

Implementation of 7 Poe Atikan Istimewa Character Education Habits at PAUD Institution in Purwakarta Regency

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Abstract

7 Poe Atikan Istimewa or seven days of special education is one of the superior programs in Purwakarta Regency in character development habits. Character education for early childhood is very important because it is a system of instilling good character values in children so that they have knowledge and actions that are in accordance with norms. The Purwakarta Regency Government applies thematic elements and becomes a philosophy in every lesson at school and integrates it with activities at home. The aim of this research is to determine the implementation of the character education 7 Poe Atikan Istimewa practices in PAUD institutions in Purwakarta Regency. The research method uses descriptive qualitative. Data collection techniques are observation and interviews. The subjects of this research were 3 PAUD institutions Istimewa in Purwakarta Regency. The results of this research are that character education 7 Poe Atikan Istimewa is very important for young children so that the future generation becomes a generation that has competitiveness and standing in the world without forgetting its culture, ethnicity and nation. The most appropriate implementation regarding character education for early childhood is through habituation because children's tendencies and instincts in teaching and habituation are very large compared to other ages.

Keyword: *7 Poe Atikan; Early Childhood; Character Education*

INTRODUCTION

Character is a collection of values, attitudes and behavior that form a person's identity. Character is a way of thinking and behaving that characterizes each individual's behavior, whether in the family, society, nation and state. A person with good character will demonstrate responsible behavior in every action and decision taken, taking into account the interests of other people (Antara, 2019). In early childhood, character develops through a process of learning and experience. Character development in early childhood is influenced by various factors, such as family, social environment and education. Children learn positive values, attitudes and behavior through interactions with parents, teachers, peers and the surrounding environment. Character development in early childhood is very important because this period is a critical period in the formation of a person's personality and values. At an early age, children very easily absorb information and influences from the surrounding environment, so forming a strong character foundation from the start is very important.

Early age (0-8 years) is a sensitive period in character development. At this time, children have high learning abilities and easily absorb values, attitudes and behavior from the surrounding environment. Early childhood education is a form of education that focuses on laying the foundation for growth and development, including motor coordination (fine and gross), emotional intelligence, multiple intelligences and spiritual intelligence (Yenti, 2021). Positive experiences and interactions during this period will form the foundation of a strong and positive character. Family is the main factor in early childhood character development. Parents, as primary caregivers, have an important role in instilling moral values, positive attitudes and good behavior in children. Warm, affectionate, and consistent interactions in providing good examples will help children develop positive characters. The surrounding environment, such as schools, playgrounds and communities, also has an important role in developing children's character. Interaction with peers, teachers, and other community members will help children learn about social values, empathy, and tolerance.

Even though character education has become a common concern, it turns out that the picture of the situation in society and even the world of education in Indonesia is still worrying. Cases of brawls between students and other forms of juvenile delinquency, bullying, promiscuity and drug use are increasing. Corruption cases are increasingly rampant. The culture of discipline, clean and healthy living and respect for the environment is still far from standard (Asbari et al., 2019). Taking other people's rights or property (theft, robbery, mugging, mugging), murder, drug abuse and so on have caused the situation and condition of the Indonesian nation to become increasingly worse and sad. Apart from that, technological developments have brought foreign culture to Indonesia, so that children admire foreign culture which looks more modern. As a result, children forget the local culture or surrounding customs that they should preserve. Meanwhile, love for local or Indonesian culture is a form of character education in the form of love for the homeland. Thus, it is necessary to implement character development from an early age so that children become the nation's next generation of quality (Fauziyyah et al., 2023).

Character education is a systematic and planned process to help children develop positive values, attitudes and behavior. Character education is an education system that instills values in accordance with national culture and components of knowledge, attitudes, feelings and actions both towards God Almighty and towards oneself, society and the surrounding environment. Character education can be carried out through various methods, such as stories, games, and social activities. Good character development will provide many benefits for children, such as: Increasing the ability to socialize and interact with other people, increasing self-confidence and independence, increasing the ability to solve problems and make wise decisions, increasing the sense of responsibility and empathy towards others , as well as increasing the ability to live a happy and successful life.

Purwakarta Regency issued a policy to be used as a solution regarding the problem of character education for children as stated in Regent Regulation number 69 of 2015 in Chapter II article 5 which is in the form of character development ideas for all students in Purwakarta and this is intended for all levels of school starting from PAUD, Elementary, middle and high school (Prawiyogi, 2018). The idea is *7 Poe Atikan Istimewa*, for a week the Purwakarta Regency government applies thematic and philosophical elements to preserve local wisdom values, especially Sundanese culture. In these seven learning days, teachers and students have different agendas and themes each day in class, starting from *Senen Ajeg Nusantara*, *Salasa Mapag Buana*, *Rebo Maneuh Di Sunda*, *Kemis Nyanding Wawangi*, *Jumaah Nyucikeun Diri*, *Saptu-Minggu Betah di Imah*.

The function of educational institutions is not only to teach science and technology, but also as a vehicle for cultivating good citizens. The Purwakarta Regency Government is fully aware of the importance of the noble values of Sundanese culture as an educational philosophy in preparing a generation with character, so that they are able to place themselves in the life of their community and cultural influences from outside their community. The Head of the Purwakarta Regency Education Service is able to implement the vision of Purwakarta Regency through superior educational programs which are strategically planned by the head of the Education Office and his staff which of course must be in line with the vision and mission that has been formulated (Rachman et al., 2023).

Seeing previous concerns regarding the loss of the prestige of local culture by foreign culture, as well as the decline in morals in Indonesia, it is necessary to implement moral values to strengthen student character. With one of the *7 Poe Atikan Istimewa* programs. This research focuses on strengthening character education in PAUD institutions. In general, schools have character values that must be implemented in Pancasila, namely religious values, mutual cooperation, nationalism, inclusion and independence. So that the future generation becomes a generation that has competitiveness and competitiveness in the world without forgetting its culture, ethnicity and nation. The most appropriate implementation regarding character education for early childhood is through habituation. Therefore, the author was encouraged to conduct research regarding the implementation of *7 Poe Atikan Istimewa* as a habituation to character education at early childhood education institutions in Purwakarta Regency.

METHODS

This research uses a type of qualitative descriptive data analysis technique, which is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive data analysis is often used to analyze social events, phenomena or situations. This qualitative research process involves important efforts, such as asking questions to understand procedures, collecting specific data from participants, analyzing data inductively, and interpreting the meaning of data. The final

report for this research has a flexible structure or framework (Rukminingsih et al., 2020). This research aims to describe in depth how the implementation of the *7 Poe Atikan istimewa* in the habit of character education in early childhood education institutions in Purwakarta Regency. The subjects of this research were 3 early childhood education institutions in Purwakarta, the data collection method was through observation and interviews which were carried out to see directly how the *7 Poe Atikan istimewa* were implemented in early childhood education institutions in Purwakarta Regency as a whole.

RESULTS AND DISCUSSION

The definition of character is psychological traits, morals and manners that can make someone look different from other people. Character can be interpreted as having character and personality. It is related to the development of character education itself in national education, namely as an effort to renew the national education system which has established a vision, mission and strategy in the implementation of national education. The vision of national education itself is: "The realization of an education system as a strong and authoritative social institution to empower Indonesian citizens, to develop into quality human beings who are capable and proactive in responding to the challenges of the ever-changing times." (Syahroni, 2017). Analysis of character development in early childhood includes: moral development, understanding how children learn about right and wrong, and how they develop a sense of responsibility and empathy. Social development, understanding how children interact with others, building relationships, and learning to work together. Emotional development, understanding how children manage their emotions, such as anger, sadness and happiness. Spiritual development, understanding how children develop spiritual and moral values, and how they find meaning in life.

As a result of this research, the author obtained data from 3 early childhood education institutions in Purwakarta including Hidayatul Islamiyah Kindergarten, Nurul Islam Kindergarten and Az-Zahra Preschool. This institution has started to implement the policy made by the Purwakarta Regency government, namely the *7 Poe Atikan Istimewa* program as a habit for character education.

In order to preserve local wisdom values, namely Sundanese culture, the Regional Government of Purwakarta Regency made a breakthrough to preserve Sundanese cultural values as stated in Purwakarta Regent Regulation No. 69 of 2015 Chapter II Article 5 concerning character education. The *7 Poe Atikan istimewa* Program is a program created to develop character education for children, it is a teaching that must be applied every day where every day contains meaning and meaningful activities in the implementation of strengthening character education. What is meant by the seven-day program coverage (*7 Poe Atikan Istimewa Purwakarta*) includes the following values: (a) Monday: *Senen Ajeg Nusantara*, namely that Indonesia as a great nation will be able to stand tall as an advanced and civilized nation, on the day This program carried out a flag

ceremony as a form of love for the Indonesian homeland; (b) Tuesday: *Salasa Mapag Buana*, namely students are expected to be able to master various things about the world, master international languages. Enlightened with the thoughts behind the progress of a nation, today a program was carried out where Purwakarta students must be able to compete on the international stage and must be able to become the strongest and strongest in the world with their current culture; (c) Wednesday: *Rebo Maneuh di Sunda*, so that students protect themselves and their culture amidst the onslaught of modernity and foreign culture, on this day a program is held for Purwakarta students because they are in the land of Pasundan and are required to wear pangsi, iket and kebaya as symbols of the Sundanese people. have manners and culture; (d) Thursday: *Kemis Nyanding Wawangi*, which means giving freedom to students to read the window of knowledge with their own abilities. Today, it means that Purwakarta students with character are those who like cultural aesthetics and have an artistic spirit that can bring the nation's name to life; (e) Friday: *Juma'ah Nyucikeun Diri*, this day is defined as a religious community, Purwakarta students must be able to maintain the purity of their hearts, souls and minds by worshiping to stay awake and always close to God; (f) Saturday: *Saptu Betah di Imah*, on this day the program is carried out, because at the end of the school holiday Purwakarta students are encouraged to gather and help their parents at home as a sign of love for their children. (g) Sunday : *Minggu Betah di Imah*, today is the same as Saturday, namely because at the end of the school holiday, Purwakarta students are encouraged to gather and help their parents at home as a sign of their children's love for their parents.

Based on the research results, the learning carried out at the Hidayatul Islamiyah Kindergarten has implemented several activities from the *7 Poe Atikan Istimewa* program, such as on Tuesdays students are invited to learn foreign languages, such as simple vocabulary in English or Arabic. On Wednesday, students wear typical clothing from Sundanese culture, for boys wear Pangsi and Iket for girls wear Kebaya, apart from that students are taught to know Sundanese cultural etiquette, good and correct Sundanese language. Next on Thursday, activities related to art, for example movement and songs, doing gymnastics using fun music. On Friday, the activities carried out are an introduction to the religion one adheres to, such as introducing prayer movements, reading prayers and reciting short letters. Meanwhile, on Saturday and Sunday, children are given the task of helping their parents at home, for example doing simple work cleaning up toys and watering plants. Apart from that, on Saturdays and Sundays it is hoped that children can gather with their parents at home or go for a walk.

Activities carried out at Nurul Islam Kindergarten and Az-Zahra Preschool in implementing the *7 Poe Atikan Istimewa* program starting from Monday, introduced the Flag ceremony, although it was still simple. After that, children are taught to recite Pancasila as the foundation of the Indonesian state. On Tuesday, children learned to know international culture, so that they can become the next generation who not only

develop in their country but can be competitive and competitive internationally by carrying out activities to learn English. On Wednesday, children are taught to continue to love local culture, namely Sundanese culture, children get to know traditional games in Sundanese. On Thursday, children have arts activities, such as drawing according to their imagination, singing, doing movements and songs and doing rhythmic gymnastics. On Fridays, children carry out religious habits such as participating in prayer movements, saying prayers and reading short letters. On Saturday and Sunday, children do simple activities at home to help their parents.

From this research, it can be understood that the character education habits contained in the *7 Poe Atikan Istimewa* program introduce young children to the character of love for the homeland, love of culture, nationalist attitudes, independence, mutual cooperation, discipline, global diversity, noble and religious morals. The importance of character education for young children is so important, instilling moral values will be easily absorbed by young children and it is hoped that they will become the nation's next generation of quality, who have competitiveness and strength in the world without forgetting their culture, ethnicity and nation.

CONCLUSION

Shaping children's character from an early age through habituation. Character education helps children understand and apply moral values from an early age so as to form strong characters and noble morals. Children who have good character will more easily adapt to the environment, build positive relationships with other people and achieve success in life, becoming successors who are responsible, have integrity and care about the surrounding environment, thereby building a better society. Habituation Character education helps children understand and apply moral values such as honesty, responsibility and compassion which form a strong moral foundation. Character education is a long-term investment that is very important for building a quality generation.

Purwakarta Regency has implemented a special 7 poetry program which is included in the Regent's policy in the context of character building in schools. It is hoped that children will not only be academically intelligent, but also have a virtuous character. The implementation of the *7 Poe Atikan Istimewa* program at PAUD Institutions has been going well. Through this program, school graduates in Purwakarta Regency, have faith and devotion to God Almighty, have noble character, noble character, complete and integrated academic competence, while also having a good personality in accordance with Indonesian norms and culture.

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