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IMPLEMENTATION OF SOCIAL LEARNING THEORY IN SHAPING EARLY CHILDREN'S CHARACTER AT TK AI QUDWAH SALATIGA INDONESIA

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Abstract: This research is a field research with a qualitative approach. Data were obtained through interviews aimed at school principals and teachers. Observations to obtain data by directly observing the learning process and documentation obtained by information related to madrasah. The results showed that first, the concept of social learning theory has been practiced in Al Qudwah Salatiga Kindergarten, namely carrying out the learning process through imitation. The process of observing and imitating the behavior and attitudes of others as a model is an act of learning. Second, Implementation of the Fourth The learning process in social learning theory is through the attention phase, retention phase, reproduction phase and motivation. The hope of the authors in this study is the need to emphasize good cooperation between parents, educational institutions, and the community in the field of education, especially in parenting efforts.

Keywords: *Social learning theory, Character, Early childhood.*

I. INTRODUCTION

Education is a very important foundation to be implemented in everyday life. Ali bin AbiTalib said: "The best teacher is experience, the greatest honor is loyalty, the biggest asset is independence, the greatest gift is a pious child" (Harwijaya, 2010: 37). Truly the words of Ali bin AbiTalib are a form of expression of the most beautiful gift from Allah SWT for parents who have received pious children. But the point that quotes this saying is "the best teacher is experience". It cannot be denied that the sentence is true. experiences that will guide a child later in the course of action. Experience also provides a separate lesson for each individual, of course, the feel they get from one individual to another will be different based on the experiences they get. From this experience, imaginations can be used as a second source of learning that can unconsciously influence and even shape human character or behavior.

Human behavior, especially children, is influenced by the environment (Nusa Putra, 2012: 31). Of course, the first stimulation and intervention that children get and feel and appreciate comes from their immediate environment, namely their families, especially their parents. The next stage is educational institutions that take part in providing supporting stimuli for children through the Early Childhood Education (PAUD) program. As we know PAUD is an important stage of education that cannot be ignored. This is because PAUD determines the development and success of children. Currently our society has also realized the important role of PAUD. This phenomenon occurs due to: (1) busyness of parents in making a living or other jobs. Parents hope that their children will receive a good and quality education, even though they are unable to do it on their own. Based on these considerations, some parents are super busy enrolling their children in PAUD, (2) the number of elementary schools that require prospective students to have completed education in Kindergarten (Aguswibowo, 2013: 47).

However, in the current reality, PAUD is too busy dealing with calistung (reading, writing and counting). An effort that is only preoccupied with sharpening and focusing on merely cramming intellectual-cognitive content. Because it is too focused on the development of the child's cognitive system, it will have an impact on not fulfilling the aspects of the needs that should be accepted by the child considering that this period is the golden age which needs to be explored in planting character seeds through future experiences. can be learned when he grows up. It is unfortunate if this reality is still cultivated and is not sufficiently aware of the needs of early childhood. In fact, the PAUD position is more than just a calistung.

Renzulli, Reis and Thompson (2009: 3, x-xi) emphasize that education for children must go beyond calistung, in which the ability to perform analysis and uncertainty with confidence, the ability to solve problems,

live up to various values, develop a spirit of togetherness, develop creativity and the most important thing is to live and develop the spirit of discovery. Amstrong (2004) suggests arousing the natural talent of a child's genius. Meanwhile, Lewis (2004) emphasizes the need to build children's character through activities and games (Nusa Putra, 2012: 38). It seems that building character from an early age is a major necessity in our education today. Therefore it is necessary to provide an adequate explanation regarding the possibility of its implementation. This is reinforced by Lewis's opinion which explained that character means having positive qualities such as caring, fairness, honesty, respect for others and responsibility. Building strong character traits is not easy, it takes courage and a lifetime of hard work (Lewis, 2004: 6). From Lewis's explanation, several implications can be drawn. First, character building is an effort to form a number of positive behaviors. Second, character building is a difficult endeavor. Third, character building takes a long time, cannot be done instantly.

Education for the formation of behavior should learn from reality or experience, be dialogical and not patronizing. Related to the importance of experience, Maslow (1970: 63) asserts, affective will change by repeated experiences, conative will change by experiences of success and failure. Argyle (1994: 206) adds the importance of strengthening and selecting experiences through exemplary or modeling. Bandura emphasized that a person, especially a child, behaves based on the model he sees (Nusa Putra, 2012: 39).

From the above description, it shows that education for behavior formation in PAUD requires various (varied) methods and strategies. In it experience, modeling and social interaction can be used as the main strategy. Any model and strategy chosen should place the growth and development of children's awareness of themselves towards maturity and maturity as the main goal in education.

In this study, the authors describe and provide space for readers to choose from regarding the implementation of social learning theory put forward by Albert Bandura in internalizing character values in early childhood based on experiences either formed or designed by the environment on purpose or experiences gained. from the children themselves when the learning process took place atTK Al QudwahSalatiga.

II. METHOD

The research method used in this research is qualitative research. According to Syamsudin (2009: 14) the research method itself is a method of solving research problems carried out in a planned and careful manner with the intention of getting facts and conclusions in order to understand, explain, predict, and control the situation. According to Sugiono (2012: 15) Qualitative Research is used to obtain in-depth data, a data that contains meaning, research that intends to understand the phenomenon of what is experienced by research subjects holistically and by description in the form of words and language, in a special context which is natural and makes use of various scientific methods.

According to SuharsimiArikunto, (2002: 17) what is meant by data sources is the subject from which the data is obtained. Based on this understanding, it can be understood that what is meant by data sources is where the researcher will get and dig up information in the form of data needed in research.

To get the right data, it is necessary to determine which informants are competent and in accordance with the data needs. The following are the research subjects in this study are the parties who are in Al QudwahSalatiga Kindergarten. Data collection techniques are the most important steps: Interview, Observation, documentation. The author uses this method to obtain data that is directly observed, such as the learning process at school.

III. RESULTS AND DISCUSSION

Early Age and Early Childhood Education

Early childhood is a very important moment for child development. In addition to the very rapid development of the child's brain, early childhood is also often referred to as the golden age, which is a period in which all stimulation of all aspects of development plays an important role in the child's growth. There are many opinions regarding early age. According to J. Black (1995), early childhood starts when the child is still in the womb or before birth (prenatal) until the age of 6 years. Meanwhile, according to Suryani (2007), early childhood is a phase that starts from the age of 0 years until the child is around 6 years old. The same thing was stated by the Directorate of Early Childhood Education (PAUD, 2004) that early age starts from 0 years old to 6 years old. According to the research results of the PAUD Directorate, it is known that at an early age the child's brain develops around 80% of the total developmental processes. More precisely, brain development begins in the fourth month of the child in the womb (Aguswibowo, 2013: 26).

When a child is born, in general, it has 100 billion active brain cells (neurons) and 900 billion cells that adhere to, envelop and maintain these active cells. At an early age, the amount of brain capacity is potential and ready to be empowered. However, if it is not stimulated or empowered, that potential will not develop if it is not handled properly. According to William Sears (2004: 132-134) states in the results of recent research that studies nerves it is known that parents also have an influence on the level of intelligence of their children. The brain experiences threefold rapid development in the first year and is fully developed by the time the child enters Kindergarten (TK). A baby's brain grows about 0.5 pounds at birth, 1.5 pounds in the first year and 3

pounds and fully developed by the age of five. This means that when the network of neurons continues to increase, the baby's brain will work better so that they can begin to think, recognize and explore meaning.

Based on William Sears's research, it provides suggestions for parents to make the most of their early childhood. The reason is, the education of smart children takes moments during the early years of brain growth. In other words, educating smart children from an early age is in principle helping children develop their brains to create correct and quality neuron network connections. This description also reinforces the importance in Islamic teachings that parents must provide good role models for their children from childhood. All the words, behavior and even the movements of the parents will be perfectly recorded by the child. In line with the words of Ustad Wijayanto who was conveyed in the 2011 Yogyakarta State University Postgraduate program, that if you want to produce good character education, parents who first have to have good character will then be followed by teachers or teachers and so on (AgusWibowo, 2013 : 28).

Thus, from the above explanation, it can be concluded that early childhood starts when the baby is 0 years old to 6 years old. Early childhood is the most valuable moment for child development, which is commonly called the golden age (Rima, 2017: 154). Psychology experts recommend the importance of optimizing early childhood, because it only happens once in a child's life development. Early childhood is also known as a critical period for child development. Because, if during this period children do not get enough attention in terms of education, care, care, health services and balanced nutritional needs, it is feared that children will not be able to grow and develop optimally.

Early childhood education (PAUD) is a level of education before basic education, is a coaching effort aimed at children from birth to six years of age by providing educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter more education. further held on formal, non-formal and informal channels (Maghfirah, 2019: 89). So that in this case the existence of PAUD is an important stage of education that cannot be ignored. This is because PAUD determines the development and success of children. Currently our society has also realized the important role of PAUD. This phenomenon occurs due to: (1) busyness of parents in making a living or other jobs. Parents hope that their children will receive a good and quality education, even though they are unable to do it on their own. Based on these considerations, some parents who are super busy enrolling their children in PAUD, (2) the number of elementary schools that require prospective students to have completed education in Kindergarten (TK).

Thus, PAUD has a large enough share in children's development as a stimulant for education to help physical and spiritual growth and development so that children have readiness to enter further education which is held in formal, non-formal and informal channels. However, parents should also realize that the responsibility to educate children is not solely the task of teachers and PAUD managers. However, it is a shared responsibility. In other words, even though children are admitted to PAUD, parents still have the obligation to provide education to their children when they are at home.

The values of character education for early childhood

According to DaniSetiawan (2010) states that the root word "character" can be traced from the Latin words "kh Character", "kharassein" and "kharax" which means "tools for making", "to engrave" and "pointed stake". It is said that this word began to be widely used in French as "caractere" in the 14th century. When it entered English the word "caractere" changed to "character", before finally becoming Indonesian "character". According to Poerwadarminta's dictionary, character as character, disposition, psychological traits, morals or manners that distinguishes a person from others. Meanwhile, according to the American Dictionary of The English Language (2001: 2192) character is defined as the strong and special qualities built in a person's life that determine his response without the influence of existing conditions. Character is a term that refers to the application of the values of goodness in the form of behavior or action (AgusWibowo, 2013: 64).

Definition of character is strengthened by the Ministry of National Education which states that character is a person's character, character or personality which is formed from the results of internalization of virtues and is believed to be the basis for a way of thinking, behaving and acting. Whereas character education is education that develops the values of national character in students so that they have values and character as their own character, applying these values in their own lives as members of society and citizens who are religious, nationalist, productive and creative. (Ministry of Education: 2010).

According to Thomas Lickona, character education is a deliberate effort to help someone so that they can understand, pay attention to and carry out core ethical values. More broadly, character education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individuals, but also good for society as a whole. He also added that character education is a deliberate effort from all dimensions of social life to help build character optimally (Lickona, 2015: 6). Meanwhile, according to Kertajaya (2010) the characteristic of character education is that it is original and rooted in the personality of the object or individual, and is a "machine" that encourages how a person acts, acts, speaks and responds to something (Subur, 2015: 69). From the above explanation, it can be concluded that character education is

education that instills and develops the noble characters of the nation in students, so that they have that noble character, apply and practice it in everyday life both in the family, community and community country.

According to Rizal (2010), quoted by AgusWibowo, states that a person's character cannot be changed, but the environment can strengthen or weaken that character. Therefore, parents as the child's first reference in shaping character need to be equipped with knowledge about children's development by looking at social expectations at a certain age, so that the child will grow as a character with character. Supporting Rizal's argument, Taryana and Rinaldi (2010) still in the same book source state that character is formed from the imitation process, namely through the process of seeing, listening and following. Then real character can be taught on purpose. Therefore, a child can have good character or bad character depending on the source he learns (Agus wibowo.2013: 66). According to the Ministry of National Education (2010), the values of character education that need to be internalized in children include:

- a) Religious: obedient attitudes and behavior in implementing the teachings of the religion they adhere to, tolerant towards the implementation of the worship of other religions and live in harmony with followers of other religions.
- b) Honest: behavior based on efforts to make himself a person who can always be trusted in words, actions and work.
- c) Discipline: actions that show orderly behavior and comply with various rules and regulations.
- d) Hard work: behavior that shows a genuine effort to overcome various obstacles to learning and assignments, and to complete tasks as well as possible.
- e) Independent: attitudes and behaviors that are not easily dependent on others in completing tasks.
- f) Friendly / communicative: actions that show a sense of pleasure to talk, socialize and cooperate with others.
- g) Social care: attitudes and actions that always want to provide assistance to other people and communities in need.

Thus, the seven character values above are a snapshot of the character values that need to be internalized into students by teachers when they are at school and are also supported by the figure of parents and society. It is very important for the character values above to be internalized and instilled in early childhood (Margaretha, 2020: 8). If from an early age the character values above have been built, it is hoped that they already have a strong character foundation or foundation, so that in subsequent developments it remains only to cultivate and enrich the perspective of children's character.

The process of internalizing the character values above certainly requires a learning approach so that these character values can take root and become ingrained in children (Subir, 2020: 15). So in this case Albert Bandura offers a social learning theory that has been tested in the field. The essence of the implementation of this social learning theory lies in the participation of modeling figures who are none other than the parents of the child and siblings at home. But in school the modeling is the teacher. In this study, the focus is on the role of teacher modeling who is used as a role model for students. In fact, Islam itself has taught an example that is inherent in Prophet Muhammad SAW. This is stated in QS. Al-Ahzab verse 21 as follows:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَن كَانَ يَرْجُو اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا (21).

Meaning: Indeed, the Prophet (himself) is a good role model for you (namely) for those who hope for (mercy) Allah and (the arrival of) the Day of Judgment and He chants Allah a lot (Depag: 420).

Hasbi ash-Shiddiqiy in his interpretation of An-Nur, explains the above verse as follows, "O people who do not want to fight, you get a good example in the Prophet. Then you should imitate the Prophet in all his movements. Rasulullah is a good example in terms of courage, patience and steadfastness in facing disasters. People who hope for the reward of Allah SWT and fear His torment and remember Allah a lot get a good example in the Prophet (Hasby, 1989: 32).

Muhammad Fadhil Al Jamaly emphasized that one of the factors that has an influence on education and in everyday life is Uswatunhasanah or role model (Fadhil, 1993: 135). Through the exemplary method by giving good examples to students, both in words, actions and ways of thinking and so on, an educator or teacher should be careful in front of their students. This is even more so if the student is an early age child who is in the golden age who is actively imitating the actions of adults.

This is reinforced in Ahmad Mubarak's research journal entitled Education with exemplary which states that 83% of children are influenced by what is seen, 11% of children are affected by what is heard, while 6% of children are influenced by stimuli (Mubarak, 2009: 1). From this statement, the education that most influences children is what they see, in this case, modeling or modeling which, if drawn, is in line with Bandura's social learning theory.

Implementation of Social Learning Theory in Forming Early Childhood Character

The character building of children should make them accustomed to behaving well, so that when a child does not do these good habits, he will feel guilty. Thus, good habits have become a kind of instinct that

will automatically make a child feel uncomfortable if they don't do the good habits. The following are strategies for implementing social learning offered by EdyWaluyo, including the following (AgusWibowo, 2013: 86):

- 1) Create an atmosphere full of affection, willing to accept children as they are. Provide stimuli for all aspects of child development.
- 2) Give an understanding of how important "love" is in doing something and also instill that doing something is not solely because of the principle of reciprocity. Emphasize religious values that uphold love and sacrifice.
- 3) Invite children to feel what other people feel. Help our children live up to our expectations, not just because they want praise or avoid punishment. Create an intimate relationship, so that children care about our desires and hopes.
- 4) Remind the importance of affection between family members and extend this affection beyond the family, namely for others. Give examples of behaviors in terms of helping and caring for others.
- 5) Do not focus too much on cognitive-based subjects in early childhood education curricula. Because excessive intellectual (cognitive) education will actually trigger imbalances and can even hinder aspects of child development.

Thus, the five steps offered by EdyWaluyo need to be put into practice in early childhood education at Al QudwahSalatiga Kindergarten. Bandura social learning looks at point four regarding giving examples of behavior in terms of helping and caring for others. This can be applied when children and teachers visit areas affected by disaster, or visit orphanages.

In the process of character building for early childhood, an habituation process should be carried out by instilling good morals at home and at school. Activities to give examples of behavior to early childhood can be done at kindergarten al Qudwahsalatiga as follows:

- 1) Say greetings and shake hands to other people

In early childhood, where the child will adjust to the new environment to know the new environment both at school and at home. This is done with the aim that saying hello to shaking hands provides a habit so that when you say goodbye to your parents at home and when you meet someone who is older than him. From the process of habituation and saying greetings, children will enter their subconscious mind, they will get used to respecting and respecting other people wherever they are.

- 2) Carry out the prayer together

Carry out prayers together before and after carrying out activities. This is done for early childhood with the aim that children can get used to praying before doing all activities. Of course, to train children to pray 'the most dominant way to teach children is parents at home, especially mothers, then go to school. Why is that because the main factor in the process of forming children's character is family or parent factors. This is repeated daily prayers, for example: Alfatihah, AsmaulHusna, prayer before and after meals, prayer for going to travel. By repeating continuously, the child can memorize and get used to listening even though they cannot read the letters.

- 3) Environmental introduction

Activities in the process of introducing the environment are of great benefit because children will experience development by teaching them to be sensitive to the environment around where they live and outside their environment. The role of parents and teachers is very helpful for the process of child development by starting with activities that are invited to walk around the house or school, there are rice fields, rivers, gardens, introduced by various kinds of animals.

The application of social learning theory in shaping children's character can be seen from the learning process, where the learning process according to this social learning theory emphasizes the concept of modeling. The attention process is very important in learning because new behavior will not be obtained without the attention of students. The function of the retention process is so that symbolic coding of behavior into visual or verbal codes and storage in memory can run well. In this case, tests play an important role in learning. The important motivational processes are external reinforcement, self reinforcement and imagined reinforcement. In social learning theory, feedback from teachers has an important role. In the learning process, corrective feedback plays an important role in shaping the character of early childhood. This feedback is not only aimed at the correct aspects of appearance, but more importantly is aimed at the wrong aspects of appearance.

Based on the results of this study, through discussion, the implementation of social learning theory in shaping early childhood character in the Al Qudwah Kindergarten school, Salatiga city can be seen from learning in class. In this case, the teacher's role as modeling is very important in shaping the character of early childhood so that it can stimulate children to imitate the behavior of teachers and other people they see.

IV. CONCLUSION

Early Childhood Education (PAUD) has a significant share in children's development as a stimulant for education to support physical and spiritual growth and development so that children have readiness to enter further education which is held in formal, non-formal and informal channels. However, parents should also

realize that the responsibility to educate children is not solely the task of teachers and PAUD managers. However, it is a shared responsibility. In other words, even though children are admitted to PAUD, parents still have the obligation to provide education to their children when they are at home.

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