

The Effectiveness of TPM-Kurtilas in Improving The Basic Character of Children in TK Tunas Harapan

Anggita Indah Pratiwi, Aan Listiana, Yeni Rachmawati, Rita Mariyana

Department of Early Childhood Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

Corresponding e-mail: anggitaindah.pratiwi@student.upi.edu

Abstract

This study aimed to test the effectiveness of children's basic character development program through the Teaching Pyramid Model based on 2013 curriculum (TPM-Kurtilas). This research is part of a series research trials on TPM-Kurtilas which was implemented in Bandung. This research used quantitative approach with pre-experimental design in One-Group pretest-posttest design. The research conducted in Tunas Harapan Kindergarten, Bandung in 2015-2016 academic year with 16 children total samples. The instrument of data collection used questionnaire of spiritual and social assessment scale with 50 items. Statistical analysis used is paired sample t-test. The analysis result showed that t-count is -5.575 at significance level 0.000 ($p < 0.05$). Besides that, the average of post test score (159,44) is higher than pretest (171,44) score. The findings from the research yielded that TPM-Kurtilas is effective in improving children basic character in Tunas Harapan Kindergarten.

Keywords: Effectiveness, Children Basic Character, TPM-Kurtilas

1 INTRODUCTION

For the last five years, Statistic Data informed us that children and adolescent abuse cases have reached 21.689.987 that spread widely in over 33 provinces and in 202 counties/cities. For about 369 complaints recorded with 25% of the total complaints are in the educational field as many as 1.480 cases consisting of school violence, student brawls, and educational discrimination (KPAI, 2014; Berita Satu, 2015).

Character education can be one of the efforts to prevent children's abuse. In the long term, character education serves to direct the children into positive behavior whether for academic skill or even for children's daily behaviour (Silitonga, A.S., et.al, 2014; Izzaty, R.E., 2012; Pala, A., 2011; Marvin, 2002). One of the effective and appropriate place to create children's good character is in early childhood education (PAUD) (Rosmiati, A., 2014; Mulyatiningsih, E., 2010). Early childhood is a time when individual basic personality formed and a sensitive period in which physical and psychological functions got mature in respond to a series of

stimulation given by its surroundings (Montessori in Sujiono, 2009; Solehuddin, M., 2000). Benning, et.al (2003) found that the school which implemented character education got higher academic score in contrast to the condition before the implementation. The importance of character education is also strengthened by a clear legislation basis in the Act No.20 of 2003 the national education article 3:

"National education serves to develop the ability and character development and civilization of nation's dignity in the context of the intellectual life of the nation which aimed at developing student's potentials to become a man of faith and devoted to the Almighty God, noble, healthy, knowledgeable, skilled, creative, independent, and become responsible and democratic citizens".

But in reality the implementation of character education in early childhood is still very low (Olim, A. 2010; Humaida, 2013; Ratnasari, 2015). One of contributing factors is due to the lack of ability and teacher's knowledge in developing and integrating the aspects of character education. Besides that, akhlak and morality learning tend to be given in just

a kind of transferring knowledge and comprehension, ignoring habituation which is applicable in everyday life (Muhtadi, A., 2010; Nurchotimah, 2013; Setiawan, 2013; Wardani, K., 2010; Wiyono, H., 2012; Nata, A., 2013).

TPM-Kurtilas (Listiana & Rachmawati, 2016) is one of the teaching models that can enhance teacher's understanding on the implementation of character development in kindergarten. TPM-Kurtilas is an adaptive and modified model from Lise Fox (2003) Teaching Pyramid Model that is aligned with 2013 curriculum as a basic reference for the national curriculum. TPM-Kurtilas concept used in this research can be described as follows:

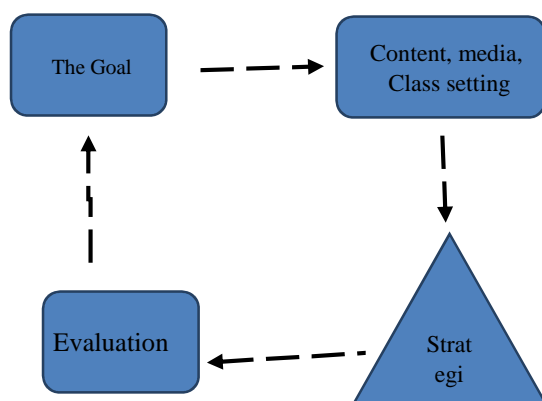


Figure 1. Model TPM –Kurtilas (Listiana & Rachmawati, 2016)

Previous studies that have been conducted related to TPM itself include research on TPM applied to the class under the age of three years by Branson, D., & Demchak, M. (2010). Besides the TPM in supporting the formation of social competence and prevent challenging behavior in AUD by Fox, L., et al (2003). Next Fox, L & Lentini R.H (2006) examines the TPM in teaching social and emotional skills of children. Hemmeter, M.L., et al. (2006) investigated the TPM function in addition to helping build children's social-emotional foundation can also help children in preparing the start of elementary school.

Thus, this article is part of trial series of basic character development model for children through TPM-Kurtilas. The research within the scope of TPM-Kurtilas trials that have been implemented is including the adaptation of TPM-Kurtilas in character development for early childhood by Listiana & Rachmawati (2016) as the initial research that underlied subsequent studies. Another research that has been done is teacher's perspective on the implementation model by Rachmawati, Y (2016). In

addition, the teachers also asked about the impact of behavior changing as a whole or partial behavior of children's discipline and manner as a result from this implementation (Maryadi, B., Listiana, A., Puspawati, D., & Tsani, A.N., 2016).

Meanwhile, this article will describe the effectiveness of TPM-Kurtilas Implementation as a part of the research series evaluation. The data of this research will be used as an input or consideration for TPM-Kurtilas development.

2 METHOD

This research method uses a quantitative approach and uses pre-Experimental Design with One-Group pretest-posttest design. The method used to test the effectiveness of TPM-Kurtilas in improving children's basic character. There are two variables in this study, TPM-Kurtilas as independent variable and children's basic character as dependent variable. One-group pretest-posttest design is formulated in the following figure:

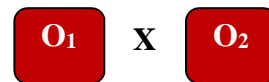


Figure 2. Model One-Group pretest-posttest Design

Note:

- O_1 = Pretest Score of social and spiritual attitude before program implementation.
- O_2 = Posttest Score of Social and spiritual attitude after program implementation.
- X = Actions such as the implementation of TPM-Kurtilas program.

This research took place in TK Tunas Harapan Bandung Academic Year 2015-2016. The test held in Class A with 16 children: 9 boys and 7 girls. The collection data technique used Likert scale questionnaire about social and spiritual assessment consist of 50 items instrument test which is made deliberately in dealing with the evaluation of TPM-Kurtilas program. The instrument itself is developed by Listiana, et.al. In the year 2015. The technique of data analysis used t-test (*paired sample t-test*).

- 1) $H_0: D = 0$ (There is no significant difference in the result of children's basic character development through TPM-Kurtilas in Tunas Harapan Kindergarten).
- 2) $H_a: D \neq 0$ (There is significant difference in the result of children's basic character development through TPM-Kurtilas in Tunas Harapan Kindergarten).

3 RESULTS AND DISCUSSION

Based on the data analysis showed there is significant difference between pretest and posttest. The post-test score is higher than the pre-test score (171, 44 > 159, 44). It concludes that TPM-Kurtilas is effective in improving children basic character in Tunas Harapan Kindergarten.

Table 1. Test results-t (*paired sample t-test*)

Test	Mean	Sig. (p)	t-score
Pretest	159,44	0,000	-5,575
Posttest	171,44	(p< 0,05)	

From the analysis above TPM-Kurtilas is effective in improving children's basic character for certain reasons, including:

1) **The principles and the stages of TPM-Kurtilas are in line with the implementation of character education.**

TPM-Kurtilas program has certain principles and stages that in line with the implementation process of character education that must be done systematically, sustainable, the strategy usage including knowledge, habituation, and direct practice. Seknun, M. (2014); Setiawan, D. (2013); Nurchotimah, S. (2013); Stiles (in Hidayatullah, 2010) stated that the implementation of character education must achieve the goals and objectives of the program in a way of systematic, sustainable and integrative. Meanwhile the processing stages of character education are 1) *knowing the good* means transferring the knowledge (Cognitive), 2) *building feeling and loving the good* (Affective), 3) *acting the good* means the action (Psychomotoric) then do it in daily life.

The program is designed in a systematic, sustainable, integrative, having certain stages to achieve the goals in order to reach its qualified learning (Hamalik, 2003; Idi, A (2007). Seknun (2014) stated that lesson plan and strategy which previously formulated starting from instructional objectives, materials, methods, procedures, time estimates, assessment, and evaluation tools to make the program implemented in systematic, sustainable, and integrative would make the goals achieved easily.

Moreover, the process of TPM-Kurtilas has procedural steps or separable process that is easier for children to understand the rules, and the values

given so that appears the positive effect in changing children behavior as polite, neat, caring, sharing, orderly, organized, and discipline (Rachmawati, 2016; Maryadi, 2016).

2) **TPM-Kurtilas is also suitable with the principles of teaching and learning process in early childhood education and with considerable components in the implementation of character education.**

TPM-Kurtilas is suitable with the principles of learning process in early childhood education which is oriented in children development, child-centred, character's values development, democratises life skill and supported media (Permendikbud RI, Number 146, 2014). Whereas the components that need to be considered in the implementation of character education in schools in line with TPM-Kurtilas is in creating a comfortable and pleasant environment, the availability of competent and characterized teachers, the availability of teaching aids which characterized and supportive basis, and cooperative approach that entailed between schools and parents (Sugiyanti, A., 2015).

The content of TPM-Kurtilas includes the setting of learning environment (classroom) and a positive relationship between teachers and children. This content is in line with the children learning processes and components that need to be considered in implementing the character education at schools (Sugiyanti, A. (2015); Permendikbud, 2014). Those Two activities above are crucial components in helping to address children's behavior problems (Hemmeter, M.L., et.al. (2006); Fox, et.al. (2003); Pianta, et.al. (2002); Hunter, et.al. (2009); Curtis, et.al. In Hamalik (2008); 2013 early childhood curriculum, 2014).

TPM-Kurtilas also contained the teaching's oriented to character's values basis (Social spiritual) and life skill (Harjusola, et.al.,(2012); Landy, 2002; Listiana, et.al., 2015; Kirschenbaum, 2000; Golemen, 2001; Permendikbud, 2014). Moreover, TPM-Kurtilas also related to children's learning principles and components of character education implementation. The learning efforts to deal with challenging behavior must be supported by the available media and character basis, such as poster, storytelling, positive behavior's video (Zaman, B. & Eliyawati, C. (2010); Listiana, et.al. (2015) in order this teaching process is contextualized and meaningful. Besides supported by the media, the teachers also have to be competent and characterized (Fox, et.al.,2009) in cooperation between schools and parents in relation to maintain this positive

behavior taught also at home so the objectives of TPM-Kurtilas achieved successfully.

4 CONCLUSIONS

Based on the test and discussion above, it can be concluded that TPM-Kurtilas program is effective in improving children's basic character in Tunas Harapan Kindergarten, Bandung. It's reasonable because the program has certain principles, stages, and suitable component with the implementation process of character education and with the children's principles of teaching and learning. The principles and stages conduct in a systematic, sustainable, the strategy conducted also based on the knowledge, habituation, and direct practice. Meanwhile, the component and the principles acquired is including the setting of learning environment, positive relationship with the teachers, teaching-oriented and based on character values.

However, internal validity in this study is still low. The reason is that the researcher did not control the extraneous variables that will affect the increase of children's basic character. As well as external validity is limited due to the intervention was only given for 16 children, so the results of this study only apply for those children.

The suggestions below are dedicated for:

- 1) The next researcher has to do a more in depth study related to the effectiveness of TPM-Kurtilas in improving children's basic character at school in different level or based on its type of kindergarten in order represented the results in general whether TPM-Kurtilas is effective in improving children's basic character across all locations and existing types of kindergarten
- 2) The next researcher also can research its effectiveness based on the gender, age or class, children's background (from various social economic level).

The next researcher can conduct the research based on representative samples so this research is not only applied for small/minimum sample.

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