

DEVELOPMENT MODELS OF CHARACTER VALUE CHILDREN AGE HERE THROUGH HABITS AND CONFIDENTIAL

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ABSTRACT

This study aims to determine the form of internalization of the values ??of early childhood character education through habituation and exemplary. Character education for early childhood is intended to instill good values ??as a basis for further personal development. Character education for early childhood is to form the mental and character of the nation in the future. The low awareness and competence of early child teachers to character education becomes a problem that must be solved in relation to shape the character of the nation in the future. Implementation Character education in early childhood especially kindergarten begins with the preparation of syllabus / RPPH which includes the implementation of character education towards early childhood.

The design of this study will examine the implementation of character education values, using the R & D cycle stages of Borg and Gall. The model will be tested both theoretically and empirically in the field through preliminary research, the deepening of the values ??of character education and its implementation through exemplary and habituation.

The results showed that the process of character education implementation in PAUD institutions in Ngemplak sub-district can be seen from the emphasis of 18 characters in the learning process. 18 characters in character education include character: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love homeland, appreciate achievement, friendship / communicative, peace loving, environment, social care, and responsibility. Each character education indicator is represented by strategies and learning methods that reflect the value of each character. Learning method in question can be a form of assignment and learning practices and habituation so that the values ??of character education can be implemented

Kata Kunci: *Character, Early Childhood Education*