

CULTIVATION OF CHARACTER ACCORDING K.H. AHMAD DAHLAN IN EARLY CHILDHOOD

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Abstract

Cultivation of character in the world of education becomes obligatory for education not only makes students become intelligent but also behaved so well that he became personally meaningful and useful. Planting begins character of Early Childhood Education to the level of Higher Education. With embedded code from an early age are expected to fundamental problems in education related to moral behavior and students can be addressed and is formed of qualified human resources, which has the insight, intellectual, personality, responsibility, innovative, creative, and independent. Planting this character becomes a very important concern for K.H. Ahmad Dahlan. Their Kindergarten Busthanul Athfal is evidence of concern to the world of early childhood education. K.H. Ahmad Dahlan is the founder of Muhammadiyah Persyarikatan. Muhammadiyah has now developed into one of the largest Islamic social organization in Indonesia. The object is to build the missionary movement Muhammadiyah soul and spirit of renewal at all levels of society. This is the process of character education that do K.H. Ahmad Dahlan. According K.H. Ahmad Dahlan students' character development is a priority that can not be compromised in the learning process. Education alone is not the only intellectual but also form a good character in children. Basic moral education (characters) K.H. Ahmad Dahlan based on the teachings of Islam consists of faith, science, and charity. There are three cultivation of character according K.H. Ahmad Dahlan namely 1) the development of character in the education system in the dorm or cottage, 2) K.H. Ahmad Dahlan promoting the principle of exemplary and awareness through a process of dialogue to avoid indoctrination, 3) In addition to the exemplary, K.H Ahmad Dahlan stated that teaches character must come to the level of awareness and practice are achieved through a process of dialogue. K.H. Ahmad Dahlan principle that religion is charity. Paragraph learned from the Quran in addition to be understood as meaning also must be carried out orders. In early childhood, they are taught the cultivation of character through a question and answer so that they understand the value delivered by teachers and encourage children to do the values taught. The point is not only understood the character planting but also dilakukan.konsep planting this character is still relevant to the applied current and in tune with the character education developed by the government.

Key words: cultivation of character, K.H. Ahmad Dahlan, early childhood

INTRODUCTION

The development is a dynamic movement patterns that humans lived. The education process has been started since the pre-natal development. Changes that occur assumed to achieve something better and produce adaptive behavior, more organized, more effective, and more complex (Berk, 2012).

Early development of an important foundation for the formation of various aspects of development which includes physical, intellectual, emotional, social, and

moral in the future. To create a good development education is needed. In this paper, which will be discussed is the planting of a character that is closely related to aspects of moral development and character cultivation needed for education which is of course an education that is not only oriented to mere cognitive but put forward the formation of students' character.

Character is a theme which is not inexhaustible spoken of in the world of education. Governments may change, the king must abdicate, should the president

leaves office, but the cultivation of character have to keep going. Planting character is not a project that is no beginning and end.

Character is a container of various psychological characteristics that guide the child to adjust to the environment. Characters who will determine whether the child will be able to adjust to the environment or not, and behave in accordance with social norms and religious norms.

Character development in education is necessary because education is not only developing cognitive side that scored a smart students but must also be able to print protege noble character. When young people no longer have a sense of shame, guilt and guilt when violating religious values and moral character then this is an issue that must be resolved immediately. Therefore, planting should start early characters that since the level of Early Childhood Education.

Planting characters do from an early age because childhood is the golden age, the critical period for further developments. Freud said that "the child is the father of the man (Hurlock, 2010). Meaning adulthood person is determined and influenced by his childhood experience. Experiences on the age of the children will shape the future of his personality adulthood. The same thing also expressed by Mutiah (2010) of childhood is the foundation stone of success in later adulthood, the foundation stone in the development of physical, cognitive, social, emotional, language, personality and spiritual.

In the guidelines Character Education for Early Childhood issued by the Ministry of National Education, General Directorate of Early Childhood Education, Non-Formal and Informal (PAUDNI) Directorate PAUD (Kemdiknas, 2011) states the values instilled in early childhood include: a love of God, honesty, discipline, love of peace, tolerance, confidence, independence, mutual help, cooperation, mutual assistance, respect, courtesy, responsibility, hard work, leadership, fairness, creative, humble, caring environment, love of nation and homeland.

Character development is also stated in Undang-Undang No. 20 tahun 2003

tentang Sistem Pendidikan Nasional (Sisdiknas) pasal 3 that "national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. From the formula shows that the national education mission are not light, that is to build a whole human being, who has the values of character great in sarnping also have to have faith and devotion. Therefore, education to be agent of change that should make improvements character of the nation.

The formation of character is also in line with the aim of Islamic education that is humanizing means to make man able to develop all its potential to function optimally in accordance with the rules laid down in the Qur'an and Hadits, which ultimately will manifest a whole human being (Marzuki, 2011). Muhammadiyah, one of Indonesia's largest Islamic organization has a moral responsibility to establish the character of the young generation of Indonesia through Education. It is arrested by the founder of Muhammadiyah, K.H. Ahmad Dahlan.

K.H.Ahmad Dahlan has long been developing the concept of education for indigenous peoples who at that time was still colonized. Muhammadiyah build an independent life for indigenous communities using the basic power of the social culture on the one hand and religion on the other.

K.H. Ahmad Dahlan (in Dyah, 2012) stated that the deplorable condition of society in economic, political, social, cultural, and religious causes and static fatalistic attitude, is accept the plight and suffering as a gift. To overcome this situation required a new awakening so that people have the confidence to reinvent itself. For people who are devout, back to the teachings of the Qur'an and the Hadits is believed to be a way to rebuild the identity (self identity) and self-confidence, the courage to fight against oppression and have the will to build good

(independence). This became the basis for the struggle of Muhammadiyah education. K.H.Ahmad Dahlan educational concept is not only to develop the intellectual side, but also build the integrity and personality of the students. This is the planting of characters developed by K.H.Ahmad Dahlan

love of God, honesty, discipline, love of peace, tolerance, confidence, independence, mutual help, cooperation, mutual assistance, respect, courtesy, responsibility, hard work, leadership, fairness, creative, humble, caring environment, love of nation and homeland.

DISCUSSION

1. Definition of Character

According to Kamus Besar Bahasa Indonesia (www.kbbi.web.id), the character is the character, psychological traits, morals / manners that distinguish one person to another, the character. In Webster's Dictionary (in Sudaryanti, 2010), the character is the totality of the personal characteristics that make up a person's appearance. The characteristics of personal character is moral and ethical, honesty, courage, integrity, reputation and good personal qualities which are inherent traits and become something unique to the individual self.

Meanwhile, according to The Encyclopedia of Indonesia (in Sudaryanti, 2010) means that the overall character of the feelings and desires that looks from the outside as the habit of a person reacts to the outside world.

From the above understanding can be concluded that the character is character, character, character, character inherent and characteristic of someone that make up a person's appearance in interacting with the environment.

2. Values Character Developed

In the guidelines Character Education for Early Childhood issued by the Ministry of National Education, General Directorate of Early Childhood Education, Non-Formal and Informal Education (PAUDNI) Directorate PAUD (Kemdiknas, 2011) states the values instilled in early childhood include: a

According to Ratna Megawangi (2010) character values that must be developed in early childhood are 1) the love of God and all His creation, 2) responsibility, discipline, self-contained, 3) Honestly, 4) Respect and courtesy, 5) benefactors, like helpfulness, cooperation, 6) confident, creative, hardworking, 7) leadership and fairness, 8) are good, humble, 9) tolerance, 10) cleanliness, health, neatness, safety.

In line with the opinion of Ratna Megawangi, according to the Research and Development of the Ministry of National Education (2010), character values instilled in early childhood is 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independently, 8) democratic, 9) curiosity, 10) the national spirit, 11) love of the homeland, 12) recognize excellence, 13) friends / communicative, 14) love peace, 15) likes to read, 16) concerned about the environment, 17) social care, 18) responsibility.

3. Cultivation Of Character According K.H. Ahmad Dahlan

K.H. Ahmad Dahlan was the founder of Muhammadiyah Persyarikatan. Muhammadiyah has now developed into one of the largest Islamic social organization in Indonesia. The object is to build the missionary movement Muhammadiyah soul and spirit of renewal at all levels of society. This is the process of character education that do K.H. Ahmad Dahlan. According K.H. Ahmad Dahlan students' character development is a priority that can not be compromised in the learning process.

Education alone is not the only intellectual but also form a good character in children. Basic moral education (characters) K.H. Ahmad Dahlan based on the teachings of Islam consists of faith, science, and charity.

There are three cultivation of character according K.H. Ahmad Dahlan are

- a. Development of characters in the education system in the dorm or cottage. Curricullum or educational materials used include: (a) Moral education, morality is an attempt to instill human characters both by Al-Qur 'an and Sunnah, (b) Education of individuals is an effort to raise awareness of the individual intact sustainable between mental development and ideas, between faith and intellect as well as the world to the hereafter, (c) civic education is an effort to cultivate the willingness and desire of community life.
- b. K.H. Ahmad Dahlan promoting the principle of exemplary and awareness through a process of dialogue to avoid indoctrination. Teachers as a replacement model parent when the school should set a good example before teaching it to the students to be followed or emulated. The views K.H. Ahmad Dahlan in line with the concept of early childhood education, according to Ali Nugraha (in Dhieni, et al., 2006) that the planting behavior is one done through the method of the example is learning is shown through examples of good and use examples that have been accepted by the public and appropriate with standard as well as the particular value system. This method is important because early childhood is a great imitator and easy to absorb from the saw,

- c. In addition to the exemplary, K.H Ahmad Dahlan stated that teaches character must come to the level of awareness and practice are achieved through a process of dialogue. K.H. Ahmad Dahlan principle that religion is charity. Paragraph learned from the Quran in addition to be understood as meaning also must be carried out orders. In early childhood, they are taught the cultivation of character through a question and answer so that they understand the value delivered by teachers and encourage children to do the values taught. The point is not only understood planting characters but also do. The concept of planting this character is still relevant to the applied current and in tune with the character education developed by the government.

4. Early Childhood

According to the undang-undang Sisdiknas tahun 2003 early childhood is children who are in the age range of 0-6 years, while experts say early childhood education is a child in the age range of 0-8 years. According to Freud (Hurlock, 2010) that early childhood is children aged 0-5 years who are in the golden age (the golden age) who have a pattern of growth and development of the individual in accordance with the level of growth and development.

Benjamin S. Bloom (in Hurlock, 2010) reported that 50% of children's intelligence occurs at age 0-4 years, growing at the age of 8 years and reached 100% at the age of 18 years

5. Characteristics of Early Childhood

Early childhood has a unique character that is different from adults. Kartini Kartono (1995) suggested the characteristics of early childhood, 1) egocentric naïve, 2) have a social relationship with objects and people that are simple and primitive, 3) there is unity

of body and spirit that almost-almost inseparable as a totality , 4) attitude to life is the child fisiognamis directly attribute / characteristic outward or material to any their appreciation.

Another opinion expressed by Sofia Hartati (in Sudaryanti, 2010) that the characteristics of early childhood include: 1) a curious large, 2) is a unique, 3) like fantasy and imagination, 4) future potential for learning, 5) has a self-centered attitude, 6) have a short concentration span, 7) are part of the social creatures.

CONCLUSION AND SUGGESTION

K.H. Ahmad Dahlan delivering education that is not only intellectually educate but also to build the integrity and personality of the students. He combines the concept of western education to the concept of moral education (character). Conditions colonized communities make K.H.Ahmad Dahlan promote students' character development. Planting character instilled through three attempts namely 1) the development of character in the education system in the dorm or cottage, 2) K.H. Ahmad Dahlan promoting the principle of exemplary and awareness through a process of dialogue to avoid indoctrination, 3) In addition to the exemplary, K.H Ahmad Dahlan stated that teaches character must come to the level of awareness and practice are achieved through a process of dialogue. Planting efforts of these characters is suitable when applied in early childhood. Early childhood is a very great imitator. He will imitate anything, from anyone and from anywhere. Therefore, he should get a good education and the environment are capable of exemplary figures and set good examples as well. Muhammadiyah has institutions Kindergarten Aisyiah Busthanul is expected to educate children of the early age of intellectual and moral side through three

attempts planting of characters that have been developed by K.H.Ahmad Dahlan.

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