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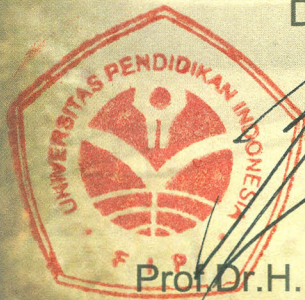## Sardjiyo

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Character Building at the Early Childhood through the Values Education
(Case study at the Kindergarten Laboratory Pilot UPI)

by

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ABSTRACT

Early age is the age of gold or golden age, it is the "critical" period for the children who need the right incentives to achieve perfect maturity. The meaning of critical period is the period that greatly affects the success of the next period. If this critical period did not receive proper stimulation in the form of training or learning process then the expected child will have difficulty at times of the child subsequent developments.

The major concern in this study is how the model of the Values Education implemented in the Kindergarten Laboratory Pilot UPI in the character building of children as a form of efforts to strengthen the foundations of personality of students.

This study is an effort in formulating the concept and model as the foundation of Values Education in establishing the character of early childhood. The application of qualitative methods in research is intended to see the implementation of values education as an effort of the character building for young children conducted by the teacher through the integration of subjects. Method of data collection is done by in-depth interviews to the respondents (BPS Board, the principal and kindergarten teachers Laboratory Pilot UPI).

Results showed that kindergarten teachers at the Kindergarten Laboratory Pilot UPI has undertaken various efforts of character building for their students to strengthen the foundations of personality of the students, Principal and School Administrator continue to provide reinforcement to the teachers about the importance of educational values / character through seminars and workshops in order to enrich and deepen the educational model of learning by integrating educational value in the Unit Daily Activities (SKH). The values shapes developed in each SKH is not written in concrete, however in the implementation or in the process of learning throughout the teacher always reinforce the meaning of values in SKH and through habituation to do good learners.

Personality development of students or build a child's character, noble character and increase the learner become the shared responsibility of schools (school leaders, teachers and education personnel), and Parents. Successful development of the learners' character does not only the task of the teachers, but there should be a synergy between school and parent community of learners.

Key words: Educational values / character education, early childhood

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A. INTRODUCTION

Early age is the age of gold or golden age, this period is the "critical" period in which a child needs the right incentives to achieve perfect maturity. The meaning of critical period is the period that greatly affects the success of the next period of the early chilhood development. If this critical period did not receive proper stimulation in the form of training or learning process then the expected child will have difficulty at times of subsequent developments.

Early childhood education is the shared responsibility among parents at home (informal education), schools (formal education) and community (non-formal education). All of these three components must work together in accordance to their responsibilities and educational characteristics in building the character of all children to become children who have the Indonesian character as perfect children. Character education is actually not new for Indonesia. Since the beginning of the Independence Day the government by the government has always manage the character education in different name dan different model, however there hasn't been shown the optimal results. As eveidence there are social phenomena hich still occur and it doesn't reflect the characteristic behavior of Indonesia.

In the Law No.. 20 of 2003 on National Education System confirmed that:

"The function of National Education is to develop the competence and character of the students as well as the civilization of the nation's dignity in the framework of the intellectual life of the nation. It aimed at developing the potential of learners in order to become a man of faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable."

It seems that many educational efforts undertaken by the educational institutions and other educational institutions haven't fully supervised and paid comprehensive attention to the efforts to achieve national education goals.

The national interests are the interests of the nation and the state in realizing the ideas and goals of the nation including the effort of the nation's intellectual life. Formulation the intelectual life of the nation has two important meanings, one is for the development of Indonesian human intelligent and the other is for cultured human. Intelligencecy understanding must be interpreted not only as the ability and capacity for human to master the science, art and technology, but emotionally intelligent is someone who has a good nature or character of the noble or noble character and morality. While the cultured have meaning as the ability and capacity to capture and develop moral values and civilized humanity in attitude and actions of state and nation (the nation's character).

For both cases, both government and society is still relatively half-hearted in developing human intelegent and cultured human, they are still in the ideas. Obviously it has been recognized that the government has worked hard to raise the national education budget to twenty percent, however wether you agree or disagree the fact that the government have not been able to provide opportunities and equitable access to the qualified education for all citizens to form the new generation who has character.

The rise of privatization and industrialization of school as well as the inability of the state in ensuring quality education affordable for all citizens causes the emergence of such a grouping or factional students in schools, according to socio-economic background, religion and ethnicity.

In other side, it can be seen that education remains as a tool of state power, in which schools serve as an instrumental institution of the state and to serve the political interests of any holder of the government. It happen because lack of intellectual creation in making the grand design of national education, so it always appears the problem of curriculum, so far there is an expression when the minister change then the policy change too, different minister different curriculum (Setiawan, 2006: 16-18).

The burden of overcrowded curriculum makes the school only concern with the passing score, and there an impression of the teacher they they becomes just the operator of the curriculum. "The quality of national education are relatively low", is also reflected in the "competition of Indonesian human resources are also low." It is clarified with information from the Human Development Index, that Indonesia is in the rank position of 112 from 175 countries, as well as according to the World Competitivenes Year Book, Indonesia is only rank 58 of 60 countries (Alwasilah, 2008). But more concerning is that the general condition of education in Indonesia is relatively still oriented to the formal aspects of teaching (the transfer of knowledge and understanding) and not fully oriented to aspects of education (transfer of character building).

It was presented considering that the moral decadency in today's era of globalization, has been regarded as very worrying, so that people can avoid the attack of a culture that does not fit with the cultural norms of Indonesia (Pancasila as the nation's morals), character education needs to optimize its implementation both through formal education , non formal, and informal. Like it or not, at present Indonesia is located in the center of the center of Western hegemony. Advancement of science and technology not only brings convenience and comforts for human life, but also causes a number of new problems.

Indonesia National Education System requires a change. One was the issue that education must continue to provide answers to the problems of life changing or different from the previous day. Dewey (1916: 1-9). said that "Education is a process of renewal of the meanings of experience through the process of incidental and intentional transmission. " With such efforts, education helps people realize all the capabilities that exist within him to become an independent person.

Thus education can be understood as a series of innovation efforts. As an innovation efforts Power, (1982: 11-29) insists that "…. *education essentially knows no end, Because the quality of human life Continues to increase "* In line with this, Brubacher (1981: 371) aargued that:

> *Education Should Be thought of as the process of man's reciprocal adjustment to nature, to his fellows, and to the untimed nature of the cosmos. Education is the organized development and equipment of all the power of human beings, moral, intellectual, and physical, by and for their individual and social uses, directed*

toward the union of these activities with Their Creator as Their final end. Education is the process in the which these powers (Abilities, capacities of the which men are susceptible to habituation are perfected by good habits, by means artistically contrived, and employed by a man to help another or Himself Achieve the land in view.

Broadly speaking, Brubacher explained that education can be interpreted as a reciprocal process of every person in coping with the environment, with friends, and with the universe. Education is the organized development of the completeness of all human potential, moral, intellectual and physical (physical), by and for the individual personality and its use for people who are expected to gather all these activities for the purpose of life.

Education is a process, in terms of potentials such as the ability, capacity and people are easily influenced by the habits so that they are enhanced by good habits, by a tool or compiled in such a way that the media and managed by humans to help others or himself in achieving the goal.

The issue of major concern in this study is how the implementation of the Values Education in Schools Kindergarten Pilot UPI Laboratory in the character building of learners as a form of efforts to strengthen the foundations of personality of students.

B. THEORETICAL STUDY
1. The definition of value
Spranger (Allport, 1964) stated that value is the belief that makes a person act on the basis of his choice, the value occurs in the psychological aspect, called belief. Confidence was placed as a psychological aspect that is higher than other aspects such as desires, motives, attitudes, and needs. Therefore, the decision such as right or wrong, beautiful or not beautiful in this area is the result of a series of psychological processes which then directs the individual to act in accordance with the choice. While Kuperman, (1983) states that the value is a normative standard of human influence in determining the choice among alternative ways of action. These limits better reflect the view of sociology, that the norms as external factors that influence human behavior. By enforcing norms one can actually feel calm and free from all charges that will be detrimental to society itself. So one of the most important factors in the consideration of the value (value judgment) is the change in normative values prevailing in society.

From the definition of values and norms can be exemplified by example in ethical manners in society, when a young child walk in front of a parent who is sitting, then he/she has to walk half bent while he/she leaned to the right while saying "excuse me" ("Punten": Sundanese, "nyuwun sewu" : Javanese). If the child did so, he/she is regarded as a child who knows good manners, but on the contrary, neglecting of ethics could result himselft regarded as arrogant and not know norms of good manner.

With regard to the definition of "value", then "value" definition according to a particular classification as follows:

(a) The definition which is based on philosophy, formulated by Kurt Baier (2003): *"Values are defined as the Constellation of likes, dislikes, Viewpoints, Should, inner inclinations, rational and irrational judgments, prejudices, and association patterns that determine a person's view of the world"*.

Value is defined as a series of taste of likes, dislikes, compulsory consideration, inner desires, decisions both rational and irrational, prejudice, and a set of patterns that determine one's life.

(b) The value as a way of life, expressed by Rath, (1978): "A value is defined as a world view", and Hugo (1977), "Represent the Philosophical position values and references of individuals".

(c) The value as a concept that is explicit and implicit, a personal characteristic or a characteristic of a group, about the desired thing that affect or are relevant to the selection of ways, the means and the action goals. Included in this view is the group; Kirscheenbaum (1992): *"A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of a Desirable the which influences the selection from available modes, means and ends of action.* "Kniker (1977)" ... the personal conception of the desire that are relevant to selective behavior ". And "... a nation of the Desirable hat influences behavior."

(d) The value is a belief or a relatively long-lasting belief about what ought or ought to be desired, whether it is related to how to act and the final state of existence which is personally or socially preferable. This belief is the basis for action. Philosophers who belong to this group include: Krech (1962). Value is: "Belief about what is Desirable or a 'good' and what is an undesirable or a 'bad'. Allport (1963): *"A value is a belief upon the which a man acts by preferences."* Rokeach (1975): *"Value is enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an Opposite r converse mode of conduct or end-state of existence"*.

(e) The value that emphasizes both the human psychic functions, both cognitive and affective aspects proposed by Frankl (1985:17): "A value expresses a relationship the between a person's emotional feeling and particular cognitive categories'", "values are abstract categories Relationship Among That have a strong affective component, and also as cultural patterns of preferences for Certain outcomes (Consequences)".

(f) The value as a standard or criteria about one who should or should want and they serve as a guide for selecting the actions, goals, and development and maintenance of one's attitude. Fraenkel, (1977), "Values are standards or desirability or criteria of preference". "A value is a basic standard or criterion that serves as a guide to action and to the development and mmaintenance of Attitudes toward events, people and objects".

(g) The value as a preference, put forward by Fraenkel, (1977), Allport (1963), Roos Poole, (1991), who formulated the "Value is a broad tendency to prefer Certain state of affairs over others".

(h) The value in accordance with the behavior or circumstances, put forward by Gordon (1947): "Values are constructs representing generalized behaviors or states of affairs that are Considered by the individual to be Important."

Classification of value can be concluded that the 'value' is a good concept of the concept of proof-theory-law and a belief that is the spirit, soul, price, meaning, message, function, relating to matters that are considered important and should or should which has the desirable properties of imperative and preferably, is relatively fixed, explicit and implicit. From the exposure of the value of a terminological meaning of some of the above figures, it is formulated that:

(1) The value is a set of beliefs, ideas or concepts, standards or principles and the price that one has or a group of people that are abstract are offered guidance in the act and behave, and because it is abstract, the value can only be seen through the indicators.
(2) The value is not the desire, but what is desired. It means that value is not only expected but sought as a sign that proper and right for themselves and others. The size used to overcome the will at the time and certain situations that is what is meant by value.
(3) The value is a form of feelings about what is desirable or undesirable that affects social behavior of people who have that value.
(4) The value is a collection of attitudes and feelings that are always shown through behavior by humans.

So the value is a belief about how to behave and the desired goal of individuals, and is used as a principle or standard in his life.

2. Categorization of value

For the purposes of any analysis, Spranger (Allport, 1964) explains the existence of six value orientations are often used as reference by the man in her life. In appearance, the six values tend to show a typical figure of a person's personality. Therefore, designing Spranger's theory of value in terms of human type (the types of man), which means everyone has a stronger orientation on one of the six values obtained in his theory. Six values are:

a. Theoretical value, the value of which involves consideration of the logical and rational in thinking and prove the truth of something. This value had higher levels of right and wrong according to the reasoning. Therefore, this value is close to the concepts, axioms, propositions, principles, theories, and generalizations derived from a number of observations and scientific evidence. Levels of theoretical truth appear in various forms in accordance with the turf. Truth theoretical philosophy better reflect the ideas of radical and comprehensive of the phenomenon that was born in life, whereas the truth of science showing that achieved the objective truth of the results of tests and observations that follow the scientific norm. Because it's human communities that are interested in this value are the philosophers and scientists.

b. Economic value, this value is related to the consideration of values that yield profit and loss. The considerable object is the "price" of goods or services. Therefore, this value prefers the usefulness of something to human life. In practical economic value can be found in consideration of the value of production, marketing, consumer goods, financial credit details, and consideration of life in general prosperity. Therefore, this value is relatively pragmatic considerations, Spranger see that human life is often a conflict between the needs of this value with five other values (theoretical values, aesthetic, social, political, and religious). Groups of people who

have a strong interest towards this value are the entrepreneurs, economists, or at least people who have a materialistic soul.

c. Aesthetic value, this value puts the highest value on form and harmony. If this value judging from the subjects who have it, it will appear beautiful-not beautiful impression. Aesthetic value is different from the theoretical value. Aesthetic values better reflect the diversity, while the theoretical value reflects the experience of identity. In the sense of the word, more aesthetic value to rely on the results of one's personal judgments that are subjective, whereas the theoretical value of the objective which involves consideration of a number of conclusions drawn from the facts of life. In relation with economic value, aesthetic value is inherent in the quality of goods or action that is weighted economically. When goods or actions have beautiful nature so by itself it will obtain a high economic value. Esthetic value of many owners by the artists, like musicians, painters, or fashion designer.

d. Social values, the highest value found in the social value of human compassion. Because the levels of these values move in the range between the life of individualistics or "egoistic" nature that is always put self-interest with an "altruistic" the nature of a person who always put the interests of others. Attitude not presume ugly to others, sociability, friendliness, and sympathy and empathy are behaviors that become the key to success in achieving social value. In social psychology, the social value of the ideal can be achieved within the context of interpersonal relationships, i.e. when someone else understands each other. Conversely, if the man has no feelings of compassion and understanding towards each other, so mentally he is living is not healthy in the sense of not having a healthy personality i.e. someone who is not able to establish interpersonal relationships in harmony with each other. The social value of many cling to life for people who love to hang out, like charity, and love of fellow humans, or known as a philanthropic" the figure of people who like to do good to others.

e. A political value, the highest value in the value of politics is power. Therefore, the levels of intensity value will move from low to influence the effect of high (authoritarian). Power is important factors that affect the ownership of the political value in a person. Conversely, the drawback is evidence of someone who is less interested in this value. When the competition and struggle into the issues that frequently occur in human life, the philosopher saw that the strength (power) to be a major boost and is universally applicable in human beings. But when seen from the ownership levels of political values are a major goal of certain people, like politicians or rulers.

f. Religious values, the essential fact of this value is the value that has the basic truths of the most powerful compared to the previous values. This value comes from the ultimate truth that comes from God. Coverage value is even wider. The structure of human mental and mystical-transcendental truth is two sides of the superior value of religion. Therefore, the highest value to be achieved is unity (unity). Unity means the harmony of all elements of life, between man's will with God's commandments, between words and actions, or between 'desire with deeds'. Spranger see that on the side of the religious philosophy of life is unity can be achieved. Among the groups of people who have a strong orientation towards this value are the prophets, priests, or people who are pious.

3. Meaning of value

According to Phenix (1964), meaning (which already contectual value) is divided into six world of meaning, i.e. symbolic, empiric, aesthetic, ethical, and synoptic. The six values are at different levels and different functions. Symbolic meaning of the simplest, while the synoptic is the meaning that has the most extensive coverage. Detailed description is;

(a) Symbolic, meaning it includes language, mathematics, and various kinds of symbols that have no connection with each other (non-discursive) such as patterns of body language, rituals, and rhythmic. This meaning is contained in the structure of arbitrary symbols with the rules and forms of propagation that can be accepted by society and created a tool to express and connect various other meanings. This symbolic system is seen as the most fundamental meaning, because without this meaning people will have difficulty in communicating his ideas.

(b) Empirical, meaning it consists of knowledge about the physical world, living things, and people. Science provides a description of the facts, conclusions, formulation and explanation of a theory based on observation and testing of objects, life, thoughts, or the public. Through this sense one can test the truth of empirical possibilities were reviewed based on the evidence, corroborated by some data, and supported by a number of specific analysis.

(c) Aesthetic, meaning it consists of a number of arts such as music, visual arts, movement arts, and literature. Meaning associated with the aesthetic beauty of an object perceived. At lower levels, the subjective nature of the prevailing aesthetic significance, meaning that every individual can have a taste of the beauty of each. But at a high level of aesthetic aspect, meaning it applies to arrive at an intrinsic beauty that everyone can admit it.

(d) Sinoetik, the use of the term of this sinoetik, according to the Phenix, was used because no other more appropriate concept for understanding we wish to represent. However, understanding the meaning of this world can be explained from an understanding of personal knowledge, I-God relationship, and the consciousness-awareness is direct. The term rose as analog to describe the relationship between knowledge of a person with a consciousness of meaning in relationships in inter-personal and the transcendental. Personal knowledge is a concrete, immediate and important.

(e) Conduct, the meaning includes the meanings of moral responsibility which has consequences for a person to fulfill an obligation. The meaning of ethics was born because of the facts, perceptions, or caring for someone to make a harmonious social relations. Unlike the science related to the cognitive understanding of abstract art that expresses the aesthetic perception, knowledge of inter-personal reflect understanding, morality should be done through human behavior based on freedom, responsibility, and prudence.

(f) Synoptic, synoptic meaning is the meaning of a comprehensive and integral. This includes the meaning of history, religion, and philosophy which is an integral assessment of the empirical, aesthetic, and sinoetik in one coherent whole. History provides insight time to what has happened, religion associated with meanings that are

complete and absolute truth, while the philosophy of interpretation with respect to efforts to reflect n all kinds of meaning.

For that, according to Phenix, teaching language, mathematics, science, art, personal relationships, morals, history, religion and philosophy is an important field of study in human awareness of the six desired meanings. Awareness of meaning that can provide answers to problems of education are assessed Phenix facing severe challenges due to the modernization of life followed by the birth of destructive values.

4. Values Education

General provisions of Law No.20 of 2003 on National Education System point 2 states that national education is education based on Pancasila and the Constitution of the Republic of Indonesia in 1945. It is rooted in religious values, national culture of Indonesia, and responsive to the demands of changing times. In addition, in Chapter II, Article 3 also mentioned that the National Education functions to develop the ability and character forming as well as the civilization of the nation's dignity in the framework of the intellectual life of the nation aimed at developing the potential of learners in order to become a man of faith and fear of the Almighty God, morality, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and accountable.

The existence of words of faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible in the national education goals above, indicating that the material in educational practice should based on a set of values as a blend between the cognitive, affective and psychomotor. In fact, the main aim of national education emphasizes the aspects of faith and piety. This suggests that the core values of moral character development of the nation come from religious conviction. That is, all the education process should lead to the strengthening the values of the Deity according to the religious beliefs that he believes. Practice in formal adult education has tended to pay less attention is the essence of the national education goals, it is proved by integrating the values are less essential in the learning process is performing, ironically even more oriented to the development of cognitive structures alone. This phenomenon is certainly quite contrary and put instance between objectives and results of national education further.

The more the passing of the moral decadence among the generations of today, shows that educational practice does not rely on trust law which suggests that education based on a set of values (values education) and on the other hand more and more convinced about the importance and urgency of educational value. On the other hand, the development of Science and Technology (Science and Technology) of the 21st century marked the rapid development of information and communication technology (ICT), has led to a shift in values, both cultural values, customs, and religious values. ICT has removed the boundaries of space and time so that the world seemed united in a global village (global village). Exchange of information between nations, including the ongoing rapid and full dynamics, thus encouraging the process of fusion values, haze values, and even erosion of the original values of the previously sacred and becomes he identity.

At the time of developing the values of globalization echoed by its originators and supporters, while the same process occurs convoy cultural values of society which

ultimately resulted in the fragmentation and uncertainty value. Uncertainty of the value experienced by human society today is the result of more priority to the ability of reason and marginalize the role of religion and values are essential, the ability of the brain and rationality has reached a tipping point, but ot followed by a spiritual force, as a result life becomes meaningless.

Given the challenges facing it more real and complex, then the current value of the coaching process becomes very important. Challenges to the moral guidance come from various directions, especially coming as the effects of global information flow. Susanto (1998:27) mentions in the open era of globalization, the exposure information is allow someone to adopt the values, knowledge, and habits outside of their social environment and far from reach physically.

Interest in public education against the need for fostering values began to appear after a variety of problems in the community demoralization. Most of them started back related to the education with value, while education is essentially never be separated from values. Gaffar (2004:8) mentions that education is not just grow and develop all aspects of humanity without bound by values, but values that are binding and steering the process of growth and development.

Legally, the meaning of education itself, as expressed in Law No.. 20 of 2003 on National Education System "Education is the conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and he skills necessary themselves, society, nation and state. In these formulas, there are at least four issues that deserve study carefully examine the meaning of education, namely: "a conscious effort," how to "prepare," by what and how ", as well as how to know the results, especially in he" role in the future ".
(1) education as a conscious effort. It has a meaning that education held by the plan of a mature, steady, systematic, comprehensive, tiered based on rational objective is accompanied by rules for the benefit of society in the broadest sense.
(2) the function of education is to prepare learners. The point of education is rather a continuous process in an effort to prepare students to readiness and personal maturity that involves three aspects of knowledge (cognitive), attitudes or behaviors (affective) and skills (psychomotor).
(3) Strategy implementation is done through various forms of educational activities such as mentoring activities, teaching, and or training. In simple guidance (guidance) as providing assistance, guidance, advice, counseling so that learners can cope with and solve the problems they experienced. While teaching (teaching) is a form of interaction between the educational staff with learners in a teaching-learning activities to develop behavior in accordance to the purpose of teaching.
(4) arable education should be grounded to the present and the future orientation. A result to be achieved by a process of education is educataed human resources with the demands of development, namely Indonesia fully human figure who can solve problems today and the future.

Education can also be viewed as a system that can be studied from two perspectives, namely (1) the education system in micro (2) the educational system in macro. Education is more emphasis on micro-elements of educators and learners. The pattern is more of an effort to educate students through the process of interaction and communication, namely that there is a message (message) which will be delivered in the form of learning materials. Then function as an educator is more of a message sender (senders) through learning activities in class r outside class.

In the macro study, the educational system or component on a range of things hat, more broadly, that is composed of,

(1) Input (input) in the form of values and knowledge systems, human resources, instrumental inputs in the form of curriculum, syllabus and so forth, input means including facilities and educational facilities should be prepared;

(2) Process is everything related to the teaching-learning process or learning process at school and outside school. In this process component in it include studying and learning activities with all the dynamics and elements that influence it, as well as the study of learning activities that educators do in order to provide convenience to the learner to the learning process,

(3) Exodus (output) the results obtained not only the establishment of private education graduates / students who have the knowledge, attitudes, and skills as expected in the objectives to be achieved. But also education output includes everything that is produced by cultivation of the ability of learners education (human behavior), service products (services) in education such as research, product items in the form of intellectual work or works that the physical nature of he material.

C. RESEARCH METHOD

This study used a qualitative approach and the method used is descriptive analytical method, which describe and analyze in-depth interviews of informants / respondents (subjects). With a descriptive analytical method, a phenomenon that appears in the field can be interpreted more in he meaning and content with keeping and attention to quality.

Descriptive analytical method for the selection are:

(1) data obtained tend to form a sentence answers from informants / respondents

(2) other data that support the information obtained from sources primer and secunder

(3) research report contains excerpts from the data source as an illustration to give support to what is presented.

This research focuses on qualitative research "hermeneutic" that go through three phases of activity, i.e. pre-field phase, implementation phase f the research and analysis and research trust (member check)

1) Pre-Field Stage

At this stage the activities undertaken are:

a) preparing the study design, including preparing the research instrument in the form of interview guides. Research instruments used to collect data that is interview guide, which is supported by equipment such as tape recorders, recording instrument data field field-notes), and the recording format of the documentation. Interview guide was

prepared interview guide for the management of Education Management Board, Head of School, and Kindergarten Teacher Laboratory-Pilot UPI.

b) select and improve the approach to the study,
c) conduct a preliminary study in order to collect documents, to explore, the possibility to obtain the data,
d) selecting and decide places and subjects of research,
e) ccontacting the subject of research and data sources that support the study,
f) selecting and using information,
g) prepare equipment both hardware and software research.

2) Phase the implementation of the Research

This stage is carried out for data collection, and gathering other information related to the purpose of research. Method of data collection was done by using "in-depth interviews" ie depth interviews with informants / respondents who actually do the development of education through the eyes of the lessons and values through various activities at her school. This is in accordance with the opinion Esterberg (2002), the Sugiyono (2007: 233) that this type of interview, including semi structure iinterview whose implementation is more liberal than the structured interview. The purpose of this type of interview is to find problems more openly, in which the parties interviewed were asked their opinions and ideas. In interview researchers listen carefully and note what was raised by the informants. In addition to in-depth interviews, data collection is done by collecting documents related to the purpose of research. Document SKH is intended to support the information submitted informant that the information is more accurate. The study is a complementary document from the use of observation and interview methods in qualitative research (Sugiyono, 2007: 240).

3) Phase Validity level of the data analysis and research

The data analysis performed continuously at each end of conducting interviews, observation and or recording. Obtaining such data directly compiled, analyzed and interpreted their meaning, which is associated with the acquisition of such data. Thus, data analysis is conducted continuously throughout the study period. The efforts made to obtain the confidence level of research results is done by carrying out activities in sufficient time, through, (a) triangulation, as the opinion of Wiersma (1986: 237) Triangulation is qualitative cross-validation. It assesses the sufficiency of the data According to the convergence of multiple data sources or multiple data collection procedures. (b) Peer - debriefing, and (c) dependability (reliability) and confirmability.

a. Triangulation associated with the steps taken are:
(1) triangulation is to test the credibility of the source data is done by checking the data have been obtained through several sources, then sought agreement (member check) with other parties about the correctness of data collected. This is in accordance with the opinion Sugiyono (2007: 276) that member check goal is to make the information obtained and will be used in writing the report in accordance with what the data source or informant
(2) triangulation technique, which is a technique in testing the credibility of the data is done by checking the data from the same source with different techniques. For

example the data obtained by interviews about perceptions of teachers regarding the implementation of values education in schools, then checked by observation.

b. Peer - debriefing, carried out by means of discussion and dialogue with people who are considered to know of problems or with experts who care about the focus of research. Activities conducted by researchers is to discuss the findings of research with education experts characters (UPI senior lecturer) in the hope of obtaining input or questions that a sharp criticism, which is able to find the core findings of the study objectively

c. Dependability (reliability) and confirmability (test the objectivity of the research) Sugiyono, (2007:277) this activity is carried out by experts with the way the audit-trail. or the purposes of this activity, then prepared
   a. field data in the form of sheets of notes containing descriptions of the interview (cassette tape) and documentary,
   b. analysis of the data is a summary of the data and theoretical concepts,
   c. synthesis data in the form of conclusions, definitions, data interrelation and interpretation of data associated with the theory or literature reference.

D. RESULTS AND DISCUSSION
1. Research Results

   School Kindergarten (TK) UPI Laboratory Pilot is a school that facilitates the need for Indonesia University of Education to review, develop and test a variety of innovations and findings in the order of the model, theory and practice of education. Kindergarten Pilot Laboratory School has a vision is to make kindergarten who have academic excellence, social, and religious as well as being a vehicle for developing students who are intelligent, competitive, creative, independent, faithful and noble accordance with the development of students' ages and abilities.

   Mission carried by TK Laboratory Pilot include efforts to realize the education that prepares Indonesia beings who are intelligent, creative, faith and morality, developing the school into the School of the National Level, the arrangement of institutional capacity: management, organization, administration and information systems, curriculum development and learning, resource capacity building, lengthening the role of parent / community school development.

   The objectives to be acheived is producing graduates who are ready to enter to pursue higher education, skilled and intelligent, developing a curriculum in accordance with the needs of students through the collaboration of research experts UPI educational environment, setting the school management system effective and efficient, productive and in a democratic good governance (good governance) are accountable, improve effectiveness and service management effisient schools through improved implementation of school-based management and increase the participation of parents or the community in school development.

The curriculum used is the national curriculum and local content which is specified school. While teaching staff are graduates of the University Education S1 PGTK Indonesia and other university, who are experienced in the field of science and is always improving its capabilities.

Educational facilities include its own school building, playground and field equipment as well as games and small mosques canteen. Kindergarten is an institution that provides services to early childhood education in the age range 4-6 years. Educator's institution is expected to provide professional services to the students within the framework of the foundation towards the development of attitudes, knowledge and skills, so students are able to adjust to the environment and prepare to enter basic education.

Kindergarten Pilot UPI Laboratory in the learning process using a thematic approach to learning the material substance of the charge loaded with educational value. These themes are closely linked to students' lives so much easier to remember and lived. Besides the charge of the game is fairly method role given the kindergartners were still ages to play, but the game should be directed to the formation of students' attitudes and morals. Examples of implementation models that value education in kindergarten is that the senses, competence is essentially a child is able to say prayers or reading religious songs, mimicking the movement of worship and allow the rules and can control your emotions

Implementation through habituation, learning outcomes are expected to maintain personal hygiene of children in care of itself, while the indicators of achievement of earning outcomes include: (1) Clean yourself with the help of, for example brushing your teeth, shower, toilet. (2) Taking care of him with a little help, such as dress themselves, feed them, and so on. Learning process should be packaged with the game and demanded the teacher be able to convey the message with the approach of religious values and social. The following example is the theme for the class A group of children, while for class B groups there is little difference in the class know that if I am then in the class B rose to know my body and my favorite.

From this theme students are expected to have competence with regard to cognitive development, motor / physical, and art or skill.

For students capable of cognitive expected; - Grouping objects according to a favored color, grouping pictures of preffered animals of children, grouping pictures of men and women, play smart bags (coarse-fine), coloring pictures, post pictures, called sequence numbers, etc. As for Physical, among others; - Wash and wash hands, eat, make shapes of people, my favorite fruit with clay, making a circle, practicing holding a pencil, catching big ball within three feet, walking forward in a straight line, kicking the ball, crawled straight forward, free lay with hoops As for art, among other - Free Drawing with crayons or crayons, coloring pictures, drawing people in a simple, color the shape of the beam, guided rhythmic, motion songs (eg. finger and thumb), and singing the song "Two of my eye"

Each pause activity to rest is always packed with singing, singing songs such as "before meal" that his poems are: "Before we eat, wash your hands first, maintain the cleanliness, to be healthy always, plenty to eat, lest any remaining food to keep quiet lots of eating, lest any rest, let's eat together " Noting the contents of the above verse, it is loaded with a value among

other values relating to eating manners, togetherness and kinship, cleanliness and health, a sense of empathy.

2. Discussion

Personality development of students or build a child's character, noble character and increase the learner is to become citizens of a shared responsibility of schools (school leaders, teachers and education personnel), and Parents. Successful development of the character of learners was not only borne by the teacher, but a synergy between school and parent community of learners.

Almost all the learning activities in kindergarten are packaged in the form of playing and singing, and good conditioning, general activities in kindergarten includes three groups of the activity of opening activities, core activities, and closing activities. Activities include an opening filled with marching and read the prayer, filled with the core activities of the main activities to be accomplished on that day in accordance with SKH and the end of the core activities before the break, meals, aactivities that begins with hand washing singing.

E. CONCLUSION

1. Results showed that kindergarten teachers Pilot UPI Laboratory has undertaken various efforts to build character in students in strengthening the foundations of students personality, the principal continues to provide reinforcement to the teachers about the importance of educational values / character through seminars and workshops in order to enrich and explore a model of learning that educates by integrating values education in the Unit Daily Activities (SKH).
2. Shape the values developed in each SKH not written in concrete but in its implementation or in the process of learning throughout the teacher always reinforce the meaning of values in the eyes of food in SKH and through habituation good to be undertaken by participants
3. Personality development of students or build a child's character, noble character and increase the learner is to become citizens of a shared responsibility of schools (school leaders, teachers and education personnel), and Parents. Successful development of the character of learners not only borne by the teacher, but a synergy between school and parent community of learners.

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