children, would have to begin from the habit in the family as mother and father were good, moral and religious education are good, is the initial capital for the child to say kind words every day. Cultivate the understanding, the kids happy in the process of learning to adapt. So that any bad behavior invariably there are still opportunities to be fixed (Susanto, 2014, p. 10).

Experts believe that behavior can be established by providing answers in the form of words or certain actions. In class, reinforcement is often used to form positive attitudes in order for the child to complete academic tasks well. Strengthening the class can be either positive or negative. Positive reinforcement is something that is seen by children as desirable. If a child completes a task or exhibiting the desired behavior, teachers can positively reinforce the behavior with verbal praise, a kind of sticker token system or some other means. Negative reinforcement can be used to avoid or remove the child from a situation or unintended consequences if a particular behavior is shown (Sujiono, 2014).

In general, unpleasant behavior tends to be repeated. As a rule, teachers in classroom teaching and learning is absolutely necessary. The success of the learning process even depends on whether or not the teacher as a manager is able to give examples as well as a class of people who are consistent in applying the rules (Susanto, 2014, p. 17).

According to Ki Hajar Dewantara, the most important matter is given to early childhood is character education. The shape is not the subject of character, but to instill values, human dignity, moral values, character, and ultimately the formation of human personality. Kind acts aim to regulate human life. The same character with morality Berusu customs, manners and behavior can shape the attitudes towards the human, god, self, family, community, nation and the natural surroundings. If the fifth attitudes and behavior can already be invested, then the person will be a whole human being, good and honorable (Sujiono, 2014, p. 126).

A good approach and precise in instilling manners in early childhood according to him is a great example, a story or a fairy tale, and games. With this approach, we can educate children about manners while the child does not feel that his attitude is being formed. Creativity and innovation in the learning process teachers are required to educate, especially the formation of attitudes through learning provided. This is in accordance with these activities in accordance with the program of early childhood activities, namely the growth habits and behaviors behave politely. This program will not run properly if there is no instance of a parent. Therefore, parents need to be given

counseling to act and behave politely in front of her child or children are invited to discuss the child's attitude and behavior are good.

Ki Hajar Dewantara (in Sujiono, 2014, p. 127) divide human development using annual seven chronological age intervals namely:

- 1-7 years of age is seen as childhood, education that is appropriate at this stage by way of example and habituation.
- 7-14 years of age is seen as a growth period of soul and mind, a suitable education in this phase is a way of learning, command or punishment.
- Aged 14-21 years seen as the future establishment of manners or social period, a suitable education in this phase is by way of disciplining yourself and do or feel it directly.

## **METHOD**

The kind of study is a qualitative study. The located was at Islamic Preschool Of Mon Kuta Banda Aceh. The subjects of this study were teachers and head teachers. The data collection techniques used in this study was by direct observation in the school environment, by looking how the strategies carried out by the teachers in strengthening honest character and interviewing teachers and principals programs faced by the school in strengthening the honest character of young children. The data analyzed by using descriptive qualitative analysis.

## **RESULTS AND DISCUSSION**

Results from the study showed that the strategy adopted in the strengthening of honest character in kindergarten ITMon Kuta Banda Aceh is a program of daily, weekly programs, monthly program and the annual program. The school teachers and principals follow the curriculum of early childhood education in 2013 which at the time made the RRP is in need of some basic competency one containing an honest attitude development for early childhood. Thus, in the course of learning given their habituation to improve the character of an honest to early childhood. There is in the school character of honest integrated into the whole of school programs. Therefore the teacher makes some question in the morning. The question that makes children interesting and has effective communication interaction between teacher and children.

In closing, the teacher will be a model for what the children study today. Innovative learning with character education, it is fitting a professional teacher is able to design lesson plans characterized as a moral scenario training in developing the moral intelligence of learners. This means the innovative learning teacher use the story about honest, to use storybook or technology like tv and video or other media for studying to send honest message character.

## **CONCLUSIONS**

Teachers and schools have an important role in developing the character of early childhood. Through examples and use of information and technology in strengthening honest character in children. Through learning device, habituation every day as well as treatments that stimulate honest behavior in early childhood, and cooperate with parents and the community.

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