



DEVELOPMENT OF AMONG (ASAH ASIH ASUH (A3)) SYSTEM-BASED HABITUATION LEARNING MODEL THROUGH PLAYING GAMES TO BUILD YOUNG LEARNER'S CHARACTER

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Abstract

This study is aimed at developing habituation learning model to build Surakartan young learners' character, by using research and development (R & D) procedure including: 1) preliminary study, managed through observation, interview and documentation, to identify problems and the needs in habituation learning model, in order to build certain proper characters, 2) model/prototype development of among (asah asih asuh (A3)) system (education (among) system that includes the process of educating (asah) loving (asih) and caring (asuh))-based habituation learning model to build students' character that includes some validation tests by experts and practitioners. It is then followed by limited and extensive trials, aimed at finding the feasibility of the model. Data are obtained through interview, observation, and Focus Group Discussion (FGD), and analyzed by using percentage and reflective description, and 3) the effectiveness test for the model aimed at finding the effectiveness level of the habituation learning model to improve the character building. Data are obtained through observation and test. Within the tests, data are analyzed by using quantitative analysis of t test or so called comparative test, with the experimental design: One Group Pre-test - Post-test Design. The study is conducted at Kindergartens in Surakarta along the academic year of 2013/2014. The study shows that: 1) the preliminary study gives some description on the implementation of recent habituation learning model used in building kindergarten students' character. 2) the

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model development generates a prototype of a child which is very feasible to be trialled, considering that the activities and teacher's performance show a quite high improvement. 3) The effectiveness test also shows that the among (asah asih asuh (A3)) system-based habituation learning model through playing games can create a qualified teaching learning process that can build students' character with a significant difference, i.e. - 16.717 at the level of 0.05% at the first test and - 28.030 at the level of 0.05% at the second test. From the test on the "gain score", it is known that the difference between the "pre test" and "post test" at the second effectiveness test ($M=17.33$) is higher than the difference of "pre test" and "post test" at the first effectiveness test ($M=13.13$). The two score also show that the second effectiveness test has a higher changes compared to the first one.

Keywords: model development; habituation learning; among (asah asih asuh (A3)) system; playing games and students' character

Introduction

The survey on the habituation learning model used to build character recently implemented which takes kindergarten's teachers as the respondents and observation as the data collection method shows that the teachers implementing the habituation learning model in Early Childhood Education (PAUD) Institution still put cognitive aspect as their targets; they tended to be impatience and lacked love. They approached the students through some enforcement; students did not get their liberty that they should have had as their natural right, so that they felt uncomfortable to do their activities. The habituation learning which should actually be a part of moral, social, and emotional development in building character had not been fully conducted by the teachers.

The implementation of habituation learning to build young learners' character, which is in accordance with the implementation of curriculum 2013 for PAUD, should not only take attitude development as the nurturant effect of the development of knowledge and skill, but also design it better to be constantly conducted that may finally turns into good habit, behavior, attitude, and character.

Habituation learning to build young learners' character requires a teaching learning model that can lead students to the teaching learning process

that promotes students' nature, freely, relaxedly, joyfully, cheerfully, and excitingly. Building a good character should involve moral knowing, or loving good (moral feeling) and moral action (Lickona, 1992). The process will build strong character values in the students. The implementation of habituation learning of character values is developed from religion, Pancasila, Culture and National Education Objectives. Based on the four values, it can be identified that there are a number of values used to build the state characters supported by the 18 character values derived from an empirical study conducted by Pusat kurikulum Pengembangan dan Pendidikan budaya karakter Bangsa (Curriculum Center for Development and Education of the Culture of National Character).

Dewantara (1977) asserts that the teaching model used in character building should not only take students as objects, but also as subjects. It refers to a person whose task is not only "*ngemong*" ("to love") or "*momong*" ("to care"), whose soul is full of dedication and affection. The relationship between *pamong* (tutor) and the students comes from the love, trust, which is far from authoritarian and spoon-feeding situation, and managed with *Asah Asih Asuh* (Teaching Loving Caring) attitude. It is in line with what Samho and Yasunari (2010) believe pertaining to the efforts in understanding and caring for students' needs as the subject of education that it is believed that knowledge is not forcefully imposed but discovered, managed and filtered by students through the process of *Asah Asih Asuh*. Fudyartanta (2010) explains that *Asah* (Teaching) refers to cognitive aspect aimed at sharpening the aspect so that it can be sharp and shine. *Asih* (Loving) refers to affective aspect which also means love, i.e. teaching with and based on the love. *Asuh* (Caring) refers to psychomotor aspect, i.e. taking care, educating, guiding and leading. The development of teaching program for young learner should be full of playing game activities which promotes the freedom for the young learner students to explore and be creative, where the adults should play a role as the facilitator when the students need some help to solve the problems they have (Albercht & Miller, 2000).

Dewantara (1977) proposes that tutors should ask students to learn and play at the same time. Children's game is an art of which the form and content are actually very simple, yet fulfill ethical and aesthetical requirements which is in line with the motto of: "from nature to culture". Playing games triggers students' freedom soul that can improve their lives, physically and mentally.

Through playing games, students actually learn. Through playing games, students get a chance to build their world, interact with others in social environment, express and control their emotion, as well as develop their symbolic skill. It is also through playing games that the students get any chances to practice their new acquired skills and social function skill in accepting their new social role and trying a new challenging task as well as handling new problems which may only have one solution.

Playing games is a natural method that can provide students some practicality in different activities that may be realized in their future life. Through playing games, students learn how to use different tools, develop their skills, avoid dangerous situation, and work in team. For kindergarten, the materials used may include games and songs which are in accordance with Indonesian culture since Indonesia has abundant traditional games and songs. Young learner students should be familiar with their local games, songs, and folktales (Dewantara, 1977).

Different Indonesian traditional children's playground songs are full of philosophical values in building character (Nurhayati, 2005). A number of children's playground songs have been listed. Four of the songs are taken as the materials for character building in this study. They are: 1) Gundhul-gundhul Pacul, 2) Cublak-cublak Suweng, 3) Sluku-sluku Batok, and 4) Jamuran. The four songs are chosen as students are familiar with the songs, the content of the songs is in accordance with the indicators for the development of students' religious and moral values (Kurikulum Paud (Curriculum for Early Childhood Education), 2010).

Development of *Among (Asah Asih Asuh (A3))* System-based habituation learning model uses movement game and traditional children's playground song as the materials in building young learners' character aimed at improving recent habituation learning as most of the teaching have not well build children character. Teachers tended to emphasize the development of cognitive aspect and put students as the object (survey result). *Among (Asah Asih Asuh (A3))* System (Dewantara, 1977) in teaching learning process puts students as the object and subject at the same time, in the teaching learning process that makes students able to feel the integration of cognitive, affective and psychomotor simultaneously. Further, the materials for activities also include movement games and songs which are full of life values used to build character.

Accordingly, the study and development of *Among (Asah Asih Asuh (A3))* System-based habituation learning model through playing games to build character of students in group B at Kindergarten is urgent to do. The explanation above describes systematically that the study will be conducted to answer the implementation of habituation learning at Group B of Kindergarten in Surakarta, which is based on *among (asah asih asuh)* system, to build character (honest, religious, discipline and independent) through movement game and children's playground song to be conducted immediately.

Method

This study is a research and development study. The research and development procedure taken is in accordance with the stages proposed by Gall, Gall and Borg (2007). It is then simplified to include three step procedure including preliminary study, model development and model test (Sukmadinata, 2009).

The first step, Preliminary Study, is conducted through observation and interview aimed at (1) getting some information on habituation learning model used to build character, (2) analyzing the needs (need analysis) on the proper habituation learning model in building character of young learners.

The second step, Model Development, is the design of *Among (Asah Asih Asuh (A3))* system-based habituation learning model through playing games to build young learner character, by implementing procedural model adopted from Dick, Carry and Carry (2009) with their ten step model including identification of general objective of the teaching and the design of evaluation, written in teaching model book. This step, to validate the model, involves limited trial and extensive trial on teaching learning process through some observation on students' activities and the teaching learning process conducted by the teachers.

The third step is Effectiveness Test on the Model. The research strategy in this step involves quantitative (experimental) study using One Group Pretest - Posttest Design including: (1) pre-test to measure dependent variable; (2) treatment (independent variable) to the participants; and (3) post-test to remeasure dependent variable. The influence of the treatment is determined by "gain score", i.e. the difference of pre-test and post-test (Gall, Gall, & Borg, 2007). As to analyze the quantitative data aimed at finding the difference

between pre-test and post-test, this study will use t-test, considering that the data analyzed are the data depicting students' behavior, before and after the treatment.

Result of the study

A. Preliminary condition of the implementation of habituation learning to build character

The survey on the habituation learning process aimed at building students' character in each institution, in general, shows that : 1) the teachers still treated students as the object of the teaching, 2) the target of the teaching learning process was still on cognitive aspect, 3) it was still frequently found that the approach used by teacher to the students is through some enforcement 4) the materials taken by the teachers were not in line with the students' interests, 5) the lesson plan for the habituation for character building was still improper, 6) the need for habituation learning model or method Is essentially acknowledged.

B. The need in the development of habituation learning model for students' character building

To improve the survey on the habituation learning process aimed at building students' character, it is essential then to develop the teaching model as well as the teaching instrument. The development of the teaching model here refers to the development of *Among (Asah Asih Asuh (A3))* system-based model, i.e. an approach used in teaching learning process where teachers should play their role as tutor that puts students as the subject and object in the teaching learning process so that the students get some knowledge (*Asah*), get some guidance (*Asih*) and get some assistancy in doing something (*Asuh*) (Dewantara, 1977).

The form of the *Among (Asah Asih Asuh (A3))* system-based habituation learning for character building consists of a model product which is comprised by guidance and teaching instruments (syllabus, Daily Lesson Plan, Teaching Scenario, Media, Evaluation Media). The development of the *Among (Asah Asih Asuh (A3))* system-based habituation learning model/model design/prototype through playing games to build students' character is adopted from Dick, Carey and Carey (2009).

Table 1. The following is the final recapitulation of the final validation on the product of *Among (Asah Asih Asuh (A3))* System-Based Habituation learning model through Playing Games to Build Young Learner Character

Experts	Validation Score	Criteria
1- Experts in Model Development	3.6	Very good
2- Experts in Teaching Devices for Young Learner Education (PAUD)	3.7	Very good
3- Experts in Character Values	3.4	Good
4- Expert in Evaluation at Young Learner Education	3.6	Very good

Pertaining to the final score of the final validation of the model product, the four experts state that the score is very good in average so that it can be said that modul product is feasible to be trialled.

The next step is validating the acceptance of the Teaching model in the teaching learning process, in terms of students' activities, Teacher performance, at limited trial. The gain score obtained for the students' activities is in good category (3.0-3.5) where for the teacher performance is in good category (3.0-3.33). The item that has a low score in good category will be used to product revision.

The next step is validating the acceptability of the Teaching model in the teaching learning process, in terms of students' activities and teacher's performance. The extensive trial shows that: the score gained for students' activities is in very good category (3.6-4). The score gained for the teacher performance is in very good category (3.58-4). Therefore, it can be concluded that the acceptability for the development of *among (A3)* system-based habituation learning model is very good in terms of students' activities as well as the teacher's performance. Accordingly, this teaching model is good to be implemented by teachers.

C. Testing the Effectiveness of the *Among (A3)* System-based Habituation learning model through Playing Games for Young Learner Character Building

To test the Teaching model, the experimental design is then developed. From the effectiveness test using formula $(N-1)$, where $db=30-1=29$, it is known that the t score for the level of $t_{0,05 \ 43} = 2.00$. Having been consulted to the t tabel, it is known that the empiric score at the level of $t_{0,05 \ 43} = 2.00$; $DK=$

$\{t / t > \} t_{obs.} = -28.030 \notin DK$, It can be concluded that from the effectiveness test, at the level of 0.05%, the pre test score is significantly different from the post test score. The “gain score” test at the effectiveness test ($M=17.33$) also shows that the difference between “pre-test” and “post test” is also higher. It can be concluded that *Among* (*Asah Asih Asuh*) System-based habituation learning model through playing games in building character is feasible to be implemented.

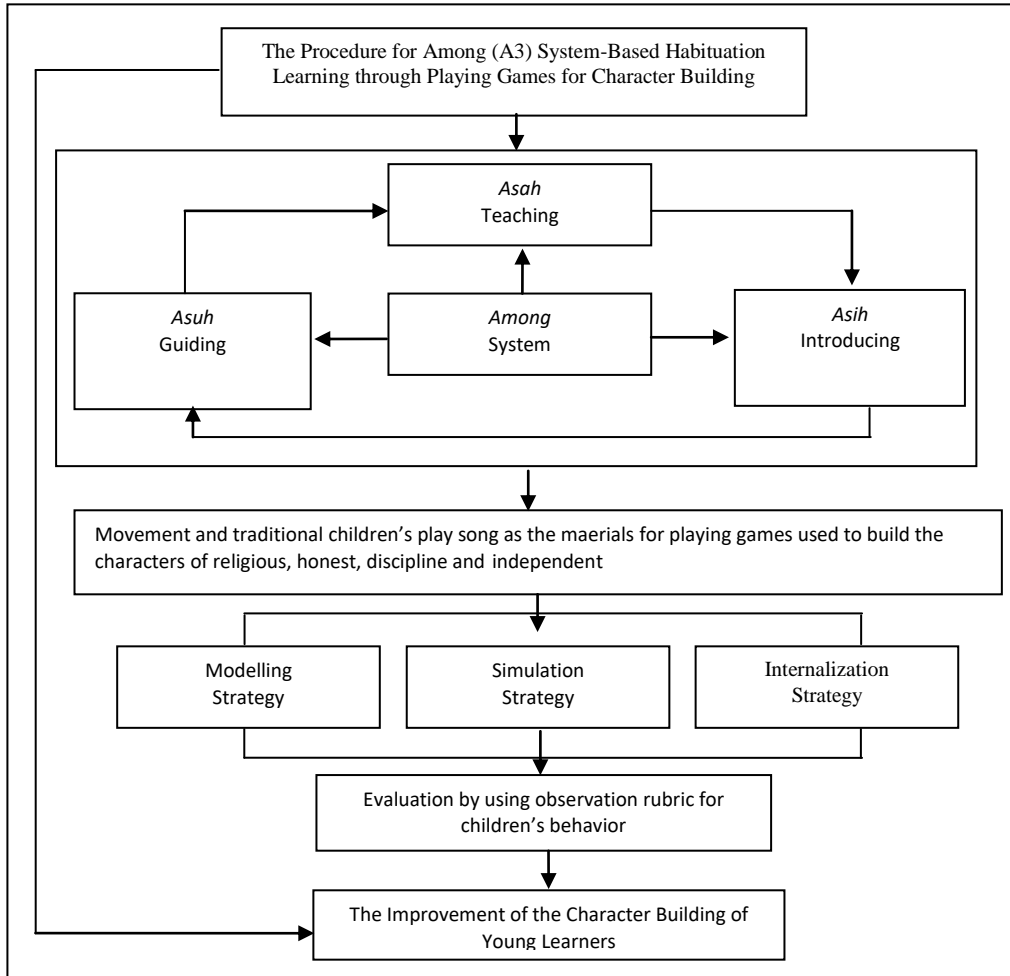


Figure 1. The Product of *Among* (A3) System-Based Habituation Learning Model through Playing Games to Build Young Learner Character

Table 2. Details on the Steps in Teaching Learning Process

No.	Activities	Time
1	<p>INTRODUCTION</p> <p>Pre Activity: by performing <i>Among</i> (A3) attitude, teacher sets students as the subject and object at the same time in the learning environment. Students feel happy, secured, comfortable, cheerful, and interested to participate in the learning. They also feel like at home.</p> <p>Routinity (by performing <i>Among</i> (A3) teacher trains students to show : Religious, honest, discipline and independent attitude)</p> <ul style="list-style-type: none"> - Teacher welcomes the students pleasantly and warmly. Teacher creates a comfortable and peacefull class that makes students interested and anthusiast to follow the activities. - Students take off their shoes before they line up in front of the class to then enter the class. - Turn the picture on the attendance board to then sit on carpet. - Greet - Sing “selamat pagi” (“good morning”) song - Pray before doing any activities - Teacher makes some dialogue as the apperception. 	30’
2	<p>INTRODUCTION ACTIVITY (by performing <i>Among</i> (A3), teacher trains students to show: Religious, honest, discipline and independent attitude) Through <u>modelling, stimulating, and internalizing</u> character values</p> <ul style="list-style-type: none"> - Asah/ modelling, Teacher gives some understanding towards the steps in movement game and song Gundul-Gundul Pacul that is full of character values of: Religious, honest, discipline and independent - Asih/ stimulating, Teacher gives some example on how to move following the song “Gundul-gundul Pacul” - Asuh/internalizing character values of movement game and song, Teacher guides Students in group to in turn play the movement game and song “Gundul-gundul Pacul”. Gundul-gundul Pacul-cul Gembelengan Nyunggi-nyunggi Wakul-kul Kelelengan Wakul ngglimpang segane dadi sak latar Wakul ngglimpang segane dadi sak latar - Students do the movement in discipline and independently - Independency in keeping their <i>wakul</i> (basket) to not to fall. The frequency how many times their <i>wakul</i> falls when they follow the song can measure their honesty. Train students to pray before any activities and be thankfull after doing any activities. Students get some chance to drink after the movement and song. 	30’
3	<p>MAIN ACTIVITY (<i>Among (AsahAsih Asuh)</i> Attitude, teacher trains students to show: Religious, honest, dissiplin and independent attitude)</p> <ul style="list-style-type: none"> - Teacher explains the activities to be done by students. There are 3 activities to be done by the students. - Physicomotor Development Drawing using collage: filling the picture pattern of <i>Pacul</i> (hoe) with seeds - Cognitive Development Counting the number of <i>Pacul</i> and write the symbol of the number. - Language Development Arranging the letter card by attaching them to the available boxes to be “gundul-gundul pacul” phrase. 	60’
4	<p>CLOSING ACTIVITY (by performing <i>Among (Asah Asih Asuh)</i>, teacher trains students to behave: Religious, honest, discipline and independent)</p> <ul style="list-style-type: none"> - Teacher asks students to say the lyrics of “Gundul-gundul Pacul” - Review (teacher reviews what the lesson they have learned and asks what they have learned that day). 	30’

Discussion

The product developed by the researcher, *Among* (A3) System-based habituation learning model through playing games in character building, which is written into a model book consisted of guidance and teaching devices, was previously validated by experts to accomplish the model to be then revised and validated by the experts that finally gets a good score and feasible to be trialled.

Based on the limited and extensive trials, through some observation on the students' activities and teacher's performance, it is known the the model product realized into a model book comprised by guidance and teaching components used in *among* (A3) system-based habituation learning through playing games in students' character building can be cofirmly stated as a good model and able to be implemented and should not be revised. The fact that students like the teaching model can more or less answer the weakness in the teaching model used previously. Accordingly, it also shows that the model based on the noble values from Dewantara (1977) through traditional children's movement game and song in building students' character is feasible to be implemented in teaching learning proess at kindergarten group B, in line with Sagala (2013) that teaching model is a conceptual framework that can depict a systematic procedure in organizing students' learning experience in order to reach a certain learning objectives and used as the guidance for the teacher/teaching learning design in planning and holding the teaching learning process.

Based on the analysis, as explained in the result of the study, it can be seen that there is some difference in the average score of the students before and after the experiment that can be determined by the effectiveness test by using (N-1) formula, where $db=30-1=29$ that the t score for the level of $t_{0.05\ 43}=2.00$. Having been consulted to the t table, it is known that the empicial score on the level of $t_{0.05\ 43}=2.00$; $DK = \{t / t > \} t_{obs.} = -28.030 \notin DK$. It can be concluded from the effectiveness test, on the level of 0.05%, that the Pre Test Score is significantly different from Post Test score. Accordingly, the model is proven to be effective to be impelemented and able to improve the habituation learning process previously managed for character building.

It is known from the study that it is important to lead the habituation learning to character building including cognitive, psychomotor and affective aspects. Furthermore, students tend to feel teaching learning process when they are not only set as the object of the teaching learning process but also as the subject. For students, movement game and song is a teaching model that set

students either as the object and subject in teaching learning process at the same time (*Among* concept). Singing children's playground song, where children play and sing, is in line with what has been asserted by Simon (1978): "This strategy provides students with an opportunity to assess the strength of their feelings on issues they themselves identify". Children like traditional playground song since they are natural music creators and lovers. They also try to explore their musical feeling to train themselves to internalize character values in the song. It means that in building the character behaviors of young learners, as the result of character building, students will be used to show a good character including knowing the good, loving the good, desiring the good and acting the good (Lickona, 1992).

Conclusions

Based on the study, it can be concluded that:

1. The preliminary condition of the implementation of habituation learning in young learner characters at Kindergartens in Surakarta shows that from the survey it is known that the teachers still treated students as an object, the learning objectives were still in cognitive aspect, and they still used enforcement as their approach.
2. Habituation learning in Kindergarten in Surakarta aimed at character building requires a model and teaching learning devices to improve the habituation learning that can improve the students' character building.
3. *Among* (*asah asih asuh*) system-based habituation learning developed in this study is realized in the habituation learning model that put students as either the subject or the object in the teaching learning process aimed at building character, in which is written in model book equipped with guidance and teaching learning instruments.
4. *Among* (*asah asih asuh*) based habituation learning model through playing games used to build young learner character has been proven to be effective to be implemented in kindergartens. Having been consulted to table it, it is found that the empirical value at the level of $t_{0.05 \ 43} = 2.00$; $DK = \{t / t > \}$ $t_{obs.} = -28.030 \notin DK$. It can be concluded that from the result at the level of 0.05%, the Pre Test score is significantly different from Post Test score at effectiveness test. It means that the average score after the experiment is higher than before the experiment.

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Revision received July 5, 2017