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Improving The Understanding of Concept Compare Two Fractions Ordinal Type Through Cooperative Learning Group Investigation In Third Grade Of Elementary School In SDN 64 Kota Timur of Gorontalo City <i>Martiyanti Nalole</i>	128
Build The Effective Communication in Pre School <i>Irvan Usman</i>	143
The Role Of Teachers in Development Learning resources of Science Based on Early Childhood Education Character <i>Irvin Novita Arifin</i>	149
Application Of Mind Mapping Approach to Enhance Creativity in Play Group of Smart Village Skilled Independent in Southern District of Gorontalo City <i>Umyssalam A.T.A Duludu</i>	158

**THE ROLE OF TEACHERS IN DEVELOPMENT LEARNING
RESOURCES OF SCIENCE BASED
ON EARLY CHILDHOOD EDUCATION CHARACTER**

Irvin Novita Arifin

*Early Childhood Education
Education Faculty Gorontalo State University*

ABSTRACT

One of the most urgent factor in learning is create something new, fun and can be received by the child's that is teachers to develop learning resources that can exploit the full potential of the child's particular moral values so as to make the child feel at home or school as second home (*secondhome*) after a family because children at this age only the stage play as the role of study. It is recognized for children to play is actually a series of learning activities. especially on science learning on child development, including the development of other teachers are required to have a very important role in helping to lay the foundation skills of human resources and the establishment which expected. Awareness of the importance of equipping children character values at the higher science learning when the world realizes that living in a dynamic, evolving and changing constantly even further into the future, more and more complex in scope, and would further require conscious science because science demands dynamic process in thinking, observation, experiment, so that children find the concept. Teacher, who is expected in school learning, is able to accommodate the science learning character based because that will build a nature of positive that trained children are able to build relationships with other people and nature around it, therefore it is necessary circumstantial study concerning the role of teachers in developing science-based learning resources of character education on earlyage.

Keywords: *The role of teachers, develop learning resources science, character education*

INTRODUCTION

Educator in this case have very important role in helping prepare children to achieve learning readiness (academic) at the school, making child own the interest as according to child characteristic. Particularly in kindergarten (TK) education is expected to provide a form of educational program teaching and learning activities for children intact associated with intelligence (*intelligence*),

skills (*skills*), language (*language*), social behavior (*social behavior*), physical (*motorik*) and art (aesthetics) so that children can grow and develop.

Guidance and assistance toward the growth and development of children in a professional manner is absolutely necessary to the ability and skills at this age can develop optimally. To achieve these objectives the need for support from professional teachers and learning environments that support quality teaching and learning process so interesting and safe for children.

So that an increase in the quality of education in early childhood, an educator in the learning process required to be creative and innovative with a creative approach because children can be encouraged to find new things. One of the most urgent factor in learning, namely the need to create something new, fun and can be received by the child's that is teachers to develop learning resources that can exploit the full potential of the child's particular moral values so as to make the child feel at home or school as second home (second home) after a family because children at this age only the stage play as the role of study. It is recognized for children to play is actually a series of learning activities. Provide opportunities for children to play is essentially the same as providing an opportunity for adults to work. Especially on science learning on child development, including the development of other teachers are required to have a very important role in helping to lay the foundation skills of human resources and the establishment which expected. Awareness of the importance of equipping children character values at the higher science learning when the world realizes that living in a dynamic, evolving and continuously changing even further into the future, more and more complex in scope, and would further require conscious science because science demands dynamic process in thinking, observation, experiment, so that children find the concept.

Seeing this situation the teacher is requested to develop a science of learning resources that can foster scientific attitude, inquisitive attitude, industrious, critical, self-aware, responsible, work together, and can see things from different perspectives, and that all of the independent can shape the character

of early childhood that is able to adapt and compete this challenging era of globalization.

One of source that can be used to learn science teachers are in the school environment that are relevant to the characteristics of science learning in the area where there is a wide range of biodiversity that already exists or is held specifically to aid science learning activities. In the garden school there isa living and nonliving objects that are highly relevant for science learning introduces living beings. There is a wide variety of plants that has its own characteristics contained in the environment aroundthe school that the technical implementation of character education-based learning can be fostered through indirect environmental that curiously train children so that children are open, respectful, diligent, critical, introspective,responsibility, help each other, as well as independent, thus should have the competencies required of teachers in developingpedagogical science learning resources that can shape the character of the child, but the reality was still a lot of teachers who have not been able to take advantage of these learning resources is therefore theneed for the role of teachers learning resources in developing science-based character education in early childhood.

DISCUSSION

A. Understanding Roles

In Big Indonesian Dictionary, the word "role has the meaning set expected levels possessed by the resident of the community". (Anwar, 2000:15). Role means something to be a part or the bosses are particularly ". Role is a set of expected behavior by others of one's position in a corresponding system. "The role of the state is affected by the social as has been disclosed above, that the role of the teacher isvery significant in teaching and learning. Consequences for teachers to enhance the roleand competence for teaching, learning and children's learning outcomes are largely determined by the role and competence of teachers.

From the definition above, it can be concluded that the role is a set of behavior that expected by others to suit one's position within a system.

B. Understanding Pedagogy Teacher Competency

Pedagogic is theory of educating the question what and how to best educate, pedagogical science is essentially a science as old as the human because humans born since existing human activities teach children about the day-to-day behavior of both speech and gesture. With the development of the age increases so does the human mind human nature to anticipate the problems of life and human life, ultimately these efforts can gradually refined taught in schools.

According to the Greek sense, pedagogy is the science lead children to discuss problems or issues in education and educational activities, such as educational objectives, educational tools, how to execute education, students, educators and so on. Therefore seen as a pedagogic process or activity that aims to change human behavior. Based on Law No. 14 of 2005 about Teachers and Lecturer explained that pedagogical competence is the teacher ability in managing the learning process related with learners, includes insight or understanding of the foundation of education, understanding of learners, curriculum or syllabus development, instructional design, implementation of educational and dialogical learning, the use of instructional technology, evaluation of learning outcomes, and the development of learners to actualize their potential. Referring to the above are very aware that a child when it comes to the educational institutions in this school will bring the diverse potentials that potential can be modified by the teacher to be a interest so that children have better cognitive abilities, affective, and psychomotor, so that this can be achieved then an educator must have provision pedagogic knowledge.

C. Nature Learning Resources

Learning resource is anything that can be used by children to learn the material and learning experiences in accordance with the objectives to be achieved (Irzu 2012). In the traditional teaching teachers assign textbooks often only as a source of learning, and even then usually limited only from one particular book. In the learning process which is considered the modern learning the resources not only books, but teachers should utilize other sources than textbooks, for example,

films, magazines, laboratories, libraries, and so forth. If these facilities are not in school the teachers are able to utilize and develop creative school environment as a learning resource in the learning process to the child.

According to the Association Educational Communications and Technology AECT (As'ari, 2007) learning source is the various sources or all sources in the form of data, and the particular form that can be used in a child's learning, either separately or combined so that make children in achieving learning goals. Learning resources according to AECT (Suratno, 2008) includes all sources that can be used by students, either separately or in a combined form, usually in situations of information, to provide learning facilities. Sources that include messaging, people, materials, equipment, techniques and procedures of place. Sudjana (Suratno, 2008), wrote that the definition of Learning Resources can be interpreted narrowly and broadly. Understanding in narrowly focused on print materials. While the other is power that can be utilized for the purpose of teaching and learning, either directly or indirectly. From the above definition of the experts concluded that the source of learning is everything that available around the child's learning environment which is used to help optimize the learning process and the learning process so that the interaction of children with a variety of learning resources that can provide the stimulus for learning and accelerate the understanding of the concept being studied by children.

D. Early Childhood Learning Science

Traditionally learning is defined as the addition and gathering knowledge, so the pressure on intellectuals. Further understanding of modern learning According to Witherington, 1959; Sartain 1973; Sumadi, 1984, Shah, 1995) learning as a process by which an organism (people) change their behavior due to experience. From the definition above the modern referenced which is use to understanding in educational practices. In accordance with the restrictions on the learning or understanding of the dimensions of the changes (Nugraha, 2008), namely,

1. Personality, which is to have a response pattern or a new behavior example: initially a child likes to lie and impatient, but after following the appropriate science learning, now he is reduced its habit and began diligently working habits and learning.
2. Attitudes and habits, is the application of life values in everyday behavior, example: before the child is not used to wash his own plate after eating because the circumstances at home to do so, then he studied and eventually he became able and accustomed.

To achieve quality education is not as easy as it, many of the problems encountered in teaching and learning, including learning resource constraints, limitations of the acquisition of knowledge to adapt the changes in the advancement of education, how to deliver course materials, how to help children learn better, how to create and use physical appliance, increase children's learning outcomes and the implementation of various policy changes related to their duties. Shall be able to create learning activities learning to know (*learning to know*), learning to do (*learn to do*) learning to be (*learn form themselves*) Learning to life together (*helps the ability to live in unity*). The result is not just a lot to know, but the kids will be making a lot of experience doing direct positive impact on the formation of personal and life skills in the child's environment. Real embodiment that can be displayed in science learning in early childhood according to the principle of learning is to facilitate children through hands-on activities in science objects such conduct investigations and experiments but packaged in a form that can foster a culture group and individual activities. Learning environment that created shall be mean and means for children to form patterns of behavior (behavior pattern) useful for the life of the child. The meaning of the principle is that the environment should be provided for children studying to explore and learn science which packaged in such a way that it can be a medium and actualize any potential child science (curiosity, spontaneity, honesty, innocence, and so on (Nugraha, 2008). Source of learning were used as observation of nature or the environment directly (laboratory nature.) The basic criteria is to choose environmental science activities that can actualize the child in ways that suit

developments and have the quality, and completeness of the study area are adequate so that it can be measured for each child in identify itself, meaning science of activities that followed children can imprint and establish new patterns of behavior as expected.

E. Character Education for Early Childhood

Child is beloved baby, precious gems God's gift to the parents, therefore parents and teachers should educate children at all times and all places so that children may experience cognitive, affective and psychomotor. Particularly affective development since early childhood needs to be given and be involved in mood or situation which may give the impression of experience affection, affection domain will stick and be a character that personalized or individualized on identity if the child in the development tailored to the demands of the behavior occurring in real life child.

Meanwhile, in relation to character education, the Indonesian nation is in need of human resources (HR) is a large and qualified to support the implementation of development programs well, therefore it takes a quality education that can support the creation of the ideals of the nation in having quality human resources. Unfortunately when talking about quality human resources and its relationship to education, the first time the assessed value is how high the lessons learned during the exam. In other words quality measured of the figures so do not be surprised if in order to achieve the target value set an educational institution must sometimes commit fraud and manipulation.

According to AkhmadSudrajat (Aunilla, 2011) so that we more easily to understand the meaning of our character education must understand the meaning of the character itself first. Understanding the character according to Ministry of Education Language Centre is congenital, heart, soul, personality, character, behavior, personality, character trait, temperament, and character. Mean while with character is personality, behavior, temper, and character. As with the opinion MusfirohTadzkiroatun (2008) argues, the character refers to a set of properties (attitudes), behavioral (behavior), motivation (motivations) and skills (skills).

From the above definition of character education in school learning teachers are expected to be able to accommodate the character-based science learning because that will build positive traits that trained children are able to build relationships with others and the universe around it.

CONCLUSION

One of the most urgent factor in learning is create something new, fun and can be received by the child's that is teachers to develop learning resources that can exploit the full potential of the child's particular moral values so as to make the child feel at home or school as second home (*secondhome*) after a family because children at this age only the stage play as the role of study. It is recognized for children to play is actually a series of learning activities. especially on science learning on child development, including the development of other teachers are required to have a very important role in helping to lay the foundation skills of human resources and the establishment which expected. Awareness of the importance of equipping children character values at the higher science learning when the world realizes that living in a dynamic, evolving and changing constantly even further into the future, more and more complex in scope, and would further require conscious science because science demands dynamic process in thinking, observation, experiment, so that children find the concept. Seeing this situation the teacher is requested to develop a science of learning resources that can foster scientific attitude, inquisitive attitude is open, industrious, critical, self-aware, responsible, work together, and cansee things from different perspectives, and that all of the independent can shape the character of early childhood that is able to adapt and compete this challenging era of globalization is therefore necessary to study in depth the role of the teacher in the learning resources to develop science-based character education in early childhood.

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