

EARLY CHILDREN CHARACTER EDUCATION ACTIVITIES MARKET DAY

Dian Wahyu Sri Lestari
{iyungdian45@gmail.com}

UIN Prof. K. H. Saifuddin Zuhri Purwokerto

Abstract. Character education is important to teach from an early age because early age is a golden age for growth and development, where early childhood can very well absorb the knowledge that they see, feel, or hear. Character building in early childhood can be done through many activities, including by example, advice, storytelling, read-aloud, or activities. One of the activities that can instill good character is market day learning activities. This study aims to examine character education on market day at the Wadas Creative House KB Color. This study used a qualitative approach with a qualitative descriptive research method with a type of field research or field research. Data were collected by interview, observation, data presentation, documentation, and note-taking techniques. Data analysis in this study was carried out through data reduction, data presentation, validation, and conclusion. In a market day it can be concluded about character education can be instilled at an early age, namely: 1) Honest, 2) Courageous, 3) Responsible, 4) Entrepreneurial spirit.

Keywords: character education, early childhood, market day

INTRODUCTION

According to Law No. 20 of 2003 concerning the National Education System, 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, intelligence, noble character, and the skills needed by themselves, society, nation and the state (Sisdikpora, 2014). This law defines the meaning of education broadly, not only describing what education is but the broad meaning and implications of who educators are, who are students, how education should be, and what goals education wants to achieve. Education is not only a school task but also a synergy between families or parents, schools, and community institutions.

The word character comes from the Greek word which means "sign" and focuses on how the value of kindness is applied in the form of an action or deed. People who behave dishonestly, are cruel, or greedy are called bad people, while people who behave honestly and are helpful are called people of good character. Therefore, the word character is closely related to one's personality. A person can be called a person with a character if he behaves ethically (Zubaedi, 2012). In psychology, a character refers to a unique character or temperament or basic qualities that remain continuous and enduring and can function as characteristics that identify individuals (Ramayulis, 2012). Therefore, character education can be interpreted as a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individuals but also good for society as a whole (Samani, 2011).

Thomas Lickona stated that character education is a deliberate or conscious effort to realize virtue, namely human quality objectively, not only good for individuals but also for society (Lickona, 2012). Thomas Lickona cites the view of the Greek philosopher, Aristotle, that good character is defined by taking the right actions concerning oneself and others. That the virtuous life includes self-oriented virtues (such as control and moderation) as well as others-oriented virtues (generosity and compassion), and these two types of goodness are related. This means that we need to control ourselves, our desires, and our desires to do more good for others.

Lickona's thinking about the right character for education is that character consists of operative values and values in action. That good character is knowing good things, desiring good things, and doing good things in habitual ways of thinking, habits in heart, and habits in action.

Important character education is taught from an early age because early age is a golden age for growth and development, where early childhood can very well absorb the knowledge that they see, feel, and hear. Character building in early childhood can be done through many activities, including by example, advice, storytelling, read-aloud, or activities.

Early childhood is also called the golden age where they are growing and developing very rapidly. This aspect of growth and development includes physical, emotional, social, language, and cognitive aspects. Not only in the cognitive aspects, but these five aspects must develop together so that children are ready to learn. All aspects must be stimulated naturally to develop optimally. Early childhood is like a sponge that easily absorbs (Montessori, 2017), they learn multisensorily. Of the five senses and vestibular (for balance, located in the ear) and proprioception (located in the palm joints). Children learn according to their stage of development. Children are natural learners, where at an early age they are in the concrete pre-operational stage, early childhood can learn best if they learn by direct experience, observation, and participation. Learning activities in early childhood must prioritize things that are concrete, one of which is market day learning activities.

Market day is a project-based learning model or Project Based Learning (PBL) model that involves students developing students knowledge and skills (Binaqurani, nd). This educational model is expected to improve soft skills in early childhood. Market day is the most awaited moment. Where each group of students will compete about ideas, innovation, and creativity in producing products that are most in demand and attract the attention of consumers.

RESEARCH METHOD

This study aims to determine the character building of early childhood through market day carried out at the Wadas Kelir Creative House (RKWK) playgroup in Karangklesem Village, South Purwokerto District, Banyumas Regency, Central Java. This study used a qualitative approach with a qualitative descriptive research method with a type of field research or field research. According to (Moleong, 2005), a qualitative descriptive approach is a research approach where the data collected is in the form of words, pictures, and not numbers. The researcher acts as the main instrument, with the research subjects being children, teachers, and guardians of the KB RKWK. The object of this research is the concept of character education in early childhood.

Data collection techniques are the most important step in research because the main objective of the research is to obtain data (Sugiono, 2007). This research was conducted through interviews, observation, data presentation, documentation, and notes. Data analysis is the main step in research because it gives meaning to the data collected by a researcher. Data analysis in research was carried out through three simultaneous activities, namely data reduction, data presentation, and drawing conclusions or validating Miles and Huberman (1992) (Sugiono, 2007). Data analysis in this study was carried out through data reduction, data presentation, validation, and conclusion.

RESULT AND ANALYSIS

The market day held at the KB Wadas Kelir Creative House, Banyumas Regency is an annual program carried out on the theme of Plants. This activity is carried out in collaboration between the school and the parents or guardians of students. In this activity, children act as distributors, for producers it is left to parents or guardians and teachers. They are in charge of providing goods for sale. After the market day activities, it is the turn of the parents to shop at the stalls provided by the school. This activity was carried out in the KB RKWK hall. The hall space

is set up like a market. The tables are arranged like stalls in the market to display merchandise. The goods that are traded are vegetables, fruits, groceries, and food. Each guardian brings one or two types of vegetables and then packs them into small pieces and arranges them on the stall tables, the same goes for selling groceries. Meanwhile, food items are set up in their own space, resembling a restaurant, with a cashier's table, a table for arranging food, and a table for eating.

Before the start of the activity, the children explained the rules of playing on market day. Children are divided into two groups, namely the seller group and the buyer group, some children act as sellers and buyers. Children are given money worth five thousand rupiahs for shopping and spending according to the spending notes provided by the teacher.

The seller group occupies a position in the available stalls. The buying group, armed with money and spending notes, started shopping. When shopping, sellers and buyers dialogue in polite language, from asking the price of goods to receiving money and saying thank you. In market day activities, several good character values can be instilled, including: (1) being honest; (2) being brave, (3) responsible, and (4) entrepreneurial spirit.

1.1 Honest

Honesty is behavior or effort so that someone can be trusted, both in actions, words, and work on oneself and others. According to (Kesuma, et al) honesty is a person's decision to express his feelings, actions, or words truthfully or in reality. Honesty is a value and principle that can also be instilled in students at the basic education level. Honesty is a heart attachment to the truth, where an honest attitude is doing the right thing, saying the right thing, without adding or subtracting what is to be conveyed, and admitting every action that is done, whether right or wrong (David Chairilisyah, 2016).

The value of honesty as the basis for human character education today is very important to be taught in early childhood. A child's brain is like a sponge that absorbs easily, all forms of good and evil that a child sees feels, and listens to will be absorbed by the child. Children who have been taught honesty from an early age will carry it into adulthood. Many cases of corruption, collusion, and nepotism are caused by the loss of a sense of honesty in one's heart. If children are accustomed from an early age to saying and being honest, then they can carry it into adulthood so that cases like these are discussed if they are minimized.

In market day activities, the children are given money by the teacher to spend five thousand rupiahs for shopping according to the grocery list. The five thousand rupiahs, for example, are used to buy 1 pack of bath soap, 1 bunch of kale, 1 ounce of sugar, and to eat at a restaurant. In the process of buying and selling, sellers and buyers must prioritize honesty. The buyer hands over the money according to the price of the goods and the buyer receives or gives change according to the agreed price. The concept of honesty in children is reflected in the child's attitude, where 'take one pay one'. Children will shop according to what is paid. This is following the concept of being honest according to (Kesuma, et al) where an honest child will behave by the truth.

1.2 Courage

Courage is defined as a trait that dares to take risks in making decisions quickly and on time (Frinaldi and Embi, 2011). A person's courage is not possessed from birth, but this trait can be formed by creating a conducive atmosphere so that he feels comfortable and more confident.

When there is a buying and selling transaction, a dialogue occurs between the seller and the buyer. Previously, the teacher taught the dialogue of buying and selling transactions in polite language. The role of sellers and buyers can foster courageous character in early childhood, especially courageous in language intelligence, and foster children's communication skills. As a buyer, the child will dare to ask the seller. As a seller, children will dare to answer when asked. This is an important basis for a child to be brave in speaking or arguing. Courageous attitudes in children can be formed from the environment. We have to create environmental conditions that can stimulate courage in children.

Based on the results of interviews with several parents, this market day has implications for children's real lives, namely children become more courageous and confident when at home they are asked to help their mothers to go shopping at the shop. Because children already understand

the dialogue of buying and selling transactions, children are willing and ready to go shopping, either alone or with their parents.

1.3 Be responsible

It is very important to teach and develop a responsible attitude from an early age, with a note that responsibility must be within the limits of the child's abilities. The attitude of responsibility that can be carried out by early childhood is to take care of the things they have, return things to their original place, do the assignments that have been ordered by the educator, do the assignments until they are finished, and respect time (Rohyati, 2015).

Based on the results of observations on market day activities, the attitude of responsibility of children appears in the role of buyers who buy goods only according to notes given by the teacher. The spending notes given by the teacher are different for each child, but the child remains focused on his notes. Even though the items sold are varied, children don't buy items that are out of record. This is very good if applied in life-related to the fulfillment of needs and desires, by making priority notes, in this case when shopping, so that children avoid being wasteful.

1.4 Entrepreneurial Spirit

An entrepreneurship based curriculum - that should have been able to be integrated with learning has been prepared by the government since 2009. This curriculum aims to prepare young people who can be competitive and can create a new business world, including opening jobs for others (Prasetyaningsih, 2016). However, creating entrepreneurs is not easy, there needs to be a good system that is consistent and controlled and must be instilled early on in each individual. Entrepreneurial learning in early childhood education can be instilled through various activities according to children's interests and talents. One of the activities carried out by KB RKWK to instill an entrepreneurial spirit is market day.

On the market day, there is a process of buying and selling transactions where children get something real, namely receiving money as a means of payment. Children will feel happy if their merchandise sells well and gets money from the sale. Here, the teacher can explain that the difference from sales can be saved so that it can be collected and can be used to buy children's needs. Teachers can also explain the terms price, profit, expensive, and cheap. Dr. Seto Mulyadi in (Prasetyaningsih, 2016) explains that if children are taught how to manage money from an early age, children can grow to be creative and independent individuals, and have an entrepreneurial spirit. In this market day, it is hoped that children will be educated from an early age on how to sell well, how to be friendly to buyers, serve buyers well, get used to measures and sizes, and know which goods are good and which are damaged.

CONCLUSION

Based on the discussion above, it is important to introduce and teach character education in early childhood. Character education that can be instilled in Market Day: 1) Honesty, the concept of being honest with children is reflected in the child's attitude, where 'take one pay one'. Children will shop according to what is paid; 2) Dare, the role of sellers and buyers can foster courageous character in early childhood, especially courageous in language intelligence and foster children's communication skills; 3) Responsible, through market day children learn to be responsible related to the fulfillment of needs and desires, by making priority notes, in this case when shopping, so that children avoid being wasteful; 4) Entrepreneurial spirit, in this market day it is hoped that children will be educated from an early age on how to sell well, how to be friendly to buyers, serve buyers well, get used to measures and sizes, and know which items are good and which items damaged so that it can instill an entrepreneurial spirit in children from an early age.

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