

Strengthening Of Character Education Through The Method To Play Role In Early Childhood

¹⁾Nurul Akmal, ²⁾Nasriah

¹⁾prodi, PG PAUD Universitas Negeri Medan, Jl. Williem Iskandar Medan, Sumatera Utara; ²⁾Pendidikan dasar (Konsentrasi PAUD) Universitas Negeri Medan, Jl. Williem Iskandar Medan, Sumatera Utara

E-mail: ¹⁾nurulakmal30@yahoo.com; ²⁾nasriahcut@yahoo.co.id

Abstract_Character education in values is very important to start in early childhood because of character education is the education process, aimed at developing values, attitudes, and behaviors that emit high moral or noble character, and 18 grains of values of character education, namely, Religious, Honest, Tolerance, Discipline, Work Hard, Creative, Independent, Democratic, curiosity, Excitement ethnicity, Love the motherland, Rewarding achievements, Friendly / communicative, Love Peace, Joy of reading, Care for the environment, social Caring, responsibility. In order for character education can be achieved, especially in early childhood, which is referred to as a golden age because at this age children easily able to absorb and imitate all that is seen, taste and hearing, then Education characters require special methods appropriate for educational purposes can be achieved. One of the learning methods suitable for early childhood is in the form of play that contains elements of habituation exemplary method is the method of playing a role that can be done with simple and does not require high costs so easy to use in the conditions and circumstances.

Keywords: Role Playing, Characters

1. Introduction

Having children of good character is the dream of all parents and teachers. But with the changing times, the characters possessed by children today is extremely frightening and worrying. Children who speak rude and disrespectful behavior towards parents, friends and the community around it.

In such a situation, many parents feel they do not teach their children behavior like. Then the question is how a child could do such behavior? The answer is because of a technological progress and freedom. It is inevitable in the world of technology more and more sophisticated. Globalization that exist in this world as a fact can not be denied. With the growing sophistication of this era of technology, people from all aspects of get used to it so well in the aspect of age.

Globalization had entered to various corners of the world, even to the remotest areas stricken area. Technology has disturbing moral and religious defense, how strong is maintained. So many technological tools that can be used and the demand by the public, television, Internet, newspapers, mobile phone, etc. is a medium of information and communication that goes quickly, damaging the ancestral cultures that had been held tightly.

Television is a technology that is the most convenient and attractive to early childhood. Television provides a wide variety of event information and even entertainment for young children, such as cartoons and movies is a genre of children.

However unwittingly and without the guidance of parents, sometimes the content of the film itself does not educate, how to speak and behave in children with friends, community orangtuapun sometimes even with no politeness.

Character own children in general is modeled after what is seen and heard, all the words, behavior, attitudes, circumstances, feelings and habits surrounding environment will be observed, is recorded in his mind then imitated. Television programs that attract children that sometimes shows poor moral character and can damage the child, once considered taboo are now becoming mediocre.

With the usual assumption that can form the actions or behavior of children who are dishonest, cruel, greedy and other bad behavior so that said character of ugly child. Finally character of the nation turned into a fragile, moral principles, and culture of the lost of their characteristics ,

2. Discuss

2.1 Understanding Character And Character Education

Character is character, character, character, or personality are formed from the internalisation of the various virtues that are believed and used as the basis for perspective, think, behave and act. According to Prof. Suyanto Ph.D character is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation and state.

Character education is all efforts made by educators to teach habitual ways of thinking and behaving that help children to live and work together as a family, society and the state and help them to make decisions that are accountable, characters can also termed nature, nature -characteristic psychiatric, morals or manners that distinguish one person with another person. While the character word translated as having character, has a personality, a stable personal attitude consolidation process results in a progressive and dynamic integration of statements and actions.

According Mulyasa (2009), that character education is an effort to help the mental development of children, both rebound and birth, from the nature of nature towards human civilization and better. Character is defined as the unique values (see the value of kindness, would do good, and real good Bohemian) which was engraved inside and the behavior of everyday life. Coherently character emanating from the result of a thought, though the heart, though the taste and if the intention, as well as one's exercise that are characteristic of a person or a group containing values, skills, moral capacity, and fortitude in the face of difficulties and challenges of life.

According to Solin (2012) there are four educational payloads, namely: (a) knowl-knowledge, (b) skills, (c) thinking, (d) character. All four of the terse-but interrelated so that we can say that the character is a knowledgeable person, the person's character is a skilled person, the person's character is a person who has thought and all of the task early pension-tance.

Barnawi and Arifin (2012) defines a character education as an effort to educate children to make decisions wisely and practice it in our daily lives so that they can contribute positively to the environment. So it can be interpreted as values education, character education, moral education and character education that aims to develop students' ability to provide a good or bad decision, maintaining what is good, embody, and to spread kindness in everyday life with a vengeance.

Character education according to Koesoema (2008) who first coined by German pedagogue Foerster (1869-1966), namely education that emphasizes ethical-spiritual dimension in the process of personal formation. Liberation movement of natural determinism to the spiritual dimension, moving from a more personal formation dominated psycho-social approach toward the ideals of humanism which contains cultural and religious dimensions.

This is in tune with the views Langgulong that promotes ethical aspects of spiritual, that education covers two main interests, namely the development of individual potential and inheritance of cultural values. Both of these are closely related to the way of life of a community or the nation respectively. View of life is self contain values that are regarded as something ideal. Wiyani (2013: 25) states that a character is a quality or mental or moral strength, morals or manners of individuals who constitute a special personality, which became the driving and driving, and distinguishes it from other individuals.

Development and character formation of students believed to be necessary and important to be done by the education unit and all of its stakeholders in the implementation of character education in the educational unit. The purpose of character education is basically to encourage the birth of children is good (perfect man). Growth and development of good character will encourage learners to grow the capacity and commitment to perform air-like the best and do everything right and have a purpose in life. Air-society also shape the character role-pass me old man and his environment (Gunawan, 2014: 192-193).

The form and the value of life is best discretion in determining the choices in everyday life. When a person is faced with the choice good deeds for others, then the characters are good people who seek to do good deeds for others and for himself. Conversely, bad character traits are acts committed by a person but the actors do not care about consequences caused by the actions of others.

Lickona (2013) suggested that the characters are divided into three interrelated aspects, namely moral knowing, moral feeling and moral behavior. Therefore the character of someone who is seen either have to fulfill three wishes

aspects, knowing a good thing (knowing the good), there is a desire for good things (desiring the good), and do good (doing the good). So that it will become a habit of thinking (habits of the mind), the habit of feeling (habits of heart), and acting habits (habits of action). This view is based on the Greek philosophers, Aristotle, which states that a character is said to be good, if someone good overall performance moral knowing, moral feeling and moral action.

2.2 Understanding the Role Playing Method

In general terms the method is one of the procedures used to achieve certain goals. In this sense can be any element in the destination. The learning method is a means used by teachers in presenting the material pembelajaran or game by observing the overall situation of learning and playing to achieve a goal. The intended purpose is for teachers to understand exactly how pupils learn effectively, and learning model that can be selected and used should be appropriate to the circumstances of students, materials, facilities, and teachers themselves.

According Yuliani Conscience Sujiono, et al (2008), playing a role or role playing is an activity to portray something diluat own role so that children can have an understanding and a correct view of history in the past, the possibility of events in the dating and current events that have meaning important in the present or the situation created a time and every place. A child who was playing the role of the world will go into another person with the attitudes and actions mengkreasi portraying people with the intention that he can understand the other person better.

According Hamalik (2004: 214),thata model of role playing (role playing)is a "model of learning by providing certain roles to students and dramatize the role into a stage".

Playing the role (role playing game) is one model of learning social interaction that provides the opportunity for students to engage in activities to learn actively with personalization. Therefore, further Hamalik (2004: 214) argues that "the form of role playing teaching gives the students a set / series of situations studied in the form of the involvement of actual experience designed by the teacher".

In addition, role playing often intended as a form of activity where learners imagine himself as if it were outside and play the role of another person while using speech language (Syamsu, 2000).

The Uno (2008: 25) states that: The learning model play a role (role playing game) is the first model, is based on the assumption that it is possible to create an analogy authentic in a situation of real life problems, both that play a role to encourage students to express their feelings and even let go, the third that the psychological process involving attitudes, values and beliefs as well as direct the spontaneous awareness through involvement with analyzes. Based on some understanding of the above, it can be synthesized that models role playing adalahmodel play a role by providing certain roles or series of

situations of learning to students in the form of the involvement of actual experience designed by teachers and didramati-sasikan that role into a stage.

Safriyani (2011: 8) says that "keyword from the main role is to play pretend. An activity can be called to play a role if there is quality pretend".

Another opinion came from Istarani (2012: 70) who said that the "method of playing a role is the presentation of material by showing a demonstration, both in the description and reality. Everything is shaped behavior in relation socio were then asked some students to memrankannya

From the opinions above it can be concluded that the role play is a play activity for which invites children to pretend to be one, animals, plants, or events and events of the past and the future.

The benefits that can be gleaned from playing a role in Tedjasaputra (2001) is "to help the adjustment of children, acting out certain figures he learned about the rules and behaviors that can be accepted by others, both in acting as a doctor, mother, father, teachers, students, and so on. Children also learn to look at the problem from the perspective of prominent figures that he played so hopefully can help social understanding in children". Another benefit is that it can memproleh pleasure from activities that dilakukan on his own, learning to be a follower, in the sense that would portray certain characters desired by the child. language development can also be improved due to the use of language in play activities.

2.3 Methods Role Playing Role in Formation of Character in Early Childhood

The learning method is very important in the learning process. During this learning method is implemented in schools conventional teaching methods. This learning method further highlight the role of the teacher than the student role. Besides conventional teaching methods tend to be oriented on the mastery of the target material. So that the learning method is only successful in the development of "remembering" the short term, but fail to equip students solve problems in the long-term life. To Improve Student Results One alternative learning models that can be developed is a method for improving the quality Role Playing optimal education in schools.

Use of the method of playing a role aims to help improve the ability for students to play the role of a simple way. This role play characters from the cast and in accordance with the child's age and its problems. Thus, students will be interested, happy, and excited to be able to learn while playing.

According Yuliani Conscience Sujiono, et al (2008), the purpose of the activities play a role in kindergarten can vary, for example teachers want to present information to the child, to teach certain principles, to change the attitudes of children, develop practical skills in relation to the duties or obligations of everyday kid, learn to put themselves in other people so that they can understand other people better, to learn about other people think and

feel (empathy), change behavior for the better such as how to make it be spontaneous, be a better listener, advising a child is direct, and learn how to lead others and etc.

Through the method of playing the role of children develop social knowledge where children are expected to learn and demonstrate the role that he will play. Through this method, the child must be able to study the role of these figures.

The formation of character is one of the national education goals. Article I National Education Law of 2003 states that among the objectives of national education is to develop the potential of learners to have the intelligence, personality and noble character.

The mandate of the Education Law of 2003 had meant that education is not only an intelligent form Indonesian people, but also personality or character, so that will be born generation of people who grow up with a character that breathes the noble values of the nation and religion.

Character education in values is very important to start in early childhood because of character education is the education process, aimed at developing values, attitudes, and behaviors that emit high moral or noble character, and 18 grains of values of character education, namely, Religious, Honest, Tolerance, Discipline, Work Hard, Creative, Independent, Democratic, curiosity, Excitement ethnicity, Love the motherland, Rewarding achievements, Friendly / communicative, Love Peace, Joy of reading, Care for the environment, social Caring, responsibility.

Examples of activities methods play a role that can shape children's behavior one of them is playing host and the guest. Here the children are divided into two groups on the role of the host and the other serves as a guest. Before the game begins the teacher to explain how to be a good guest, starting from saluted and until his return. who as hosts are also given details of how to receive guests well, began to return the greeting, open the door to make drinks for her guests. If there is an error when the game starts to the students in her behavior so here teachers act to correct the wrong attitude to be right up to the formation of good character in children very well.

In the game room gives a chance to form a pattern like a real house. Not only play the role of host and guest, but also can play the role of seller and buyer, physicians and patients, etc. Indirectly after playing a play that role, the child is getting knowledge and good manners on how they interact with other people, be nice and polite, spoke with said that good and creative to fit with the character education that is ongoing at this particular time.

3. Conclusion

According to the description of the sense of character education of various experts the character education in values is very important to start in early childhood because of character education is the education process, aimed at

developing values, attitudes, and behaviors that exudes good character or of noble character and a 18 point value -the value of character education, namely, Religious, Honest, Tolerance, Discipline, Work Hard, Creative, Independent, Democratic, curiosity, Excitement ethnicity, Love the motherland, Rewarding achievements, Friendly / communicative, Love Peace, Joy of reading, Care for the environment, social care, responsibility.

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When examined from role-playing functions have a positive impact on the education of character, then the method of playing a role is essential to use by younger children in the formation of character that is noble. Play a role not only be obtained through formal education, but also can be obtained from the surrounding environment, especially within the family environment.

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