

**THE TRAINING USING KEMP LEARNING MODEL TO ENHANCE THE
COMPETENCE IN ARRANGING EARLY CHILDHOOD
CHARACTER EDUCATION STUDY PROGRAM**

Danarsih¹ and Thomas Dicky Hastjarjo²

ABSTRACT

The implementation of character education learning needs to be realized optimally. The implementation of character education in schools still has an obstacle in teachers who do not understand how to integrate the teaching of character education in the subject matter of the school, the material character has not been fully realized in a learning activity. The aim of this study was to test empirically training which is using Kemp learning model to enhance the under degree of kindergarten teachers competence in arranging early childhood character education learning program. The study involved 25 kindergarten schools, with 38 subjects under the degree of kindergarten teachers who were divided into an experimental group contained of 19 people and a kontrol group of 19 people, using an experimental design named untreated kontrol group design with pretest and posttes samples using switching replication. The result of data analysis using mixed anova showed the differences in the competence of early childhood character education learning program preparation significantly 5.045 ($p < 0.01$) in the experimental group who received treatment. Effective contribution to the training which is using Kemp learning model of the experimental group was 39.7%. The competence of arranging early childhood character education learning program in the experimental group increased ($MD = -5.947$; $p < 0.01$). In the kontrol group, it also increased after they were given by a treatment ($MD = -2.842$; $p < 0.01$).

Keywords: kindergarten teacher, early childhood character education learning program, training.

¹ Faculty of Psychology, Gadjah Mada University

² Faculty of Psychology, Gadjah Mada University

**PELATIHAN MENGGUNAKAN DESAIN PEMBELAJARAN MODEL
KEMP UNTUK MENINGKATKAN KOMPETENSI DALAM
MENYUSUN PROGRAM PEMBELAJARAN
PENDIDIKAN KARAKTER
ANAK USIA DINI**

Danarsih¹ dan Thomas Dicky Hastjarjo²

Abstrak

Pelaksanaan pembelajaran pendidikan karakter perlu diwujudkan secara optimal. Pelaksanaan pendidikan karakter di sekolah masih terkendala guru yang belum memahami bagaimana mengintegrasikan pembelajaran pendidikan karakter dalam materi pelajaran sekolah, muatan karakter belum sepenuhnya terejawantahkan dalam aktivitas pembelajaran. Tujuan dari penelitian ini adalah menguji secara empiris pelatihan dengan menggunakan desain pembelajaran model Kemp untuk meningkatkan kompetensi guru TK non Sarjana dalam menyusun suatu program pembelajaran pendidikan karakter anak usia dini. Penelitian ini melibatkan 25 sekolah TK, dengan 38 subjek guru TK non Sarjana yang dibagi kedalam kelompok eksperimen sebanyak 19 orang dan kelompok kontrol 19 orang, menggunakan desain *ekeperimen untreated kontrol group design with dependent pretest and posttes samples using switching replication*. Hasil analisis data menggunakan metode analisis *mixed anova* yang menunjukkan adanya perbedaan kompetensi dalam menyusun program pembelajaran pendidikan karakter anak usia dini secara signifikan 5,045 ($p < 0,01$) pada kelompok eksperimen yang mendapatkan perlakuan. Sumbangan efektif pelatihan dengan menggunakan desain pembelajaran model Kemp pada kelompok eksperimen sebesar 39,7%. Kompetensi dalam menyusun program pembelajaran pendidikan karakter pada kelompok eksperimen mengalami peningkatan ($MD = -5,947$; $p < 0,01$). Pada kelompok kontrol, juga mengalami peningkatan setelah diberikan perlakuan ($MD = -2,842$; $p < 0,01$).

Kata kunci: guru TK, pembelajaran pendidikan karakter anak usia dini, pelatihan

¹ Fakultas Psikologi Universitas Gadjah Mada

² Fakultas Psikologi Universitas Gadjah Mada