

THE INCULCATION OF CHARACTER VALUES IN CHILD MENTORING PROGRAM OF PPA DOMBY KID'S HOPE 2 YOGYAKARTA

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Abstract

This study aimed to 1) review the implementation of the Child Mentoring Program of PPA Dombly Kid's Hope 2 Yogyakarta, 2) examine the process of inculcating character values of PPA Dombly Kid's Hope 2 Yogyakarta, 3) find out the supporting and inhibiting factors in inculcating character values in Child Mentoring Program of PPA Dombly Kid's Hope 2 Yogyakarta. This study employed a descriptive qualitative approach. Data were collected by observation, interview, documentation, and examination of documents. Data analysis was conducted using the Miles and Huberman Interactive Model, which consisted of data collection, condensation, data display, and conclusion drawing. The validity of the data was obtained by using triangulation of the source. The results of the study showed that: 1) Child Mentoring Program of PPA Dombly Kid's Hope 2 Yogyakarta using Holistic Integralistic Approach which develops all child's potencies either physical, cognitive, socio-emotional, and spiritual, 2) the implementation of character values was integrated with every mentoring activity by using habituation, exemplary, reward, and punishment, and civilizing *Senyum, Sapa, Salam dan Terimakasih* (3S-T). The main character values embedded in Dombly Kid's Hope 2 foster children were religious, honest, disciplined, independent, tolerant, hard-working, caring, and respectful of others. In addition, 3) inhibiting factors that emerged according to this study were foster children's characters that have been formed before, time constraints, the attitude of foster children such as laziness, lack of fighting spirit, and inconsistencies, as well as mentor changes. Meanwhile, the support of foster children's parents, the commitment of the volunteers, and the spirit of mentoring children to be better were supporting factors in the inculcation of the character values in foster children.

Keywords: Inculcation, Character Values, Child Mentoring Program.

I. INTRODUCTION

The future of a nation is on the shoulders of its young generation. They will eventually become leaders and act as agents of development. Therefore, the inculcation of character values from an early age through education is an absolute necessity that is needed and cannot be ignored. It is conducted to form the younger generation into tough people with noble personalities, ready to face all the changes that occur in society. Meanwhile, education, as we know, has two main goals. They are to educate people intellectually and teach them to have good morals.

Various social problems related to moral and behavioural deviances almost occur everyday. It raises the question, what has happened with our society? And how about the function of education that has existed so far? The social issues involve the younger generation as perpetrators and even victims. Some cases include student brawls or cliches, abuse of narcotics and drugs, bullying, pornography, free sex, abortion, torture, and even murder committed by teenagers who are still students. Data released by the Child Protection Commission as of October 24, 2016, showed that children's involvement in various irregularities increased. They were children as drug users and traffickers, children as perpetrators of physical, psychological and brawl violence, and some other cases. This fact shows that our education has not been able to carry out its function well to achieve the goal of education as a whole. The educational function, as stated in article 3 of Law No. 20 of 2003 National Education System [1], is "developing the ability and form the character and civilization of dignified nation to educate the life of the nation".

One of the processes that can be conducted to form character and personality is through character education. Agung [2] defines character as a way of thinking and behaving to live and work together in family, community, nation and state. Characters relate to the values embodied in everyday actions that differentiate a person from others. Character education is meant to inculcate good habits so that a person understands, can feel, and wants to do good things. Character education becomes important because it will form individuals who know the good, wish to do the good, and do the good.

The inculcation of character values from an early age as one of the approaches to character education can be pursued through various education channels, either in family, school, or society. Government Regulation No. 87 of 2017 on Strengthening Character Education [3] Article 4a stated that character education involved formal, nonformal, and informal education channels. Parents have complete responsibility for forming the character and behaviour of a child. Children will learn about good and bad, right and wrong, what can and cannot be done from

exemplary and habituation given by their parents. However, it cannot be denied that some parents forget their primary responsibility to instil character values in their children.

The socioeconomic condition of parents sometimes causes them to neglect their primary responsibility. Parents' business, the disharmony of parents' relationship, and divorce are examples of the reasons that causes cannot take responsibility as the first institution to shape children's personality and character. Many parents give their children's education to school. Meanwhile, schools as formal education channels have been unable to implement character education optimally.

The inadequate educational function in families and schools has raised concerns for some people. These concerns are then manifested by providing educational services to less noticeable children. The emergence of nongovernmental organizations that give more attention to the children, especially regarding their rights to obtain proper education and welfare, becomes evidence of public concern for the nation's young generation. One institution providing social services to children is PPA Domby Kid's Hope 2. This institution is a child development centre located in the Code Riverbank area, at Cokrokusuman, Jetis, Daerah Istimewa Yogyakarta. PPA Domby Kid's Hope 2 organizes welfare services for children, especially those economically disadvantaged, so they can grow and develop in their social environment according to their potential, interests and talents. There are some facts relating to the condition of children in the river area of the Code. Due to their families' economic needs, a few children have not had an opportunity to develop their potential properly. Parents are not concerned with their children's habituation and inculcation of character values and their effects on their daily life behaviour.

II. RESULTS AND DISCUSSION

A. Result

PPA Domby Kid's Hope 2 is one of Yogyakarta's children's development centres. It is located at Cokrokusuman JT II/ 642 RT 37 RW 09 Yogyakarta, the middle of a village on the Code river bank. This PPA was established in 2002. Its vision is to save children from becoming independent leaders with noble character and develop them through holistic service. Its goals are to alleviate poverty broadly, find children's destinies, and form children to have good character. To realize its vision, mission and goals, PPA Domby Kid's Hope 2 organizes mentoring programs for children who are economically disadvantaged and poorly. PPA Domby Kid's Hope 2 applies the concept of intergalactic holistic education. It is a comprehensive and integrated education to develop all potencies belonging to a child. The programs and services include improving physical, cognitive, and socio-emotional services to build the child's physical potency, including providing nutritious food services, health checkups, and training and healthy living guidance. One of the activities to develop cognitive potencies is by learning assistance. Art tutorials, sports, and cooking skills are activities undertaken to develop the socio-emotional potential of foster children. The services include character education, outbound activities, youth empowerment, and child protection training to increase spiritual potential.

The mentoring program for foster children of PPA Domby Kid's Hope 2 is conducted using the mentoring method. The implementation of the mentoring program involves volunteers consisting of mentors and tutors. Mentors are responsible for assisting foster children both face-to-face and non-face-to-face. A mentor is responsible for 10-15 foster children. Mentor monitors all foster children's activities inside and outside PPA Domby Kid's Hope 2. In addition, the mentor plays facilitator, parent, and friend for foster children in charge of nurturing, guiding, directing and fostering foster children into better personalities. Unlike the mentor, the tutor is responsible for developing the talents and interests of foster children. Therefore, character education becomes essential to PPA Domby Kid's Hope 2 activities.

Character education is included in the spiritual potencies program. It is integrated into every activity. The inculcation of character values as one of the approaches in character education is conducted using any method. They are habituation, exemplary, reward and punishment, and developing a culture of smiles, greetings, and gratitude (3S-T). The character values are applied by habituation, such as praying before and after activities; praying before and after meals; apologizing when making mistakes; tidying up the used goods; cleaning the activity room; washing equipment used; thanking; and coming on time at each activity. Exemplaries given by mentors include leading prayers before and after activities, arriving on time, greeting foster children before and after conducting activities, and asking for news of foster children and activities undertaken. Awards are given to foster children who can do all activities diligently. This award is realized through points that can be exchanged for goods or money for school needs.

Meanwhile, punishment is given to foster children who commit violations. Penalties usually take the form of reprimands and sanctions provided to encourage children. Character Values developed and implanted in foster children through various activities are religious values, honesty, discipline, independence, tolerance, hard work, care, and respect for others.

The implementation of character inculcation in foster children is not an easy job. Some obstacles come from outside and inside the foster children themselves. For example, the character of children who have formed a family becomes the biggest obstacle in planting character values. In addition to other factors such as the synchronization

of time between foster children with mentors, foster children become lazy, foster children stop in the middle, foster children's attitude, and the turn of the mentor. At the same time, the factors that support implementing inculcating character values include the commitment of volunteers, fostering children's motivation and spirit, and parents' support.

B. Discussion

Education is one of the essential capitals that must be owned by someone to be able to compete and survive in an ever-changing society. Therefore, education should be directed to develop the child's personality, talents, and mental and physical abilities to their fullest potential. When a child gets an opportunity to develop all his physical, intellectual, and emotional potencies, he will become a more qualified human being. It is what PPA Domby Kid's Hope 2 does.

The child advisory program implemented by PPA Domby Kid's Hope 2 manifests welfare services for children to fulfil physical and spiritual needs. It is intended for children to get their rights as a child. One of the children's rights outlined in the UN Convention on the Rights of the Children, Article 28, is the right to education. Therefore, a child should get a decent education regardless of the circumstances. Education is one way to escape from poverty. Participating in alleviating poverty through education is grappled by PPA Domby Kid's Hope 2. As part of non-formal education, educational provision by PPA Domby Kid's Hope 2 is a form of education for all or education for all conception. Regardless of status, education is everyone's right. The economic condition of low-income families sometimes becomes an obstacle for some parents to provide a holistic education for their children. At least it's still happened to the children in Code riverbank. Some parents cannot facilitate their children to get the chance to develop their maximum potency.

The concept of integrative holistic education implemented by PPA Domby Kid's Hope 2 has touched and developed various potencies of a child. As the function of education, which creates the ability to form character and a civilized nation, PPA Domby Kid's Hope 2 has developed a concept of education that develops children's potencies through various physical, intellectual, socio-emotional, and spiritual programs. One of the most visible physical programs is to provide nutritious food to foster children at the end of mentoring activities. The fulfilment of material needs as basic human needs allows someone to develop his abilities and potencies. Abraham Maslow, one of the supporters of the humanistic approach with his Hierarchy of Needs, revealed that a man could actualize all his potencies and become a person with full ability if his life needs are fulfilled. The most basic needs must be fulfilled for physical conditions, such as food, drinks, health, and others. If the physical needs are fulfilled, the needs of a higher level can be gained. It is what will eventually develop the potency and ability of a person.

Integrative holistic education based on the mentoring system used by PPA Domby Kid's Hope 2 becomes the strength of this institution. Mentoring system for foster children is a form of education to humanize human beings as the spirit or core of humanistic education that is very suitable to be applied in the formation of personality. Aloni [4] mentions that humanistic education is an education that helps people actualize their humanities and achieve their best achievements; as individuals, they can develop their potencies, and as a member of society, they become active and critical people. In mentoring system, relationships between humans become the main thing. Therefore, there will be an emotional or personal closeness bond between mentors and foster children and parents to their children.

Mentor's role is not merely teaching but rather to educate, nurture and accompany children so that they can grow and develop into a whole person, both intellectual, social, and emotional. Therefore, the mentor is also a teacher, trainer, caregiver, educator, and facilitator. And it has been done by PPA Domby Kid's Hope 2 mentors in its activities. Foster children are grouped according to their age. It is the war to optimize their potencies following the level of psychological development. Group of age facilitates children's mentoring process because the mentor can choose the method, method, material, and needs of the children which suit their developmental stages.

Character education is important in PPA Domby Kid's Hope 2 activities. Character education becomes a part of value education. Zaqiah & Rusdiana [5] propose value education as teaching or guidance for someone to realize the value of truth, goodness, and beauty through the proper value assessment process and consistent acting habits. Gulati & Pant [6] stated that two goals value education from individual and community perspectives. From an individual perspective, value education's purpose enables a person to succeed. While in a community perspective, value education aims to prepare the younger generation to contribute to society, the nation, and even the world. While character education is carried out to achieve national education goals, namely develop students' potencies to be faithful and fearful people of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens.

To carry out values and character education, various approaches can be used. Kemendiknas [7] suggests several strategies for character education such as exemplary, learning, empowerment and culture, strengthening, and assessment [8]. PPA Domby Kid's Hope 2 applies several methods to instil character values to foster children. From the interviews and observations, it is known that exemplary methods. Habituation methods such as reward and punishment are used to inculcate character values. Besides this method, PPA Domby Kid's Hope 2 also creates a culture of mutual respect and care by applying a culture of smiles, greetings and thanks (3S-T) in PPA Domby Kid's

Hope 2. Exemplary and habituation become the most effective approach in instilling character values in children compared to other methods such as lectures and advice. It is because a matter of goodness can not only be conveyed as knowledge but must be realized in attitudes and behaviour. A value will not be embedded in a person when he never sees the value manifested in real terms of attitude and behaviour.

For this reason, an example is needed to plant a person. Exemplary attitudes and behaviours of more mature people are essential for children. Children will grow into good person when he sees good things and vice versa. The example of PPA mentor Domby Kid's Hope 2 becomes a concrete example for foster children, so the value invested is not abstract.

It is also with habituation. A value will be embedded in a person when he is accustomed to doing it. In the habituation method, a child does something repeatedly and continuously. It brings guilt when he does not do the good thing that he used to do. With habituation, someone will not just see but have experienced an item in an actual condition. It is this experience that will make something substantial in a person. In addition to exemplary and customary methods, PPA Domby Kid's Hope 2 also uses reward and punishment methods. This method is applied mainly to instil discipline value in foster children in every mentoring activity. Rewards and punishments indirectly teach foster children that benefits must be gained in all actions.

Nevertheless, the appreciation of foster children conducted by PPA Domby Kid's Hope 2 has a positive and negative impact. The award is given in the form of spending money to meet the needs of schools, lighten the burden of parents, and fulfil the needs of foster children. However, the negative impact that may arise is the motivation of foster children to do something simply because the element wants to get rewarded.

The method of inculcating character value applied by PPA Domby Kid's Hope 2 is in line with the research conducted by Nasivah. In his study of character education in a family, he mentioned that the methods used to cultivate character values include habituation, exemplary, and punishment. While Muflikh Najib, in his research entitled *The Cultivation of Religious Values in the Formation of Character and Teacher*, revealed several methods, including advice, habituation, exemplary and punishment. This is also in line with the Ministry of National Education [7]. One method that can be used in planting character values is by example.

The development of smile, greetings, and gratitude (3S-T) culture in PPA Domby Kid's Hope 2 becomes a form of reinforcement and support for the inculcation of character values. All parties must support the development of a culture so that good bargains will be taught successfully. And it is seen from the attitude and behaviour of all parties involved in the mentoring program, either the coordinator, mentor, tutor, staff, or the children themselves. The philosophy of caring and appreciating the people who come to PPA Domby Kid's Hope 2 is an example of the impact of a smile, greet, and gratitude culture.

The character value developed by PP A Domby Kid's Hope 2 is consistent with the 18 character values set by the Ministry of National Education in 2010. While based on the Character Education Strengthening Program of 2017, the character values that appear in foster care activities include religious values, independence, and cooperation. These values are developed so that foster children will have an entirely intact person

III. METHOD

This research used a descriptive qualitative approach. Data in this study include primary data and secondary data. Primary data was obtained through interviews and observation. Secondary data is obtained through documentation and documentation study. Secondary data is used to strengthen primary data. Interviews addressed to the coordinator, mentor, tutor, and foster children examine the implementation of mentoring programs and activities undertaken to cultivate character values. Observations are made by direct observation of activities carried out in the field. Data analysis in this study used an interactive model of Miles et al. [9]. It consisted of data collection, condensation, data, presentation, and drawing conclusions or verification. The validity of the data is checked by triangulating the source, which compares various data sources used in the study. According to Moleong [10], the triangulation technique is used by: 1). Comparing data of observation results with interview result data, 2). Comparing what people say about the research situation, 3) Comparing what is said in public with what is said personally, 4) Comparing the state and perspective of a person with different opinions and knowledge of people, 5) Comparing the results of interviews with the contents of a related document.

IV. CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

Based on the results of the study with the interview, observation, documentation studies, and documentation, it is obtained several conclusions as follows:

1. Child advisory program is conducted by integrative holistic education concept. It develops all potencies: physical, cognitive, socio-emotional, and spiritual. Mentors and tutors carry out mentoring programs. The mentor is fully responsible for developing foster children, while the tutor plays a role in developing the children's potencies according to their talents and interests. In its implementation, foster children are divided into two groups, namely

groups of children aged 3-11 years and teenagers aged 12 years and over. Each group uses a different approach to mentoring activities.

2. Character values are integrated into all programs and activities undertaken by PPA Dombly Kid's Hope 2. The inculcation of character values is conducted using habituation, exemplary, reward and punishment methods and developing a smiling, greeting, and gratitude culture. The character values generated in every activity include religion, honesty, discipline, independence, hard work, caring, and respect for others.
3. Factors inhibiting and supporting the inculcating of character values come from inside and outside foster children. The main factor that inhibits the cultivation of character values in children is the character that has already been formed in foster children. At the same time, the essential element that supports the inculcation of character values is the commitment and consistency of foster children to be better.

B. Suggestion

Related to the results and discussion, we recommend that PPA Dombly Kid's Hope 2 emphasise which values will be implanted. It can be an advantage for the foster children, distinguishing them from those who do not follow the mentoring program. Mentors should be more proactive in accompanying and supervising foster children, especially when foster children follow the tutor class. Foster children should be more consistent and severe in mentor classes, especially in tutor classes.

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