

# The Effect of Education in Early Childhood Education (PAUD) on the Character Building of Children

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**Abstract** -- This study aims to determine education in Early Childhood Education (PAUD), knowing the character formation of children in early childhood and the influence of education programs in early childhood to the formation of children's character in West Java, Indonesia. The method used in this research is logistic regression method with quantitative research approach and saturated sampling technique. Data collection in this study used questionnaires, interviews and literature studies. Respondents in this study consisted of 80 people that divided into various Early Childhood Educations (PAUD) in Sukasari West Java Indonesia. The results of this study are (1) Education in early childhood as a first step or orientation of children before taking a kindergarten and elementary school. Early Childhood Education (PAUD) as an institution of early education has a function as an institution which instill values and norms to children from the beginning of their development; (2) The character building of children in Early Childhood Education (PAUD) is influenced by various things such as facilities, programs, and parenting patterns; (3) There is influence of education in Early Childhood Education (PAUD) to the formation of child character. Where early education in the form of early childhood education has been shown to have a positive effect on the character development of children. Early Childhood Education (PAUD) in the upper middle class is quite different from the lower middle class in the formation of children's character. The differences can be seen in terms of adequate facilities, interesting and varied, and Early Childhood Education (PAUD) programs that have been designed as well as possible for the formation of children's character

**Keywords** -- Education, Early Childhood Education (PAUD), Child character

## I. INTRODUCTION

Early Childhood Education is very important and useful (Sylva, et al, 2004), (Krombolz, 2006). One of usefulness of early childhood education is character building of children relating with social behaviors (Marylin, et al, 1999)(Lappalainen, 2009)(Musser, et al 2010). Character building is very important for children before they joined in formal education as basic knowledge for them in order to adapt with school environment (Bulach, 2010)(Brannon, 2012). One of forms of character building of children in early childhood education is that children are taught from early to have good attitudes, e.g. politeness, discipline, respectful etc. (Lickona, 2006)(Brannon, 2012). Those attitudes will be useful for children in their daily life (Lareau, 1987)(Burchinal, et al, 2002).

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The Early Childhood Education as one of institutions in early childhood education affairs also different quality. For The Early Childhood Education having A (best) of accreditation, character building program serves well with including parents in every processes. But, it does not occur in usual The Early Childhood Education (Collins, 2009). This research aims to know the effect education in The Early Childhood Education to character building of children.

## II. THEORY

In this study to examine the influence of early childhood education on the character building of children. Education must have started from an early age so as not to be late. So it is important for children to get Early Childhood Education (PAUD) (Martini, 2006).

Early childhood education (PAUD) is a coaching effort aimed at children from birth up to the age of six that is done through the provision of educational stimuli to assist growth and physical and spiritual development so that children have readiness in entering further education. Early Childhood Education (PAUD) has not received much attention. Currently, early childhood education is only acquired by a small number of children in Indonesia. The results of data collection Depdiknas in 2012, only 38 percent of 28.7 million children aged -6 years who received early education. The ratio of the number of educational institutions and early childhood is estimated to be 1: 8. These data show that early childhood education (PAUD) has not been adequately addressed when the child's cognitive developmental capacity can already be established at an early age well below school age (Enung, 2006). This is a problem that needs to get attention where there are still many parties who do not know the importance of the education of the child's age for the development of children's character. In fact, early childhood play a role for the development of children.

According to Rista (2009) children aged 3-6 years are children who are in a sensitive period or sensitive period, which is a period in which a certain function needs to be stimulated, directed so as not hampered its development. When the ability to speak the child is not stimulated then the child will have difficulty speaking in later times. In addition to the above opinion, Yusuf (2000) also states that child-sensitive periods at this age include sensitivity to environmental order, exploring the environment with tongue and hands, sensitive to walking, sensitive to small objects and detail, as well as to social aspects life.

Theo and Martin (2004) view the 4-6 year age period as a sense of initiative phase. In this period the child should be encouraged to develop initiatives, such as the pleasure to

ask questions of what is seen, heard and felt. If the child is not impeded by his or her environment, the child will be able to develop the initiative, and creative power, and the productive things in his / her favorite field. Teachers who always help, give advice, and help do something when children can do it alone, according to Theo and Martin (2004) can make children do not get a chance to make mistakes or learn from the mistake. In this phase, it is assured that the opportunity to initiate (with the trust and independence that enable it to initiate), will foster the ability to initiate. Conversely if too much is prohibited and reprimanded, the child will be overwhelmed with guilt and guilty.

Another expert named Hurlock (1978) reveals that childhood is a very important and valuable phase, and is a period of formation in the period of human life. Therefore the child's time is often viewed as a golden age for the implementation of education. Childhood is a very fundamental phase for the development of individuals because at this phase of the occurrence of a very large opportunity for the formation and development of a person. According to Hurlock, if an adult is able to provide a "garden" designed to suit the potential and innate children, then the child will develop naturally. Jean Piaget and Lev Vygotsky constructivist scholars argue that children are active and have the ability to build on their knowledge. The child mentally constructs his knowledge through reflection on his experience. It is expected that early childhood education (PAUD) can facilitate children to develop optimally.

### III. METHOD

This research uses quantitative research approach. Object in this research is parents of some The Early Childhood Education institutions. Population in this research is all of parents of four The Early Childhood Education institutions that are located in West Java, Indonesia. The four The Early Childhood Education institutions are classified into three categories based on social class of parents, education system and school facilities. Amount of all children in the four The Early Childhood Education institutions are 80 children. So, amount of population in this research are 80 parents. There are some reasons the researchers use population of four The Early Childhood Education institutions at Sukasari, Bandung. First, based on first observation towards some The Early Childhood Education institutions in same sub-districts, the four The Early Childhood Education institutions are appropriate with classification of social class that will be researched based on aspects such as school facilities, parent income, school fee, and learning program. Second, the locations are easy to be accessed by researchers. Third, the institutions that could be joined in cooperation help researchers in conducting this research.

Technique of sampling in this research use non-probability sampling. From any technique of non-probability sampling, researchers select technique of saturated sampling (census). In this research, the reason of researchers select technique of saturated sampling is

because this research uses sample from the whole of population. Besides that, amount of population in this research is relatively little so as using the whole of data of population so that data generated is representative. Collecting data in this research uses questionnaire with kind of closed-questionnaire. The questionnaire in this research consists of 20 questions with two variables, they are, dependent variable that is the effect of education in The Early Childhood Education institution, and independent variable that is character building of children. There are two alternative answers using nominal scale they are yes or no answers that aims to know whether there is effect of education in The Early Education Institution towards character building of children.

Analyzing data in this research uses logistic regression analysis (Morton, et all 2009) (Santoso, 2010). Technique in processing this data does not need normality test and classic assumption test on dependent variable anymore. When applying logistic regression analysis, it would be applied some tests; first, testing the feasibility of the regression model by testing null hypothesis that empiric data is appropriate with model; second, grading the whole of models by comparing values between  $-2\log$  likelihood at the beginning and  $-2\log$  likelihood at the end; third, determination coefficient by knowing how big of the effects of education in The Early Childhood Education Institution simultaneously affects to independent variable, that is, character building of children.

### IV. RESULT AND DISCUSSION

#### **Result**

The researchers conduct research with the amount of sample is 80 persons with category of dependent variable, that is, code 0 including not built character of children and code 1 including built character of children. In this case, the effect of education in The Early Childhood Education Institution is the reason that builds character of children. If it just involves dependent variable, null hypothesis will be rejected (there is not effect of education in The Early Childhood Education Institution towards character building of children).

It means if it just involves dependent variable, it will not be synchronous with data. After independent variable involved, it indicates that adding independent variable can give real effects towards research. In other words, the research is synchronous with data. By involving both variables, in logistic regression called likelihood maximum test, the answer for hypothesis of simultaneous effects of independent variable towards dependent variable is receiving  $H_1$  and rejecting  $H_0$ , or that is, there is significant effects simultaneously education in The Early Childhood Education Institution towards character building of children.

For seeing capability of independent variable in explaining dependent variable is used Pseudo R-square, or cox and snell R-square, and nagelkerke R-square. The value of nagelkerke R-square in this research is 0.607 and

the value of cox as well as snell R-square are 0.449. The capability is shown in table below:

TABLE I: THE EFFECTS OF INDEPENDENT VARIABLE TOWARDS DEPENDENT VARIABLE

The Amount of the Effects	
Variable X towards variable Y	60.7 %
Another factors	39.3 %
Total	100 %

Source: processed by researchers (2016)

Table 1 indicates that the capability of independent variable in explaining dependent variable in this research is 60.7 % and 39.3 % of another factor out of research that explain dependent variable.

According to table of Hosmer and Lemeshow Test, that is, table examine whether model used is appropriate or not. It is appropriate if there is no significant difference between models and their values of observation. In this research, it indicates that models could be received and hypothesis test could be conducted because there is no significant difference between models and their values of observation.

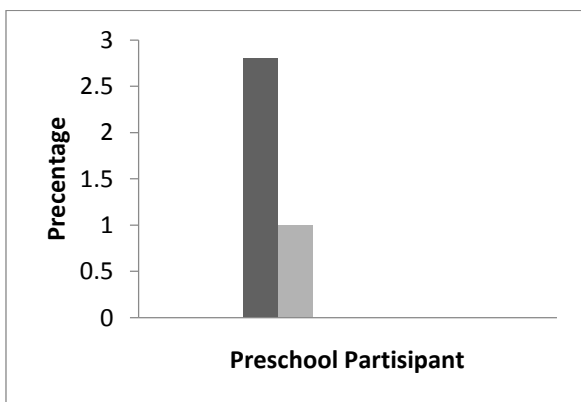
Seen from table 3, the classification based on empiric data is generated that in this research there are 48 children examine good character building of children, whereas 32 children do not examine achieving character building of children.

TABLE II: DATA CLARIFICATION

Character Building of Children	
Reached	48
Not reached	32
Total	80

Source: processed by researchers (2016)

Besides that, based on the result of findings of the research it is found that the effect of education in The Early Childhood Education Institution towards character of children is shown in picture below:



Picture 1. The Effect of Education in the Early Childhood Education Institution towards Character of Children

Source: Processed by researchers (2016)

The picture above explains that education in The Early Childhood Education Institution affects towards character building of children as much 2.858 fold more than children

who do not learn in The Early Childhood Education Institution. The value of B is same with natural logarithm from  $2.858 = 1.050$ . Because the value of B is positive, education in The Early Childhood Education Institution has positive relation with character building of children.

### Discussion

Analysis report is conducted by software set of IBM Statistic of SPSS Statistic 20 for Windows (IBM, 2001). For predicting dependency of every variable from dependent variable, that is, education in in The Early Childhood Education Institution towards character building of children.

According to researchers' hypothesis indicates that education in The Early Childhood Education Institution affect towards character building of children. The Early Childhood Education Institution as an institution for early education serves as institution embeds values and norms to children since the beginning of their development. The effect of existence of The Early Childhood Education Institution towards character building of children could be seen from changes in children's behaviors from wayward become obedient, and from the beginning naughty become manageable. In practice, the good qualified The Early Childhood Education Institution can contribute towards character building of children. This is supported by complete facilities and infrastructures, oriented programs, and relation of cooperation between institution and children's parents intensively (Heckman, 2011).

In this research, education system in The Early Childhood Education Institution affect towards character building of children. This is because The Early Childhood Education Institution plays important roles in building characters of early children although that is base of character building is children's family. Our findings, education in The Early Childhood Education Institution of middle class has enough difference with education in The Early Childhood Education Institution of lower class in character building of children. The differences can be seen from adequate, interesting and varied facilities aspect as well as The Early Childhood Education Institution programs that had been planned as good as possible for character building of children. Of course, this supports to invest useful social, moral and religion norms for children in future whereas education in The Early Childhood Education Institution of middle-lower class they have limitation of facilities and educators, as well as the programs planned are not applied maximally, so this would hamper to invest useful norms for character building of children. Based on this, it seems that there is gap in The Early Childhood Education Institutions in this research between The Early Childhood Education Institution of middle class and The Early Childhood Education Institution of middle-lower class. This is agree with Collins (2009) that for The Early Childhood Education Institution of higher class, program of character building of children will go well by involving parents in every process. But, that will differ with usual The Early Childhood Education Institution.

## V. CONCLUSION

All this time, education in family environment does not contribute enough for supporting competency achievement and character building of children. The high parents' activities relatively, the lack of parents' knowledge towards children development and the effects of out-of-home could affect towards character building of children. One of alternative ways to face those problems is by joining children in The Early Childhood Education Institution, by integrating and optimizing informal education activities in family environment and formal education activities in school environment.

Based on the research conducted, it can be concluded that there is effect of education in The Early Childhood Education Institution towards character building of children. In fact, early education such as early childhood education is proved twofold affect positively towards character building of children. So, there is effect of education in The Early Childhood Education Institution at Suakasari, Bandung.

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