

**Children's Character Education Through Various Learning Media
In RA Normal Islamic Rakha**

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ABSTRACT

Early age is a golden age which is very effective in instilling various beneficial knowledge. The importance of character education in early childhood requires teachers to be creative and innovative in using learning media. Various learning media motivate children to learn. Not only forming a smart character but also being able to instill good values. This study aims to analyze various types of learning media in shaping the character of children in RA Normal Islam Rakha. This study used a qualitative method by taking the research location at RA Normal Islam Rakha. This type of research is descriptive research. Data collection was carried out using observation, documentation and interview methods. The results of the study show that teachers have a big role

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in children's character education. As role models as well as mentors in building children's character, teachers provide references or tools that can foster curiosity and not get bored in learning. The concept of playing while learning that children like is very effective when using a variety of learning media. The results of the research findings at RA Normal Islam Rakha carried out the formation of children's character through various learning media through educational toys and teaching aids.

Keywords: Education, Children's Character, Learning Media

A. BACKGROUND

Character education is very important in the process of forming a better generation. The Indonesian nation is currently facing a structural character crisis which is quite concerning. This can be seen from the many unfavorable problems associated with the character. How easy it is to find cases such as bullying, lying to parents and teachers, skipping school, cheating during exams and tests and so on. To improve the quality of human resources with character, the process of character education needs to be done early and must be maximized at elementary school age. Schools are responsible not only for producing students who excel in science and technology, but also in character and personality. Character education is a must because education not only makes students smart but also must have good manners and manners so that their existence as members of society becomes meaningful for them. Character education does not only function to change behavior in a better direction, but also to develop all the potential that students have and to instill the importance of screening in sorting out good character values and bad character values. Kindergarten as one of the formal PAUD institutions is a new hope in developing character education from an early age. Children aged 0-6 years have a very rapid period of intelligence development, so this period is called the golden age. This period is the first basic period in

developing various activities in the context of developing potential, attitudes, skills and creativity in early childhood. Children's character education is formed subtly and easily accepted by children by utilizing a variety of learning media that contain values that teach and instill positive, creative and active attitudes, both physically and also non-physically. This study aims to determine the process of character education for children through various media used by RA Normal Islam Rakha teachers. Children's character education is formed subtly and easily accepted by children by utilizing a variety of learning media that contain values that teach and instill positive, creative and active attitudes, both physically and also non-physically. This study aims to determine the process of character education for children through various media used by RA Normal Islam Rakha teachers. Children's character education is formed subtly and easily accepted by children by utilizing a variety of learning media that contain values that teach and instill positive, creative and active attitudes, both physically and also non-physically. This study aims to determine the process of character education for children through various media used by RA Normal Islam Rakha teachers.

B. THEORETICAL STUDY

Definition of Character Education

Education is defined as a form of mentoring and developing the potential of students who are directed and embedded in personality, then can be applied in everyday life. Character literally comes from the Latin character, which means, among other things: character, character, psychological traits, character, personality or morals. Someone who behaves dishonestly, is cruel, likes to steal, is said to be a person with bad character. Meanwhile, someone who likes to be honest, helpful, polite, can be said to be someone who has good character. So, the term character is more reflected in a person's personality. Lickona states that character education is a deliberate effort to help someone so that he can understand, pay attention to and carry out core ethical values.

Character values based on national culture include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, love peace, love to read, care environment, social care and responsibility.

Character education has a higher meaning than moral education, because it not only teaches right and wrong things, but character education instills habits about good things so that students become aware of what is right and wrong, will get used to doing it and can feel the value that is right. good. Character building is an important part in the world of education today. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System states that the purpose of national education is to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life. As for character education aims to improve the quality and results of education that lead to the formation of character and noble character of students as a whole, integrated,

To help cultivate character values in children, educators can use various methods, one of which is by using learning media as a facility that supports the character education process. Through efforts to introduce various goodness (knowing the good), instilling a sense of love for goodness (loving the good) and accustoming children to doing good (acting the good). There are three other reasons why character education is very appropriate to be implemented from an early age. First, because early childhood is an individual who does not know exactly which is good behavior and which is bad behavior. Second, because early childhood cannot fully distinguish which behavior is good and which behavior is bad.

Based on the description above, there are at least five objectives of implementing character education for early childhood.

1. Introducing, teaching, guiding and accustoming early childhood to positive behavior in their daily life in the family environment, family planning and kindergarten/RA environment and in the community environment.
2. Optimizing early childhood social and emotional development so that children have emotional intelligence (EQ).
3. Optimizing the religious and moral development of early childhood so that children have spiritual intelligence (SQ).
4. Underlying the optimization of physical-motor and cognitive, artistic and language development in early childhood with character values so that children are physically and spiritually healthy.
5. To give birth to a golden generation that believes in and fears God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen.

Learning Media

A good learning process must contain interactive, fun, challenging, motivating aspects and provide more space for students to be able to develop creativity and independence, according to students' talents and interests. Fun learning activities are strongly influenced by various factors, one of which is the selection of learning media used. Learning media has an important role in the process of teaching and learning activities. With the existence of media, the process of teaching and learning activities will increasingly be felt by the benefits. The use of media is expected to foster positive impacts such as the emergence of a more conducive learning process, the occurrence of feedback in the teaching and learning process and achieving optimal results. Learning media is part of student learning motivation which plays a role in the success of learning. This role can be seen from the activeness of the students, the child's curiosity about the material presented so that the child focuses on paying attention to the material until the child finds what he wants to know.

According to Arsyad, the term media comes from the Latin which is the plural form of "medium" which literally means intermediary or introduction. Learning media is an intermediary tool that carries messages or information that has a purpose in the learning process. This learning media is expected to unify the teacher's perception of the material to be conveyed and bring up children's ideas/experiences on this material. the child's curiosity about the material presented so that the child focuses on paying attention to the material until the child finds what he wants to know. According to Arsyad, the term media comes from the Latin which is the plural form of "medium" which literally means intermediary or introduction. Learning media is an intermediary tool that carries messages or information that has a purpose in the learning process. This learning media is expected to unify the teacher's perception of the material to be conveyed and bring up children's ideas/experiences on this material. the child's curiosity about the material presented so that the child focuses on paying attention to the material until the child finds what he wants to know. According to Arsyad, the term media comes from the Latin which is the plural form of "medium" which literally means intermediary or introduction. Learning media is an intermediary tool that carries messages or information that has a purpose in the learning process. This learning media is expected to unify the teacher's perception of the material to be conveyed and bring up children's ideas/experiences on this material. According to Arsyad, the term media comes from the Latin which is the plural form of "medium" which literally means intermediary or introduction. Learning media is an intermediary tool that carries messages or information that has a purpose in the learning process. This learning media is expected to unify the teacher's perception of the material to be conveyed and bring up children's ideas/experiences on this material. According to Arsyad, the term media comes from the Latin which is the plural form of "medium" which literally means intermediary or introduction. Learning media is an intermediary tool that carries messages or information that has a purpose in the learning process. This learning media is expected to unify

the teacher's perception of the material to be conveyed and bring up children's ideas/experiences on this material.

The following is the role of the media in the teaching and learning process according to Hamalik:

1. Clarify the presentation of the message and reduce verbality
2. Deepen students' understanding of the subject matter
3. Demonstrating abstract understanding to concrete and clear understanding
4. Overcoming the limitations of space, time and human senses
5. The use of appropriate learning media will be able to overcome the passive attitude of students
6. Overcoming the unique characteristics of each student caused by a different environment
7. Media is able to provide variations in the teaching and learning process
8. Provide opportunities for students to review the lessons given
9. Streamlining the implementation of teaching and learning activities and simplify the tasks of teachers

Age classifies learning media into three groups namely

1. Visual media is media that conveys messages through the eyes of viewers or media that can only be seen. Such as pictures, posters, cartoons, and others.
2. Audio media is media that contains messages in auditive form (only can be heard) which can stimulate children's thoughts, feelings, attention and willingness to learn the contents of the theme. Examples of audio media are sound cassette programs and radio programs.
3. Audio visual media is a combination of audio media and visual media or commonly called listening media. Examples of audio-visual media include educational/instructional television/video programs and sound slide programs.

Based on several groupings of learning media, it can be concluded that learning media vary in terms of educational toys and teaching aids. The teacher's task is to present the right media for their students in accordance with the goals and themes of learning.

C. RESEARCH METHODS

Based on the main issues studied, namely regarding "Children's Character Education Through Various Learning Media at RA Normal Islam Rakha", so This study used a qualitative method by taking the research location at RA Normal Islam Rakha. This type of research is descriptive research. Bogdan and Tylor define qualitative research methods as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior.. Data collection is done through observation, interviews and documentation.

D. RESULTS AND DISCUSSION

Character building

Early childhood education is the most basic education and occupies a position as a golden age and is very strategic in developing human resources. The range of early childhood from birth to the age of seven years is a critical age as well as in the educational process and can influence the process and results of one's subsequent education, meaning that this period is a conducive period for developing various abilities, intelligence, talents, physical abilities, cognitive, language , socio-emotional and spiritual. In the development of cognition according to Piaget, early childhood enters the sensorymotor phase (0-2 years) to the pre-operational development phase (2-7 years). Therefore, early childhood is very easy to imitate and absorb what they get from the surrounding environment where they grow.

Character education in schools can be applied to all subjects. Every subject related to norms needs to be developed and related to everyday life. Teachers not only teach the concept of good character, but how to direct students to be able to implement it in everyday life. The formation of children's character cannot be done in a short time because it requires a long process in a long time. This can be done continuously using appropriate and effective methods.

Kinds of learning media

Character education in character building efforts is not taught independently as a teaching material as is the case with other subjects, but is contained and included in the learning of various subjects both in learning processes and strategies and inclusively in teaching materials. So in TK/RA character education can be included in learning from each theme. Each theme requires competence that contains the values of goodness and life, such as honesty, tenacity, cooperation, competence, nationality, courtesy, unity, sportsmanship, and so on. There are several methods used in the educational process including the exemplary method, the habituation method, the advice method, the attention/supervision method and the punishment method.

Researchers conducted interviews with teachers at RA Normal Islam Rakha about the media used in the learning process. As expressed by Ustadzah Irvina: "We usually use books, google, educational games such as plasticine toys, props such as hand puppets then puzzles, blocks and disassemble toys." Ustadzah Widiarti as a teacher in another class also said that "The learning media commonly used in RA Normal Islam Rakha are visual and audio-visual media in the form of pictures and videos. Educational games or props that we usually use are worksheets, picture cards, drawing paper, origami paper and colored pencils.

Then Ustadzah Irvina said that the formation of character through the medium of hand puppets at school is done in this way "for example telling a story about a monkey and a turtle, so what kind of monkey character is it by changing our voice so that it makes the child think this is a monkey's

voice and this is a turtle's voice. As creative as we are to be funny and entertained. Then at the end of the story the moral message is conveyed to the child. Good storytelling techniques, storytelling strategies with the right expressions and tone of voice while using visual aids will guide the child's imagination and will have an impact on the growth of a child's positive attitude towards reading. A good story will educate their senses, moral imagination, and develop their knowledge. Children do not automatically understand the contents and message of the story. So, they must understand, made aware, trained and guided, and concretely asked to do good things as good behavior in the contents of the story. And with stories that are routinely obtained by children, it is hoped that the process of internalizing good character as shown by the characters will occur within the children.

Educational games contribute effectively to character building in learning through children's skills. As for character education from toys delivered by Ustadzah Irvina, namely "For example the theme of my school, this is about buildings, so from the start, convey the theme and what it contains first, then when playing, given blocks can train good cooperation with friends so don't be selfish, that's social-emotional in how to share with friends". Playing with blocks can help children develop a cooperative attitude. The best ways to foster a cooperative attitude include:

1. Creating an "us" environment and not "me"
2. Exemplify cooperative behavior
3. Directing children through activities that require cooperation so that children can see for themselves the value of cooperation.

Children's education is usually delivered directly as said by Ustadzah Irvina "Before playing, there are rules for playing, for example, you cannot throw it, what will the result be if this block hits a friend. After understanding the rules well. Just cooperate with a few people or we make a rule if you disturb a friend you will be kicked out of the game." Several components of the psychic aspect will develop through play. For example, the intelligence factor develops through playing because through playing children will face various problems that arise in the game and must be

resolved/decided at the same time quickly and precisely or motivational factors through playing children will show what they really have. and full of enthusiasm because in playing the atmosphere is uplifting and fun so that you are free to move vigorously according to your abilities. Through playing, children will get used to pressure both from themselves and from outside so that they will be able to manage their emotions, anxiety and self-confidence well. When children play, they are actually learning. When children are playing, children will absorb everything that happens in their surroundings.

As for the benefits of varied learning media for Ustadzah Irvina, namely "So that they have more insight because there are a lot of media so they are not focused, for example, just books means books, if there are lots of media, children will become more enthusiastic because they see new games." As for the benefits of learning media, according to Ustadzah Widiarti, they can provide opportunities for children to be actively involved in learning and can improve the quality of learning. Children are better able to understand the material because children see directly the object explained by the teacher. Then it can attract the child's attention with the color or shape presented, it is expected to be an introduction to the child's curiosity about the material presented.

E. CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion above, it can be concluded that children aged 0-6 years have a very rapid period of intelligence development so that this period is called the golden age. This period is the first basic period in developing various activities in the context of developing potential, attitudes, skills and creativity in early childhood. The use of media is expected to foster positive impacts such as the emergence of a more conducive learning process, the occurrence of feedback in the teaching and learning process and achieving optimal results. Learning media is part of student learning motivation which plays a role in the success of learning. This role can be seen from the activeness of students, the child's curiosity about the material presented so that the child focuses on paying attention to the material until the child finds what he wants to know. The media

commonly used by teachers in the learning process are books, google, plasticine toys, hand puppets, puzzles, blocks, disassembled toys, pictures, videos, worksheets, picture cards, drawing paper, origami paper and colored pencils.

F. THANK-YOU NOTE

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