

**STRATEGIES FOR STENGTHENING THE CHARACTER
OF EARLY CHILDHOOD FROM HOME
BASED ON CHILD PSYCHOLOGY**

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Why the Character of Early Childhood?

- If young children are nurtured, having good models of behavior, and accustomed to live with good values and characters, they tend to become good people with a golden heart, mind, and behavior.
- The development of the child's character does not appear spontaneously, but there is a process that is experienced and passed, one of which is the development phase. The earliest character development period is for early childhood as "the golden age". How important are parents to notice the formation of the character of the early childhood they have.
- The character is linear and related to moral development. Moral development is influenced by intellectual (cognitive development).
- The problem is, how to develop character education for early childhood?

The meaning of Character

- “Good character consists of understanding, caring about, and acting upon core ethical values. The task of character education therefore is to help students and all other members of the learning community know “the good,” value it, and act upon it” (Likona, 2005).
- “Therefore character education is not about simply acquiring a set of behaviors. It is about developing the habits of mind, heart, and action that enable a person to flourish” (De Roche, 2009)

Stages of Early Childhood Character

- ❖ Pre moral, Moral Realism, Moral relativism (Piaget)
- ❖ Preconventional, conventional, post conventional (Kohlberg)

Early childhood: pre moral and moral realism (Piaget)

preconventional, conventional (Kohlberg)

sensory motor, pre operational (Piaget)

Values of Character Education for Early Childhood

(1) Love God and the universe. (2) Responsibility, discipline, independence. (3) Honest. (4) Respectful, polite. (5) Love, caring, cooperation. (6) Confident, creative, hard work, never give up. (7) Justice, leaderships. (8) Be kind and humble. (9) Tolerance, peace, unity (Megawangi, 2004).

(1) Religious. (2) Honest. (3) Tolerance. (4) Discipline. (5) Hard work. (6) Creative. (7) Independence. (8) Democratic. (9) Curiosity. (10) National spirit. (11) Love of the motherland. (12) Respect for achievement. (13) Love peace. (14) Communicative. (15) Love to read. (16) Care about the environment. (17) Social care. (18) Responsibility (Tin Rustini, Pendidikan Karakter AUD).

(1) Believe in God. (2) Respectful. (3) Thankfulness. (4) Critical. (5) Curiosity, (6) Friendly. (7) Discipline. (8) Responsibility. (9) Brave. (10) Patients. (11) Caring for others. (12) Not arrogant. (13) Modest life. (14) Polite. (QS. Luqman [31]:13-19, dlm Elfan Fanhas Fatwa Khomaeny).

Strategies of Character Education for Early Childhood

(Megawangi, 2010)

- **Knowing the good** (mengenalkan karakter baik)
- **Reasoning the good** (memahami urgensi dan akibat melakukan karakter baik)
- **Feeling the good** (mengembangkan sikap mencintai karakter baik)
- **Acting the good** (gemar melaksanakan karakter baik)

Principles of Character Education for Early Childhood from Home

- Children are not miniature adults. He has the characteristics of interest, ideals, abilities, and his own potential that is different from adults. Therefore it must be viewed and treated differently from adults.
- Be parent as a good character model for his children (shaleh/shalehah)
- Parents are not perfect angels and judges who judge children's behaviour.
- Recognize the characteristics of children: habits, interests, thoughts, cognition, emotion, potentials, ideals, and social interests.
- Follow and assist children according to their characteristics
- Develop good character in accordance with the abilities and perspectives of children
- Provide enough time to gather, interact, and communicate in the family, without interference of HP/TV.

Specific Strategies of Character Education for Early Childhood from Home

- Introduce positive characters to early childhood clearly
- Meet the physiological and psychological needs.
- Get used to socializing with the surrounding environment.
- School and family education patterns are interrelated and complementary
- Give support, trust, and appreciation
- Give facilities appropriate to the age of development
- Firm but warm and familiar
- Act naturally to be a good character model at home
- Give an explanation of good norms, good models, good habits, and good acceptance