Forming Children's Independent Character through the Habituation Method in Group A Paud Satya Prawira in Academic Year 2021/2022

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Abstract

This study aims to describe efforts to shape children's independent character at Satya Prawira PAUD in the 2021/2022 academic year. This research focuses more on how to increase the independent character of children at the age of 4-5 years. This research is a Classroom Action Research (PTK) where the subjects in this study are group A students from PAUD Satya Prawira with a total of 10 students. The focus of this research is the independent character of children at the age of 4-5 years. In this study, researchers used a habituation method in the form of giving examples and an action that can help children's independent character to increase according to the criteria desired by the researcher. In this study for data collection only used two cycles, in which cycle I the level of children's independence was still low because there were still some children's independence had not increased significantly. In cycle I with the results of Developing as Expected (BSH) there were 3 children or equivalent to 30%, and Developing Very Well (BSB) consisted of 7 children or equivalent to 70%. In addition, there is also a cycle II as a planning improvement action which from cycle I to cycle II has increased by 10% so that children who are Developing as Expected (BSH) consist of 2 children or equivalent to 20%, and Developing Very Well (BSB) totaling 8 children or equivalent to 80%. So, with this increase, the researcher stopped his research because the researcher had obtained the right results according to the desired classical value. However, the individual scores are still less than perfect and there are still children who are below the assessment criteria.

Keywords*: Independent Character, Habituation Method, Early Childhood.*

INTRODUCTION

School is an educational institution that is formal, informal and non-formal in nature, which is carried out by the state and the private sector for the purpose of providing teaching, management, and educating students through guidance carried out by educators or teachers. In carrying out teaching and learning activities at school, it is carried out by accepting students and providing lessons to students according to levels and majors, as well as to support teaching and learning activities with the availability of pre-designed infrastructure.

Education is one of the most important parts of human life. Education is not only transferring knowledge to students but forming professional, character, skillful and independent resources. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

Early childhood is a child who is in the age range between one and five years. This definition is based on the limits of developmental psychology which includes infancy (infancy or babyhood) aged 0-to-1-year, early childhood aged 1 to 5 years, late childhood. Early childhood is a child aged 0-6 years who has very rapid growth and development in all aspects of both physical motor, cognitive, language, social emotional, art, and religious morals. Nation Association for the Education of Young Children (NAEYC) which is an Association of child educators in America based on research, identified that the general pattern that can be predicted is the development that occurs during the first 8 years of a child's life. There

are six stages of early childhood development namely young infants (0-6 months), older infants (7-12 months), young toddlers (1 year), older toddlers (2 years), preschool and kindergarten (3-5 years), low grade elementary school children or primary school (6-8 years).

Early childhood education is a level of education before primary education, which develops all aspects of child development, namely aspects of moral religion, cognitive, social emotional, physical motor, language and art. The implementation of education is focused on laying the foundation towards the growth and development of physical, intelligence, emotional, language and communication in accordance with the uniqueness and stages of development through early childhood. In early childhood education there is an education path in the form of a formal path consisting of kindergarten (TK), Raudatul Anfal (RA). Informal pathways are in the form of child education in the family, while non-formal pathways are playgroups (KB), daycare centers (TPA), and similar PAUD. Character is a trait possessed by a person that can be seen from how he acts, behaves towards others which can be influenced by internal factors and internal factors.

The attitude of independence that children have can be seen from their curiosity and try themselves in doing everything that does not depend on others. Independence is an attitude or behavior that allows a person to play a completely independent role, trying to apply everything honestly on his own impetus and ability to solve the problems he faces, and be responsible for all decisions he has made through various previous considerations. Low independence in early childhood can be an obstacle for children to follow a higher level. Therefore, it is important for us to instill the attitude of independence from an early age. Independence in early childhood can be seen from simple activities that children do, such as: daring to learn in class without being watched,

eating without having to be fed by parents, being able to wear shoes, choosing supplies that must be brought when going to school, tidying up stationery and toys after doing activities, and being able to play with friends. But in reality, there are still many children at an early age who are not independent, especially children aged 4-5 years, many children still want to be watched over, cannot wear their own shoes, cannot tidy up stationery, do tasks without help, and so on. Independent character in early childhood can be stimulated through learning in various ways, one of which is the habituation method. The habituation process in education is important. During the golden age children have a very strong memory, their attention is more interested in new things.

Habituation as well as exemplary is a very necessary thing in education because psychologically the reason underlying the importance of habituation is that knowledge, education and behavior carried out by humans are generally obtained according to their habits. Habituation is something that is done continuously so that it becomes a good habit in a person in carrying out daily activities.

Based on the results of initial observations on Monday, February 21, 2021 at PAUD Satya Prawira in group A of 10 children, it appears that there are still many children who do not have independence. There are still children who cry when left by their parents, many children who have not been able to do the tasks given by the teacher without help, children tend to say they cannot do the tasks given. They also look unable to tidy up toys after use before the teacher tells them to tidy up, tidy up shoes when entering the classroom has not been too regularly implemented. These things show that children are still unable to solve simple problems on their own.

Thus, from the background description above, the researcher is interested in

conducting research on: "Efforts to Form Children's Independent Character through the Habituation Method in Group A Paud Satya Prawira in the academic year 2021/2022".

RESEARCH METHOD

The method of research used in this research is the method of action research conducted at PAUD Satya Prawira with the aim of improving the teaching process especially on the independent character of children in class A which is carried out by action.

This research activity will be carried out from April to May 2022 in the even semester of the 2021/2022 school year. The research was conducted in group A of Satya Prawira PAUD, Prawira Hamlet, Desa Sokong, Tanjung District, Lombok Utara Regency, 2021/2022.

The subjects in this study were children in group A of Satya Prawira PAUD, Prawira Hamlet, Sokong Village, Tanjung District, North Lombok Regency, with the number of children in group A being 10 children, consisting of 6 boys and 4 girls.

A data source is a place where we can get information and data that is complete, valid, and clear about what we are researching. Research methods of data collection in addition to data analysis are made possible. The data in this study are derived from the action research (CAR) carried out in group A PAUD Satya Prawira which is obtained from interviews, observation and documentation.

Data validation or data validity is the reliability of the research process carried out. Data validation is guaranteed and can be used as a reliable basis for drawing conclusions. This is done to avoid errors and imitations of data from various sources. The data validated in this study were the students of group A, the head of the school, the teachers or guardians of the students, the guardians of the students at PAUD Satya Prawira, Prawira Hamlet, Sokong Village, Tanjung Sub-district, North Lombok.

The data analysis process is assessed through the activity of reviewing or analyzing the data, describing and linking all published observations, documents, photographs, videos, and assessment formats.

According to Ratnawuilan in Nina Nihayati Sahafi, the reference formula for individual completeness is as follows:

a) **Individual Completeness**

$$NA=\frac{SA}{SM} \times 100$$

Notes: KI   :
Individual Completeness
SA : Final Score
SM : Maximum Score

b) **Classical Completeness**

$$KK=\frac{NS}{JS} \times 100$$

Notes:

KK : Classical Completeness
NS : total of students 'completeness
JS   : total of students

The indicators in this action research are as follows: children's independence is said to be successful if the average score of students is in the balanced category as expected. Individually, a learner is said to have survived if he/she has reached the required score of 70%. Classically, a learner is said to be passing if the percentage of completeness has reached 80% or is very good.

Research Procedure The type of research used in this research is classroom action research (CAR). Classroom action research (classroom action research) is an activity of observing an objective using methodological techniques to obtain data or information that is useful for the researcher or the people who are interested in improving quality in various fields.

RESULT AND DISCUSSION

As soon as the action research was carried out, the researcher first conducted a pre-classification of children in group A or children aged 4-5 years, this was done to find out the characteristics of the children, especially in the characteristics of independence. The first cycle action is carried out in order to carry out improvements in teaching or habituation that are in line with what is needed to develop or balance the child's independent character. At this pre-classical stage, the researcher conducted an observation of the child in which the researcher worked together with the teachers at PAUD Satya Prawira, especially the teachers in Class A, to find out the initial condition of the child's character.

At this pre-cycle stage, the level of children's independence is still very beautiful where the percentage of children's independence is around 40% or there are still many children whose level of independence is considered to be balanced.

Furthermore, in the planning stage of the first cycle of action, there are several activities prepared by researchers and teachers, namely: compiling a lesson plan (RPPH) in accordance with the plan, compiling and preparing an observation sheet and a teacher interview sheet that is used as a reference to find out the balance of children's independent character, and preparing equipment that is used to show pictures during the research activity takes place such as a camera / cellphone.

Before implementing cycle, I in accordance with the initial stage of observation, researchers and teachers and even researchers with children must create good relationships so that children feel comfortable when doing a learning activity. In the early stages of the implementation of this cycle I, teachers and researchers have previously taught routine habits carried out at school before carrying out the learning activities in the classroom.

The routine habituation carried out is the habituation of children's discipline where children are encouraged to come on time and shake hands with the teacher when they come to school, in this case, the teacher conducts the habituation of children's independence before entering the classroom, namely being in the classroom with confidence, wearing and removing shoes by themselves, putting on shoes before entering the classroom, eating by themselves, and so on.

When the child is in the classroom, the child performs and analyzes the tasks on his own, the child learns on his own without being taught by his parents. In order for the child to learn, the teacher should familiarize the child with tidying up the learning tools on their own, so that the child must be able to clean up and tidy up the toys that have been used by them by moving them back to their place. This is done by the teacher so that the child is able to appear with confidence and be independent, because the habituation carried out will lead the child to become a capable and courageous person who can even solve his own problems. And this habituation will be carried along by the child until they reach adulthood.

The process of teacher activities at PAUD Satya Prawira before conducting learning activities, teachers teach habituation to children to build children's character, especially children's independent character. so that teachers prepare materials and teaching tools in accordance with what is described in the Daily Implementation Plan (RPPH), so that teachers prepare a safe and comfortable learning and playing environment. Before the learning activity is assessed, the teacher says greetings, checks the children's attendance and motivates the children through songs or play activities.

After the opening activity, in the core activity the teacher reviews the learning

objectives that will be carried out so that the teacher gives the activity sheet to each child but when reviewing the activity sheet, the teacher guides the child in learning, and the teacher gives appreciation if the child is able to review the task.

Based on the activity data in cycle I, there was an increase compared to the activity in the pre-cycle. The child's independent character in cycle I is slightly improved by 30%, so that the classical value obtained in cycle I is around 70% with the criteria of Balanced Expectations (BSH) which can be said to have achieved the value of diversity in accordance with the individuality of speech, but the classical speech is still not achieved.

In this cycle I there are a few children whose independent character is still in a very well-balanced stage; at this cycle I stage there are no children whose independent character is Starting to Be Well Balanced (MB). The children's independent character Development as Expected (BSH) was 3 children (30%), and the children's independent character Development was Very Good (BSB) with total 7 children about 70%. So it can be seen that the methods used by teachers and researchers when applying the habituation method to children are now good, but researchers see that it is still difficult to improve and the classical value is still difficult to achieve, such as there are still children who throw garbage in the trash, have not been able to complete their assignment on their own, there are children who are still being waited on by their mothers when they are learning, and others that lead researchers to still not finding yet maximum value. Then the researcher will continue to the next stage until the researcher finds the percentage value that is in accordance with the assessment criteria.

Based on the research, it can be known that in this stage of cyclic II there is an increase compared to cyclic I. In cycle I, the increase in children's independent character was around 30% with a trajectory of 70%, which was calculated from pre-curriculum to cycle I so that it obtained an increase of 30%, while in cycle II it increased again by around 10%, which was calculated from cycle I to cycle II with a trajectory of 80%, which has reached the classical value set by the researcher. If it is calculated and compared between pre-school and cyclic II, then the improvement that has occurred is very high, namely around 40%.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that through the habituation method, it can improve the independent character of children aged 4-5 years at PAUD Satya Prawira which is done through an action at the cyclic stage. This action is carried out using the habituation method which is carried out continuously and repeatedly until the child becomes accustomed to doing it both at school and at home. This is because the independence is very important for the child's life.

The initial condition of the child's independent character is categorized as beautiful where the child starts to develop as much as 30%, the child develops as expected as much as 30%, and the child develops very well as much as 40%. While after the action was taken in cycle I, the child's independent character experienced an increase, namely in the criteria of developing as expected 30% and developing very well as much as 70%. This improvement occurred gradually and through the process carried out by researchers and teachers.

In cycle II, the children's independent character developed as expected by 20% and developed very well by 80% with a calculation of the increase in children's independent character by 80%, so it can be said that the children's independent character is on good or improved criteria.

SUGGESTION

For teachers, it can provide input and as an example of how to teach children in developing children's independent character through the habituation method.

For children, it can improve the independent character of children with the habituation method taught and can remember the examples set by researchers and teachers. Hopefully, the independence that has been carried out by children will continue and increase.

For Researchers in this study, researchers examined the efforts of a teacher in applying the habituation method in developing children's independent character which discussed how researchers and teachers collaborate in developing children's independent character, especially children aged 4-5 years. If the results of the research conducted by the researcher have not improved as much as possible, then the researcher hopes that the next researcher can be even better in continuing and compiling a thesis related to the independent character of children, especially early childhood. In addition, hopefully the thesis that the researcher made can be reference material for further researchers.

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