



Identification of the Formation of Character Education Values for Preschool Children in the Disruption Era

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Abstract

Purpose – This study aims to identify character building for preschool-aged children in the era of disruption. This research produces percentages regarding applying the four character values: honesty, discipline, tolerance and independence.

Design/methods/approach – This study uses a quantitative research method with a descriptive type. In this research, researchers conducted data mining using research instruments distributed online to students' parents. The results of the analysis of the questionnaire that has been distributed to the parents of the students will later become quantitative data to determine the character development of students while at home.

Findings – The results showed that parents' formation of character values for preschool-aged children obtained data as many as 365 (95.05%) parents always familiarize and apply the value of honesty. 263 (64.49%) parents always familiarize themselves and apply the value of discipline. 214 (55.73%) parents always get used to and apply the value of tolerance, and as many as 272 (70.83%) parents always get used to and apply the value of independence.

Research implications/limitations – The research focus on the four character values is based on the results of previous research, which the researchers used as a reference because students in the early age category are still in the process of growth and development, so the internalization of the eighteen character pillars has not been fully formed.

Practical implications – These four character values have different scores where the student's parents prioritize instilling the values of honesty in educating their children in the family environment. The lowest score results indicate that tolerance is a character education value not applied to the early childhood category. The researcher hopes there will be a similar type of research to analyze the application of tolerance character values in the elementary and middle school age categories.

Originality/value – The significance of this research that has been carried out is to see the role of parents in implementing character education values in the family environment. It is hoped that future research can link the four character values to correlational research.

Keywords: Character; Preschool; Disruption era

Paper type: Case study

Introduction

Indonesia is currently in an era of disruption where everything, including education, is experiencing changes (Couillou et al., 2022; Lubis, 2019; Ryan et al., 2022). The role of the teacher in the current era of disruption must focus on strengthening students' character. Disruption is an era of massive innovation and change that fundamentally changes all existing systems, orders and landscapes in new ways. The disruption era is when society begins to shift activities that were initially carried out in the real world, now shifting to the virtual world (Abusamra et al., 2022; Fikri, 2019; Mackey et al., 2022). The existence of an era of disruption brings consequences in new ways and approaches. One of the impacts of the emergence of very rapid changes or disruptions is the occurrence of the COVID-19 pandemic, which hit the world at the beginning of 2019. The existence of the COVID-19 pandemic is one of the drivers of the rapid development of the era of disruption in the world, especially in the field of education. Learning becomes less meaningful because it is not carried out as it should be. Apart from that, seen from the elements of education implementers, they are also required to be able to adapt so they can keep up with changes in the learning system during the COVID-19 pandemic quickly. However, new developments make problems in the world of education more complex (Bazyliuk et al., 2023; Dwiningrum, 2019; Sun & Ye, 2021). As a result, children unable to follow these changes will be unable to compete. If you are only intelligent and thoughtful, you will undoubtedly be left behind by digital technology, which is easily accessible to students. Therefore it is necessary to strengthen character in the school and family environment (Lin et al., 2022).

The education strengthening program character consists of three bases: class base, school culture base, and community (Ika & Putranti, 2019; Maisyaroh et al., 2023; Poliakova et al., 2022). Strengthening character education in the classroom can be done by linking learning indicators with the characters to be developed. Strengthening character is also appropriate for preschool children. It is because preschool children are like blank paper, ready to be filled with various writings and scribbles. Khaironi explained that early childhood needs guidance from adults, both teachers and parents. Early childhood is crucial because each individual will experience this period once in a lifetime, or it can be called the golden age (Khaironi, 2017). He has no talents or traits from the moment a child is born. The teacher can shape the child's character so that the environment, in this case, education, has power over the child's education. Therefore pre-school-age children will easily record whatever they receive, including lessons, teaching and experiences experienced at home and in kindergarten.

The implementation of character education values should be a shared responsibility for all parties, including parents, educators and the environment, both at home and school. Internalization of the values of character education must start with the educators themselves because every action taken will be material for reflection for the child (Cahyaningrum et al., 2017; Hidayat et al., 2022; Zakaria et al., 2022). The formation of character has been carried out implicitly in implementing national education. It has been implemented since Indonesia's independence (Iswantiningtyas & Wulansari, 2018). Law Number 20 of 2003 concerning the National Education System explains that "National education aims to educate the nation and develop the whole Indonesian human being, namely human beings who believe in and fear God Almighty and have noble character, have knowledge and skills, are physically and mentally healthy, strong and independent personality as well as a sense of responsibility and nationality". However, character formation in children is not enough if it is done at school alone. It is necessary to the role of parents to instil character values through habituation to behave and behave according to the norm. based on thoughts on the concept of parenting according to Ki Hadjar Dewantara, there is an among system, which is one of the noble values in which there is a philosophy of compassion (Agus et al., 2020, 2021; Apriliyanti et al., 2021). Therefore, integrating cooperation between educational institutions (educators) and parents is necessary to instil character values, especially in preschool-age children.

Preschool age is when a child requires extra attention because, at that time, the growth and development of children are high-speed and easy to see and measure. Subandi and Fadhlullah

explained that this period was the golden or golden age. The golden age is when a child's advantages and privileges are not repeated a second time (Elsayed et al., 2016; Subandi & Fadhlullah, 2006). It indicates that preschool is a determining period for the next life. So, that at this time, it should be put to good use by educators and parents to work together in coaching, directing, mentoring, and character-building in children. So that in the future, children can become human beings who have good personalities and are helpful to themselves, society and the nation and state. This study aims to identify character building for preschool-aged children in the era of disruption.

Methods

Researchers used a quantitative research approach with a descriptive type. In this descriptive quantitative study, researchers used a questionnaire to collect data about the character formation of preschool-age children in the era of disruption. The descriptive quantitative research approach carried out by the researcher aims to find out about the responses of parents' opinions regarding what character education values are applied in everyday life, especially when parents are in an industrial environment and are busy working.

The population in this study were parents of preschool children in the Pandaan Subdistrict, Pasuruan Regency. Meanwhile, the sample in this study was randomly selected from parents who had sent their children to school online. Sampling is done online by distributing questionnaires in the form of *Google Forms*. Determination of the sample using simple random sampling. Simple Random Sampling (SRS) or simple random sampling is a method of taking a sample consisting of units with the same opportunity to be selected, and each unit in the population has the same probability of being selected as a sample (Cohen et al., 2017; Suharsimi, 2019).

The data collection technique carried out by researchers uses a survey by distributing online questionnaires through social media *WhatsApp* to make it easier for parents to fill out a questionnaire prepared by the researcher. The purpose of this study is to see the level of application of character education values in the family environment. This research will produce percentages regarding applying the four character values, honesty, discipline, tolerance and independence, which can be obtained through the following equation.

$$P = \frac{f}{N} \times 100\%$$

Information:

f = Total score of data collection

N = Maximum score

P = Percent validity (Daryamti et al., 2018)

Furthermore, the results of calculating the value of children's understanding are analyzed with a score scale as follows to table 1.

Table 1. score data calculation value of children's understanding

No.	Percentage	category
1	100-81	Very good
2	61-80	Well
3	41-60	Enough
4	21-40	Bad
5	0-20	Very bad

Result and Analysis

The process of character formation in preschool children should start from the environment closest to the child, namely the family and school environment. Parents are the first and foremost madrasas known to children in stimulating their child's development, and teachers are also influential figures in the formation of children's character because these figures are role models,

exemplary, and idolized by a child. In addition, habits that children often see both at school and home will also be quickly followed by children. So, the formation of character must be started as early as possible so that in the future, the child will become a person who can adapt to the development of the era in terms of cognitive, affective and psychomotor.

Based on the presentation of character values that can be developed in early childhood, the authors surveyed 384 respondents in the Pandaan Subdistrict, Pasuruan Regency, to find out parents' responses regarding applying the four values of character education at home and wherever parents and children are. The characteristics of the population and sample that the researchers used to extract data for this study were in an industrial environment, where most parents were workers. The process of extracting data through instruments that researchers distribute through social media is the formation of character values of honesty, disciplinary character values, tolerance character values, and independence character values. Researchers examine the four fundamental character values to explore parents' responses regarding the application of character education values in parenting. The following is score and percentage data on the formation of character values by parents for children or preschool children, which can be seen in the following tables 2 and figure 1.

Table 2. Percentage of Implementation of Character Education Values

Indicator	Score	Percentage
Honesty	3.91	98
Discipline	3.59	90
Tolerance	3.72	93
independence	3.49	87

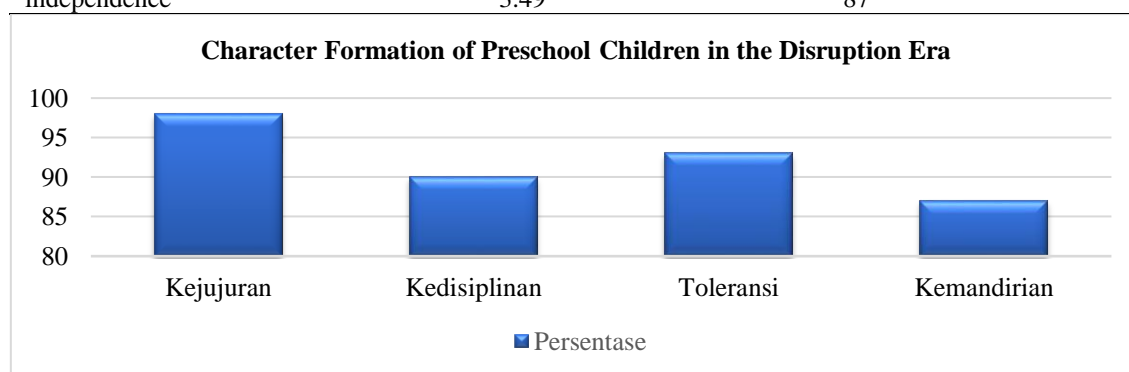


Figure 1. Diagram of the Scale for Forming Character Education Values

Based on the data in the table and diagram, it shows that the application of the character value of honesty gets a score of 3.91 out of a total score of 4, so if converted in the form of a percentage, it is 98% or in an outstanding category. Discipline character values score 3.59 out of a total score of 4. So, if converted in the form of a percentage, you get 90% or get an outstanding category. The character value of tolerance gets a score of 3.57 with a maximum score of 4, so if it is converted into a percentage, it will get 93% or an outstanding category. The independence character value obtained a score of 3.49, with the highest total score being 4. If converted in the form of a percentage, it will get 87% or get an outstanding category.

Based on the data analysis, the formation of the four character values has an outstanding category, with the highest percentage of 98% and the lowest score of 87%. The highest data obtained, namely the value of honesty, then will relate to how conditions occur in society, that if an individual wants to be trusted by others, then the principal value is honesty. Because if an individual must have an honest attitude in all matters, it will reflect a good and trustworthy personality. While the lowest score, namely the attitude of independence, has the lowest possible value because early childhood cannot have a completely independent attitude. Even though all children's activities can be carried out independently, they are still under the guidance and direction of their parents so that their behavior and actions follow the norms in society.

Discussion

The habit of applying character education values will impact children's behavior and personality in the future. If, from an early age, the child is always accustomed to behaving in a way that reflects positive values in character education, then indeed, one day, the child will have an upbeat personality. The parenting process carried out by parents is critical because the duration of time that parents have is very much. If children's learning activities at school adhere to the normal learning process, then the time spent by children aged 4 (four) to 6 (six) years with a minimum length of study of 900 minutes per week Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 Concerning the 2013 Curriculum for Early Childhood Education. Moreover, the remaining time that children have is an average of 480 minutes or 8 hours to play freely outside of study time at school. Different conditions if children go to school with the whole day school. An average time at school is 8 hours. Approximately 4 hours with parents. However, in this study, the respondents or parents who were examined had more than 5 hours at home to provide optimal care.

Parents also have a significant role in providing education and care for children, especially in instilling character values (Clarke, 2022; Ngewa, 2021; Vasilyeva & Scherbakov, 2022). Based on the results of the questionnaire distributed to parents, they answered that as many as 365 parents always used and applied the value of honesty in educating their children at home. If converted as a percentage, it was 95.05% of the total respondents or in the outstanding category. In line with the results of research, the formation of the value of honesty in children in the family environment using, among others, namely being a role model and giving an excellent example of the values of honesty to their children and also providing teaching and understanding to children about the importance of being honest (Sunengsih, 2022). In everyday life, the child's immediate environment guides the child in expressing himself so that his honest behavior will automatically form because he sees the adults around him.

The next character value is the discipline that 263 parents have applied, so if it is converted into a percentage, it is 64.49% of the total number of respondents or in the excellent category. The tolerance value applied in educating children at home is as many as 214 parents, or if converted in percentage form, is 55.73% of the total number of respondents or in the excellent category. Based on the percentage of discipline scores applied in parenting, this is in line with research results which explain that instilling discipline values is done by habituation and repetition. It means that what is habituated is done repeatedly and eventually becomes a habit (Susanto, 2017). In this context, something that is repeated is positive behavior or action.

The value of independence applied in educating children at home is as many as 272 parents, or if converted in percentage form is 70.83% of the total number of respondents or in the excellent category. The results of the responses show that the highest percentage of the application of the pillars of character education by parents is the value of honesty. The following is a table and percentage diagram of the four pillars of character education applied by parents in educating their children. It follows the results of other studies, which say that if parents implement independence through good self-confidence, children will be more independent. Therefore, the cultivation of the value of independence can be started as early as possible. Instilling the value of self-confidence in children by parents can affect independence in early childhood (Safitri et al., 2018).

Based on the information the researchers have obtained through the table data, it can be seen that the principal character value developed by parents in educating children in the family environment instills an attitude of honesty. This attitude of honesty will later affect the child's behavior in the future (Campbell et al., 2015; Frye, 2016). The factor that makes a person well-received in society is having a good personality and being honest. The second character value that is no less important for parents to develop is to form independence and discipline. We all know that students are taught about independence as early as possible in the school environment, including in the family environment.

The character value developed by parents that is no less important is the formation of tolerance. The researcher's analysis of the low level of application of tolerance values is because,

at an early age, children still do not understand the abstract concept of religion and social life. Children only understand tangible things, such as how to worship, choose friends and socialize with other people. Children do not yet have cognitive abilities that reach the level of why other people have different religions and complex social systems in society. It is in line with the results of research (Aryani & Wilyanita, 2022), which states that the cultivation of tolerance starting from the family can positively impact children's adaptation when they are in the environment.

Conclusion

Based on research conducted on parents in the Pandaan District area of Pasuruan Regency in the formation of the character of preschool children in the era of disruption, the data obtained for the character value of honesty obtained a percentage of 98%, the value of the character of discipline obtained a percentage of 90%, the value of the character of tolerance obtained a percentage of 93%, and independence character value gets a percentage of 87%. As for the identification results regarding the formation of character values by parents for preschool-age children, data obtained as many as 365 (95.05%) parents always familiarize and apply the value of honesty, 263 (64.49%) parents always familiarize themselves and apply disciplinary values, 214 (55.73%) parents always get used to and apply the value of tolerance, and as many as 272 (70.83%) parents always get used to and apply the value of independence. The character values applied in family upbringing are also inseparable from the existence of parents' war as a reflective form of child behavior. Honesty, discipline, independence, and tolerance will be well-formed if the parents or the child's first environment are positive role models so that the parents' desire to internalize the value of character education can be realized.

Declarations

Author contribution statement

Fikri Nazarullail conceived the presented idea. Dewi Maskulin developed the theory of preschool, character, and disruption era. Fikri Nazarullail verified the analytical methods. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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