APPLICATION OF FIVE CHARACTER VALUES IN CHILDREN AGED 4-6 YEARS

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ABSTRACT

This study aims to describe: (1) the application of five character values in children aged 4-6 years and (2) the supporting and inhibiting factors for the application of five character values in children aged 4-6 years in Kanisius Kotabaru Kindergarten, Yogyakarta. This research is a qualitative research with a phenomenological approach. Data collection was done through observation, interviews, and documentation. The data were validated using an extension of participation, perseverance of observation and triangulation. The results of the study are (1) the application of five character values was done through: (a) systematic and procedural planning, (b) implementation that is integrated with each learning activity, and (c) evaluations which are carried out every day with a focus on three children, with the teacher giving report cards each semester as a result of one semester's evaluation. (2) The supporting and inhibiting factors in implementing the five character values are as follows. (a) The support factors consist of exemplary teachers, teachers directly taking action against negative actions of children, parents participating in children's activities, and parents obeying the school rules. (b) The inhibiting factors in the application of five character values are: teachers who sometimes does not focus on the child when giving and replying to greetings, the teacher leaving the class during learning to meet guests, teachers who do not teach according to RPPH, parents who are too busy and parents who pay less attention to character education.

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BACKGROUND

Human resources cannot be separated from education. This is because education is essentially an indispensable part of basic human needs. Development of the education sector is absolutely necessary because it will directly affect human life, and therefore it will be very important that education is carried out from an early age. Education carried out from an early age but only concerned with intelligence without being balanced with good character, can be detrimental to the society.

One of the bad effects was expressed by Suyadi (2013, p. 1), who said that Indonesia is experiencing a character crisis. This is evidenced by the rampant corruption that resulted in the people remaining poor despite the wealth of natural resources of Indonesia that is extraordinarily rich. Other evidence is the phenomenon of suicide bombings, the spread of the issue of terrorism and radicalism. The education sector also experiences negative impacts from character crises in the form of student fight, lies against parents and teachers, cheating on exams, drug abuse, and promiscuity.

The character crisis also began to show up among Indonesian children. This is shown by the increased number criminal cases among children. The Indonesian Child Protection Commission (KPAI) has collected data on child abuse that includes early childhood and found that data always increase every year.

The monitoring results by KPAI from 2011 to 2014 show a significant increase in the cases of child abuse as shown below:

Table 1. Cases of Violence in Children

Cases of violence against children	2011	2012	2013	2014
	2178	3512	4311	5066

(Source: http://www.kpai.go.id)

Monitoring and evaluation of KPAI summarized the five highest cases against the case type from 2011 to April 2015 which included:

Table 2. The Five Highest Cases

Case Type	Number of Cases
Children facing the law	6006
Care	3160
Education	1764
Health and drugs	1366
Pornography and cybercrime	1032

(Source: http://www.kpai.go.id)

A child can be a victim or a perpetrator of violence. There are three environment of violence to children, namely family environment, school and the community. The results of 2012 KPAI monitoring and evaluation in 9 provinces showed that 91 percent of children were victims of family violence, 87.6 percent in the school environment and 17.9 percent in the community.

Those cases are but an expression of the lack of care by adults to children character education. In addition, 78.3 percent of children become perpetrators of violence and mostly because they have been victims of previous violence or have seen violence committed to other children and then imitated it. Without the adults realizing it, children are reliable imitators. What is seen and experienced directly by the child is very possible to be imitated. Adults can prevent it if they first show understanding and comprehension to children.

The negative facts that have occurred remind us of the importance of early childhood education. Early childhood education is the foundation of human life. Early childhood education is expected to be a means of humanization for students. This is because education may provide space for an application character values that guide children achieve humanization

and will achieve maximum results if supported by maintaining a balanced relationship between the family environment, community and school. An environment that can support early childhood to form positive characters is of course a warm environment, which provides positive reinforcement and directed explanations without judging the child.

However, the relationship between the family environment, the community and the school still seems to be out of balance. This is especially so in early childhood character education that can be seen from other examples that have occurred. The hope that character education makes education more humanist has not been realized optimally, because there are still intimidation (*bullying*) that occurs in children of kindergarten age. Dinardinata and Kumara (2015, p. 59) argue that acts of *bullying* have occurred since the age of kindergarten.

Bullying act is aggressive behavior that is enacted to a fellow student or child. Aggressive behavior includes verbal aggressiveness, such as laughing and saying negative things to friends. The aggressive behaviors are related to friends' possessions such as seizing things, destroying goods, and hiding belongings of friends. Physical aggressiveness consists of, for example, pulling hair, hitting, biting, and kicking. Another aggressive behavior is psychological aggressiveness, for example not allowing friends to play together and not allowing friends to sit nearby.

Acts of *bullying* that occur can adversely affect the child victims. The negative impact makes the child become depressed, crying, not looking happy, and having an anti-social attitude. Children will prefer to withdraw and feel more comfortable if they are alone. *Bullying* that occurs in children can also affect their physical and spiritual development. The development of children who are victims of *bullying* cannot develop properly so that it can affect the lives of children in adulthood. Character education that aims to internalize positive character values should be done from an early age, so that bullying and its negative effects can be overcome.

Early childhood education should be a forum for internalizing character values that prevent character degradation as the examples mentioned above, namely acts of intimidation (bullying) that occur among early childhood. As stated in Law Number 20 of 2003 concerning the National Education System Article 1 number 14, Early Childhood Education (PAUD) is an effort to provide guidance to children from birth to the age of six years through the provision of educational stimuli to help their growth and development, both in physical and spiritual aspects, so that children have readiness in entering further education.

The law can be interpreted to mean that the Indonesian people want early childhood education that is not only to educate humans but also shape character. Education should aim for mature physical and spiritual development, covering all aspects of development. Education should also cover developmental aspects of religious and moral, physical motor, cognitive, language and social emotional values that need to be stimulated in order to achieve maturity that can affect physical and spiritual development of early childhood.

Based on the negative impact that has occurred, the application of character values needs to be considered so that children can grow up and become people with good character. Early childhood education is an important first step in preventing negative impacts that may occur again in the future. Character education is related to religion, moral / ethics, and personality. Character values are a unity with character education.

Value is the center of character education, because basically character education is also a value education. All human activities, actions, and behavior are always valued. Humans are judged and they also judge; humans are objects as well as subjects of assessment. Soegeng argues that value is a characteristic or quality of something, both objects and humans. Nature or quality is what makes something (object or human) valuable, willed or desired (2016, p. 2). Value is also a reference for being able to choose and sort out good and bad things, which are valuable and worthless,

which are commendable and which are despicable, and that is appropriate and inappropriate.

Character education is the process of giving guidance to children consciously and planned to internalize the good values in children so that children can behave positively and become fully human beings who are able to cultivate hearts, minds and actions. Ki Hadjar Dewantara believes that education is the effort to promote morality (inner strength), mind *(intellect)* and the physique of children, in harmony with nature and society (2011, p. 14). Therefore, it is important not only to pay attention to intelligence and health physically, but also to improve one's character.

Trianto (2011, p. 6) states his opinion that early childhood is an important and fundamental initial period along the range of growth and subsequent development of life. Sujiono (2012, p. 7) argues that early childhood education basically covers all efforts and actions taken by educators and parents in the process of care, upbringing, and education in children by creating an environment where children can explore experiences. Early childhood education also provides an opportunity for children to know and understand the learning experience gained through an environment that involves all the potential and intelligence of children. Suyadi (201 5, p. 17) argues that early childhood education is education held with the aim of facilitating overall growth and development of children or emphasizing the development of all aspects of a child's personality. Development of all aspects of a child's personality is carried out with meaningful stimulations for children.

Ki Hadjar Dewantara (201 1, p. 14) considers character as temperaments or manners. Character traits are the union between the movements of the mind, feelings and wills or volition, which then generate energy. In short, character is like a human soul, from wishful thinking to incarnation as energy. Megawangi (2004, p. 95) argues that character education is an attempt to educate children to be able to make wise decisions and apply them in daily life, so that they can make a positive

contribution to their environment. Lickona (2012, p. 282) argues that character education is a deliberately carried out effort with the aim of developing virtues that enable us to direct a life that meets each other and builds a better world. Saptono (2011, p. 23) argues that character education is a deliberate effort to develop good character based on core virtues that are good for individuals and society.

Values come from Latin *vale'r* which can be interpreted as useful, capable, empowered, behaving, so that values are interpreted as something that is seen as good, useful and most correct according to one's beliefs or groups of people. Adisusilo (2012, p. 56) argues that value is the quality of a thing that makes it liked, desired, pursued, valued, useful, and can make people who live it become useful. Soegeng (2016, p. 2) argues that value can be defined as a nature or quality of something, both objects and humans. Nature or quality is what makes something (object or human) valuable, desired or desired. Megawangi (2004, p. 95) argues that character values that need to be instilled in children are universal values which all religions, traditions, and cultures must uphold. These universal values must be the glue for all members of society despite different cultural, ethnic and religious backgrounds.

Love value according to Cordner (2016, p. 11) is responsive fulfillment of the reality of the object, so the experience of love can be an experience of "the reality of someone". Hermans (2017, p. 82) argues that love is caring. Love is an active faith through caring, awareness and sensitivity. Lickona (2004, p. 227) argues that love values include: (1) empathy, (2) compassion, (3) kindness, (4) generosity, (5) service, (6) loyalty, (7) patriotism (love for something noble for a country), and (8) the ability to forgive.

The value of discipline according to Fadlillah (2014, p. 192) is an action that shows orderly behavior and adheres to various rules and regulations. Hurlock (1978, p. 82) argues that discipline is the way people teach children moral behavior that is agreed to by the group. Lickona (2012,

p. 175) argues that discipline is respect for rules, authority, and other people's rights.

Intelligence value according Santrock (2007, p. 317) is the ability to solve problems and adapt and learn from experience. Samani (2012, p. 51) argues that being smart is thinking carefully and precisely, acting with calculation, high curiosity, communicating effectively and empathically, getting along politely, upholding truth and virtue, and loving God and the environment. Setrnberg (Anthony, 2008, p. 235) argues that basic intelligence is based on the idea that intelligence is the same as the act of intelligence. In this sense, successfully completing a given task is a function of intelligence. Therefore, if the mind is employed in completing a successful goal or task, then that is the action of intelligence.

Courage value is to argue that courage (fortitude) allows us to be able to do what is right when facing a difficulty (Lickona, 2004, p. 8). Agreeing with Lickona, Pike (2010, p. 315) argues that it is courageous to do what is right regardless of the price to be paid. Defending a weak person whatever the danger and facing to one's fear is courage. Easterbrooks (2004, p. 258) argues that courage is to do the right thing in facing difficulties and following the conscience, not from pressure.

Honesty value is a behavior that is based on efforts to make himself a person who can be trusted. Trusted in Fadlillah's words means being so in actions and work (2014, p. 190). Soegeng (2016, p. 265) argues that honesty is a righteous attitude, not cheating, and being sincere. Samani (2012, p. 51) argues that honesty is to present oneself the way one is, being open and consistent between what is said and done (integrity), being brave because it is true, being reliable, and not cheating.

Saptono (2015, p. 98) argues that there are several ways to convey character values. These methods, among others, are done through teacher lectures, and then conducting activities and reflecting on them, so that children are invited to realize the values (consciousness), and learn from examples. Muslich (2014, p. 175) argues that instilling character values

requires integration in daily activities. Implementation of integrated activities can be through: (1) exemplary / example, (2) spontaneous activities, (3) reprimand, (4) environmental conditioning, and (5) routine activities. The application of character values in early childhood according to Fadillah (2014, p. 166) can also be done through four methods that can be applied, namely: (1) exemplary method, (2) habituation method, (3) storytelling method, and (4) field trip method.

RESEARCH METHOD

This study aims to get an overview, describe and elaborate in depth about the application of five character values for children aged 4-6 years. With regard to this, the type of research used is qualitative research. Qualitative research begins with assumptions, worldviews, possible use of theory, and studies of research problems that investigate individuals or groups that are ascribed to social or human social problems (Creswell, 2007, p. 37). This research is focused on being able to interpret the implementation of five character values, so that the approach in this study uses phenomenology. Phenomenology is based on how social life is built by people who participate in it. The phenomenology approach is carried out by interpreting events and understanding the true meaning of one's personal experience (Denscombe, 2007, p. 79).

This research activity was carried out in Kanisius Kotabaru Kindergarten, Yogyakarta. The selection of Kotabaru Kindergarten in Yogyakarta as the location of the study was due to it having a certain specificity, namely five canisius values or five character values which became the focus in applying character education. The researcher focused on the application of five character values in children aged 4-6 years in Kotabaru Kindergarten, Yogyakarta.

The study has a unit of analysis that explains the application of five character values in children aged 4-6 years in Kotabaru Kindergarten, Yogyakarta. The unit analysis was delivered at Kanisius Kotabaru

Kindergarten in Yogyakarta with school principals, teachers, children and parents. They can provide detailed information about the application of five character values in Kanisius Kotabaru Kindergarten, Yogyakarta.

The source of data in this study came from TK Kanisius Kotabaru Yogyakarta. Data sources used are primary data sources and secondary data. The primary data sources in this study are the words and actions of the principal, teacher, child, and parents or guardians. Secondary data sources in this study are the study of documents in the form of archives in Kanisius Kotabaru Kindergarten, Yogyakarta. The archives utlized include: semester programs, weekly activity plans, and daily activity plans. In addition, books on character education and early childhood education books that can support primary data sources in this study were also included.

The main data collection techniques in this study were interviews, observation and document review. The validity of the data checking technique used in this study is the extension of participation, persistence of observation, and triangulation.

Data analysis in qualitative research at Kanisius Kotabaru Kindergarten in Yogyakarta is by collecting data which is then analyzed by researchers according to the phenomenological approach of the phenomenon. John W. Cresswell (2007, p. 156) suggests six steps of data analysis, namely: (1) *data managing*, (2) *reading and memoing*, (3) *describing*, (4) *classifying*, (5) *interpreting*, (6) *representing and visualizing*.

RESEARCH RESULTS AND DISCUSSION

Planning

The results of the study revealed that TK Kanisius Kotabaru Yogyakarta has five character values that have been formed since 1918. Five character values that are applied are love, discipline, smart, courage, and honesty. Planning learning in Kanisius Kotabaru Kindergarten in

Yogyakarta is arranged in sequence. Learning planning in the semester program is found in the learning indicators to be achieved in detail. The indicators in the semester's program become a reference in making the RPPM. The indicators in the semester's program are then broken down into indicators to be achieved in one week, namely in the form of RPPM. Daily learning planning or RPPH outlines the indicators in the RPPM. RPPH contains the indicators to be achieved in one day.

Implementation

The implementation of the learning process in instilling the five character values has been integrated in each learning activity. Child behavior is important in the process of instilling five character values for children. Children's negative behavior is always followed up directly. Every Saturday, there is something called the PIA (accompaniment of children's faith) Saturday. Saturday is intentionally focused as the day to apply the five character values. The method applied in instilling five character values is habituation, exemplariness, environmental conditioning, stories, field trips, and spontaneous activities.

The value of love is reflected every morning by the child and the teacher through singing the Indonesia Raya song accompanied by the song instruments after prayer. The activity of singing Indonesia Raya song every morning is a form of love for the nation and country. TK Kanisius Kotabaru Yogyakarta is a private Catholic Kindergarten that instills religious values, but does not exclude national values. Another thing besides singing Indonesian Raya songs is by performing flag-raising ceremonies every Monday.

Discipline values are seen every Monday, when children and teachers attend a flag-raising ceremony together with elementary school students, as seen in figure 2. Through ceremonial activities, the teacher instills discipline value in the children. Children wear uniforms and attributes according to school rules. The teacher also seemed to be always

neat by wearing a uniform in accordance with the school conditions. During the ceremony, the children line up neatly and are under the supervision of the teacher. When the teacher finds a child who is disorderly, the teacher will reprimand him or her by whispering to the child to be able to attend the ceremony with a good attitude. Discipline values also appear when every day children are orderly in wearing uniforms that are in accordance with school regulations.

Smart values are applied when the teacher habituates the child to complete the task according to his abilities. When the child has not finished working on the assignment, the teacher will accompany the child. The courage value is instilled in the child through revealing what is in the mind, what is felt, or what he wants to do. Honesty value is done through asking about the truth in any incident to the child directly related to the incident as the first step. Ensuring to hear the words of the two children first is an important thing that the teacher must do. The next step is the teacher asks the other students about the incident.

Evaluation

The evaluation is carried out by the teacher by assessing the child every day. Every day the focus of evaluation is only three children. The next day, the teacher will assess three different children, and so on. In each semester the teacher will distribute report cards as a result of evaluation for one semester. Evaluation of learning is important to do. Evaluation is carried out to determine the development of the child's attitude. The evaluation can be used as a consideration to carry out the teacher's next attitude.

Supporting factors and inhibiting factors

Supporting factors from the teacher are not to easily despair in instilling five character values for children, giving good examples to children through behavior and words, to always be sensitive to children,

acting immediately on negative behaviors of the children, teachers using real media during learning, giving an explanation of cause and effect from children's behavior, and establishing good communication between teachers, teachers and parents, and teachers and children. Supporting factors from parents are always trying to deliver children to school on time, obeying school regulations, and supporting school activities as evidenced by being part of a committee in school activities. The method applied in instilling five character values is habituation, exemplary, environmental conditioning, stories, field trips, and spontaneous activities.

The inhibiting factor of the teacher is that sometimes the teacher does not focus on the child when giving and replying to greetings, the teacher leaves the class during learning to meet guests, and sometimes the teacher does not do the learning according to RPPH. Inhibiting factors from parents in the application of five character values are parents who are too busy and parents who really do not consider character education important.

Discussion

Planning

Planning the learning activities in Kanisius Kotabaru Kindergarten in Yogyakarta is arranged in sequence. Learning planning in the semester program is found in the learning indicators to be achieved in detail. The indicators in the semester's program become a reference in making the RPPM. The indicators in the semester's program are then broken down into indicators to be achieved in one week, namely in the form of RPPM. Daily learning planning or RPPH outlines the indicators in the RPPM. RPPH contains the indicators to be achieved in one day.

This is in accordance with the stages of learning planning outlined in the Ministry of National Education Regulation Number 58 of 2009 concerning standards for content, process and assessment. The learning planning stage includes semester planning, weekly activity plan or RPPM, and daily activity plan or RPPH. Learning planning is also adjusted based

on age grouping. It is also in accordance with Majid's theory (2007, p. 15) which argues that when preparing learning plans, steps will be taken to achieve certain goals. Steps are arranged based on needs within a certain period of time and in its drafting, it must be done easily and on target.

Implementation

The implementation of learning in instilling five character values has been integrated in each learning activity. Child's behavior is important in the process of instilling five character values for children. Children's negative behavior is always followed up directly. The method applied in instilling five character values is habituation, exemplariness, environmental conditioning, stories, field trips, and spontaneous activities. This is in line with the theory of Kesuma (2011, p. 110) which is a learning process that leads to the strengthening and development of whole children's behavior based on a value.

The value of love is reflected in that every morning the child and the teacher after praying surely sing the Indonesia Raya song accompanied by the song instruments. The activity of singing Indonesia Raya songs every morning is a form of love for the nation and country. TK Kanisius Kotabaru Yogyakarta is a private Catholic Kindergarten that instills religious values, but does not exclude national values. Another thing besides singing Indonesian Raya songs is by performing flag-raising ceremonies every Monday. This is in accordance with the theory from Lickona (2004, p. 227) arguing that the value of love includes a sense of empathy, compassion, kindness, generosity, service, loyalty, patriotism (love for something noble for a country), and the ability to forgive. Singing Indonesian songs and ceremonies every Monday is a form of love that is patriotism.

The value of discipline is reflected in the obedience of children to comply with the provisions of time. The purpose of adhering to the provisions of time is for example children come to school every morning

at 7:00 a.m., have a break at 9:00 a.m., eat lunch at 9:30 a.m. and go home at 10:00 a.m. Instilling discipline values can also be seen from the way the teacher accustoms the child to throw garbage in its place. Each class has a rubbish bin and there are two public bins on the school yard. Before the teacher familiarizes the children to dispose of the garbage in its place, the teacher has first given an example to the children by throwing garbage in its place. After the child finishes his or her lunch, the teacher will familiarize the children to clean up the provisions and throw the trash in its place. The application of the value quoted is in accordance with Muslich (2014, p. 175) who argues that the application of character values can be through exemplary methods, spontaneous activities, reprimand, environmental conditioning, and routine activities.

Smart value is implemented by instructing the child to complete the task according to their abilities. When the child has not finished working on the task, the teacher will accompany the child. This is in accordance with the opinion of Santrock (2007, p. 317) that smart is the ability to solve problems and adapt and learn from experience.

Courage values that are instilled in children through expressing what is in the mind, what they feel, or what they want to do. The application of courage values is also done through active interaction that can be in the form of question and answer between teacher and child, express opinions, and tell stories in front of the class. It is important for teachers to instill courage values. The teacher tries to instill the courage value to express anything related to the child. This is in accordance with the opinion of Kesuma (2011, p. 12) who said that courage value is a character value that is much needed by the Indonesian people. Courage value is a value related to yourself. Courage values are considered important in human life today.

Honesty values are applied, for example, when an event occurs in the classroom, and the teacher will use it to instill the value of honesty in the child. Asking about the actual incident to the child involved in the event is the first step. Ensuring that the words of the two children are heard is an

important thing that the teacher must do. The next step is the teacher then asks the other students about the incident. An important concern is the truth between the words and actions of children. This is in line with the opinion of Fadlillah (2014, p. 190) who states that honesty is a behavior based on efforts to make oneself a person who can be trusted; trusted in words, actions, and work.

Evaluation

Evaluation is carried out every day by the teacher. Every day the focus of evaluation is only three children. The next day, three different children are evaluated, and so on. In each semester the teacher will distribute report cards as a result of evaluation for one semester. Evaluation is carried out to determine the development of the child's attitude. This is in line with the theory of Kesuma (2011, p. 137) who defines evaluation as a process for assessing the ownership of a character by children which is carried out in a planned, systematic, systemic, and clear direction.

Supporting factors and inhibiting factors

Supporting and inhibiting factors come from teachers and parents in line with the opinion of Semiawan (2008, p. 10) who states that factors that can affect child development include school and teachers, family environment and parents. In addition to teachers and the school environment, the family environment and parents play an important role in children's development. Teachers and parents should continuously be consistent when applying the implementation of continuous character values to get the expected results.

Conclusions and suggestions

Conclusion

Application of five character values through (1) Learning plan. Planning in Kanisius Kotabaru Kindergarten in Yogyakarta is made in

sequence. Planning is made from semester's programs, weekly activity plans (RPPM), and then daily activity plans (RPPH). Indicators in the semester's program are used as a reference in making a weekly activity plan (RPPM). The existing indicators of the weekly activity program plan (RPPM) are used as references in making daily activity plans (RPPH). Planning learning in character education is not specifically made but has been integrated. The specificity of the program is that it is carried out only on Saturdays. Every Saturday there is a PIA (accompaniment of children's faith), with planning in the form of preparing stories based on Bible characters. Due to the Catholic faith being the majority religion, the suitability of the foundation's vision and mission with those of the school, the application of the five-character value is based on the Catholic Bible. (2) Implementation of learning. Each child's activities are always geared to fit the prevailing values. The five values applied are love, discipline, smart, courage, and honesty. The method applied in instilling the five character values is habituation, exemplariness, environmental conditioning, stories, field trips, and spontaneous activities.

(3) Evaluation of learning. Evaluation of learning in instilling the five character values is done by acting immediately on the behavior of children who are not in accordance with the applicable values. After that the teacher will explain the intent and purpose of the application of five character values. Discussions with children were made so that instilling the five character values are more meaningful for the children. A daily written evaluation focuses on the development of three children and the next day focuses on three different children. Each semester, an evaluation in writing is given through a report card. The behavior of the child is very important before turning into a child's character. Follow-up in the evaluation is done through sharing with fellow teachers, communicating with parents, and consulting experts.

Supporting factors and barriers to the application of five character values are, (1) Teachers. Supporting factors from teachers are not to easily

get discouraged in instilling five character values for children, giving examples to children through behavior and words, always be sensitive to children, acting directly on negative actions of the children, teachers to use real media during learning, providing an explanation of causes and effects of children's behavior, and establishing good communication between teachers, teachers with parents, and teachers with children. The inhibiting factor of the teacher is that sometimes the teacher does not focus on the child when giving and replying to greetings, the teacher leaves the class during learning to meet guests, and sometimes the teacher does not do the learning according to RPPH.

(2) Parents. Supporting factors from parents are always trying to bring the children to school on time, obeying school regulations, and supporting school activities as evidenced by being a committee member in school activities. Inhibiting factors in the application of five character values are parents who are too busy and parents who pay little attention to character education. Parents who are busy working make it difficult for teachers to form active communication with parents related to children's development or behavior in school. While for parents who pay less attention to the application of character values, the teacher tries to communicate it to them.

Suggestion

1. It is hoped that in the learning planning implementation of five character values, educators prepare learning plans in a systematic and detailed manner. The teacher is expected to prepare the media to be used with real media, colored images, and interesting children's activity sheets.
2. It is hoped that the implementation of integrated learning with five character values will be maintained. Giving praise and gifts in the form of goods should not make children dependent on them in carrying out the applicable values.

3. Written evaluations conducted every day should be communicated with parents every day. It is important to maintain good relations with all parties related to the follow- up of evaluations in the form of discussions between teachers, communicating with parents, and consulting with experts.

4. Existing supporting factors should always be maintained and become a motivation to be more reminded of cooperation to all parties involved so that they can still support the application of five character values. The existence of inhibiting factors should be to increase awareness of other inhibiting factors that may occur in the application of five character values in order to prevent or find solutions in dealing with the inhibiting factors that occur.

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