SYNERGY OF TRI CENTER OF EDUCATION IN EARLY CHILDHOOD CHARACTER BUILDING IN SCAVENGER VILLAGE ENVIRONMENT

R. Anggia Listyaningrum[1,5], Umi Dayati[2], Ellyn Sugeng Desyanty[3], Rezka Arina Rahma[4]
[1,2,3,4] Universitas Negeri Malang
[5] anggia.listyaningrum.fip@um.ac.id

ABSTRACT

Children's character building is one of the tasks of parents and families, but it will be more effective if done in collaboration with school institutions and the community. This is because these three parties are the Tri Center of Education. The success of education will depend on how the synergy of the three parties in working together to educate children. This also applies to the formation of children's character. The purpose of this study is to obtain the results of an analysis of the synergy of the Tri Center of Education in shaping children's character, especially in the scavenger village environment. This research method uses a qualitative method of case study type. Data collection was conducted in Pemulung Village using interview, observation, and document study techniques. This was done to examine how the synergy of the Tri Center of Education in the middle to lower economic level, which is not a conducive environment to educate their children. The results showed that in Kampung Pemulung, the synergy of the Tri Center of Education has been built in early childhood character building. Parents at home actively provide stimulus in the form of habituation, teachers at PAUD schools teach character values, and are supported by the community who informally form an environment that familiarizes children to respect each other.

Keywords: tri center of education, character education, early childhood education, scavenger village

INTRODUCTION

Character is one of the self-identities that have been attached to humans. Character is not purely innate to humans from their birth, but character is formed through the process of life. The formation of human character occurs from the time humans are born, until adulthood, the process of which accumulates from their daily life experiences. The process of character building happens more informally, either intentionally or unintentionally. The main role in character building is parents and family, but the process of early childhood character building will not be optimally successful if there is no support from school institutions as a place for children to learn and the community environment as a place for children to interact socially.

Parents and families are the first and main place for children to get education (Listyaningrum, 2020). Parents and families play an important role in the process of early childhood character building. Parenting is a benchmark in the formation of children's

character and early childhood development (Lima, Supriyono, & Wahyuni, 2022). Since the child was born, he has seen, observed, and obtained information from the habits that occur in his home. This habit has a direct influence on the development of the child's character. The example given by parents to their children is also one of the stimuli to familiarize their children to grow up with good character. Apart from exemplary, parents can also stimulate with advice / advice conveyed directly or indirectly through daily activities in the family (Sumantri, 2021).

Parents educate and accustom their children to good attitudes and behavior at home, the school environment teaches and accustoms children to interact well at school, so it is also very necessary for the role of the surrounding environment to support the habituation that has been carried out by both. This community environment also has a role that is no less important for the development of children's character. This is because children have started interacting with their peers in the community from an early age. If the community is conducive, of course it is very helpful for the child to develop in a positive direction, but if the community environment is not conducive, it is feared that the child's character that has been built in the family and at school will be negatively affected by the environment, because with the potential of children who quickly absorb information, the environmental behaviors they observe every day can trigger these children to try the same thing.

A scavenger is a person who looks for and collects recyclable used goods such as used bottles, cardboard boxes, snack wrappers, detergents, cooking oil, which can be reused into new goods or handicrafts by the users. In Scavenger Village, there is one RT where the majority of the residents are scavengers. In terms of financial welfare, scavengers belong to the lower class of society. The stigma of the community towards the scavenger environment is also not very good, so it can be said that the environment is not conducive to educating children. However, some studies have found that despite being in an environment that is considered less conducive, the community members who live there as parents have given their best efforts to educate their children. Kasnodihardjo (2014); Zulfitri (2019) said that there are four values of children in scavenger families, namely the values of love, economy, extended family and social. This can happen if both parents support each other and there is cooperation with school institutions and the community environment.

From this description, it can be concluded that early childhood character building is not enough with the role of parents alone, but there must also be cooperation with school institutions and the community environment. Each environment has a role and influence in supporting the formation of children's character. This is what is known as the Tri Center of Education, which is the three centers where the potential and character of children develop, namely parents/family, school institutions, and the community environment. Therefore, it is important to know the application of the synergy of the Tri Center of Education in the real environment.

Research on character has been widely conducted, some of which are research conducted by Rini (2022) on the implementation of character values in learning. This research focuses on how the implementation of character values in learning, obstacles, and solutions. Another research from Kusumastuti (2020) on the implementation of the pillars of early childhood character which includes planning, implementation, evaluation, and inhibiting and supporting factors of learning. Research from Amini & Mariyati (2021) on improving children's character through reinforcement which produces findings in the form of techniques for providing reinforcement both verbally and non verbally by giving praise and gifts to children.

From some of the previous studies, it has a connection with the research conducted by researchers, namely related to character building, but has differences in the focus of the research. Research on early childhood character building is often done but the focus is on parents and school institutions. This research focuses more on the cooperation and synergy of the Tri Center of Education in shaping early childhood character. The synergy of the Tri Center of Education is in accordance with the concept of non-formal and informal education, that a child's education can be obtained from anyone, anywhere, and anytime

METHOD

The research method used is a qualitative method with a case study approach. This research was conducted in the environment of Scavenger Village in East Jakarta. The informants chosen were parents who have early childhood. In the data collection process, researchers used interview, observation, and document study techniques. Interviews were used to explore data on informants, observations were used in observations to validate interview data, and document studies were used to validate data related to the role of teachers in shaping children's character (students) through curriculum documents and student performance portfolios. The data that has been collected is then analyzed with the stages of data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). To validate the data, a technical triangulation process was carried out.

DISCUSSION

The Role of the Tri Center of Education in Early Childhood Character Building

Families have the most important role for early childhood development. The family is the first and main place for children to learn to recognize and develop themselves. The family referred to here is the nuclear family and families who live together in one house. Parents and blood relatives interact directly with the young child on a daily basis. In Pemulung Village, it consists of small families, because most of the people are migrants from other areas, so most of the families who live at home are nuclear families only. Early childhood character building by families in this home environment is carried out informally through habituation and role modeling. Every child is unique, has the potential to develop, the task of parents is to find a formula for how to manage and shape this potential in accordance with the surrounding environment (Sulastri & Tarmizi, 2017).

The main task of family education is to lay the foundation of personality traits and character building of children Kaimuddin (2018). Parents give messages in the form of advice to their children to behave well, teach what they can and cannot do as individuals, get used to getting along and helping each other with their siblings, make the first child (older sibling) who is already a teenager a role model to motivate the next child (younger sibling) to have a good attitude, be kind when interacting with their friends, help with homework, and no less important also make it a habit to worship. In addition to providing messages of advice, parents also provide a stimulus to familiarize their children's attitudes and behavior with the form of parental example. The practice of religious habituation carried out by parents in families in the Scavenger Village environment is to participate in worship to places

of worship such as mushala/mosque for Muslim families and worship to churches for Christian families. In addition to inviting children to worship at places of worship, this habituation is also carried out by providing spectacles in the form of studies/lectures according to their religion.

The efforts made by families in shaping children's character are not only done at home but also outside the home. Parents cooperate with school institutions to teach their children character values by sending them to early childhood education institutions in the neighborhood. This school institution also has an important role in teaching early childhood character values. Rini (2022) states that the implementation of character values in schools is carried out by respecting and respecting students' opinions, forming mutual trust, fostering social character, interacting and helping each other, asking questions, exploring students' knowledge and experiences, forming cooperative attitudes in groups, studying hard, being polite and courteous. The school institution in this study is PAUD Mawar Merah, which is organized with support from the government and local community organizations, namely from RW.

In this school institution, teachers provide character values education to children through the learning process. In addition, teachers also provide stimulus through habituation when children play with their friends, when interacting with teachers, and during activities at school. The practice is like when playing, learners are asked to share toys with each other, get used to queuing to take turns with toys, not being selfish in using toys. When interacting with teachers, learners are accustomed to greetings and greetings, speaking politely. During activities such as eating together, starting learning, going home from school, students are accustomed to reading prayers according to their respective religions. This habituation has been done well, but it is also necessary for teachers to provide examples to their students. In line with the opinion of Magfiroh, Desyanty, & Rahmah (2019) which states that the character building process that can be carried out in schools in addition to habituation through speech and motivation also needs to be done by providing examples through teacher behavior. This habituation is also conveyed by the teacher to the parents of students so that they can be practiced and carried out similar habituation in their respective families.

Education is a shared responsibility starting from the government, parents, and then the community (Sada, 2017). The people in this scavenger neighborhood have various working conditions, not only scavengers, but also some are daily laborers/household workers, motorcycle taxis, construction workers, hawkers, grocery stall traders. In this scavenger village, there are also many young children. In addition to interacting with their families at home and at school with their friends and teachers, these children also socialize with the surrounding community, both with children their own age and the mothers there. The interactions that children have with the residents here also have an impact on their character development. This is because these interactions are repeated every day. As we know that the community environment is a place for the implementation of informal education, so the process of socialization of children that occurs in the community is a product of education, namely experience. The accumulation of these experiences will shape their character.

Interaction of the Tri Center of Education in Shaping Early Childhood Character

The three centers of education, namely parents, educators and society, are a good source for educational development (Santika, 2018). Families and school institutions have a reciprocal relationship (Picture 1), this can occur with parent meetings organized by schools. This meeting between parents and teachers in school institutions can be done informally during school activities, or informally during non-routine or accidental meetings between the two parties. From these meetings, there are communication interactions between parents that also concern the education and character of their children. The involvement of parents in school meetings aims to listen to their opinions that can be used as input for schools, to equalize perceptions about school programs, and to adjust children's activities at home (Saadah, 2018). Parents convey their children's habits at home and teachers convey information about what is taught at school. From this case it can be concluded that parents and school institutions provide information and reinforcement to support the character building of these early childhood. To build and shape children's character, there must be integration and synergy between education in the family (informal) and education at school (formal) (Karo-Karo, 2013).

Picture 1
Interaction of the Three Centers of Education in Shaping AUD Character
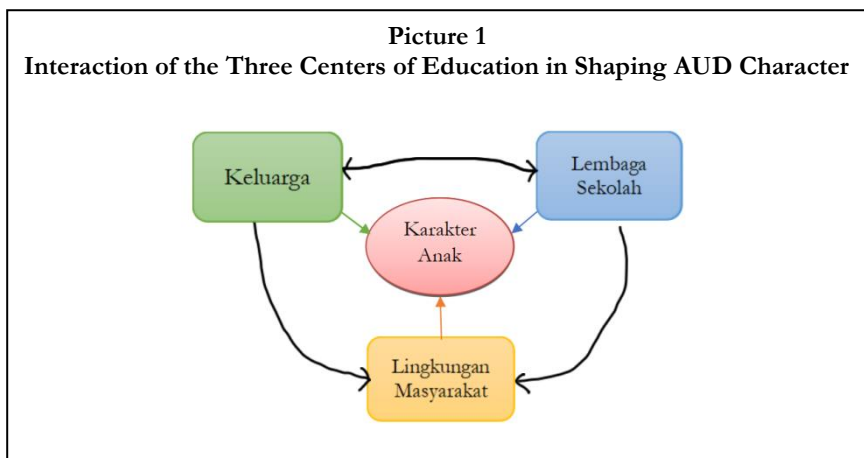
The school and the community have a one-way relationship (Picture 1), from the school to the community. The organization of the early childhood school in this neighborhood is also actively supported by the local government, namely the RW head. In this small community, the relationship between teachers and parents of students, community leaders such as Dasawisma, RW and RT officials is also very well established. In addition to school institution meetings with parents, teachers in this school institution also invite Dasawisma member to their meetings, so that information on children's learning related to habituation of attitudes and behaviors can also be conveyed to the community. It is hoped that the community will also support the habituation that has been carried out by the school institution on its students.

The family and community environment have a one-way relationship (Picture 1), from family to community. Parents, especially mothers in Pemulung Village, are members of

Dasawisma. At home, parents provide stimulation through good behavioral habits for their children. Outside the home, parents also accustom their children to apply these good habits when interacting in the community, so that parents indirectly set an example for the community to adjust to their children's habits. In addition, parents also have a good relationship with each other in the community

CONCLUSION

The Tri Center of Education has an important role in realizing the character of early childhood. This character building cannot run optimally if the three of them do not have good synergy. Parents, school institutions, and the community environment are places where children spend their time, interact socially, develop their potential, and collect new experiences that will accumulate to shape their character. In order to realize an Indonesian society with character, it is necessary to start from helping the character of early childhood. Therefore, the Three Education Centers have their respective roles and functions in supporting children's character development.

REFERENCES

Amini, M., & Mariyati, M. (2021). Meningkatkan Karakter Anak Usia Dini melalui Pemberian Penguatan. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(2).

Kaimuddin, K. (2018). Pembentukan Karakter Anak Melalui Lembaga Pendidikan Informal. *Jurnal Al Maiyyah*, *11*(1).

Karo-Karo, D. (2013). Membangun Karakter Anak dengan Mensinergikan Pendidikan Informal dengan Pendidikan Formal. *E. S. J (Jurnal Kajian Pendidikan Dan Pendidikan Dasar*, *1*(2).

Kasnodihardjo, K. (2014). Nilai Anak dalam Keluarga dan Upaya Pemeliharaan Kesehatannya (Suatu Studi Etnografi di Desa Gadingsari Kabupaten Bantul). *Jurnal Ekologi Kesehatan*, *13*(4).

Kusumastuti, N. (2020). Implementasi Pilar-Pilar Karakter Anak Usia Dini. *Jurnal Golden Age*, *4*(2).

Lima, C. N. ., Supriyono, S., & Wahyuni, S. (2022). Pengaruh Pola Asuh dan Kemandirian terhadap Perkembangan Sosial Emosional Anak Usia Dini di Kota Malang. *Jurnal Pendidikan Nonformal*, *17*(1).

Listyaningrum, R. . (2020). Faktor Dominan yang Mempengaruhi Partisipasi Orang Tua dalam Mengikuti Program Parenting Education di Lembaga PAUD. *Jurnal Pendidikan Nonformal*, *15*(2).

Magfiroh, L., Desyanty, E. ., & Rahmah, R. . (2019). Pembentukan Karakter Disiplin Anak Usia Dini Melalui Metode Pembiasaan di TK Aisyiyah Bustanul Athfal 33 Kota Malang. *Jurnal Pendidikan Nonformal*, *14*(1).

Miles, M. ., & Huberman, A. . (1994). *Qualitative Data Analysis*. London: Sage Publishers.

Rini, D. D. . (2022). Implementation of Character Values in the Thematic Learning

Contained in Social Sciences in Ibtidaiyah Al Iman Merden Padureso Madrasah. *KOLOKIUM Jurnal Pendidikan Luar Sekolah*, *10*(2).

Saadah, U. (2018). Interaksi Tiga Pilar Dasar Pendidikan Anak Usia Dini. *Jurnal Pendidikan Nonformal*, *13*(1).

Sada, H. . (2017). Peran Masyarakat dalam Pendidikan Perspektif Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, *8*(1).

Santika, T. (2018). Peran Keluarga, Guru dan Masyarakat dalam Pembentukan Karakter Anak Usia Dini. *JUDIKA (Jurnal Pendidikan Unsika)*, *6*(2).

Sulastri, S., & Tarmizi, A. (2017). Peran Orang Tua dalam Pendidikan Anak Usia Dini. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, *1*(1).

Sumantri, L. (2021). Proses Internalisasi Kearifan Lokal Intangible Melalui Pendidikan Informal Untuk Memperkuat Karakter Bangsa. *Jurnal Pendidikan*, *30*(3).

Zulfitri, N. M. (2019). Studi Deskriptif: Nilai Anak bagi Orang Tua yang Memiliki Anak Tunggal. *Calyptra: Jurnal Ilmiah Mahasiswa Universitas Surabaya*, *2*(2).

.

.