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## STRENGTHENING THE CHARACTER OF EARLY CHILDHOOD MANNERS THROUGH THE INSERTION METHOD

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Received: 2023-12-05 ; Accepted: 2024-01-11 ; Published: 2024-02-29

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### Abstract

Strengthening the character of manners is very important to be taught to children from an early age to form good morals so that children will get used to carrying out activities and habits politely in their daily lives. This study was conducted to determine the picture of the use of insertion methods in forming and strengthening the character of manners in early childhood. This study used a quantitative descriptive approach with resource persons from the principal and class teachers at Nira Indria Kindergarten. This study used observation and interviews. The results of these observations will be analyzed using descriptive statistics. The results of this study show that this insertion method has an impact on the formation and strengthening of the character of manners in early childhood in Nira Indria Kindergarten. It can be seen that there are changes in behavior in early childhood, such as (1) children can express their feelings using polite language; (2) the child can control emotions; and (3) children can respond to the emotions of others with empathy

**Keywords:** *Early childhood, Character, Manners, Insertion Method*

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## INTRODUCTION

In an increasingly advanced and complex era like today, improving human quality is one of the most important things and is the main focus for everyone. One important aspect in improving the quality of a good human being is a strong and good character or personality. According to Hamidah & Kholifah (2021), most people have high intellectual abilities, but they are not beneficial to society and can even harm society if they are immoral or do not have good character. So the strengthening of good character and personality needs to be instilled from an early age to form polite and polite children in the future. Moreover, children are in the golden *age* or critical period where their development and growth are developing very quickly and rapidly. So that period can affect the development and growth of children in the future (Hidayati, Djoehaeni, et al., 2023). In addition, the right time for the formation of one's character.

Many education experts say that if children cannot grow up in an environment of character, they will grow into problematic individuals in adulthood. They will grow into individuals with character if they can grow in an environment of character so that the nature of every child born holy can develop fully (Marwiyati, 2020). One of the characteristics that children need to have is politeness or courtesy. Being polite is an attitude toward what he sees and feels in various situations and conditions, respect for others, and courtesy towards peers, neighbors, elders, and teachers (Hamidah & Kholifah, 2021). In line with this, this attitude of politeness children are educated to be polite in everyday life, both when getting along with others and in their families (Suwartini, 2017). Strengthened by Aini (2019) Children who are trained to be polite from childhood will find it easier to socialize. He will easily understand the rules of society and will be happy to obey the general rules. Children also more easily adjust to new environments; They are confident, value others, and always value others. They also have a good social life. In other words, he grew up to be a virtuous person.

Childhood is a golden age for children's growth and development. So important is this period that it requires educators to instill the basics of the value of manners from an early age so that later children will get used to bringing their manners behavior into everyday life (Marwiyati, 2020). At school, children experience the maturation process of people who have formal and systematic knowledge in carrying out guidance, teaching, and training so that the potentials that exist in children will develop optimally, both regarding moral aspects – spiritual, intellectual, emotional, social and physical motor ( Suwartini, 2017). According to Licon (in Hamidah & Kholifah, 2021) character education must emphasize continuous behavioral development starting from moral knowledge,

moral attitudes, and moral behavior. So to realize this, it takes the role of adults, especially teachers, to create a good environment to form children with polite and polite characters.

The environment in which there needs to be interaction is based on rules and good values that can be in the form of order, ethics, and good personality. These values must be instilled from an early age in children through example and the practice of behavior and the application of good values and noble morals in life at school and at home. That way the values and rules will increasingly be entrenched in the attitudes and behaviors of children which will then be passed from one generation to the next through the learning process. In such a context, polite behavior will appear in the child in every interaction in the environment in which he is. Not only creating an environment but the character of manners can be achieved through the child's learning process at school. Transfer of tasks alone as measured by the value of tasks is still less able to form a person with noble character. But it depends on the process of child development (Hamidah & Kholifah, 2021; Rita et al., 2014; Sukiyani & Zamroni, 2014). The problem faced by educational institutions is that educators do not pay attention to delivery methods in the classroom. Despite using certain methods, they may be too old-fashioned to be practiced and maintained today. Instead, students need effective and practical learning methods so that lessons can be understood quickly, precisely, and easily. Students need teachers who are professional and proportionate in their duties so that they can provide education with the best quality and ability (Fikri, 2011; Hidayati, Badriah, et al., 2023).

Child coaching, especially in instilling the character of manners in children, can be done by various methods. One of them is the insertion method. The insertion method is a method that has only been introduced recently. This method is not yet well-known and popular, but has often been implemented in various media and is useful. The insertion method is a way of presenting material / subject matter in a way that the essence of Islamic teachings or religious souls / religious emotions are inserted/inserted in general subjects (secular sciences) (Rita et al., 2014). The advantages of the insertion method include: 1) the implementation of this method does not take much time, generally no more than 2-3 minutes, 2) unknowingly students have gained religious knowledge and experience, 3) it does not depend on teaching media, 4) students can compare general material reviewed through a religious perspective (Fikri, 2011; Mahardhani et al., 2022).

The use of the insert method is carried out to help children in Nira Indria Kindergarten learn religious values. The insertion method can be applied by a teacher by incorporating religious values so that children are always reflected in

their attitudes and behaviors in life and have noble morals and responsibilities towards their religion. Today, Islamic values must be instilled in general and special learning to be able to balance general and religious knowledge to produce intelligent and religious human beings. Based on the things mentioned above, the author wants to conduct a study entitled Strengthening the Character of Early Childhood Manners through the insertion method.

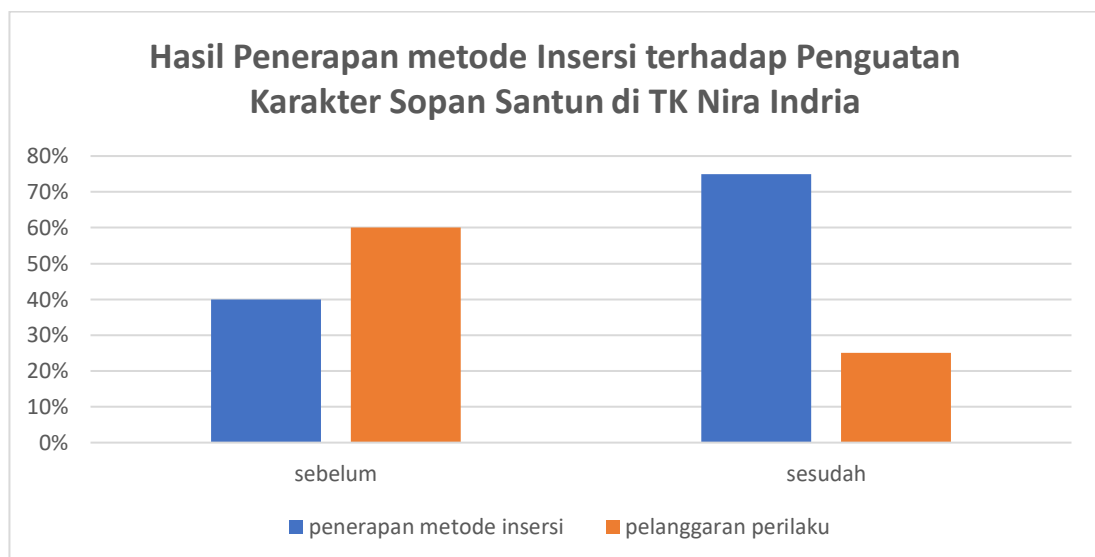
## **METHOD**

This study aims to see the strengthening of the character of manners in early childhood through insertion methods using quantitative description. The choice of quantitative descriptive method because this method focuses on actual problems or phenomena that are happening at this time with the form of research results in the form of numbers that have meaning. The research data was collected through several data collection techniques such as direct observation of the behavior of group A children, interviews with teachers, and principals of Nira Indria Kindergarten as well as the use of questionnaires to teachers to obtain their perceptions of the character of early childhood manners. Data analysis was carried out using descriptive statistics. This research also pays attention to research ethics by obtaining approval from TK Nira Indria and maintaining the confidentiality of the data collected. In addition, the voluntary participation of children and parents is also maintained by providing clear information about the purpose of the research and their rights as participants.

## **RESULTS AND DISCUSSION**

This study was conducted in group A the age of 4-5 years at Nira Indria Kindergarten. Researchers made observations by observing the behavior of group A children directly regarding the behavior of children's manners before using the insertion method and after using the insertion method. In addition, researchers conducted interviews and questionnaires aimed at strengthening the results of observations. Strengthening the character of manners in early childhood in Nira Indria Kindergarten through the insertion method shows that (1) children can express their feelings using polite language; (2) the child can control emotions; and (3) children can respond to the emotions of others with empathy. Polite behavior with the insertion method because this method presents character-strengthening material by incorporating the essence of character strengthening about Islam into general material. The nature of the insertion of religious souls into character-strengthening material must be conveyed subtly so that children hardly feel that they have received spiritual injections (religion) (Manurung et al., 2019).

In the previous character introduction, teachers used the playing method or storytelling method to introduce character manners to children but children still cannot control emotions so often in learning children get angry or throw things somewhere even friends. In addition, children sometimes forget to say sorry, excuse me, or help when asking and doing something. This can be seen from the observations made that before the application of the insertion method, 60% of children often violated the rules of manners. However, after the application of the insertion method for 3 months, the percentage of children who often violate the rules of manners decreased to 25%. This shows that the insertion method can change children's behavior to be more polite. After 3 months of application of the insertion method, there was a significant increase in the level of children's manners. The percentage of children who showed a good level of good manners increased from 40% to 75%. This shows that the insertion method is effective in strengthening the character of manners in early childhood in Nira Indria Kindergarten.



The changes in polite behavior in early childhood through insertion methods include (1) children can express their feelings using polite language; (2) the child can control emotions; and (3) children can respond to the emotions of others with empathy.

Children can express their feelings by using polite language

Language helps children interact with teachers and friends at school. In children aged 4-6 years is a period when children are in the socio-centric stage or socializing with the surrounding environment. This is in line with Seefeldt & Wasik (2008) that the language of five-year-old children continues to evolve, with their vocabulary reaching 5,000-8,000 words. For that, children must be taught to speak well and show good personality and manners. In helping children speak

well, teachers should teach them to say thank you, provide guidance when they start speaking harshly, and yell during the learning process (Sukiyani & Zamroni, 2014).

The results of observations made by researchers show that teachers always convey messages and advice to children to behave politely. They also look at children's behavior during learning and at recess. It is not easy for teachers to maintain the good speech of children. The teacher must observe the child's every word and correct any mistakes. At the age of three to six, a child's language skills should be considered because their language development takes place quickly and represents the thoughts that are in them. Teachers must continue to supervise children's speech so that development does not develop in the wrong direction.

The application of the insertion method expresses his feelings using polite language, namely by introducing children to say thank you, or hamdalah when getting something. In addition, when getting a problem or disappointed in something, the teacher asks the child to stigma and apologize when making a mistake. It can be seen from the results of observations and questionnaires that this insertion method increases children's use of polite language when expressing their feelings, children who are accustomed to using polite language such as sorry, thank you, please as an expression of feelings around 65% and 35% of children who are not used to using polite language such as sorry, thank you, please as an expression of feelings.

(1) Children can control emotions

The character of manners is not only good language but children also need to be able to control the emotions that exist within them. This is because emotions influence children's behavior (Santrock, 2012). Emotional control needs to be taught in early childhood so that children can express their emotions well because children often find it difficult to interpret the emotions of others so children need emotional regulation experience, which includes the ability to control and direct emotional expression, maintain organized behavior when emotions arise strongly, and be guided by emotional experiences. All of these abilities develop significantly during preschool, and some of these are evident in a child's increased ability to cope with frustration.

The results of observations made by researchers show that teachers always convey messages and advice to children to behave politely. They also look at children's behavior during learning and at recess. It is not easy for teachers to regulate children's emotions. The teacher must observe every child's behavior and correct if there are mistakes when the child is not in good emotions such as anger. There are reasons children are angry and the expressions they cause when

angry vary, such as children hitting friends. Teachers help children control their emotions by admonishing and advising them that their actions are not good. They also explain the consequences that arise if children cannot control their emotions, which will make children become angry and disliked by many people.

The application of the insertion method in controlling emotions is by advising children that anger or shouting is an act that is not liked by everyone and is not according to Islamic teachings. So when the child is in a bad emotional situation, the teacher asks the child to say *istigfar* and recite short suras contained in the Qur'an. It can be seen from the results of observations and questionnaires that this insertion method increases children in controlling emotions, children who are accustomed to controlling emotions such as not throwing things, shouting, or hitting about 55% and 45% of children who have not been able to control emotions, children who are accustomed to controlling emotions such as not throwing things, shouting, or hitting.

(2) Children can respond to other people's emotions with empathy

Empathy is the ability to adjust to the circumstances of others in certain situations, even if their perspective is different from ours (Hurlock, 2015). In line with Susanto (2017), The ability to experience and understand the needs and feelings of others is known as empathy. Empathy is essential to a child's ability to interact with others. If children are trained to be empathetic, they will be able to understand the feelings of others, accept their perspectives, and appreciate differences in the way others see problems (Santrock, 2012). This empathetic character should be instilled from childhood in children because the more open they are to their feelings, the more adept they will be at understanding the feelings of others. This kind of behavior, for example, includes helping others, being unselfish, and being able to read other people's feelings, both verbally and non-verbally.

The results of observations made by researchers show that teachers always convey messages and advice to children to behave politely. They also look at children's behavior during learning and at recess. It is not easy for teachers to introduce children to respond to the emotions of others with empathy. During the learning process, some children are seen listening to what is told by their friends, and then the child will respond to the story nonverbally and verbally. In addition, in the learning process or break, the teacher introduces children to the concept of sharing and explains that sharing is good behavior. It can be seen from the results of observations and questionnaires that this insertion method increases children's responding to other people's emotions with empathy, children who are accustomed to responding to other people's emotions with empathy, such as caring, listening to friends' stories, sharing about 80% and 20% responding to

other people's emotions with empathy, such as caring, listening to friends' stories, sharing.

The use of the insertion method to strengthen the character of manners is said to be effective, this can be seen from the results of teacher questionnaires related to responses to the use of the method. The majority of teachers (90%) feel that insertion methods are effective in strengthening the character of early childhood manners. However, a small percentage of teachers (10%) still feel that this method needs further adjustment. This suggests that continuous evaluation and adjustment are needed to improve the effectiveness of the insertion method.

### **Factors Influencing the Strengthening of Early Childhood Character Manners**

Based on the data analysis conducted, several factors influence the development of polite character in early childhood, including the social environment, interaction with teachers and peers, and the pattern of education and education applied in Nira Indria Kindergarten.

In terms of social environment, the study shows that children tend to mimic the behaviors they see in their surroundings. Therefore, TK Nira Indria needs to create an environment that supports the values of courtesy, both in the classroom and outside the classroom. For example, teachers and school staff can model courteous behavior in daily interactions with children, as well as involve parents in reinforcing these values at home.

Interaction with teachers and peers also has an important role in strengthening the character of manners. This research shows that children tend to be more accepting and practice manners when they feel supported and given attention by teachers. In addition, positive interactions with peers can also strengthen the character of manners, because children can learn from each other and share experiences.

In the context of education, the pattern of education and education applied in Nira Indria Kindergarten also has a significant impact. The study found that the use of learning methods involving games, stories, and collaborative activities can help strengthen the character of manners in early childhood. In addition, special programs that focus on developing the character of manners, such as programs teaching the values of manners or extracurricular activities that promote positive interactions, have also been shown to be effective in improving children's character manners.

Based on these findings, it can be concluded that strengthening the character of manners in early childhood in Nira Indria Kindergarten can be influenced by supportive social environment factors, positive interactions with teachers and peers, and the application of relevant learning methods. The



implication of this research is the importance of the role of teachers, and school staff in creating an environment that supports and strengthens the character of early childhood manners. Special programs and extracurricular activities that focus on strengthening the character of manners can also be an effective strategy.

## CONCLUSION

This study shows that the application of the insertion method is effective in strengthening the character of early childhood manners in Nira Indria Kindergarten. There was a significant improvement in the level of children's manners after applying this method for 3 months. The percentage of children who showed a good level of good manners increased from 40% to 75%. In addition, there are positive changes in the behavior of the child. Before the implementation of the insertion method, most children often violated the rules of manners. However, after the implementation of the insertion method, the percentage of children who violate the rule decreases to 25%. This shows that the insertion method can change children's behavior to be more polite. It can be seen that there are changes in behavior in early childhood, such as (1) children can express their feelings using polite language; (2) the child can control emotions; and (3) children can respond to the emotions of others with empathy. The perception of teachers of the effectiveness of the insertion method is also largely positive. The majority of teachers (90%) feel that this method is effective in strengthening the character of early childhood manners. Although there is a small percentage of teachers (10%) who feel that this method needs further adjustment, the results show that the insertion method makes a significant contribution to strengthening the character of children's manners. Overall, this study provides a better understanding of strengthening the character of manners in early childhood in Nira Indria Kindergarten through the insertion method. The results of this study can be the basis for the development of similar programs in other educational institutions to effectively improve the manners of early childhood.

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