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**Forming Early Children's Character Through School Culture
In The Industry Revolution 4.0**

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Abstract

The importance of cultivating children's character from an early age in the era of Industrial Revolution 4.0 as it is today through Bidaya schools because this aims to create a young generation who is superior, intelligent, competent, quality, has responsibility and has good character according to the ideals of the nation in facing every era which keeps changing. For that we need special ways / steps in building character in early childhood. Raudhatul Athfal (RA) Al-Azhar Citangkolo, Banjar City is very important to offer a character education model through a superior school culture. The research method used in this study is qualitative with 15 children as the research subjects. Collecting data through interviews, and observations, and documentation. The results showed that in building children's character in Raudhatul Athfal (RA) Al-Azhar Citangkolo, Banjar City, West Java, the era of Industrial Revolution 4.0 could be done through school culture, namely by instilling habituation and exemplary by teachers, schools and parents at home to children include: 1) instilling an attitude of honesty to children, 2) instilling an attitude of responsibility in children, 3) instilling discipline in children, 4) instilling cooperation.

Keywords: Character Building, School Culture, Early Childhood, 4.0

Introduction

Children who are the nation's next generation need to get a good education so that in the future there needs to be special planting and excavation to encourage the potential of students. With proper and good education, a student will grow and develop into human beings with superior personalities and be able to compete by training children by instilling skills for children by building the child's character on an ongoing basis. Allah Swt said in the letter al-Qur'an letter (Al-Tahriem: 6) which reads:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا
مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

"The meaning: O people who believe, protect yourself and your family from the torment of" hellfire "whose fuel (humans and stones), its guard is in the form of angels who are cruel, and frightening, and do not You do wrong to Allh SWT against all His commands to them and for that, obey all His commands."

Therefore it is very important for parents of children and also educational institutions that are established to play an active role in the framework of being jointly responsible in order to provide positive stimulation and good guidance so that in realizing superior generations in the future, this is as mentioned in Article 3 SISDIKNAS Law No.20 / 2003 which states that:

"The purpose of education is to form the ability and character and civilization of a nation with dignity in the main objective is to educate the nation's life, and the purpose of developing the potential that exists in the student is to become a person who believes and obeys God Almighty, and has good character, be a human being who is healthy and knowledgeable, capable, and creative, as well as independent, and always being a good (responsible) citizen."

The mandate mentioned above which is contained in SISDIKNAS / 2003 is intended so that education is not only advancing in the realm of the formation of intelligent citizens (society), but also aims to form a person and have a superior character. In the industrial era 4.0 (disruption), as it is today, which is completely digital, early childhood needs to prepare everything in order to prepare themselves (the nation's superior future children) in the future who have religious values and good morals. In this case, in relation to the formation of superior children's character in the present era, it should become a common responsibility (parents, teachers and educational institutions) who continue to struggle in achieving their goals. Alloh Swt said in the Surah al-Qur'an letter (Al-Thur: 21) which means as follows:

"And people who have faith, and have children and grandchildren who follow them in their faith, We will bring their children and grandchildren to them (parents), and We (Allah) will not deduct the slightest bit from the rewards / rewards of deeds (charity) them that. And every human being (human) will be bound by what he does."

Surat At-Tur verse 21 above in the Tafsir Quraish Shibab, namely "people who have faith are entitled to a superior (noble) degree, then their actions will always be imitated (followed) by their children and grandchildren in faith as well as by their children and grandchildren. When they (their children and grandchildren) have not reached the level of ideals their fathers have achieved, for that we (Allah SWT) will bring them together with their children and grandchildren, so that they (ancestors) can feel happiness with their descendants / grandchildren. And We (Allah SWT) will not reduce the reward / reward for their deeds or deeds in the least, and parents will never bring the negligence / mistakes of their children and grandchildren that even one thing will not happen. This is because every human being will be responsible for the behavior of what he has done individually, and other people are not punished for the actions committed by others.

Research by Latifah explained that early childhood is a golden age period for the development of all aspects of life, both from aspects that exist at the level of the child's physical development, children's cognitive, and social emotional of the child as well as in terms of increasing growth of (children's character).). The role in character building in this child is influenced by the two parents of the child, this is what makes the main pillar in supporting the character development of early childhood is also influenced by the child's behavior (Latifah, 2020). As a result, if the stimulus / respect for early childhood behavior is bad, then the child's character will also become bad and vice versa. This is because children at an early age have a spontaneous attitude in receiving input from other people, be it from teachers, parents and also the surrounding environment.

A research related to the development of children's behavior which proves that with the intake of prosocial behavior, namely where early childhood development can be carried out through social contact by students. When in the classroom children are presented with this prosocial (social contact) by the teacher using the role play method, but reality shows that the use of this playing method is very effective in influencing early childhood stimuli (Effendi et al., 2020). In order to create easy and quality generations, of course it cannot be separated from the word education, especially in Indonesia education from an early age which is the main foundation that must be built

immediately. Kindergarten is the best way to make it all happen, kindergarten is the most appropriate children's play area, this is because in addition to playing in kindergarten, various sources of knowledge can be obtained. When we talk about children who are familiar with the word play, play is the world of children that is the most important milestone. By playing, children will feel happy and excited, will feel comfortable, will have many friends and a lot of new knowledge. As for the character according to Saleh, it is explained that the characters are (character / *tabi'at*, disposition, mental characteristics, noble character, noble character), meaning that these five characters can be used as the basis of differentiation in shaping children's character. what differentiates one person from another. Nowadays character education here is a process / effort in order to foster and improve the character / morals, the mental nature of the child as well as to form a human being for the child. So that in building character in early childhood, it is not only practiced at school, but the roles of both parents must also be involved in order to shape and instill character in good children in early childhood (Saleh, 2012: 1).

In connection with the above, the author wants to explore the scope of early childhood character development carried out by Raudhatul Athfal Al-Azhar (RA Al Azhar) Citangkolo, Banjar City, by instilling habituation and exemplary through Responsibility, Collaboration with Peers, and Discipline. , as well as Honesty at RA Al Azhar Citangkolo. In habituation and neglect through an attitude of responsibility instilled in early childhood in RA Al Azhar Citangkolo is carried out by teachers and all school authorities as well as by parents at home by instilling the habit of repeating / re-learning reprimanding lessons when making mistakes, getting used to throwing garbage at the place.

In habituation and neglect through honesty instilled in early childhood in RA Al Azhar Citangkolo is carried out by teachers and all school authorities as well as by parents at home by teaching honest deeds. From this honest attitude, children will be trained to produce superior achievements, both at local and national levels. In habituation and neglect through disciplinary attitude instilled in early childhood in RA Al Azhar Citangkolo is carried out by teachers and all school authorities and also by parents at home by always teaching about the meaning of discipline, such as always

following the rules set by the school , from starting to wear school uniforms to going to school on time.

In habituation and neglect through the attitude of cooperation with peers instilled in early childhood in RA Al Azhar Citangkolo is carried out by the teacher and all school parties and also by parents at home by always teaching the attitude of cooperation (cohesiveness), in this case the teacher directs the child students always work together in doing group assignments and build cohesiveness when playing, always maintain order in a compact manner to children when learning and always direct to always obey the existing rules in school in a compact manner for all students in RA Al Azhar Citangkolo. Based on the background of the problem above, the researcher wants to research and explore related problems that arise, namely in the Class B-1 Raudhatul Athfal Al-Azhar Citangkolo City of Banjar which includes: 1) Raudhatul Athfal Al-Azhar students and students look dishonest after the child make a mistake; 2) Students and students of Raudhatul Athfal Al-Azhar still appear late in coming to school; 3) Raudhatul Athfal Al-Azhar students and students often compete with their friends over the game; 4) Students and students of Raudhatul Athfal Al-Azhar are still seen littering. So that the problem that will be discussed in this study is to reveal more deeply the implementation of character development in early childhood through school culture in Group B-1 Raudhatul Athfal Al-Azhar Citangkolo, Banjar City, West Java in the era of the Industrial Revolution 4.0.

Literatur

Forming Character in Early Childhood

One of the ways to build children's character is through heart education. Imam Ghazali offers about heart education in his spectacular book (Ihya Ulumuddin) including: including healing a sick heart and reviving a dead heart by always doing dhikr (remember Allah SWT), reading the Koran, establishing night prayers, and building zuhud life, besides that it can also be done by multiplying the memory of "dying". In maintaining the heart with a routine dhikr process can strengthen the intelligence and tenderness of the child's heart, this is as research by (Abduloh & Ahyani, 2020). Other scientific findings, namely as the opinion (Suhada, 2020) explained that religious

education, in this case character education for early childhood, which is a key support in children's moral education can be carried out through religious education. Humans, if they have faith and devotion to His Lord, are not immediately implemented suddenly, but through a long and long-time educational process. So that the educational process lasts for a lifetime, both family, school and community environmental education.

Similar to the research conducted by (Amaliati, 2020), it was found that through character education, humans will get glory on the side of Allah SWT. However, in the current condition of children's character (era of industrial revolution 4.0) or the term the trend is Kidz Jaman Now, it is already on the verge of concern. Where with the presence of this rapidly growing gadget without being able to sort out the good and bad sides, it will make them (early childhood) behave strangely and imitate whatever they see (in the gadget), among which it will result in free, immoral, lying and so on. The concept of Abdullah Nashih Ulwan's thought through the book *Tarbiyatul Aulad fil Islam* in research (Amaliati, 2020) is the key to the answer to the problems in character education for children in the current era. According to Abdullah Nashih Ulwan's view, the basis of character education must be based on the Koran and al-Hadith. There are 5 steps in ensuring success in education including (first familiarizing character education), (second exemplary), (third, advice), (fourth, paying attention), and (fifth, giving punishment). In addition, character education materials include education on faith, morals, physical, intellectual, mental or psychological and social as well as sex education must also be given to children so that they are ready to live a good life. all of these concepts are very relevant in answering the Kidz Jaman Now problem today.

Building Early Childhood Character in the Industrial Revolution Era 4.0

In today's digital era, building children's character at an early age can be done through teaching and advice. As research by (Fitri et al., 2016) explains that according to the opinion (Suryabrata, 2002: 6) that the individual characteristics that are unique to students are exemplified that children who are sufficiently required to stop their bad actions are such as playing. play while teaching. There are those who need only to be reprimanded, some are not only reprimanded and require other harsher actions, such as moving their seat closer to the teacher and so on. There are children who are easy to get along with, on the other hand there are those who find it very difficult to make friends,

some are very loyal to their friends, some like to guide their own opinions, there are also children who just like playing questions, some prefer to questions -about art, others prefer social and religious issues. All of the attitudes mentioned above are the kinds of attitudes that exist in students. The attitude consists of two attitudes between them, namely a positive attitude and a negative attitude. A positive attitude is an attitude with good behavior and deeds. A negative attitude is bad behavior and actions, for example in RA Al Azhar Citangkolo, Banjar City, children are taught to always say the truth. This is as the word of Allah SWT in Surah al-Ahzab verse 119 which reads:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَكُونُوا مَعَ الصَّٰدِقِينَ

"The meaning: O you who believe, fear Allah, and let you be with those who are true". (QS. Al ahzab verse 119).

Building Early Childhood Character in the Era of the Industrial Revolution 4.0 can also be done through habituation and school culture as well as exemplary by teachers in schools. So from the above attitudes, in order to build children's character at school, they must be accustomed, exemplary from teachers and all school parties and parents at home. Especially habituation and exemplary in Raudhatul Athfal (RA) Al-Azhar Citangkolo, one of which is by teaching honest deeds. From this honest attitude, children will be trained in order to produce superior achievements, both at local and national levels.

The same thing is in line with the opinion (Mastanora, 2019) in the use of teaching methods such as the use of the Internet which has now become a basic need for Indonesians, and is generally a need in other parts of the world. All information can be accessed using the internet. Previously the internet was only used in terms of exchanging information and correspondence, but now with the advent of new media the benefits of the internet are not only a center of information, but can also be used as entertainment and a very educational tool. For example Youtube as a direct practice tool by watching YouTube videos (self-taught). In this case, bias in school culture can also be used in early childhood teaching and learning activities, thus success in developing early childhood creativity is determined through thinking skills and creative work, and motivation for that is a conducive atmosphere for children and encourages parents. , and can also motivate children at an early age. For this reason, the use of teaching methods adapted to the current era (era of disruption 4.0) can be realized through school culture and also habituation

adapted to the current era, namely through alternative online teaching methods, (meaning using the virtual world) such as Youtube and so on.

This is in line with what was proclaimed by (Siregar et al., 2020) in his research it was found that in reducing interest and motivation to learn early childhood (AUD) is not only the personal responsibility of children, but also the responsibility of teachers and parents together, because at that age the child has not been able to independently control and control himself. In RA Hidayatullah Medan, Marelan, for example, in a variety of behaviors. Decreasing interest and motivation of children, including the lack of enthusiasm for participation at the time of learning, besides that early childhood children feel bored when learning is running. Research by sisters (M. Sari, 2019) which illustrates that one of the special needs of early childhood is the development of language, which in this case is a complete unity in communication. Language development in this case has a receptive understanding of language that can be developed before developing children's speaking or expressive language skills, which in this case acts as a mediator to convey ideas to students, as well as convey ideas and feelings to early childhood. Thus, the development of children's language at an early age can be done through the aspects of listening and speaking. In the era of the Industrial Revolution 4.0 like today, RA Al Azhar Citangkolo, Banjar City tries to keep up with the times in terms of providing character cultivation in early childhood, one of which is also by motivating children and training children's motor skills so that the child's psychology is not disturbed.

In contrast to the opinion (S. L. Sari & Jaya, 2019) in the findings of his research where there is still weak socialization of children with what is happening in the environment, early childhood is not able to get along, and is more happy with their personal activities (playing). As for parenting that is categorized as moderate and the child's social development is in a moderate position, it is advisable for parents to be able to choose and use good parenting for children, which is appropriate and balanced by observing the child's development continuously. This requires a new strategy in using media, a method that will be used in learning for early childhood.

Other research, namely the journal of work (Zahra et al., 2020) found that various learning skills in speaking, for example, were carried out by an online system (in a network), including learning which was carried out by the method of telling experiences on holidays. Besides that, learning can also be done by listening to and retelling stories about fairy tales or stories. Another activity is to do activities to tell stories about the dreams that are liked by children. Regarding the variety of cooperation between parents and teachers in learning speaking skills for children, including doing intense communication related to problems that exist in children,

besides that parents accompany children in learning from the beginning to the end of learning hours. There are obstacles in the application of online learning for children's speaking skills, including the lack of assistance by the child's parents; The unavailability of internet packages (for learning), apart from quotas, inadequate internet networks (difficult to signal), and finally he was less enthusiastic when learning activities took place. This is what is the demand of the era in the era of 4.0 where teachers and institutions in schools must be good at sorting and choosing in using methods and approaches in delivering their teaching material. Moreover, early childhood likes to play, the world of children is the world of play, for this reason RA Al Azhar Citangkolo with all the management considers the method of building early childhood character through school culture in the era of the industrial revolution 4.0 as a viable alternative solution for an era like today (era of disruption).

School Culture in Raudhatul Athfal (RA) Al-Azhar Citangkolo, Banjar City

Building children's character in Raudhatul Athfal (RA) Al-Azhar Citangkolo, Banjar City, West Java can be done through school culture, namely by instilling habituation and exemplary by teachers, schools and parents at home to children including: 1) instilling attitudes honesty to children, 2) instill responsibility in children, 3) instill discipline in children, 4) instill cooperation. This is like the rest carried out by (Abdullah 2019) where in the school culture that grows with age from the school, the school culture also emerges when the school's goals are implemented, and social changes in the school environment can also lead to a good school culture. This means that the leadership model of a school principal also influences the culture of a particular school. School culture that emerges can be generated from the values, norms, and behavior of the school environment. In addition, the physical environment of the school which includes comfortable, safe, calm, and beautiful also creates a superior school culture. Then the school system can also create a superior school culture, namely a system of superior quality, superior leadership by the principal, discipline by teachers and principals and their staff.

In order to build children's character through school culture at RA Al Azhar Citangkolo, what is meant is to build superior children's character through habituation and exemplary by teachers and the school as well as parents, which is a combination system between the child's parents, teachers and the school. trying to provide good sika cultivation includes honesty to children, instilling an attitude of responsibility in

children, instilling discipline in children, and instilling cooperation. The same thing is done by research (Kistoro et al. 2021) that in character learning in children (autism) can be done through models, including getting used to practice, practicing writing, and intensive mentoring. In the explanatory model (training children by writing) it is used to train the child's ability to build the child's concentration and focus. Training models (often doing learning practices) are also used to train the child's skills in terms of strengthening the child's understanding of the material and reasoning abilities. As for intensive mentoring in order to train children that have to do with the child's self-confidence. As a result, things that need to be considered are children's pedagogy, children's personality, and children's social life to teach character education to children. Therefore, at RA Al Azhar Citangkolo, Teachers and all schools as well as parents try their best to provide the best for early childhood through the school culture that is in RA Al Azhar Citangkolo, Banjar City with a model of habituation and exemplary for students.

Building Early Childhood Character in the Era of the Industrial Revolution 4.0 can also be done by building student academic resilience, where (Rachmawati et al. 2021) explains that academic resilience which is used as academic pressure for students in an era that is all digital like today needs to be developed, Academic resilience for students here are things that are needed for students to support 1) student knowledge, 2) student skills, and 3) student confidence, and 4) interest and 5) student talent to support a better future, namely towards the 5.0 era in the future. These five aspects are aimed at overcoming the difficult situation faced today.

Methods

The opinion of Naurbuko and Achmad regarding research methodology is that the origin of the methodology is from the word "Method" which means an accurate / precise way of carrying out certain activities. In addition, the initial methodology of the word "Logos" which means a science / knowledge. So economically, the methodology is a way of taking action by utilizing a thought in order to achieve a certain goal. While the word Research is an activity in order to dig / search, and record, and formulate, then

analyzed and the ending is collected into a scientific report (Narbuko & Ackhmad, 2015, p.1).

The type of research used by researchers is qualitative research methods, in which researchers use to explore / study the condition of the object of study which is natural, where in the use of this qualitative method the researcher uses a key instrument. As for the techniques in data collection in this study the researchers did triangulation or combination, with the analysis of the data used was inductive, and in the realm of the results of this study the writer emphasized the generalization side more (Sugiyono, 2014, p. 1).

While the purpose of this research is to create a descriptive description in describing the research that is designed accurately / systematically, then the researcher packs it sharply and reliably (factually and accurately) from the data sources and facts to be studied, as well as the nature of the research. -the nature that has to do with the theme to be studied. Whereas in qualitative research where in obtaining data, it is carried out through analytical descriptive research procedures, namely the results in the form of words, either written data sources or oral data sources obtained from individuals or can also be obtained from someone's behavior. Similar to what was proclaimed by a methodology expert by Dafid Williams who made the definition of qualitative research is a technique for collecting data on natural studies, which in collecting the data is done by utilizing several scientific methods carried out by a researcher (Moleong, 2015, p.5).

Meanwhile, according to the opinion of other experts explained by Suharsimi Arikunto, it is said that in the qualitative research model, which is also called qualitative-naturalistic research is a study in which the implementation of the research has occurred scientifically / naturally Natural Method, what is there and occurs in normal situations. and are not manipulated or are fraudulent data in circumstances and conditions that emphasize natural descriptions (Suharsimi, 2002, p. 117). Based on the definitions above by experts, the authors conclude that qualitative research is research that can produce descriptive data in the form of words, written; depicted and not in the form of numbers. In this case, the data obtained by researchers include descriptive data which can be in the form of words, written and illustrated data and not in the form of numbers in Raudhatul Athfal Al-Azhar Citangkolo, Banjar City, West Java and so on.

The subjects and objects of study in this study were 15 students / children in Raudhatul Athfal Al-Azhar Citangkolo, Banjar City, West Java. The object of the research is in the form of problems that the author wants to examine, covering important themes around "Building Early Childhood Character Through School Culture in Raudhatul Athfal Al-Azhar Citangkolo, Banjar City, West Java". As for the final results of the development of children's character that the researchers obtained from the results of observations in Group B1 (Raudhtaul Athfal Al-Azhar Citangkolo, Banjar City) can be fully monitored in table 1.1 below:

Table 1.1 The End Result of Character Development of Children in Group B1 (Raudhtaul Athfal Al-Azhar Citangkolo, Banjar City)

No	Nama Anak	Indikator				Ket
		Pencapaian				
		1	2	3	4	
1	AAP	BSH	BSH	MB	BSH	BSH
2	ANP	BSH	MB	MB	MB	MB
3	ACM	BSH	MB	BB	MB	MB
4	GR	BSH	SHB	BSH	MB	BSH
5	KQP	MB	MB	MB	MB	MB
6	NAH	BSH	BSH	MB	MB	BSH
7	NK	BSH	BSH	MB	MB	BSH
8	RF	MB	MB	MB	BSH	MB
9	ADA	MB	BSH	BSH	MB	BSH
10	HS	MB	MB	MB	MB	MB
11	INI	MB	MB	MB	MB	MB
12	KKZ	MB	MB	BB	MB	MB
13	KA	MB	MB	MB	MB	MB
14	MFG	MB	MB	MB	MB	MB
15	ZKK	MB	BSH	BSH	BSH	BSH

Table 1.1 Source: Final results of early childhood character development in Raudhatul Athfal Al-Azhar Citangkolo, Banjar City. (2020 Research Results), based on the Early Childhood Education Learning Assessment Guidelines compiled by (Suminah, E., Siantayani, Y., Paramitha, D., Ritayanti, U., & Nugraha, A. (2015). Page 12.

Attention Table 1.1: Outcomes of Child Indicators: 1. Discipline 2. Be honest 3. Responsibilities 4. Cooperation

Note:

Achievements in the aspect of child development:

BB = Not yet developed, students who have not shown the initial signs of behavior are given a grade (50 to 59) with a marked "***".

MB = Starting to develop, students who have started to show early signs of behavior but are not "consistent" are given a grade (60 to 69) with a sign "***".

BSH = Developing according to expectations, students have shown signs of behavior that are stated as indicators and begin to consistently be given grades (70 to 79) by being marked with "****".

BSB = Very Good Developing, Students have shown the behavior stated on the indicators consistently / culturally given a score (80 to 100) by being marked "*****".

Based on the Figure / Table above, the researcher can draw a conclusion that, the results of "building children's character" carried out in (class B-1) RA Al-Azhar citangkoli, Banjar City, have shown developments including: Students who enter category (BSH is 6 students), then those who are included in the category (MB are 9 students), while those who are included in the category (BB is Zero Students) means "not yet available" and Students who are included in the category (BSB are Zero Students) means "not available". The basic conclusions of the implementation of character building that have been carried out at RA Al-Azhar Citangkolo, Banjar City, through the cultivation of school culture (habituation and exemplary) by teachers, the school towards students and students are carried out when the learning material takes place and during the activities. activities that involve students directly. The learning provided by the teacher in the classroom and outside the classroom is not only aimed at bringing up children's cognitive competences, but aims at bringing out students' affective competences which are of course synergized by instilling and teaching (habituation, exemplary, and discipline so that the character values that are given) by the teacher towards the child, this can be deeply embedded in the child so that it makes a unique and cultural experience in the child's daily activities, this can be realized with the support of all parties (teachers, and all schools and parents at home).

The research location was carried out by the researcher, namely in Raudlhatul Athhfal Al-Azhar Citangkolo, Banjar City, West Java. The location is on Jl. Pesantren Number 2 RT 006 RW 002 Citangkolo Hamlet, Kujangsari Village, Kec. Langensari, Banjar

City, West Java Province, Indonesia; Postal code. 46324. The reason this research was conducted at this location was because the researchers were near that location, besides that the development of children's character through culture in this research location (RA Al Azhar Citangkolo) was unique, where the research location was on the border of Central Java and West Java Provinces, besides that the location This research is within the scope of Islamic boarding schools, namely the Miftahul Huda Al Azhar Citangkolo Islamic boarding school, Banjar City. In addition, researchers are interested in exploring the realm of children's character development in schools at the Early Childhood level, therefore RA (Raudhatul Athfal Al-Azhar Citangkolo) as a location in implementing children's character development through school culture by instilling and teaching (habituation) , and exemplary, and discipline) in which the aim of cultivating this character is expected to bring out the character values given by teachers in schools.

The research instrument used in this research (qualitative) is the researcher, where the researcher himself collects the research data, using various observation guides, as well as a guide for conducting interviews. The observation guide in this research developed by the researcher aims to find out the planning, as well as the assessment carried out when the character building is carried out by the teachers and all school authorities in Raudhatul Athfal Al-Azhar Citangkolo. The guidelines used at the time of the interview are related to an outline of the interview questions for teachers and all school authorities. So that the convenience of these instruments can produce a research data that can dig up the information obtained by the researcher.

While the technique of collecting data is by making observations or (observations), where these observations are made by observing and recording the conditions and conditions of an "object" to be studied. The interviews conducted in this research were question and answer by means of face to face (face to face) or via other media (due to the Covid-19 pandemic in the city of Banjar, researchers used voice notes on WhatsApp). Interviews were conducted to explore the methods or methods used by the teacher in implementing the character development of children in RA (Raudhatul Athfal) Al-Azhar Citangkolo. The interviews took place with 4 educators in RA (Raudhatul Athfal) Al-Azhar Citangkolo including Ms. Lia Nurmuhbah, S.Pd.I, Siti Aisah, S.Pd.I, Umayah Winaningsih, S.Pd.I, and Siti Nurmahmudah , S.Pd.I.

The next technique in this research is to use the documentation technique, where documentation is a tool / instrument used to collect related data (documented events that occurred in the past. This document, according to Suharsimi, can be in the form of: (images or writing, and can also be in the form of someone's work) (Suharsimi, 2002). Documentation is carried out by researchers by means of photographing or retrieving data when activities take place (both during teaching and learning activities in class, as well as outside the classroom as well as activities related to children's character) in RA (Raudhatul Athfal) Al-Azhar Citangkolo, Banjar City.

The triangulation technique in this research is in the form of checking data from various sources (combined), including at certain times, for example when implementing character education for children in the classroom. Thus, there are several checks including: triangulation of data sources, triangulation of techniques used in collecting the data, and triangulation of research time. Continues to Data Analysis Techniques, After all the data collected is data that is still raw (the original data has not changed), then the researcher analyzes the data (primary data / raw data), after that the researcher performs data reduction (data simplification), display data (presenting data such as displaying on tables and images or matrices) after which the researcher draws conclusions. The researcher carried out analyzes on the data that had been obtained, namely related to the research theme of building character in Early Childhood which was instilled through School Culture which in this case was in the scope of RA (Raudhatul Athfal Al-Azhar) Citangkolo, Banjar City, West Java.

Result and Discussion

Habit and Exemplary with Responsibility at RA Al Azhar Citangkolo Era 4.0

In the current era of 4.0, which is always experiencing rapid progress, RA Al Azhar Citangkolo offers a unique learning model to support student competence in early childhood, one of which is learning to build superior children's character and good character. As a form of embodiment of building children's character, researchers conduct training for children with habituation and modeling through an attitude of responsibility to students. Previously, the teachers in RA Al Azhar Citangkolo needed to know in advance about the concept of character, morals and morals where these three

things (character, and morals and morals) were forms that were still abstract / vague from the values of goodness, and These three terms (morals and morals and character) will manifest themselves in an open manner that can be monitored / observed. In terms of building character, a moral attitude appears in the practice that is carried out in morals, with a positive category, then we will accept it, while a negative category, we will reject it.

According to Azizah's view, morality is a pattern in one's behavior. Furthermore, morals also appear in the principles adhered to by a person. Moral can also be interpreted as a concept and rules that can be used by individuals even by certain groups that are closely related to good and bad. Good is an act of character, and is also related to obligations. In morals it has also been involved with all the behavior of deeds of good value and this needs to be done and vice versa bad deeds need to be abandoned, this is what is called moral. Moral is also related to the ability possessed by a person in order to distinguish right and wrong (Azizah, 2006).

Habibah's opinion in his research discusses morals which basically will stick by itself in an individual person. Good morals will merge with one's actions. If the behavior attached to someone falls into the good category, then it is called *akhlak karimah* or *mahampang* (commendable). Conversely, if the behavior has been assessed (considered) bad, it is called *madzmumah* morals (Habibah, 2015). This is according to the opinion of Permana and Ahyani in their research where Imam Ghazali's thoughts in examining what is in the concept of "heart education" until now (disruption era) remain relevant, namely (educating the heart) to be better, this is evidenced by the birth of Law. - Laws and regulations promulgated by the authorities, in this case the Government, which up to now still states to always educate the nation to be better, meaning that the existing education law in Indonesia continues to experience developments in accordance with the demands of the times. As stated by Imam Ghazali that in educating the heart, it is necessary to have trainings or habituation which is always attached to the heart. But from this, according to Imam Ghazali, heart education is dynamic and needs to always be developed (Permana & Ahyani, 2020).

Thus the moral in this case is utilized in the realm of making Habits and exemplary through Responsibility in RA Al Azhar Citangkolo in terms of acting, behaving and

behaving whose object is early childhood in Raudhatul Athfal Al-Azhar Citangkolo, then Value -The character values that appear in children can be narrowed down to focus more on good morals, which includes attitudes (discipline, honesty, responsibility and cooperation with friends). Learning activities carried out by children at Raudhatul Athfal Al-Azhar Citangkolo, Banjar City, West Java, as stated by the RA Class Teacher Mrs. Siti Aisah, S.Pd on Monday, August 24, 2020):

1. A total of 23 children were able to remember (prayer readings, prayer readings, memorizing hadiths and short letters).
2. The child has started to say the truth, it is proven that when the child makes a mistake they immediately admit it, then the child immediately apologizes for his mistake.
3. Children are very responsible for what has been assigned by the teacher, such as doing assignments from the teacher, throwing garbage in its place. Here's the documentation:



Picture 1.1 Students RA Al Azhar Citangkolo disposing of garbage in its place accompanied by Teacher Lia Nurmuhibbah, S.Pd.I (Source of Research Results 2020)



Picture 1.2 Documentation of Interview with (Class Teacher RA Al Azhar Citangkolo Mrs. Siti Aisah, S.Pd on Monday, August 24, 2020).

Habits and Exemplary with Discipline Attitude at RA Al Azhar Citangkolo Era 4.0

Habit and exemplary through Discipline Attitude in RA Al Azhar Citangkolo Raudhatul Athfal Al-Azhar Citangkolo is carried out by teachers and the school always implements discipline in following the rules in school, teachers and the school also always directs to always use (uniform school), and when you want to come to school you have to (on time), where you come to school, namely (07.30 WIB). By carrying out these children's disciplinary activities at Raudhatul Athfal Al-Azhar Citangkolo, this is also in line with the research conducted by Jaga and Arifin that it was found that in the application of "habituation method" it led to an increase in children's disciplinary behavior (Jaga & Arifin, 2019).

So that in a nation, the level of success in education will be achieved if there is a joint effort to improve the quality of education of the nation itself. One of them is through education, it is hoped that there will be physical, mental, social, and emotional development to improve the standard of life and culture by students. Disciplinary education must also be carried out in the family, school and community environment. One of the most important institutions in the implementation of education is early school, of course, in this case the Teachers and staff at Raudhatul Athfal Al-Azhar Citangkolo apply discipline when following regulations in schools, such as in wearing (school uniforms) and at school. the time when (leaving for school must be on time,

namely at 07.30 WIB). Following are the disciplinary activities of the children of Raudhatul Athfal Al-Azhar Citangkolo, you can see the results of the author's documentation in Figure I.3 below.



Picture I.3 Children wearing school uniforms accompanied by RA Class Teacher Lia Nurmuhbah, S.Pd.I and Mrs. Siti Munawaroh, S.Pd.I) (Source of Research Results, Monday, September 7, 2020)

Habits and Exemplary with the Attitude of Collaboration with Peers at RA Al Azhar Citangkolo Era 4.0

In supporting good character in the era 4.0 which emphasizes students to always be skilled, including planting Habits and exemplary through Collaboration Attitudes with peers for children in Raudhatul Athfal Al-Azhar Citangkolo are taught in terms of habituation to always cooperate with their peers in complete the tasks that have been given and when the child plays. In the goal of character building for children in schools (RA Al-Azhar Citangkolo), the results prove that with an attitude of cooperation instilled in early childhood in order to build children's character, the results are "good enough" the goal is to equip students in their future lives. more skilled and able to work together (solid team). In this case the teachers in giving school assignments to children when in class or outside the class the main goal is to develop the potential of the child, and the talents that exist in the child. In addition, the cultivation of this cooperative attitude is also carried out in order to train the child's abilities and interests of the child to become a superior and intelligent human being with noble character and also to make the devotion of Allah SWT. In addition, this attitude of tolerance with colleagues can make children who are confident (PD), become accustomed to always being disciplined

and children become a sense of community responsibility when growing up. In the RA school environment (Raudhatul Athfal Al-Azhar Citangkolo), it is the teacher who is the most important role model in developing student potential, besides that support from the two parents is also needed in developing the child's potential. The task of a teacher when in class / school is to teach as well as foster and educate their students in learning and in being in collaboration with their friends both in completing assigned tasks and when they are outside the classroom (when playing with their friends), in addition to rather than that, a teacher is required to teach discipline. In addition to the discipline exemplified by a teacher towards their students, teachers are also required to make it a habit to keep class conditions orderly and safe where at RA Al Azhar Citangkolo Teachers provide and direct their students to always obey school rules.

Teachers and Children in Raudhatul Athfal Al-Azhar Citangkolo together learn about cooperation with their peers. For example, the teacher asks students to work together with their peers in completing the tasks given by the teacher and when the child is playing. In building the character of students / children at school, the results are quite good in order to instill and teach habituation and exemplary to prepare for the future. The following is the documentation of Teachers and Children at Raudhatul Athfal Al-Azhar Citangkolo together learning about cooperation with their peers. Based on the information from the results of the interview with the RA (Certification) Class Teacher, Mrs. Umayah Winaningsih, S.Pd.I on Tuesday, September 1, 2020) she said that "the results of children's character can appear when they study together, but there are some children who quiet, then the child needs to be persuaded first so that the child wants to hang out or make friends and learn together with his peers. For children who are wayward, of course this is a challenge for us," he said. The following are the results of the documentation with Mrs. Umayah Winaningsih, S.Pd.I, which can be seen in full in Picture 1.4 below:



Picture I.4 Interview Documentation with the Class Teacher Professional at RA Al Azhar Citangkolo Mrs. Umayah Winaningsih, S.Pd.I on Tuesday, September 1, 2020). (Source of Research Results, Tuesday, September 1, 2020)

Research by Latifah, the opinion of psychology experts, is that there are 10 things that are very influential in the field of education on the level of child development at an early age, including: one's awareness and also in the deliberate factor (intention) that a certain person wants to do; 2) Experiencing continuous change or continuity with the increase in knowledge and skills of each individual; 3) Experiencing behavioral changes in events that have occurred; 4) Experiencing active changes in order to take advantage of better behavior than before; 5) Experiencing permanent changes in the person; 6) Experiencing changes with goals in a systematic and well-directed manner; 7) Experiencing behavioral changes in knowledge alone, such as changes in mental and attitudes and skills that lead to even better goals; 8) Experiencing a person's intellectual changes where this intellectual change leads to the individual of the child; 9) Experiencing changes in children's motor skills in the form of tired behavior towards the child's muscles and physicality; 10) Experiencing deliberate changes by aspects of the individual life of the child concerned (Latifah, 2020).

Habits and Exemplary by implanting Honesty in RA Al Azhar Citangkolo Era 4.0

Furthermore, habituation and exemplary through honesty in RA Al Azhar Citangkolo Era 4.0 is through positive attitudes that are always instilled in children by teachers in RA Al Azhar Citangkolo, Banjar City, namely by getting used to doing good with others which is usually done a day. - days when hanging out with kids. For this reason,

children in RA Al Azhar Citangkolo, Banjar City, are taught to always tell the truth. This is as the word of Allah SWT in Surah Al Ahzab verse 119 which means: "*The meaning: O people who believe in fear of Allah SWT, and let you all be with people who are honest / true.* (QS. Al ahzab verse 119)."

So that from the matter of habituation and exemplary through the attitude of honesty above in order to embody the character development of children at school, it can be done by exemplifying by the teacher and also from all parties in school and also by both parents when at home. Especially habituation and exemplary in Raudhatul Athfal (RA) Al-Azhar Citangkolo, one of which is by teaching honest deeds. From this honest attitude, children will be trained to produce superior achievements, both at local and national levels. The strategy in implementing habituation and modeling through honesty in Raudhatul Athfal (RA) Al-Azhar Citangkolo is carried out by teachers to children through several methods including :

1. **Method Exemplary**, This method is a method that ensures success in preparing and shaping children's spiritual and social morals. Because education is the best example in the eyes of children who will be imitated or copied in actions and courtesy into the child's soul.
2. **Method Habit**, This habituation method is one of the methods used to accustom children to think, behave, and act with good deeds. So this habituation method aims to practice good habits in early childhood.
3. **Method Advice**. This method is done by giving advice and advice to children in a good way, this method can form awareness of the child about the nature of something, and decorate the child with noble morals.
4. **Method Attention and Supervision**, This supervision and attention is intended so that students always pay full attention and follow the moral development of students, by paying attention and at the same time supervising the mental and social readiness of this child, besides that all is aimed at the teacher knowing about the physical education situation and the scientific abilities of students.
5. **Method of Punishment**, With this method, it is hoped that children will become deterrent when making a mistake. It is enough for the teacher to display a "sour / frowning face" in giving punishment (Ulwan, 2012: 131).

6. **Situasi Metode (pay attention situation and condition).** This method is carried out without psychological pressure on students. This means that teachers in forming habituation and exemplary through honesty how to choose one of the five methods mentioned above without "disturbing the psychic of students". So that this method can be called "psychology", and this method is suitable if it is integrated with any curriculum theory (Izzan, 2011, pp. 105-106) quoted by (Ahyani, 2015).

Conclusion

The results showed that in building children's character in Raudhatul Athfal (RA) Al-Azhar Citangkolo, Banjar City, West Java in era 4.0, it could be done by instilling habituation and exemplary by teachers, schools and parents at home to children including: 1) instilling an attitude of honesty in children, 2) instilling an attitude of responsibility in children, 3) instilling discipline in children, 4) instilling cooperation.

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