



The Synergy of the Three Pillars of Education in Early Childhood Character Education

Anggil Viyantini Kuswanto^{1✉}, Devi Vionitta Wibowo², Feby Atika Setiawati³

^{1✉}Universitas Islam Negari Raden Intan Lampung, Indonesia

²Sekolah Tinggi Agama Islam Riyadhul Jannah Subang, Indonesia

³Universitas Islam Negari Raden Intan Lampung, Indonesia

✉anggil@radenintan.ac.id

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Abstract

Lack of communication, prejudice, and cooperation that occurs internally becomes an obstacle in building children's character. This study aims to inform about the synergy of the three pillars of education in building character education in early childhood. The research method uses inductive qualitative research. The subjects of this study included RA teachers, parents, and the community involved in activities. Data analysis uses source triangulation. The research results obtained that by increasing roles, strategies, and collaboration between schools, parents, and the community, such as starting good communication, fostering trust and collaboration, setting group norms with full awareness, supporting school programs by fulfilling children's rights, and actively and passively support and assist in the form of personnel, ideas, financial contributions, and materials and support learning activities.

INTRODUCTION

The first stroke in writing in gold ink on a child's life and how to stimulate children's development is the basis for forming a child's character, noble character, intelligent, cheerful, skilled, and pious to God Almighty (Hairiyah & Mukhlis, 2019; Lasmini, Bunga Septiani, Siti Aisyah, Eriska Selvia, 2022; Nurhaliz et al., 2022). Given that along with the development of the times accompanied by information technology, it has resulted in shifts in values and deviant behavior, so parents, educators, and the community need to pay serious attention to forming early childhood character education. (Alhidayatillah, 2019; Andriani & Dkk, 2022; Sholichah, 2020).

Education should be built, designed, and strengthened through solid pillars. The pillars of children's education in modern times today stand on three pillars, one of which is as a communication bridge to build a common perception, namely home or family education, community or neighborhood education, and school or teacher and schoolmate education (Daheri & Warsah, 2019; Laksana, 2016; Musolin & Nisa', 2021). These pillars will not stand by themselves, so the synergy between parties is needed to achieve reasonable goals, one of which is to provide character education from an early age. Advance and develop character education from an early age which is based on intellectual and moral development education through guidance by teachers and parents which is carried out every day as the development,

screening, and improvement of the educational potential of students so that they are of Pancasila value and religious norms (Hasan et al., 2023; Jiang et al., 2022).

Good quality and quantity of Early Childhood Education must have a good relationship between parents, teachers, and the community or, in other words, include the participation of the three pillars of education and parenting in the school program. This is done because early childhood education cannot be separated from the care and supervision of the three pillars; there are related components both in the home environment and in educational institutions or schools that are needed in their implementation or collaboration. (Hasanah & Deiniatur, 2019; Saat, 2015; Santoso & Jaya, 2023).

With the above, according to researchers, to build good character education, teachers and parents always educate children about morality. Research studies state that there is the role of parents is needed in character education in order to bring up the pillars of good morality education, including internally, namely giving affection, habituating life to discipline and responsibility, and providing character education through positive activities that can be carried out, namely through exploration in community social activities that contain elements of Pancasila, so as to create good character education and local value wisdom in internal factors it is very important to apply, especially for preschool-aged children, because it can foster a spirit of independence so that children are able to explore positive activities with the support and guidance of parents (Wiguna & Sunariyadi, 2021; Khotimah & Zulkarnaen, 2023; Multazam & Setiasih, 2023).

Meanwhile, local wisdom activities based on Pancasila values can be applied in character education in schools by educating cultural activities, spiritual activities, independence, mutual cooperation, integrity, and mutual obedience and respect between ethnic groups, nations, and cultures in schools, as well as intellectual and emotional training of children. (Iswatiningsih, 2019; Erviana & Faisal, 2022; Gusmayanti & Dimiyati, 2021). In addition, one of the educator's strategies aims to be a character education program that is implemented attractively through various media and story materials, habituation activities, and exemplary educators from an early age by implementing moral, intellectual, and religious-spiritual values so that character is created in children. (Permana et al., 2022; Tadjuddin, 2018).

Based on the explanation above, researchers can argue that character education is essential as a foundation in early childhood religious and moral development. Lack of communication, prejudice, and cooperation that occurs internally becomes an obstacle in building early childhood character education. The existence of this is reinforced by several studies that can be used as research that is relevant to the research conducted, that character education for early childhood must be centered in three scopes which must be role models and provide guidance, based on continuous, balanced and universally organized, developing character education can be carried out through child-friendly programs, through collaboration between parents, teachers, and the community as counselors, mentors, and educators in increasing children's morality from an early age to provide educational contributions to children such as educational broadcasts, curricula, and giving character education training in schools (Fadllurrohman et al., 2023; Devianti et al., 2020; Fanny, 2020; Bariyah, 2019).

From the results of the studies above, researchers can argue that character education can develop through an educational tri-center consisting of family, school, and community education. The studies above have differences and similarities with the research to be analyzed. The similarities are in character education, which involves the tripartite of education: parents in the family, teachers in schools, and the community in the child's social environment. The differences in some of the previous studies above, with the research that will be analyzed, are in the performance programs carried out by the three educational pillars: parents, teachers, and the community, specifically for early childhood. Given this, this research aims to analyze learning programs, education, and early childhood habituation to character education so that the development of children's religion and morality can be developed and improved.

METHODS

The research method uses descriptive qualitative by studying and analyzing a research result in educational material (Sugiyono, 2018). The characteristics of qualitative research are inductive; concept development is based on theoretical and field data. The research location is one of the school institutions in the district. Lubuk Raja. The length of research was conducted for one semester. The research samples in this article are three teachers, three community leaders involved in school development, and three parents of students. This is intended to freely and universally take information from each pillar of education, which aims as study material for the development of character education children. Research data collection tools with interviews, observation, and documentation. Checking the data obtained through testing with source triangulation techniques. Data analysis techniques use the Miles and Huberman models with data reduction, presentation, and conclusion.

RESULTS AND DISCUSSION

A. Results

The research results obtained in the synergy of the three pillars of education in developing early childhood character are as follows.

The interviews with three RA teachers showed that school institutions in building early childhood character education carried out several strategies. The strategy used to develop synergies between the school, parents, and the community requires time and effort. This synergy will produce compelling and high-impact results in school institutions and their surroundings.

The strategies undertaken are; (1) Start with communication; the first core for building a tri-educational synergy that starts from RA school institutions is communication. The communication is carried out routinely by meeting in person, which will be held at the beginning of entering school, learning outcomes, in the middle of the semester, and at the end of the semester. Not only that, communication can also be carried out using social media such as WhatsApp for parent classes and WhatsApp for counseling and guidance. Communicating all school activities starting from the vision and mission of the school planning, implementation, and evaluation. Activities to strengthen this communication are the role of

parents and the community from school institutions in each activity; parents and the community are allowed to express ideas by providing input on activities and conveying the obstacles encountered. The RA institution will fully know what is considered in every activity. (2) Foster trust and collaboration; the second step is to build trust with teachers, parents, and the community that all school activities will be maximized if planning, implementation, and evaluation are carried out together. Each part takes on a role and complements and supports each other. Foster a sense of belonging between parents and the school and community so that people's energy arises to be part of the school's success. This will lead to a sense of pride in the school. "An important part of synergy is building shared ideas, not withdrawing to achieve individual goals," said Mrs. Xly. (3) Consciously set group norms, oriented to the results. All school activities have target results to be achieved. For this reason, both school institutions, parents, and the community, although from different parties, agree to develop a plan, ensure that the process runs effectively, and evaluates continuously.

Then the results of interviews with parents show that parents establish good cooperation with schools by always supporting programs held by schools by fulfilling their children's rights, such as the need for food and clothing boards, providing a sense of security, giving awards for the work obtained from school and give freedom to explore their talents and interests.

The results of interviews with the community are that the community actively and passively supports the programs carried out by the school, provides assistance in the form of personnel, ideas, financial contributions, and materials, and supports existing learning activities such as animal husbandry-themed learning where they have to get to know animals pets and interact with breeders fill with any activities done to look after them.

So it can be concluded that with synergy, there is some emphasis on existing involvement, namely increasing roles, strategies, and collaboration such as 1) schools as providers of information related to school programs, school development, difficulties faced, and early childhood behavior, as well as tricks for carrying out communication and reinforcement 2) parents will create a comfortable atmosphere in the formation of early childhood character, and support each child's development 3) the community will provide support and assistance in school progress.

Then from the results of observations in the field, the results of research conducted by the First School Institution, namely the existence of parent meeting activities. Parents of children's meetings and teachers can convey the child's academic development and educational progress while in class in more detail. In addition to providing an assessor of activity in class, parents and teachers can discuss how the next plan regarding the development of children's education. Thus can exchange information about the potential and difficulties experienced. Second, the professional involvement of parents in developing, planning, implementing, and evaluating school programs.

The third is the involvement of parents in joint events, stating that parents participate in social programs and school activities, such as social services, farewells, commemorations of holidays, and art performances. Additionally, the teacher encourages parents as a source of learning and supports the success of student learning. This activity is carried out according to

their hobbies and abilities, and they work with a program of activities that will be carried out at school.



Figure 1. Commemoration of Child Consultation Day

Fourth, there are activities in the picture above, so parents participate in commemorating the child consultation day. The school's task is to distribute a complete list of educational staff, including addresses, telephone numbers, and primary duties, so parents can deal directly with them. Fifth, establish intensive and proactive communication, such as welcoming and joining school institutions, education boards, and school committees for parents of new children before the school year begins and conducting brief introductions and orientations about the school and its various other activities. The urgent activities that can be carried out are conducting home visits to solve problems and develop students' personalities.

The plan results have been realized with activities and involvement from all parties. In contrast, the results obtained are firstly religious and spiritual activities which become habituation activities at school, now they can be applied at home if parents teach them. The second is the program activities meeting at the start of school entry. This activity serves as an information and an introduction to the school program in which support is expected in this activity to expedite existing activities in school institutions, especially in the formation of children's character. Third, the parenting program. This activity aims to create synergies between schools, parents, and the community. This activity is carried out once a semester, taking into account the expected needs, such as providing good parenting. Fourth, Participating in Hajj Rituals; Fifth, activities on holidays, such as the August 17 time parade, Heroes' Day, etc. Sixth, Family Gatherings to provide report cards.

Seventh, namely market day, this mock day activity is the culmination of every agenda. This activity provides a child's experience for entrepreneurship by coordinating with parents to share with residents or the school environment.

Based on the results of the research, the authors can analyze that these three synergies can be strong and good if there is a cooperation between one party and the other. School education plays an active role in the learning liaison provided; parents have an active role in educating and caring for children and the community as a support and complement. If children are raised with good methods, character education can be easily formed.

Based on the results of the documentation from programs made in the context of synergy between school education, parents, and the community, education can be adequately realized

like a machine that comes from ideas and education from schools. School education acts as a service provider that unites these three elements.

With this in mind, studies based on research results that can be analyzed include the synergy of the three pillars of education, namely increasing roles, strategies, and collaboration between schools, parents, and the community. The expected effectiveness of resulting education fosters trust and collaboration, Sets group norms with full awareness, supports school programs by fulfilling children's rights, and actively and passively supports and assists in the form of labor, ideas, contributions of funds, and materials and supports activities mutual learning to increase the mutualism of early childhood character education.

B. Discussion

Discussion Based on the results described above, education can be implemented through the three synergies of family, school, and community by giving love based on basic education from an early age. The positive parenting theory argues that instilling character education from an early age can be started with role models from parents, teachers, and society (Eanes, 2016; Harahap, 2021; Santika, 2018).

Planting education carried out by various parties has a good influence. Education provided by parents or teachers is the provision for early childhood interactions to instill character education values concerning social, emotional, and ethical education, while education given in the community environment is considered a process of socialization through interaction within the community environment. In society, there are human values that can only be learned and acquired by children in the context of social life, one of which is tolerance (Wiguna, 2020, Yunita & Mujib, 2021)

For this reason, in realizing synergy in building children's character education is urgently needed through good communication between the tri education, having the same perception about the vision of forming children's character, teaching morals through religious learning activities such as the tahsin and tahfidz programs, parenting programs, and developing organizations. (Cahyani et al., 2021; Feranina & Komala, 2022; Ulum, 2021). So this Synergy must be programmed and sustainable so that they have the same roles and responsibilities to form character education so that children are pious or pious, have good morals, have noble characters, and have an Islamic spirit.

Islamic education for children today has advantages, including being able to run and develop for life as the forerunner of a generation of children with character, based on formal and non-formal education as well as character education in the realm of schools, families and communities, cooperation between parents and educators in schools can increase students' learning motivation when in a home environment character education that emphasizes character in the environment, such as cooperation, coaching majlis taklim, and fighting spirit in leadership (Nisa & Fatmawati, 2020, Faizin & Ubaidillah, 2023, Suwahyu, 2018).

This collaboration creates education in two directions: the development and implementation of children's character education (Arifin, 2017). According to Rebecca Eanes, a pioneer of psychology and parenting, she stated that good education in the family could be applied through parenting based on enduring love by parents, which can be involved with

democratic parenting, namely, children are educated with a system of affection. Children do it with sincerity (Eanes, 2020, Qurotul 'ayun, 2017). Thus it can be said that school education acts as an intermediary and liaison between parents and the community in succeeding and strengthening character education which starts early and supports each other to create a positive environment.

CONCLUSIONS

The synergy of the three educations in early childhood character education is by increasing roles, strategies, and collaboration between schools, parents, and the community. The expected effectiveness of the resulting education fosters trust and collaboration, Sets group norms with full awareness, supports school programs by fulfilling children's rights, and actively and passively supports and assists in the form of labor, ideas, contributions of funds, and materials and supports activities mutual learning to increase the mutualism of early childhood character education.

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