Children's Character Learning Model Based on Indonesian Local Wisdom: Implemented to Early Childhood Education in Play Centers

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ABSTRACT: Character education can equip young children to become Indonesia's golden generation who are superior and skilled in noble work. This research aims to produce an early childhood character learning model based on local Indonesian wisdom through the Playing Center title which will be implemented at Early Childhood Education Institutions (ECE) in Indonesia. This research method uses the steps of the Borg and Gall research and development model. The subjects in this research were 30 teachers from five ECE institutions in the DKI Jakarta area. The data used as the basis for building a framework for early childhood character learning models based on local intelligence were collected using observation and interview techniques. The findings show that the teacher prepares a learning plan program at the beginning of each semester which is listed in the weekly program and daily program. However, the teacher has not fully prepared a simulation program that leads directly to the introduction of early childhood character. Identification of character values in early childhood is done by providing examples of behavior and speech at school. The media that has been used to identify children's characters is through posters and non-digital story books. The learning environment needs to be improved because teachers have not been optimal in organizing the play environment in providing stimulation to children in class. The results of this research will enrich the character education model following the potential of the institution and the cultural background of early childhood as Indonesia's golden generation.

Keywords: character learning model, local wisdom, play center, early childhood

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1 INTRODUCTION

Character education plays an important role in the endeavor to form a nation's identity. Efforts to develop positive character values can begin at an early age. The skills that the child needs to master must be stimulated through a plan of activities appropriate to the child's interests and stage of development (Nurani & Pratiwi, 2018; Tussubha & Hadiyanto, 2020). Early-age children in Indonesia need equal access to educational services for the development of such character. Based on the gross participation rate of children following ECE in Indonesia in 2020-2022, the rate was 37.52% in 2020, 35.59% in 2021, and 35.28% in 2022 (BPS, 2022). It becomes a picture of the number of early childhood as Indonesia's golden generation that needs to be given character education stimulation. Furthermore, the real challenges that will be faced are related to the technological revolution, the quality of education, the population and human resources, social, political, and cultural, economic, ecological, health, disasters, religious diversity, equality and gender awareness and cultural sensitivity (BPS, 2022). Facing these challenges requires preparation and strategy to enable Indonesia to become a strong, advanced, prosperous, just, and prosperous nation. Education from an early age is one of the solutions in creating a superior generation of character and (Harun et al., 2020; Hasanah & Fajri, 2022). The term ECE Golden 2045 can be said as a form of support for the realization of the ideals of the Indonesian nation by forming a superior human being from the earliest.

The Indonesian gold generation is a smart generation that can accept change. It must be prepared from an early age. This means that ECE will be part of the preparation of the 2045 Golden Generation that has comprehensive intelligence, that is, productive and innovative, peaceful in its social interaction, and strong, healthy, healing and natural interaction character, and superior civilization (Finaka, 2021). Character education plays an important role for children as adults to live their lives and make human beings superior (Rokhman et al., 2014; Saptatiningsih & Permana, 2019). The development of a character learning model must be built and accustomed from an early childhood. The concept of character education is built by giving examples of good habits, preparing individuals for a variety of situations and conditions, and ready to solve problems. Of course, this character education process needs to be implemented over a long period of time. Character education can be integrated into the learning process using a culture-based approach and the help of learning media (Warsiti, 2015). This character education is in line with national development that is the establishment of a nation of noble morals, morality, ethics, culture based on the philosophy of Pancasila (Nurani et al., 2022). In early childhood learning, interesting play environments, parent-friendly programs, and digital play media can be provided. Technical assistance in the character learning process for early children can be prepared by teachers using social media as well as the development of technology-based media that matches the learning material (Nurani & Pratiwi, 2020b; Plowman et al., 2010).

The development of character identified from an early age can have a positive impact in shaping the child's identity (NAEYC, 2012; Nurani & Pratiwi, 2020a; Maimunah, 2018). In the process of character development, a variety of play media is essential that can give a meaningful experience to the child (NAEYC, 2012). Efforts to integrate character values into the learning process at school, of course, are not apart from the appropriate learning model and supported by the presence of a variety of learning media that corresponds to the needs and characteristics of early childhood as well as the current conditions in society (Nuraeni et al., 2019; Srianita et al., 2019). The learning model consists of four components, namely the syntax, the social system, the principle of reaction, and the system support (Multazam et al., 2023). The application of the learning model must be maximum when combined with the use of technology in the process of its implementation. Technology help can be one of the solutions in the learning process, so it becomes more interesting and varied. For this, the role of teachers in learning is not just following the development of technology, but it is necessary to use the technology correctly and properly (Nurani & Pratiwi, 2020b; Yadav & Vyas, 2021). Learning media is a digital smart-aided learning media, especially media that can be used by teachers and young children.

Facts on the ground show that there are still many cases of abuse involving children as perpetrators and victims. This is due to the lack of a range of media that can be used by teachers and not directly integrated with the context of local intelligence that the child has. Indeed, the success of education also lies in the continuous innovation, one in the form of a learning model whose application encompasses a variety of learning media and a range of fun play activities. Research related to character education in ECE has been done a lot, both nationally and internationally (Lee, 2013; Turan & Ulutas, 2016; Kokoszka & Smith, 2016; Harun et al., 2020; Betawi, 2020; Pamungkas et al., 2021; Sop & Biskin, 2021). The research suggests that character education is essential to be applied from an early age. However, research on character education at ECE that accommodates Indonesian local intelligence-based learning models and involves technology-based media collectively has not been found. Therefore, this research is very urgent to be done to realize the Indonesian gold generation. Character formation and stimulation in accordance with local wisdom can be an asset and strength in shaping the identity of the nation. Successful implementation of character education will deliver a golden generation that is not only able to compete globally but also have good morality.

The problem solving that will be done in this study is how to develop a model of early childhood character learning with the help of local intelligence based digital smart. Previously, the research team had developed creative play curriculum models, life skills curricula models, play activity innovations, and digital play media that influenced early childhood character development (Nurani & Pratiwi, 2020b, 2020a). Based on this background, this research aims to develop a framework model of early childhood character learning based on local wisdom using digital smart that can be applied to the ECE Institute in Indonesia to produce a characterized Indonesian gold generation. The

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results of this research are expected to contribute positively to improving the quality of learning in strengthening early childhood character education.

2 THEORETICAL STUDY

2.1 *Early childhood character education*

A character is a set of disposition that creates a tendency in similar situations to experience certain emotions, to be aware in a certain way, and to behave in a particular way (Bredemeier & Shields, 2019). The character you have will be related to the ability to apply the values that exist in society. Positive character can be formed through the educational process. Character education is the process of directing and guiding the student to have good values and behavior to the goal of being a whole human being (Pamungkas et al., 2021). The whole human being is a person who not only maximizes the competence in himself but is also able to exploit the potential in himself for joint achievement. Character education is a system that instills character values in the student, in this context is early childhood, encompassing knowledge, individual awareness, determination, as well as the will and action to implement values, both to God, self, fellow human beings, and the environment (Aningsih et al., 2022).

The formation of the character to print the gold generation of the Indonesian people can begin at an early age. Character in a child can be identified and taught through various activities in the form of simplicity and customization. Character is defined as the characteristic of everyone as a positive character that is acceptable in society. Moral and personality education in character formation efforts is not specifically taught but can be applied in everyday life (Mulyadi, 2019). Character stimulation in early childhood can be done by designing a variety of fun activities. Forms of stimulation for child character formation are delivered using a variety of methods. Educators in schools can design a program of activities considering the interests and interests of the child. The use of diverse methods and attractive activities can enhance positive character in children such as appreciation of others, honesty, responsibility, and fairness (Olao et al., 2021). Therefore, the development of a program of planned play activities accompanied by varied methods and an attractive learning medium can stimulate the emergence of positive character in the child.

2.2 *Play Mate Center*

Play will never be separated from the ECE curriculum (Hoorn et al., 2014). Play can give fun learning nuances so that children easily receive learning messages. Besides, play also has important implications for children's development. (Sheridan, 2011; Anderson-McNamee & Bailey, 2010; Edwards & Cutter-Mackenzie, 2013; Mackenzie et al., 2014). Play is vital for the child's development and provides a supply of life skills. Play affects the mind, mental, emotional maturity, and mental development of children. Play provides an opportunity to give birth to ideas and extend the possibility of giving birth to new ideas

that are then tested in an atmosphere that is not conducive to developing problem-solving skills.

Play is key in developing a child's emotional and cognitive abilities (Anderson & Thomas, 2021). Play activities can be varied in various forms so that they are not monotonous. One of the forms of creation of play activity that is meant is the title of the center of play. The name of the center of play in the development of this research model is a container or where the child plays or other activity. So, the title play center is the center of learning activity that can be a means or place that can adapt the differences in the learning style that a child has, the level of maturity and development of a child, as well as anticipating differences from different backgrounds. The principle of learning applied to the title of play center is the same as the learning principle in the center or area, i.e. the individualization of learning experience, where each child is allowed to choose a play center title that will be used to explore and play (Nurani, 2020).

2.3 *Local Wisdom Based Learning Model*

A learning model is a conceptual design that refers to the building of a curriculum that covers four aspects of the component or element of a Curriculum which covers: purpose, material, or content, learning process and evaluation (Demir & Kaya, 2022). The right learning model will also determine the success of the learning process. The learning process can help students to acquire knowledge in real life, so that learning process becomes a crucial component in education in school (Ima et al., 2023). The right model of learning will enable children to participate actively and collaborate in learning activities so that an active, creative, meaningful, and enjoyable learning atmosphere is realized.

The context of learning in early childhood is contextual and corresponds to the characteristics of the child. Similarly, in the application of the learning model will be strongly supported by the local wisdom that exists in the child's environment. Local wisdom shapes social values that are part of the daily life of Indonesian people, such as *gotong-royong*, family, *mutyavah* for *mufakat,* and tolerance (Abu Nawas et al., 2022). The values of local wisdom are inherent in society. There are many ways to introduce character values to children, one of which is through the academic path with the introduction of local intellectual values (Krisna et al., 2020). These values are very accurately incorporated into the curriculum of early childhood, mainly closely related to character education.

As society develops in the 21st century, curriculum designs are integrated, multicultural, and technological/competitive and consider the potential of the child, the uniqueness of the participants, the needs of the region, the multi-cultural ethnic diversity, life skills, futurism, and education for all. The development of this local intelligence-based early childhood character learning model focuses not only on the cognitive and academic development aspects of the child, but also on the comprehensive development of the development of childhood aspects. This smart-based development model also refers

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to the Creative Play Curriculum, which provides a mechanism to teach what teachers should be taught and provides learning methods to determine how to create a supportive playing environment. This creative play curriculum aims to enable children to have behavior, (1) confidence and self-esteem, (2) respect and empathy for others, (3) skillful interaction, (4) ability to build self-control, (5) ability to communicate ideas and feelings, (6) ability to understand and capture information about their physical and social environment, (7) problem-solving skills, (8) curiosity for the world and includes satisfaction in learning and exploring, (9) critical thinking, and ability to solve problems, (10) ability to adapt and develop optimally in each child.

3   METHOD

The implementation of research on developing character learning models for early childhood based on local wisdom carried out in ECE play centers is research and development. This research was conducted to develop a curriculum model or program. Seels and Richey (1994) define development research as a systematic study to design, develop, and evaluate programs, processes, and learning outcomes that must meet the criteria for internal consistency and effectiveness. The development model used refers to the research and development model of Borg & Gall (1983). This research method uses the Borg and Gall research & development model; however, this research is still limited to three stages, namely research and information gathering, planning, and developing the initial form of the product, namely the development of a local intellectual-based early childhood character learning model through central education. The subjects in this research were 30 teachers from 5 PAUD institutions in the DKI Jakarta area. The data used as the basis for building a framework for early childhood character learning models based on local wisdom were collected using observation and interview techniques. Data analysis was carried out qualitatively using data triangulation.

4   RESULT AND DISCUSSION

The implementation of this first year of research is the development of a stimulation program for early childhood character recognition. The development of this model is structured according to the results of the analysis of the needs of the ECE Institute to provide stimulation for character identification. The field observation phase was implemented to analyze the user needs of the model and program to be developed by the research team. The observations were carried out with interviews and documentation of the stimulation activities given to children in the ECE Institute of the DKI Jakarta region. The results of the observations are used as a benchmark for the development of models to design appropriate learning models and play media. The learning models developed are the benchmarks in the preparation of play activities that are appropriate to the needs, age, and development characteristics of the child. The preparation of play activities is also aligned with the curriculum recommended for the ECE Institute and the use of digital play media. Curriculum analysis is carried out through observation to various ECE

institutions, both in Children's Parks, Playing Groups, and ECE institution around DKI Jakarta, based on the results of these observations (see Table 1).

Table 1. Field Results

No.	Aspects of Observation	The Findings
1.	Learning Program	Teachers compile the learning plan program at the beginning of each semester listed in the weekly program and daily program.
		Teacher has not fully compiled the simulation program that leads directly to character recognition for early childhood.
2.	Implementation of character learning	The identification of characters values in early children is done by giving examples in behavior and speech in school
3.	Availability of media	media that has been used in character identification for children: posters and non-digital storytelling books.
4.	Learning Environment	Teacher's learning environment has not been optimally organized playing environment in giving stimulation to children in the classroom.

The results of the field needs analysis became one of the foundations in developing a conceptual model of early childhood character learning based on local Indonesian wisdom. In the process of early childhood learning, of course, the influence of cultural factors influences in the provision of stimulation and the development of curricula. The ability to develop the potential of a child is also heavily dependent on the social interaction of the child with the environment (Xu, 2010). Vygotsky also emphasizes learning as social interaction, not just self-exploration (Smolucha & Smolucha, 2021). Besides, learning involving a child's cultural background will be more contextual. Contextual learning makes it easier for children to understand the learning message and help develop creative ideas (Hasani, 2016). In this context, the child can associate the experience gained with the problems of the environment. In addition, conceptual games will help teachers to work more conceptually with children in a game-based program that they own (Fleer, 2011). It means that what the teacher learns is adapted to the situation and circumstances and needs of the child so that it can be immediately applied in everyday life.

The development of this local intelligence-based early childhood character learning model also refers to the creative play curriculum, which provides a mechanism to teach what should be taught to teach teachers and provide learning methods to determine how to create a supportive play environment (Nurani, 2020). The character stimulation program based on this creative play Curriculum aims to enable children to have behavior, (1) confidence and self-esteem, (2) respect and empathy for others, (3) skillful interaction, (4) ability to build self-control, (5) ability to communicate ideas and feelings, (6) ability to understand and capture information about their physical and social environment, (7) ability to solve problems, and desire to know the world (8) comprehensive learning satisfaction in exploration and learning, (9) ability to think critically, (10) ability to optimize and develop problems with children. Based on this, character values developed at an early age, namely: 1) religious, 2) self-reliant, 3) responsible, 4) cooperative and helpful, 5) caring for the environment, and 6) critical and creative. Here is a model of

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character learning based on local wisdom intellectuality through a center title that is structured based on several theoretical studies, which are described in figure 1.
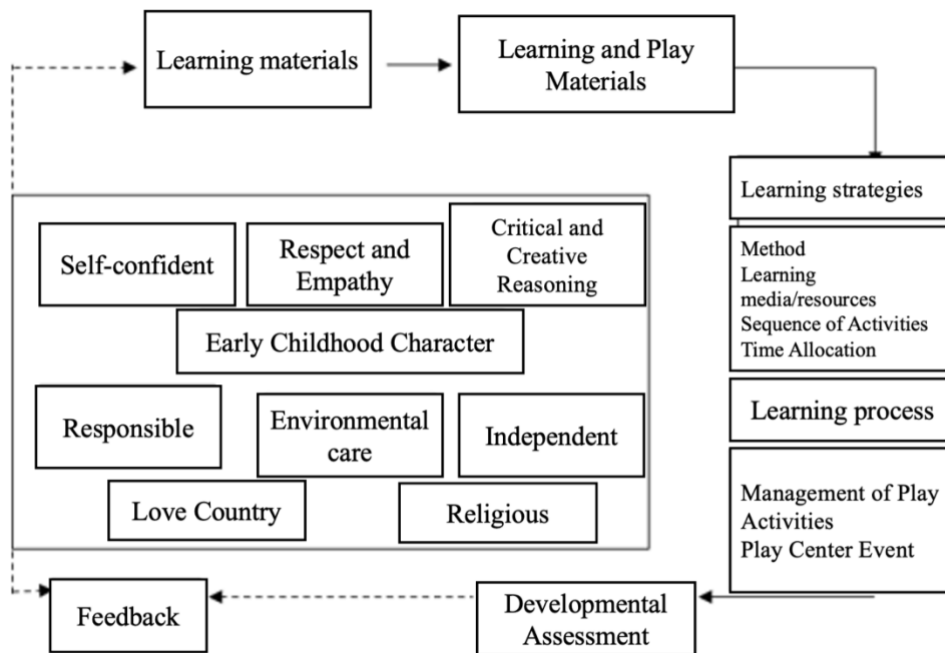

Figure 1. Children's Character Learning Conceptual Model Based on Indonesian Local Wisdom

The model of early childhood character learning based on local wisdom through the title of play center is developed based on some of the following characteristics, namely: 1) Teaching it based on the concept of how children develop and learn. 2) The design of the curriculum of life skills and the program of learning activities for the early child should be relevant to the needs and development of the child individually. 3) Each child's different abilities and needs especially those related to the potential life skills that can be used as a modality in learning. 4) The rate and speed of learning of each child is different, it depends on the intelligence potential that he has. 5) The child is an active learner and builds his own knowledge, so the most appropriate approach in childhood learning is through play that can enhance life skills. 6) The learning strategy to be implemented should be concise with the nuances of active, creative, and enjoyable play activities. A learning model based on developmental practices (DAP) will help to deliver the best decisions during teaching and encourage meaningful learning for child development (Jumiaan et al., 2020).

The Learning Model of Early Childhood Character Based on Local Intelligence through the application of the Game Center is a learning system that consists of 5 (five) learning components, namely: 1) The aim of the game activity programmed (goal and objective) is basic competence and indicators; 2) Learning content through the development of themes and sub-themes; 3) Learning strategies (methods, media and learning resources, sequence of learning activities and allocation of time); 4) Learning process (learning process) is the management of playing activities through moving activities (moving class activity) which refers to playing activities that are based on work

(Learning by doing), stimulation-based playing activities (Learn by stimulation) and example-based activities (learn by modelling); 5) Learning evaluation (leaching evaluation) is an assessment of children's development through work. After producing a model of life skills curriculum based on a program of early childhood play activities, further development of each learning component contained in the model has been produced.

The Implementation of the title play center in the model of character learning for early childhood based on local wisdom Indonesia is expected to be applied in various institutions ECE. The title play center is a term created by a team of researchers as another name of a center of learning and play activity that has long been known as center (among educators in the Play Group) and area. Playing center in the development of this research model is a walkway or a container or a place where children play or other activities. The name play center is a center of learning activity that can be a means or place that can adapt the differences in the learning style that a child has, the level of maturity and development of a child, as well as anticipating differences from different backgrounds. The principle of learning applied to the title of play center is the same as the learning principle in the center or area, that is, the individualization of the learning experience, where each child is allowed to choose a play center title that will be used to explore and play. It is in line with the principle of early childhood learning through play that accommodates the child's needs and no stress elements (Anderson-McNamee & Bailey, 2010).

5 CONCLUSION

In the first year of the study, we conducted pro-ram analysis as a plan for the development of stimulation programmed and media for the formation of early childhood character. The development plan is based on the analysis of five ECE institutions in the DKI Jakarta region. The results of the first year of research resulted in a development model of early childhood character stimulation program developed according to field analysis to form the character in children i.e. religious, self-reliant, responsible, cooperative and helpful, caring for the environment, and critical and creative. The stimulation programmed is designed by creating a theme plan, weekly activity program, and daily activity plan. The stimulation program designed by the teacher can be a benchmark in developing character in early childhood. The development of early childhood cataracts today is the basis for the formation of the superior generation of Indonesia.

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