

## **TEACHER MODELING AND TEACHING GOOD CHARACTER IN SHAPING THE CHARACTERS OF CHILDREN**

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### **Abstract**

This study will depict or describe the implementation of the curriculum used in character building and the implementation of waste management, developing children's responsibility in the early life of children. The research took place in Bayyinah Pre School Play Group & Kindergarten, Aceh, Indonesia, with two teachers of early childhood and 20 Children, ages between five to six. This research activity as a whole was implemented for one month at the kindergarten. Survey and observation were conducted prior to compiling documents for this study. The data were recorded using digital cameras for motion pictures or for still pictures. The results showed that there are various factors that influence the character in waste management. Among those are family, environment, and education that setting children characters. However, the major finding from this study concerns teachers competencies which comprise their attitude, skills, and knowledge to facilitate the development of children character at waste management. Teachers in this study demonstrate their competencies in the teaching and learning process. Teachers expand their instructional strategy and make active attempts to include all of their students by incorporating multiple teaching instruction techniques which include group work, individual assignment, and practices. To acquire knowledge and skills in enhancing teaching and learning or instructional strategy, the teachers need to equip themselves with the latest information about the waste management issue and the curricula. Finally, recommendations are aimed at parents who should provide more examples in getting children to throw garbage in the right place and to increase the motivation of children in participating in waste house program activities

**Keywords:** Characters, Curriculum, Instruction, Assessment, School Culture

### **INTRODUCTION**

Early childhood education should address the moral development of the child, especially the caring and compassionate aspects of morality as positive moral characteristics do not appear spontaneously (Berkowitch & Grych, 1998). Weissbourd (2013, p. 6) states that moral development of students does not depend primarily on explicit character education efforts but on the maturity and ethical capacities of the adults with whom they interact-especially parents, but also teachers, coaches, and other community adults.

Littering behavior, in many cases, is influenced by the surrounding environment. Currently, in the address, any problems of littering have become a pattern of behavior in our society. It has been a common practice and therefore children consider that it is considered "OK" to dump and throw garbage since everyone is doing it. Unconsciously, these behaviors are internalized in the minds of children that littering

is not a wrong thing to do. Perceived behavioral will control a person to commit an act which is considered easier to do because of the availability of resources. Therefore, people will not throw litter when it provided a lot of trashes on the roadside. The concept of self-efficacy is used as perceived behavioral control, which means the perception of the ease or difficulty of the particular behavior. It is linked to controlling beliefs, which refers to beliefs about the presence of factors that may facilitate or impede the performance of the behavior (Bandura, 1977). The presence factors here are the litters and the garbage bins. If the two are available, the kids would relate the waste bins with the litter that may be available to the kids around them, followed by organized behavior.

Changes in behavior can be done through education by providing lessons about the garbage to the children since they are at the kindergarten to university. They are taught to dispose of plastic waste in plastic bins, the leaf litter in the organic waste, and so on. This organized steps will further teach them that they not only dispose of the garbage but also throw it to respect garbage bins. They were also given an understanding of the harmful consequences of littering. Teachers and educators should be able to give an example/role model dispose of waste in place.

#### **LITERATURE REVIEW**

Prof. Dr. Fasli Jalal (2005, p. 16) stated that the main aim of providing proper education to the children of early childhood group guarantees the optimal growth and development of children that may suit themselves with the rapid development of the human and non-human environment, including technology. The special curriculum should be designed to guarantee that the aims are achieved. In 2013, Indonesian Education Department, developed a curriculum for the Early Childhood Education known as "the Curriculum 2013" with a number of philosophical frameworks that provide the basis for the development of all children's potential to become a quality person as stated in the national education goals. Furthermore, to have the moral value and character, environment influences child development that includes:

- i). The presence of one or more adults who love children unconditionally. There should not be any biases towards children.
- ii). Adults should spend the time to do activities with children both within and outside the home environment.

If both conditions are not met, the ecological environment of children will collapse. Therefore, efforts should be made so that the whole family should be introduced and educated the values and norms sublime in children. In addition, young parents need to be supported by a large family and neighbors, so that they can develop and educate their children optimally.

In Sociological point of views, the 2013 Curriculum on Early Childhood Education was developed in accordance with the demands and norms prevailing in the local community. Indonesian society is a highly diverse society. Early childhood education unit is a representation of a diverse community of all aspects of socio-economic strata, culture, and ethnicity, and religion, physical or mental condition. Several teachers of Early Childhood in Aceh practiced the Constructivist model to integrate many cultures and norms of different ethnic groups. DeVries, et al. (2002) in their articles proposed several strategies in developing constructivist model when teaching at kindergarten.

Play and works will engage children's interest, experimentation, and cooperation, and meet the criteria for constructivist activities related to their cultures and values in and from their own cultural groups.

In the early 1970s, a more ethically rigorous and non-relativistic approach to moral education emerged when Harvard psychologist Lawrence Kohlberg (1976) argued that the goal of moral education should be to foster students' development through natural stages of moral reasoning. After classroom studies showed that growth in moral reasoning could, in fact, be stimulated by skillfully led a discussion of moral dilemmas, Moral reasoning is a part of Higher Order Thinking Skills (HOTS) where students are trained on asking Why and How and not solely on What of something to be evaluated. Higher-order thinking, known as higher order thinking skills (HOTS), is a concept of education reform based on learning taxonomies (such as Bloom's taxonomy) developed. The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits. Bloom's Taxonomy (1956) under the leadership of educational psychologist Dr. Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). HOT takes thinking to higher levels than restating the facts and requires students to do something with the facts – understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new or novel ways, and apply them as we seek new solutions to new problems (Thomas & Thorne, 2016).

The issue of character education and curriculum implementing has been a significant factor in schools, a kindergarten in Aceh. For this reason, it is necessary to examine the models utilized in character development in waste management program at the kindergarten in Aceh.

## **METHOD**

The approach used in this study is the qualitative descriptive approach. This study will depict or describe the implementation of the curriculum used in character building and the implementation of waste management, developing children's responsibility in the early life of children. The research took place in Bayyinah Pre School Play Group & Kindergarten, Aceh. Indonesian, with two teachers of early childhood and 20 Children, age between five to six. This research activity as a whole was implemented for one month at the kindergarten. The first two weeks were focused the following activities: (1) preparation, (2) survey, (3) observation, (4) documentation and (5) preparing and checking questions to be asked for the interviews. While the rest of the last two weeks, the researcher conducted interviews with all relevant human subjects for this study. With the approval from the management, the following are data collection techniques that writers used when collecting data. Survey and observation were conducted prior to compiling documents for this study. The data were recorded using digital cameras for motion pictures or for still pictures.

Moleong (2010, p. 216) said that data can also be compiled from documents related to the existence of the education institutions. Documents can be in the form of events recordings in oral form, printed paper, and digital documents. The paper documents were the curricula used at the schools, which includes the annual program, the

semester program, the plans weekly activities, the plans for daily activities, the list of teachers' names, a list of organizations, facilities and infrastructures, photographs teaching and learning activities, instructional media facilities at the schools. In addition, the evaluation tools and a list of students were also collected. To obtain complete data the researchers used the interview method where she directly interviewed the teachers, principals, and managers of institutions. Teachers plan any various activities and material to enhance teaching and learning and using group work to build students' character as the type of strategies implemented in the classroom. For the activities planned, the teacher notes where and how children played, the quality of their interaction, and possible next steps in the curricula, teachers watching and observing children to give meaning and support to their learning. The writer proposes some suggestions or recommendations to be made for each of the section for the purpose of improving the quality of waste management program in Bayyinah Preschool Play Group & Kindergarten in Aceh, Indonesia.

## RESULTS AND DISCUSSION

Bayyinah Pre-School play Group & Kindergarten is a kindergarten that has the main goal in education is the Islamic approach, Morals or characters are implemented and controlled each day in daily activities. The program always plans based on Al Qur'an and Hadist. The concept of education in Bayyinah considers that human beings are born with an outer potential: 1) the potential to be good to nature, 2) the potential for damage to nature, and 3) the potential of divinity which has non-physical functions. These three potentials are then relegated to human development. This then led to the concept of a comprehensive approach in education that includes elements of knowledge, morals, and aqeedah. Truly education shapes the character.

From a month of intensive program focusing on waste management (see Appendix), teachers can build children's development such as:

1. Having behavior that reflects a curious
2. Having behavior that reflects the creative
3. Having behavior that reflects attitude aesthetically
4. Having behavior that reflects a confident
5. Having behavior that reflects a turn of daily training through a discipline
6. Having behavior that reflects a patient to train discipline
7. Having behavior that reflects the independence
8. Having behavior that reflects the care
9. Having behavior that reflects the cooperation
10. Having behavior to fit
11. Having behavior that reflects being honest
12. Having behavior that reflects attitude/manners for parents and educators and/or governess, and friend
13. Knowing the member of the body, function, and his movement to the development of motor rough and motor smooth
14. Knowing a healthy way of life
15. Knowing how to solve daily problems and behaving creatively
16. Knowing the Object around the environment (name, color, form, size, a pattern, of the nature of, sound, texture, function, and the characteristics other
17. Knowing the social environment

18. Knowing the natural environment (an animal, plants, the weather, the ground, water, cobblestones, etc.)
19. Knowing technology
20. Knowing the early literacy
21. Knowing the self-emotion and others
22. Knowing a variety of works and activities in art
23. Understanding receptive language
24. Understanding expressive language ( discloses language verbally and non-verbal)
25. Can convey about what and how objects around engaged ( name, color, form, size, a pattern, nature, sound, texture, function, and the characteristics of the various work)
26. Can presenting their various work in drawings, singing, the physical gestures, etc. about the social environment ( family, a friend, shelter, a place of worship; culture, transportation )
27. Can express their need, desire, and interest
28. Can show their the work and activities in art by using many media

According to a teacher from Bayyinah Kindergarten, "To develop children's characters in waste, I organized group competition for the very clean class they have then they will be the winner of the month. This competition conducts each month and we give a reward for the effort". Another teacher responded, "We educate children to become a very responsible person for themselves and another". While the headmaster said, " students are also developed through co-curricular activities, they are asked to visit the land field, and also doing social work at Blang Padang field where the waste littering by irresponsible people".

The specific condition that influences directly to their family that the children also control their family members in waste at home. The results showed that in general parents strongly agree with the program of waste management as one of the efforts of character building in early childhood. Parents argue strongly in agreement with the purpose of the program, which means they already understand how to treat garbage in its place. Parents argue strongly in agreement with the target of the program, which means they are very welcome these programs because it can make the environment of the kindergarten clean and as well as for the wider community. Parents argue strongly in agreement with the activities of saving the garbage and disposing of garbage in its place can form the character of discipline, making the craft from the garbage can form the creative character, as well as the activities of parents, teachers, and children as exemplary actions that can form a character and can be an example for other people in the habit of throwing garbage in its place. Parents argue strongly agrees with the benefits of the program because it has been felt by parents to their sons and daughters. Recommendations are aimed at parents who should provide more examples in getting children to litter in their place and to increase the motivation of children in participating in waste house program activities.

## **CONCLUSIONS**

There are various factors that influence the character in waste management. Among those are family, environment, and education that setting children characters. However, the major finding from this study concerns teachers competencies which comprise their attitude, skills, and knowledge to facilitate the development of children

character at waste management. Consequently, these competencies will be translated into the teaching and learning process. Through their knowledge, skill, and attitude they will be able to vary their teaching and learning strategies in order to cater to different background and character brought out from children's home. Most teachers used the project based practice, the children are also promoted through co-curricular activities, doing social work and becoming an agent of change at home waste management.

Teachers in this study demonstrate their competencies in the teaching and learning process. Teachers expand their instructional strategy and make active attempts to include all of their students by incorporating multiple teaching instruction techniques which include group work, individual assignment, and practices. To acquire knowledge and skills in enhancing teaching and learning or instructional strategy, the teachers need to equip themselves with the latest information about the waste management issue and the curricula. Nevertheless, the teacher needs to deal with time constraint as they have other practices to perform, namely staff meeting, paper making, setting examination question, preparing to teach, and some administrative works.

This study reflects the influence of children's characters in waste management. Waste management becomes the new habit that is still in formatting progress by teachers. Teachers need to design a very interesting lesson plan on waste management, the kindergarten principals have to provide additional opportunities for information accessibility to compensate for the circumstances. Further, children can change parents and environment view of waste management to have the cleanliness perfectly as Al Qur'an and Hadist meant.

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## Appendix

### MANUAL WORK FOR DISPOSING GARBAGE

The following are models that have been developed by the Bayyinah Kindergarten in Aceh in its efforts to develop awareness of cleanliness, neatness and healthy environment.

1. Throwing garbage in trash



2. Paying attention to the trash symbols



3. Dispose of existing water in cans or bottles before putting them into the trash



4. Ensure Waste is put into the trash is not spilled



5. Keep the trash in place



6. Keep the trash close after



7. Always wash your hands after taking out the trash



#### **8. TIME OF DISPOSAL APPLICATION**

The following are times for students to practice their waste management program at the Bayyinah Kindergarten in Banda Aceh

1. After breakfast (7:30 - 7:40 am)
2. After Morning Activities (9:50 - 10:00 am)
3. After Lunch/dhuhur time (1:00 - 1:10 pm)
4. Prior to returning home (4:00 - 4:10 pm)
5. Whenever there is rubbish or wastes seen at any location around the school