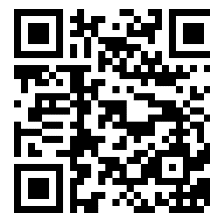


Implementation of Disciplined Character Education in Early Childhood (Multi Site Study at Qurrata A'yun Kandangan Kindergarten and ABA Golf Banjarbaru Kindergarten)



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ABSTRACT: Character education is an important component of education that strives to develop excellent character in accordance with national and national philosophies. Character education serves to raise ethical and moral children who will benefit society in the long run. One of the foundations of character development is discipline. The character of discipline can develop a sense of responsibility in the child; therefore, it must be retained and understood. This study used qualitative descriptive research. The aim of this study is to examine the implementation, the competencies required of PAUD teachers, the impediments, and the evaluation of disciplinary character education at Qurrata A'yun Kindergarten, Kandangan and ABA Kindergarten, Golf Banjarbaru. According to the research findings and results, character education discipline is one of the main programs undertaken by Qurrata A'yun Kindergarten, Kandangan and ABA Kindergarten, Golf Banjarbaru. Obstacles encountered include a lack of cooperation from parents in establishing the type of discipline between educational institutions and parents.

KEYWORDS: education, character, discipline, early childhood

INTRODUCTION

Early childhood education is an alternative in the world of education to be a way out of various moral and intellectual problems which means to improve the quality of education today, with the hope that the result of education will later be able to display attitudes that reflect character values in life practices. This is as stated in the National Education System Law of 2003 which states that the objectives of national education include developing the potential of students to have noble personalities, intelligence and morals (Purwanto, 2016). The same thing about early childhood education (Mulyasa, 2012), which states that PAUD will be the forerunner of nation-building (*nation character building*), as the starting point of the formation of quality human resources, who have insight, intellectual, personality, responsibility, innovative, creative, proactive, and participatory as well as an independent spirit.

The existence of the Minister's policy on the necessity of instilling character in schools which includes 18 characters, namely the policy of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning strengthening character education in formal education is implemented by applying Pancasila values in character education, especially including religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious values, National spirit, love for the country, appreciate achievements, communicative, love peace, love to read, care for the environment, care for social, and be responsible. The application of character education cannot be separated from one character to another, each character has a relationship and complements each other to get the expected results. In character education, there is also a disciplinary character that is not only an important part but basically completely inseparable and envelops every other character.

When at school, school activities will condition children to work and play in groups, so that children's ability to work together will be stimulated. This condition is of course different from at home where children are accustomed to playing alone or with adults at home who do not condition children to cooperate. In addition, the most worrying thing is the habit of children using gadgets such as *mobile phones* as a means of learning media or doing schoolwork with minimal supervision from parents. This phenomenon makes us realize how important character education is. Basically, character education will run effectively and intact if it involves three elements, namely family, school and community. (Sari, 2022).

Many PAUD institutions have implemented character education. However, not a few have just started implementing it. Many PAUD institutions are opened with increasingly varied curricula and school excellence displayed. In its implementation, discipline character plays an important role to support other character values as a whole, one way in the application of discipline character can be developed and made a habit with various activities carried out by children during school, both in small things and a special activity. In essence, early childhood discipline is a self-control of the behavior of children aged 0-6 years in behaving in accordance

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with applicable provisions (can be in the form of values, norms, and rules at the home and school). So in simple terms, early childhood discipline is basically an attitude of obedience to the rules that are good, both at home, school, and community carried out by children aged 0-6 years (Wiyani, 2013). Every child has a desire for something and children also have a selfish nature, therefore self-control means that children learn to master themselves in order to live an orderly life that starts from within the child himself. Self-control can be done by applying discipline in children's lives. Compliance in various applicable regulations and regularity in everyday life. This can be applied in schools by obeying various school rules and regulations, one way that can be done is by doing various habituations that are carried out continuously both in attitude, speaking and behaving as a whole.

According to Sopiani (2017) explained that instilling discipline in all aspects, especially in learning, is a hot, interesting, and attention-grabbing subject from the past until now. Discipline is often interpreted as a tool for success in everyone's life, and as much as 80% of discipline encourages good behaviour, and 15% or maybe less is what is done with bad behaviour, discipline problems are serious in the world of education and learning. Evidence shows that 30% to 80% of teachers' time is spent dealing with discipline problems in learning. In addition, discipline has a huge contribution to teacher stress in work, career choices, and professional competence, and 25% of students' learning disabilities are caused by students' fear of other students as a result of not upholding learning discipline in the classroom. Some professional educators have overlooked the importance of discipline in learning. The problem of disciplining all aspects as a whole is difficult to do if you expect instant results, and this is indeed a study that involves all parties, both parents and teachers. Therefore, if you want discipline to become a habit for children, it takes the cooperation of all parties to make it a routine, namely habituation at all times. With careful planning, habituation that is carried out consistently can get results by expectations. Discipline is part of interrelated character education, each character is expected to produce positive fruit for children's attitudes. In addition, every level of education hopes that its achievement will be obtained optimally. Therefore, the application of character education is mandatory for all levels of education, including in PAUD.

Based on the description above, the problems faced by the world need character as the main capital to change the worldview of behaviours that are considered deviant from norms and rules. In this case, the character of discipline becomes a character that cannot be taken lightly and is ignored so there. Because in essence, every character that needs to be instilled in early childhood must be packaged and inseparable from discipline to get consistent results and by the expectations of educators and parents. In other words, discipline character is the main point that must be instilled to facilitate the growth of other characters in children. Children who cannot be disciplined will have difficulty in living their future lives. Every parent and teacher always expects children to be obedient and disciplined in various activities with or without supervision. Therefore, discipline since children are young is expected to become an awareness in them to act either without expecting rewards or just because they are afraid of the punishment that will be obtained in their next life. Remembering the golden period is very important at an early age in achieving the goals of all aspects of development (Purwanti, R., 2021).

Previous research to strengthen research conducted by researchers Sari & Rofiyarti (2017) concluded that discipline character education needs to be instilled from an early age because child development at an early age will affect child development in the later period. The most effective way to discipline children is to provide positive stimulation. While in parental care, several types of parenting styles are often applied by parents, namely authoritative, authoritative, permissive and indulgent parenting, it can be known that each of the parenting styles that have been applied will produce various forms of child behaviour so that it has an impact on the development of children's character.

Mufidah (2019) concluded that discipline is a way to correct wrong behaviour. Discipline also encourages, guides and helps children to gain feelings of satisfaction due to loyalty, and obedience, and teaches children how to think regularly. Giving rewards through the token economic method is applied to early childhood. The token used in this study was adjusted to the age of the child, so the type of token used in this study was in the form of stickers. So, the provision of rewards through the token economy method in this study is effective in improving early childhood discipline. Then, the research result stated that the implementation of discipline character education is very important for early childhood (Ahmad, S., Aslamiah, A., & Sulistiyana, S., 2015; Cinantya, C., Suriansyah, A., & Asniwati, A. 2018; Sari, N. P., Makaria, E. C., Rochgiyanti, R., & Setiawan, M. A, 2021; Suriansyah, A., 2015; Sipiana, S., Suriansyah, A., & Effendi, R. 2019).

Susanto (2017) concluded that the process of habituation in education is important, especially in early childhood. Children have not realized what is called good and not good in a moral sense. Habituation is a process of forming attitudes and behaviours that are relatively sedentary and automatic through a repetitive learning process. The habituation process starts with imitation, then habituation is carried out under the guidance of parents and teachers, and then children will get used to it. If it becomes a habit that is embedded deep in his heart, the child will later find it difficult to change from that habit. The process of habituation consists of repetition, which is something that is done repeatedly and eventually becomes a habit. Habituation must be applied in the child's daily life so that what is habituated, especially the good with moral values, will become a perfect personality. child's daily life, so that what is habituated, especially the good with moral values, will become a perfect personality.

Based on the explanation above, researchers conducted research in two kindergartens, including Qurrata A'yun Kandangan Kindergarten in South Hulu Sungai Regency, Qurrata A'yun Kindergarten is the only kindergarten that has received A accreditation.

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The excellence of TK Qurrata' Ayun Kandangan is the achievement of children who often take part in competitions carried out at the same level as PAUD in the fields of artistic creativity and education by bringing home many trophies and awards for their achievements, in the form of singing, reciting, dancing, colouring, and Fashion Show competitions. Once home with its outstanding and proud graduates. This school provides extracurricular activities and facilities for children who will graduate and enter the elementary school education level. Then, TK Aisyiyah Bustaul Athfal Golf. This kindergarten is under the auspices of the Muhammadiyah organization. and has received accreditation A. In the learning process, the school also uses references to the nine Pillars of Character and K4 initiated by IHF (Indonesia Heritage Foundation). ABA Golf Banjarbaru Kindergarten has an excellent program that must be followed by all school students. The program is a recitation activity that is carried out every morning before habituation, the activity contains learning to read the Qur'an, namely iqro and memorization of short surahs. This program is considered sufficient to support child discipline and parental awareness to participate in building child discipline and parental awareness to participate in building good cooperation between schools and families to make children in a more positive direction. Thus, based on the background and previous research, researchers conducted a study entitled Implementation of Discipline Character Education in Early Childhood (Multi-Site Study at Qurrata A'yun Kandangan Kindergarten and Banjarbaru ABA Golf Kindergarten).

METHOD

Research conducted by researchers using descriptive qualitative research with the aim that researchers get an in-depth description or picture. This qualitative approach is an inductive approach, which is a reasoning process that follows the opposite path, observation or observation becomes the basis for formulating theories, hypotheses, and interpretations. Qualitative researchers let the data speak for them and avoid studies of various preconceptions (Putra, 2012: 43). The qualitative research conducted in this case belongs to the type of phenomena because this qualitative research is in accordance with several characteristics. According to Bogdan & Biklen explained that phenomenological research includes: not just examining visible social facts, but intends to reveal the meaning behind these social facts, both in the form of interactions and certain situations, emphasizing the subjective behavior of the subject under study, there are several ways to interpret the experience of each individual and the experience of interaction between one person and another, and reveal the meaning of reality from experience people and their consequences in the scene of social life (Sugiyono, 2016). In this study, researchers carefully investigate a program, event, process activity, or group of individuals. Cases are limited by time and activity, and researchers gather complete information using a variety of time-based data collection procedures (Moleong, 2014).

RESULT

The results of the research conducted by researchers were obtained through an interview process with several resource persons including principals, teachers and school committees. The results of interview conducted by researchers with data collection techniques through interviews, observation and documentation produced findings including: (1) Implementation of disciplinary character education at TK Qurrata A'yun Kandangan and TK ABA Golf Banjarbaru, (2) Competencies that PAUD teachers must have in the implementation of disciplinary character education at TK Qurrata A'yun Kandangan and TK ABA Golf Banjarbaru, (3) Obstacles to the implementation of disciplinary character education at TK Qurrata A'yun Kandangan and TK ABA Golf Banjarbaru, (4) Evaluation of the implementation of disciplinary character education at TK Qurrata A'yun Kandangan and TK ABA Golf Banjarbaru

Ontology of Discipline Character Education

Children's education must be carried out through three environments, namely family, school, and organization. Various research results show that if parents play a role in education, children will show increased learning achievement, followed by improvements in attitudes, socioemotional stability, discipline, and children's aspirations to study until college, even after work and marriage (Hasan, 2019). Education means change, that is, changes in cognitive aspects (receiving new knowledge and information), affective changes (feelings, attitudes, emotions) and skills (visible, in action). Thus, it is expected that children change to behave in accordance with the wishes of society. Furthermore, he also mentioned that values are a set of attitudes that are used as a basis for consideration, standards or principles as a measure for behavior (Nasution, 2011). The purpose of education according to Ki Hadjar Dewantara, which is to guide all the natural forces that exist in children, so that they as humans and as members of society can achieve the highest safety and happiness (Mulyasa, 2012). The next opinion, by the originator of the first character education, German pedagogy named F.W. Foerster that something that qualifies a person. Character becomes identity, becomes characteristic, becomes a fixed trait, which overcomes ever-changing contingent experiences. So character is a set of values that become habits of life so that they become fixed traits in a person.

The character is closely related to the assessment of good and bad behavior of a person, which is realized by various benchmarks adopted by his community. Character is formed through the course of a person's life. Therefore, it can change, it can

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be built in line with the way it assesses that experience (Salahudin, 2013). A person is said to have character or character if he has succeeded in absorbing the values and beliefs desired by society and used as capital force in his life (Adisusilo, 2013). Character education is a system of instilling character values to students which includes competence, awareness, understanding, concern, and high commitment to implement these values, both towards God, oneself, others, the environment, as well as society and the nation as a whole so that they become perfect humans in accordance with their nature (El-Khuluqo, 2015). A similar opinion was presented by Raharjo in his research, namely, character education will be able to influence the noble character of students, if carried out with certain principles and strong commitment from a teacher, as well as a supportive community environment. Therefore, character education must be carried out with the involvement of parents, teachers, kindergarten principals, the community and a supportive environment. Character education instills habits (*habituation*), comprehension (*Cognitive*), taste or value (*Affective*), the value that becomes the behavior (*psychomotor*). Thus, character education involves not only aspects of good knowledge (*moral knowing*), but also feel good *Loving Good (Moral Feeling)*, and good manners (*moral action*) (Ulfah, 2015).

Character education, of course, is not just the responsibility of schools. Character education is a shared responsibility of all of them that touches the values and lives of young people, starting with families and extending to faith communities, youth organizations, business, government, and even the media. The hope for the future is that we can come together with the same cause: elevating the character education of our children, our own character as deasa, and ultimately the character of our culture (Lickona, 2015). Building children's character is a responsibility for the family and also the school. All of that must certainly start from the spirit, vision, and example that arises in children. All must move together in a rhythm to build the child's character.

According to Marzuki (2015), there are several methods in character building, including (a) Practice and non-practice methods. The direct method means that the delivery of character education (moral education) is carried out in practice by providing noble moral materials from the source. Meanwhile, the method of not practicing means the cultivation of noble character in the hope that it can be learned by students. (b) Through individual subjects and integrated into all subjects. Through separate subjects, such as Religious education. Meanwhile, integrated into all subjects means that through all existing subjects noble character values can be integrated in the subject matter or through the applicable learning process. (c) Through activities outside the subject, namely through habituation or self-development. The point is the development of student character through all activities outside of learning which are commonly called extracurricular activities that are formed habituation of noble moral values in it, such as through IMTAQ activities, tadarus Al-Qur'an, and so on. (d) Through the exemplary method (*uswatun hasanah*). A very effective method for fostering the character of students in schools is exemplary. The role model in the school is played by the kindergarten principal, teachers, and school employees. The example at home is played by parents. Meanwhile, role models in society are played by community leaders from the lowest to the highest. (e) Method of counseling and paying attention. Teachers and parents should always give special advice and attention to their students or children in order to build character. This method also helps in motivating students to have a commitment to the rules or noble moral values that must be set. (f) Reward and punishment methods. The reward method is giving gifts as a stimulant to students or children to be motivated to do good or noble morals, while the punishment method is giving sanctions as a deterrent effect for students or children not to dare to do evil (bad morals) or violate applicable regulations.

Starting from a very simple understanding, the character of discipline is actions that show orderly behavior and comply with various rules and regulations. Educators can apply this discipline value to various actions that show orderly behavior and comply with the rules and regulations of activities at school or in the classroom (Sopiani, 2017). Discipline is the training of mind and character with the intention that all attention always obeys the order in school or the military or in a party (Hasnida, 2015). Etymologically, the word discipline comes from Latin, namely *disciplina* and *discipulus* which means command and disciple. So, discipline is a command given by a parent to a child or a teacher to a student. Discipline includes teaching guidance or encouragement carried out by adults in order to help children learn to live as social beings and to achieve their optimal growth and development. Based on this definition, what is meant by discipline is the rules or regulations that must be carried out in daily life to train and the character of members in educational institutions, military schools or community organizations (Hasnida, 2015). Stevenson (2006) explained simply, discipline is an action that shows orderly behavior and complies with various applicable rules and regulations. Discipline is self-control to encourage and direct all power and effort in producing something without anyone telling it to do (Yaumi, 2014). Imron (2011) explain about discipline as the exercise of controlling self, character and circumstances in an orderly and efficient manner. While what is meant by disciplined behavior according to Hurlock is the behavior of a person who learns and or voluntarily follows a leader. Parents or teachers are leaders, while children are students who learn from adults about life that leads to a useful and happy life in the future. In other words, discipline is the way society teaches children to behave morally approved by their group. Regarding discipline here, there are five levels of discipline development, namely: discipline because you want to get your favorite and fear of being punished, discipline if pleasure is fulfilled, discipline because you know there are environmental demands, discipline because there is already an orientation towards authority, and discipline because you have carried out social values, discipline or principles (Hasnida, 2015).

According to Hurlock, the purpose of discipline is to shape behavior in such a way that it will correspond to the roles assigned by the cultural group or place where the individual is identified. Through discipline without coercion or with awareness of the

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usefulness and benefits of discipline for the better. A child or member of society makes discipline because of habits in life (habits). The purpose of discipline is to help the child's attitude become behavior that is in accordance with the cultural group in his environment. In order for children to understand the purpose and purpose of the discipline, it is the duty of parents or teachers to explain first, either by modeling it directly or through verbal conversations about what the benefits of discipline are for children. This is done so that children understand and understand the purpose of discipline when they do it. So it is hoped that this will be a positive influence on child development. In line with the above thinking, according to Schaefer the purpose of discipline is twofold: the short-term goal of discipline is to make children trained and controlled, by teaching them appropriate and inappropriate forms of behavior or that are still foreign to them, and the long-term goal of discipline is the development of self-control (self control and self direction). Furthermore, the purpose of discipline which is to send children so that they learn about good things that are preparation for children's adulthood, when they are very dependent on self-discipline, it is hoped that later their self-discipline will make their lives happy, successful and loving, therefore parents and teachers must continue to think about children's discipline also put forward (Rimm, 2013). The importance of character education for early childhood (Alhan, K., & Supriyani, S, 2023; Krobo, A., 2020; Ato Wartoni, M. Saleh, S. 2022; Permatasari, N., 2020; Sari, N. P., Setiawan, M. A., & Novitawati, N., 2022; Rakhmawati, E., Maulia, D., Suyati, T., & Suharno, A, 2019; Suriansyah, A., & Amelia, R, 2021; Wahdini, E., & Suriansyah, A, 2019).

Implementation of Discipline Character Education

On site one, namely TK Qurrata A'yun Kandangan, researchers conducted an interview with the Head of Qurrata A'yun Kindergarten who stated that the policies in this kindergarten implement in writing the rules and SOPs and use guidelines in the rules of conduct such as rules for class hours, school uniforms. And there are also policies or regulations for teachers such as teacher working hours, uniforms. So not only children implement the policy but teachers must also implement it. The implementation of early childhood character education in Qurrata A'yun Kandangan Kindergarten is regulated and carried out continuously based on Standard Operating Procedures (SOP) prepared and approved by the Head of Kindergarten and teachers. Character cultivation in children is carried out from children coming, activities in the classroom, activities outside the classroom until the child goes home. For example, every time a child arrives, he is accustomed to shaking hands with the teacher, putting bags and shoes in place, until the child returns home in an orderly manner waiting for the pick-up. From the results of observations and interviews, it can be seen that teachers instill character in children through initial activities that are carried out sequentially every day starting from welcoming children to come at 07.30 - 08.00 in the morning. At that time, it was seen that the children who came to shake hands then entered the classroom and put bags and shoes in place. This illustrates the cultivation of discipline and responsibility character since children come to school. As for when the children go home, it can be seen that the children are orderly when preparing to go home, starting from picking up bags and shoes, shaking hands with the teacher, and going home in an orderly manner. The character of discipline instilled in children is intended so that children are able to respect time and obey the rules that apply at school. Regulations are made flexibly, but firmly in other words regulations adjust to the conditions of child development, and are implemented with full firmness. Furthermore, at ABA Golf Banjarbaru Kindergarten, researchers conducted an interview with the Head of Kindergarten who stated that one of the rules to instill discipline in ABA Golf Banjarbaru Kindergarten was done starting from simple things. Like putting shoes in place. When eating, drinking, bathing, children are encouraged to pray first and cultivate to queue and be patient in waiting for their turn. However, such things must certainly be carried out according to time and teachers and parents at home are involved in training children's discipline such as time for children to eat, play, and prayer time must be carried out according to time. One of the rules to instill an attitude of responsibility in ABA Golf Banjarbaru Kindergarten through the learning process outside and inside children are taught to put and return something in its place These methods are included so that it can run smoothly and children feel happy is that the teacher gives rewards for children who can put and return something in its place. This kind of learning will be able to train children to be responsible for what they have done. Then, according to the class teacher, one of the responsibilities carried out when children are at school is when children are playing after children play and children are invited to clean up the toys and return the toys to their place, children also like to help the teacher after learning and start distributing colored pencils to their friends and then put them back in place after the task is completed.

Competencies that PAUD Teachers Must Have in the Implementation of Disciplinary Character Education

The term competence in Indonesian is defined as proficiency or ability. There are several meanings of competence, including the opinions that teacher competency is the ability of a teacher to perform responsibility has or her duties appropriately (Usman, 2018). Competency is a knowledge, skills, and abilities or capabilities that a person achieves, which become part of his or her being to the extent he or she can satisfactorily perform particular cognitive, affective, and psychomotor behaviors (Mulyasa, 2002). It can be concluded that competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties.

Teacher is a position or profession that requires special skills as a teacher. This work cannot be done by a person who does not have the expertise to perform the activity or work as teacher. To become a teacher, special requirements are needed, especially as a professional teacher must master the ins and outs of education with various other sciences that need to be fostered

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and developed through certain periods of education or pre-service education. Competencies that must be possessed by teachers include: 1) Preparing lesson implementation plans, 2) Conducting Learning, 3) Evaluating learning (Usman, 2000:5). In the Big Dictionary Indonesian, a teacher is defined as a person whose job is to teach. However, in its implementation in educational activities, the task of teachers is certainly not only to teach oriented to the development of skills that have the dimension of the realm of creation, but teachers also develop the realm of taste and charity of students. Because, in the perspective of educational psychology, teaching in principle means the process of one's actions (teachers) that make others (students) learn, in the sense of changing all dimensions of their behavior.

Competencies that must be possessed by teachers in Qurrata A'yun Kandangan Kindergarten based on observations include the teacher's ability to master learning materials, the teacher's ability to manage classes, the teacher's ability to use media and learning resources, the teacher's ability to manage teaching and learning interactions, the teacher's ability to carry out evaluations of student learning outcomes and the teacher's ability to grow the personality of students. According to the Head of Qurrata A'yun Kindergarten, the learning process is developed again according to the needs of students, the learning model applied is very angry from the center, group, and role play models. The preparation of lesson plans must be adjusted to the stage of child development, using media, using teaching aids, and teachers must also arrange the class in such a way that it is at the time of learning. In addition to using media, teachers also use teaching aids in the learning process, the aim is to provide fun for children in playing while learning. After that, prepare the media needed at the time of learning. In the arrangement of the classroom, the teacher arranges in such a way that the classroom looks attractive and comfortable when used to create a conducive classroom. In addition to preparing media and props, the strategies used so that children can always be conducive, teachers usually invite children to play. The teacher arranges the classroom in such a way by decorating the room using origami or so on, such as by arranging tables. In addition, teachers also prepare media and teaching aids so that children feel comfortable in class. Teachers not only educate children through learning, but are able to nurture and provide good refraction for children as provisions in a more mature life to develop optimal dimensions of development. In an effort to improve and learn that can be done by teachers as changemakers through teacher performance improvement activities with institutional development forums, institutional development of curriculum, personnel, facilities and infrastructure and other changes. The pedagogic competence that must be possessed by Qurrata A'yun kindergarten teachers in preparing lesson planning is part of professional competence. is one of the important things that must be considered by educators in providing a good learning activity to students. Pedagogic competence is a distinctive competence, which will distinguish teachers from other professions and determine the success rate of the learning process and outcomes of students create learning scenarios, choose methods, media, and evaluation tools for students to take reflective actions to improve the quality of learning

The competence of teachers in ABA Golf Banjarbaru Kindergarten starts from the distribution of teaching tasks carried out by the Head of Kindergarten. The distribution of teaching duties is carried out fairly with the division of classes alternately every year by the Head of Kindergarten. The division of teaching tasks refers to the ability of teacher competence to teach. So for ages that 5-6 years are held by more experienced class teachers. The results of this study are supported by the opinion that in organizing schools, it is important to have a division of teaching duties by the Head of Kindergarten. This is so that teachers are responsible for the classes they hold. The duties of the teacher in the learning process include pedagogic duties and administrative duties. The task of padagogis is the task of guiding and leading children during learning activities. While administrative tasks include a series of administrations that must be carried out by teachers, in relation to learning, namely making learning implementation plans and conducting assessments (Erwinsyah, 2017). For special accompanying teachers, the Kindergarten Head selects teachers who have a linear educational background. This is done so that the teacher understands very well how and what are the needs of the child. This is in line with the opinion that a special assistance teacher (GPK) is a pillar supporting inclusion education. GPK is the only teacher who has knowledge, competence, ability and skills in understanding the characteristics of children with special needs, handling and developing children's potential according to the characteristics of their respective children (Madyawati, 2020). This research is also supported by Zakia (2015) stated that accompanying teachers are the only teachers who have knowledge, competence, abilities and skills in understanding the characteristics of children with special needs, handling and developing children's potential according to their respective characteristics. Teachers who do not have special competencies and skills in the education of children with special needs will have difficulty in helping children in regular schools. Likewise, inadequate knowledge of children with special needs will cause inappropriate perceptions which as a result can lead to negative attitudes towards the child. Therefore, the existence of special assistance teachers is very helpful for children with special needs in the learning process. So it can be said that the functions, roles and duties of special accompanying teachers in inclusion education are very meaningful. According to the Head of ABA Golf Banjarbaru Kindergarten, Creating annual programs, programs, RPPM, RPPH the main purpose in the formation of lesson planning is so that the competence of teachers increases after attending planned structuring training adjusted to the stage of child development preferably for groups of children who do not know color, activities to make colors will not be achieved by children in certain circumstances in creating a quiet classroom teachers occasionally invite children to Singing or playing games so that children do not feel bored. Teachers take actions in accordance with legal norms and social norms that

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apply in accordance with the norms applicable in the area, design fun learning according to themes and subthemes, and collect information/readings related to themes and subthemes, teacher abilities in managing learning which includes understanding the characteristics of students, designing learning implementation, and evaluating learning outcomes. According to ABA Golf Banjarbaru Kindergarten Teacher, teachers must also have the ability to design learning plans according to themes, developmental stages and learning objectives that are fun, meaningful and explore children's curiosity. The learning that is compiled must be able to develop aspects of child development such as religious and moral values, physical-motor, cognitive, language, social-emotional, and art. Able to provide educational stimulation or stimulation according to the needs of children, including children with special needs.

Obstacles to the Implementation of Discipline Character Education

According to Colvin (2008) there are challenges to manage discipline and provide adequate education in further schools burdened with the additional fact that students are identified as having emotional and behavioral disorders and there are generally, students with special needs. Helmawati (Helmawati, 2014) Mention obstacles in education including some that come from internal factors, namely; obstacles (obstacles / obstacles) when educating arising from the students themselves. Internal constraints include factors: genetic, physical, and psychological or trait. And external factors (external), are obstacles when educating arising from factors outside the student. These external factors include factors: Educator, family, economic, social, cultural, security and comfort. The results of research on the role of parents and educators in implementing disciplinary behavior towards early childhood concluded that; The level of closeness of the relationship between the roles of parents and educators together with early childhood discipline behavior is included in the weak criteria and the relationship is not in the same direction between the two variables, that is, if the roles of parents and educators together increase, there will be a decrease in early childhood discipline behavior, and vice versa. So that there is an influence on the role of parents and educators in applying disciplinary behavior to early childhood. If we look closely, the events of formal education in Indonesia are currently facing considerable challenges and obstacles. According to Agus Zaenul (2018), some of these challenges and obstacles are macro in nature which lead to government policies and some are micro related to personal abilities and local conditions in schools. In relation to value learning, the barriers and challenges faced are not much different from those faced by formal education. This is because value learning is part of formal education, and formal education is a subsystem of national education. According to the identification of Mulyana (2017), there are at least four main obstacles to value learning in schools, namely: (1) the strong influence of behaviorism in the Indonesian education system so that learning success is only measured by external attributes in the form of behavior change, (2) the capacity of educators in lifting the basic structure of teaching materials is still relatively low, (3), the demands of an increasingly pragmatist era, (4), an attitude that is less favorable to education. Although it has been identified, Agus Zaenul (2018) summarizes that there are various obstacles in character education learning, but there are also several factors that encourage learning, namely (1) environment, (2) creativity, (3), learning motivation, (4) learning attitudes and habits. From the explanation above, there is also one driver for learning values or character, namely a positive school environment. (*a positive school environment helps build character*). Students benefit from a conducive functioning environment that encourages them to reflect and actualize themselves better. Therefore, a positive school environment can encourage the formation of good character in students. From the explanation of the inhibiting factors and drivers of value learning in schools, it can be concluded that in general there are two factors that affect a person's character. Among them are internal factors and external factors. Internal factors are all elements of personality that continuously influence human behavior, which include biological instincts, psychological needs, and thinking needs. While external factors are factors that originate from outside humans, but can affect human behavior, both directly and indirectly.

Planning in learning begins with school program preparation activities starting from making annual preparations, then continued with semester programs. This activity involved the Head of Kindergarten, foundations and also teachers. The obstacle to mononjol on the Qurrata A'yun Kandangan Kindergarten site is that this activity has been routinely carried out by related parties at the beginning of each school year. Programs are made flexible for children with special needs. All activities in this planning receive direct supervision and guidance from the foundation. Preparation of lesson implementation plans. In this school, there are two types of lesson implementation plans, namely RPPM (Weekly Learning Implementation Plan) and RPPH (Daily Learning Implementation Plan). A prominent obstacle on the Qurrata A'yun Kandangan Kindergarten site is that this activity is routinely carried out once a week involving all teachers and guidance and approval from the Kindergarten Principal. In making RPPM and RPPH teachers cooperate with each other and the making is based on developing all aspects of child development both physical, motor, language, cognitive, religious and moral values, social emotional and children's art. One of the obstacles that occur in the implementation of Character Education is parents, parents as exemplary figures and provide insight for their children, parents who lack understanding and understanding in character education which is not only applied at school but also at home so that the process of implementing character education is supported in accordance with the programs implemented by the school. According to kindergarten class teacher Qurrata A'yun, there are parents who are very enthusiastic in the activity very participating, there are also some parents who are less supportive because they are busy with work activities and that is one that makes communication and cooperation between

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teachers and parents less effective. However, we still try to straighten communication with parents, not only at school through cellular communication, we also convey it to maintain good communication.

Furthermore, based on the findings at ABA Golf Banjarbaru Kindergarten, there are still children who have not been able to carry out character education instilled by teachers at school, one of which is that children have not been able to adjust to the surrounding environment and children have not been able to cultivate strong self-confidence in terms of character cultivation. Based on the results of the documentation, it is stated that there are obstacles to the implementation of character education, one of which is from parents and children, from parents through school work programs, lack of responses and cooperation carried out by parents at school, while from children, children have not been able to adjust to their environment, and there are also different characters of each child and slow child grasp in terms of character cultivation. According to the new ABA Golf Banjar kindergarten class teacher, not all children can carry out the Implementation of Character Education programmed by the school because the child's grasp in carrying out character education is unique and different, also children have not developed strong self-confidence, and need the cooperation of parents and teachers in terms of Character Education Implementation. Only constrained when there are children who have not been able to interact in activities because it has become a character of children who are used to it, and teachers provide encouragement through encouragement and appropriate stimulation so that children can accept gradually. However, it's just that there are some parents who are busy with work so that it makes communication between teachers and parents a bit difficult, but we from the school try and always establish good communication with parents not only through meetings but through cellular communication.

Evaluation of the Implementation of Disciplinary Character Education

According to Doni (2007), evaluation is an effort to find out the state and an object using certain tools (instruments) and compare the results with certain standards to obtain conclusions. In character education, evaluation is carried out to measure whether children already have one or a group of characters set by the school within a certain period of time. Therefore, the substance of evaluation in the context of character education is an attempt to compare children's behavior with character standards (indicators) set by teachers or schools. According to Doni (2007), character education evaluation is aimed at (a) knowing the progress of learning outcomes in the form of possession of a number of certain character indicators in children within a certain period of time. (b) know the disadvantages and advantages of learning designs made by teachers. (c) knowing the level of effectiveness of the learning process experienced by children, both in classroom, school, and home settings. The evaluation results will not have a good impact if they are not used properly. There are three important things that become the evaluation of character education, namely (a) serves to identify and develop teaching systems designed by teachers. (b) serves to be a control tool in the context, school. (c) serves to be further coaching material for teachers.

Based on the results of the study, it is known that the implementation of character education in ABA Golf Banjarbaru Kindergarten is carried out well, because the implementation of character education in early childhood has been programmed from school from the time the child comes to home and is carried out continuously. The program is contained in the Standard Operating Procedures (SOP) in schools. Discipline is an action that shows orderly behavior and complies with various tentatives and regulations. In the context of character education, discipline becomes something main because discipline is the basis of other characters. Discipline can be applied both at school and at home starting from simple things such as putting shoes in place, when eating, drinking, bathing, or others. The application of this disciplinary character can be done by making simple rules that must be obeyed by children. These simple rules, if continuously accustomed to children will indirectly make children disciplined in doing and doing all activities. Based on the results of the study, it was found that the implementation of character education in the discipline attitude of ABA Golf Banjarbaru Kindergarten was carried out well. This can be seen from children being punctual when coming to school, children are able to respect time and patiently wait for their turn by being guided by the teacher. This is in line with Wibowo's opinion in the book *Character Education for Aged Children* (2013) states that discipline is an action that shows orderly behavior and complies with various rules and regulations Based on this, it can be concluded that the disciplinary character shown by children in ABA Golf Banjarbaru Kindergarten is an indicator of the implementation of character education, in this case the character of discipline in children, Because children are able to obey the rules set by the school from the time the child comes to school until the child goes home. In learning, the first thing to consider is planning. Planning is made as the beginning of preparation for learning management which will later be implemented. The results of research in schools in the preparation of school programs start from annual programs and then reduce to semester programs. The preparation of this school program is carried out regularly and involves all relevant parties and in accordance with curriculum guidelines. The program that has been created will be used as a basic reference in developing learning activities in schools. The school program is made based on curriculum references and national standards for early childhood education in Permendikbud Number 137 of 2014.

Furthermore, based on the results of research on the evaluation of disciplined character education in Qurrata A'yun Kindergarten can be carried out properly. This is evidenced by the amount of responsibility children have both for themselves and responsibility for their learning environment. According to the Head of Qurrota A'yun Kindergarten, character education in Qurrata

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A'yun Kandangan Kindergarten is carried out well, because the implementation of character education in early childhood has been programmed from school from the time the child comes to home and is carried out continuously. The program is contained in the Standard Operating Procedures in schools. Responsible character education at Qurrata A'yun Kandangan Kindergarten is carried out well, this is evidenced by the magnitude of the child's responsibility both to himself and to his responsibility for the learning environment. In the evaluation that must be done is to monitor the results of children's progress, shortcomings and advantages of learning design then the effectiveness of learning for children.

CONCLUSION

The implementation of character education for children in Qurrata A'yun Kandangan Kindergarten and ABA Golf Banjarbaru Kindergarten is inseparable from learning planning and development, including the habituation of child character cultivation when coming in the morning to school is greeted by the teacher then shaking hands and the child is used to coming to put bags in class, then when the bell rings the child immediately lines up to follow morning exercise activities. The application and planning and implementation in habituation carried out by children is certainly inseparable from the role of teachers in developing children's character development. Teacher competence must be possessed by PAUD teachers in the implementation of disciplinary character education starting from the distribution of teaching tasks carried out by the Head of Kindergarten. The distribution of teaching duties is carried out fairly with the division of classes alternately every year by the Head of Kindergarten. The division of teaching tasks refers to the ability of teacher competence to teach. So for ages that 5-6 years are held by more experienced class teachers. Obstacles in the implementation of character education from various references and impacts, one of which is in terms of parents participating in school activities either through activities or programs held by the school. Based on the above, it can be concluded that character education in Qurrata A'yun Kandangan Kindergarten and ABA Golf Banjarbaru Kindergarten is one of the school work programs so that it is carried out continuously from the time the child comes to the child returns. This shows that the school's concern for the importance of character building in children is very high.

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