

POTRAIT OF MORAL EDUCATION IN THE KINDERGARTEN IN YOGYAKARTA SPECIAL REGION AND CENTRAL JAVA

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ABSTRACT

Early childhood is the right time to be introduced, and developed moral education so that later children become good people. This study aimed to identify what moral values are developed by the teachers, what methods are practiced by the teacher and the results that have been achieved. Research settings are kindergarten in the Special Region of Yogyakarta and Central Java. The subjects of the study were 140 teachers. The data collection technique used focus group discussion. The data analysis technique used interactive analysis of the Miles & Huberman models. The results of the study concluded: 1) There are nine main values developed by the teacher, namely religiosity, independence, self-confidence, honesty, discipline, tolerance, social care, respect, and patience; 2) The methods used by the teacher are modelling, habituation, advice, storytelling, dialogue, sociodrama, social visits, educational tours, facilitation, singing, the introduction of a short hadith, playing children's films; 3) Evaluation of moral education is carried out according to what is stated in the kindergarten curriculum, namely using observations of daily child behavior; 4) Most children have achieved good moral development, and some children get very good grades. The most visible moral value of development is independence and self-confidence. For those who are Muslim, children have been able to read the Koran, and memorize 20 short hadith. It can be concluded that the moral education of early childhood in kindergarten in the Special Region of Yogyakarta and Central Java has been successful.

Kata Kunci: *moral education, kindergarten, teacher, early childhood.*