



The Implementation of Early Childhood Prasiaga Paud in Developing Independence Attitudes of Early Childhood at RA Al Muhajirin Bekasi

Rustatik Rustatik

tatikwijayanto70@gmail.com

Universitas Panca Sakti Bekasi, Indonesia

Rita Aryani

ritaar1757@gmail.com

Universitas Panca Sakti Bekasi, Indonesia

Abstract

Scouting, introduced by the Dutch to Indonesia, serves as a foundational element for character and skill development. The scouting hierarchy includes Siaga for primary school and Prasiaga for Early Childhood Education (PAUD). This education approach aims to instill scouting values through play, fostering character, physical development, and the ability to do good deeds. In the context of early childhood, life skills play a crucial role in shaping their future. This research explores the implementation of Prasiaga scouting in developing life skills within the PAUD environment. Employing a qualitative approach with a case study focus, data collection methods include documentation and interviews with respondents. Thematic Data Analysis is applied to analyze the gathered data. The study is conducted at RA Al Muhajirin Bekasi Timur, with a sample population of approximately 50 respondents. The research findings indicate that Prasiaga activities effectively contribute to character and independence development among children at RA Al Muhajirin Bekasi Timur.

Keywords: *Early Childhood Education (PAUD), Prasiaga Implementation, Independence Attitude*



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INTRODUCTION

A nation's values can be seen from its main feature, namely the character of the nation adhered to by its people. However, today, with the changes of the times, the advancement of character values such as independence within society, as embodied in Pancasila, has experienced setbacks. This is evident from the data released by the Programme for International Student Assessment (PISA) showing that about 41% of children in Indonesia aged up to 15 years have been subjected to physical and psychological bullying. Given this condition, the government has introduced programs as a way to develop human resources with strong and superior character to ensure future generations are well-prepared. The current era's changes have caused

some Pancasila values and norms to diminish, partly due to the decline of courteous behavior as a social norm. Additionally, criminal activities such as drug trafficking and sexual violence have become more prevalent. Issues like intolerance and declining trust in the law and national principles further exacerbate the situation, leading to young people placing less emphasis on societal values and norms.

According to Ramdani, Hufad, and Supriadi, children are born with diverse characteristics and traits, even if they come from the same family. A child's character is shaped by their development, influenced by both formal education and family upbringing. Koesoma (2010) adds that a child's character development is built from internal, social, and spiritual influences closely linked to the Creator. Positive encouragement from both internal and external environments fosters positive characteristics in children. Family environments, especially parents, play a crucial role in modeling good behavior. Children's characteristics can be continuously developed through an ongoing process where parents need to provide insight and influence in shaping their children's character. Young children naturally cannot distinguish between positive and negative behaviors, making it the parents' duty to instill positive habits before they enter the school environment. This early guidance helps children develop an understanding of the character traits they observe.

In formal education, teachers become the children's parents in the school environment. Therefore, the policies set in schools must be followed by children to gain lessons and knowledge about character, especially independence. Research by Hidayati, R. P., Mulyana, E. H., & Elan (2020) states that teachers play a crucial role in building children's character in schools. Teachers are viewed by their students as role models whose behavior and character are esteemed, thereby stimulating noble behavior in students. Thus, stimulating children's character development requires support from parents, family, educators, and a conducive school environment. Character is an inherent behavior within an individual, including habits shaped by their surroundings. As per Silkyanti's (2019) research, character that defines a nation and its identity includes noble values grounded in Pancasila. Character education, including independence, can be implemented across all formal education aspects in Indonesia. Najib, M., Wiyani, N. A., & Solichin, S. (2016) emphasize that character education is a method of instilling and developing positive values in children, particularly early childhood.

In agreement, Nadjib, Hadisi (2015) also state that character education for young children can instill positive values that become habitual as they progress to higher levels of formal education. Character education involves planned steps starting from character introduction and curriculum development to effectively build character and independence in students. According to Hapsari, W., & Iftayani, I. (2017), strengthening cultural practices in formal educational institutions is crucial for character building. Educators have a significant role in successfully developing students' character traits by nurturing and reinforcing norms and values from an early age. To address these challenges, character and independence development programs like Prasiaga at RA Al Muhajirin can be prioritized. Prasiaga is a character education strengthening program based on Presidential Regulation No. 87 of 2017, article 1, point 1, focusing on harmonizing heart, mind, and physical activities through collaboration between educational institutions and families, supported by community involvement.

Prasiaga aims to engage children, especially early learners, in outdoor learning to prevent boredom and offer lessons not easily taught in classrooms. This different environment enhances understanding and character development. The program aligns with Pramuka activities, focusing on introducing values like discipline and independence through educational games, fostering essential character traits. The Prasiaga program includes activities promoting faith in God, love for nature and humanity, patriotism, discipline, courage, loyalty, independence, responsibility, trustworthiness, and helpfulness. Through such activities, children learn and internalize these values, contributing to their overall character and independence development.

Overall, character education aims to develop children's potential for good behavior and instill character traits beneficial to society. Effective character education requires support from schools and families, with an emphasis on fostering independence from an early age. Prasiaga, as a pre-Scout program, introduces children to character-building activities before they reach the Scouting age, preparing them for future challenges and responsibilities.

METHODOLOGY

The research method used in this study is a qualitative method, where the data obtained are not statistical or numerical. Instead, the data are in the form of descriptive words as data in this research (Rukajat, 2018). With the use of such data, qualitative research presents the principle of understanding the object in a deeper manner. According to Creswell (2015), the purpose of qualitative research is to provide information closely related to the phenomenon that needs to be studied in the form of research. The type of research conducted is a case study because Raudhatul Athfal (RA) Al Muhajirin Bekasi Timur implements character and independence education reinforcement through the Prasiaga activities, which are included in the intracurricular program. This is because Prasiaga is a complementary activity in the 2013 curriculum currently used at RA Al Muhajirin as a learning theme for their students.

Therefore, the school implements and uses the character and independence development program through Prasiaga activities for early childhood students. According to Fitrah & Luthfiah (2017), a case study means that the research will explore real-life within a limited system. Data collection is carried out in a detailed and in-depth manner using various sources of information and reporting a description of the case studied. The implementation of a case study is a program, activity, and event at a specific location, place, and time. The research subjects chosen in this study at RA Al Muhajirin Bekasi Timur are all students participating in the Prasiaga program at the school, as well as the guiding and accompanying teachers. Additionally, the Headmaster is also one of the research subjects in this study. The population in this study is around 50 people. The sample is calculated using the Slovin formula according to Sugiyono (2019). The Slovin formula used is as follows:

$$n = \frac{N}{1+N(e)^2}$$

Explanation:

- n : sample size or number of respondents

- N : population size
- e : margin of error tolerance

In the Slovin formula, the conditions are:

- e = 0.1 (10%) for a large population size
- e = (20%) for a small population size

Using the formula, the calculation is as follows:

$$n = \frac{50}{1+50(0,2)^2}$$

$$n = \frac{50}{3}$$

$$n = 16,67 \text{ (rounded to 17)}$$

After being calculated with the Slovin formula, the sample size obtained is 17.

RESULT AND DISCUSSION

The supervising teachers and class teachers conducted the Prasiaga activities for early childhood to hone children's skills and independence so they can develop a sense of self-reliance in their daily lives. In this study, observations and interviews with educators were carried out to assess the development of independence in early childhood after participating in Prasiaga activities.

The first training involved teaching children how to wash their hands properly. The supervising teachers first demonstrated the correct hand-washing technique. Then, the children were asked to wash their hands by following the teachers' instructions on their own. This hand-washing activity is usually done before meals and after outdoor activities. It is hoped that by engaging in this activity, children will be able to wash their hands independently at home.

The second activity was praying before meals. The supervising teachers demonstrated how to say a prayer before eating, which was followed by the children eating their packed meals without any assistance. The children were trained to eat their packed meals independently. The teachers provided guidance and examples of proper eating manners, which the children then followed.

From these three activities, the teachers recorded the progress of 17 students who were part of the research sample population. This progress was divided into four aspects: Not Yet Developed (BB), Starting to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). These four categories indicated how well the children could develop their independence during the Prasiaga activities.

Table 1. Observation of Paying Attention to the Supervising Teacher's Explanation

No	Indicator	Child Development			
		BB	MB	BSH	BSB
1	Showing curiosity			8	9
2	Shows high enthusiasm			7	10
3	Asked questions after the teacher's explanation			5	12
4	Express their own ideas			10	7

Observations on how children responded to explanations from the Prasiaga supervising teachers yielded several responses. For the first indicator regarding the students' curiosity after receiving explanations from the Prasiaga supervising teachers, the data in the table and graph above show that 8 students were in the BSH (Developing as Expected) category, while 9 students were in the BSB (Developing Very Well) category. This means that more than half of the sample data from the students showed a fairly good response.

For the second indicator, which was the students' enthusiasm, around 7 students were recorded as Developing as Expected, while 10 students were recorded as Developing Very Well. The students' enthusiasm for Prasiaga activities related to independence was very high. For the third indicator, which involved students asking questions after explanations from the Prasiaga supervising teachers, 5 students were in the BSH category, while 12 students were in the BSB category.

The fourth indicator showed that students expressed their ideas about independence activities in Prasiaga. There were 10 students in the BSH category and 7 students in the BSB category. The students were quite enthusiastic about expressing their ideas in the Prasiaga activities.

Table 2. Observation of Independence

No	Indicator	Child Development			
		BB	MB	BSH	BSB
1	Students are able to wash their own hands			4	13
2	The students can queue when washing their hands			2	15
3	Students can pray following the direction of the mentor teacher			5	12

4	The students can eat by themselves without help from the teachers			8	9
5	Students can clean up their own eating utensils			6	11
6	Students can prepare and clean up their playground equipment independently			5	12

Observations on the independence of students at RA Al Muhajirin Bekasi Timur were presented in 6 categories or indicators. For the first indicator, which showed that students were able to wash their hands independently without assistance from the Prasiaga supervising teachers after being given an example of proper hand washing, 4 students were in the Developing as Expected category, and 13 students were in the Developing Very Well category.

The second indicator, which showed that children could queue when taking turns washing their hands, recorded 2 students in the Developing as Expected category, and 15 students in the Developing Very Well category. For the third indicator, which involved praying following the teachers' instructions, 5 students were in the Developing as Expected category, and 12 students were in the Developing Very Well category.

For the fourth indicator, which showed that students could eat independently without being fed by the teachers, 8 students were in the Developing as Expected category, and 9 students were in the Developing Very Well category. For the fifth indicator, which involved students cleaning up their own eating utensils, 6 students were in the Developing as Expected category, and 11 students were in the Developing Very Well category. For the final indicator, which showed that students could prepare and tidy up their playing equipment independently at RA Al Muhajirin Bekasi, 5 students were in the Developing as Expected category, and 12 students were in the Developing Very Well category.

Observations on the children's independence were also seen in the process of washing hands before meals, praying, eating, and cleaning up their eating utensils, as well as preparing and tidying up their playing equipment after playing. The observational data showed that the children could wash their hands independently, even queuing for their turn to wash hands. When eating from their packed meals, the children at RA Al Muhajirin could do so independently and even clean up their eating utensils afterwards.

The same applied to preparing and tidying up their playing equipment before and after playing. The Prasiaga activities conducted by the educators successfully developed the children's independence. The supervising teachers provided good examples and positively influenced communication and interaction with the children,

particularly in developing skills and independence. Demonstrations of activities that supported independence were directly practiced by the children, with assistance from the supervising teachers in implementing the Prasiaga activities.

Giving praise also positively impacted the children's behavior and mindset. This helped motivate the children to engage in the activities. Besides the educators, parents also played a crucial role in supporting the Prasiaga activities in developing independence among early childhood children. However, some obstacles were in implementing the Prasiaga activities at RA Al Muhajirin. One of the challenges was the irregularity of these activities. Additionally, when the weather was unfavorable, the Prasiaga activities were limited to indoor settings. Due to the irregularity of the activities, continuous implementation of character education and independence could not be achieved.

CONCLUSION

In this research, a descriptive qualitative method was used with the use of primary data obtained by observation and interviewing the teaching staff and Prasiaga supervising teachers. While for sampling using the Slovin formula which obtained a sample of 17 respondents from the total RA Al Muhajirin Bekasi students who participated in Prasiaga activities in developing independence. The results of the study present that the implementation of Prasiaga activities at RA Al Muhajirin Bekasi is running very well in the process of strengthening character education and also independence for early childhood at school. From a sample of about 17 respondents, all respondents were able to present a significant effect of Prasiaga activities on their independence. In addition, Prasiaga activities in implementing character education and independence for early childhood are running well and can improve and develop the attitude of independence of children at RA Al Muhajirin Bekasi school.

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