

**Research Article**

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**Early Childhood Education Figure in Indonesia****Deva Mega Istifarriana**

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Corresponding email: [devamega12@gmail.com](mailto:devamega12@gmail.com)DOI: <https://doi.org/10.24090/isj.v3i2.10031>**Abstract**

This research examines early childhood education leaders in Indonesia. The purpose of this study was to find out the biographies and thoughts of early childhood education leaders in Indonesia about early childhood education. This type of research is descriptive qualitative with a textual analysis approach or library research in the form of literature review. Source of data from several research books, journals, and other references. Data collection using documentation. Data analysis was carried out using several methods, namely data reduction, data classification, and verification of data information. The results of the study found and identified the thoughts of figures in Indonesia regarding early childhood education, including: 1) Ki Hajar Dewantara stated that the characteristics of early childhood education are character and the system among; 2) Ratna Megawangi states that there are 9 pillars of character that are important to instill in children; 3) Munif Chatib stated 7 new paradigms in early childhood care. From here, the thoughts and discoveries of figures in Indonesia regarding early childhood education can become our reference in assisting and educating early childhood.

**Keywords:** *education figures; early childhood; indonesia***INTRODUCTION**

In Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System is mandated to develop the potential of students. The national education system is all educational components that are interconnected in an integrated manner to achieve national education goals. The potential that is developed includes the physical, spiritual and conscience aspects of students. Thus, early childhood education is very important because of the times

Early childhood is a golden period for children's development to obtain an educational process. This period is a valuable year for a child to recognize various facts in his environment as a stimulus for his personality, psychomotor, cognitive and social development. This means that the developments that occurred in the first 4 years were the same as the developments that occurred in the following 14 years. So this golden period is a critical period for children, where the development obtained in this period greatly influences the development of the next period until adulthood. This golden period only comes once, therefore education for early childhood in the form of providing stimuli from the immediate environment is very necessary to optimize children's abilities (Nasir, 2014).

The thoughts of early childhood education figures in Indonesia can be a reference for us as educators in providing meaningful learning for children to develop all aspects of child development. The early childhood education figures in Indonesia that the author will discuss are Ki Hajar Dewantara, Ratna Megawangi and Munif Chatib.

## **METHOD**

The aim of this research is to examine early childhood education figures in Indonesia. This research uses a qualitative approach. The type of research used is library research (*library research*) namely collecting data and information with the help of various materials found in the library room, such as books, magazines, documents, notes from historical stories and so on (Mardalis, 1995). The qualitative descriptive approach is an approach with a method for describing research results (Ramdhan, 2021). This research uses a qualitative approach, so the qualitative data analysis process leads to elements of reviewing all data obtained from several sources. The next step is data reduction, unit arrangement, categorization and interpretation of data.

## **DISCUSSION**

### **1. Ki Hajar Dewantara**

#### **a. Biography of Ki Hajar Dewantara**

Ki Hajar Dewantara was a pioneer in education for indigenous Indonesians during the Dutch colonial era. Born on May 2, 1889 in Yogyakarta with the name Raden Mas Soewardi Soerjaningrat, he founded the Taman Siswa school which provided opportunities for natives to obtain education like the gentry and the Dutch.

Ki Hajar Dewantara came from a royal family in Yogyakarta, his life journey was marked by struggle and devotion for the benefit of his nation. He finished elementary school at ELS (Dutch elementary school), then continued to STOVIA (Bumiputera doctor's school) but did not finish due to illness.

After independence, he served as the first Minister of Education, Learning and Culture. He died on April 26 1959 and was buried in Wijayabrata, Yogyakarta. Through the Republic of Indonesia Presidential Decree No. 305 of 1959, he was declared a Hero of the National Movement and his birth date, May 2, was made National Education Day in Indonesia. He is known as the Father of Indonesian Education. Apart from that, to this day the Taman Siswa College that he founded still exists and has schools from elementary school to tertiary level (Nurani, 2019).

- b. Ki Hajar Dewantara's thoughts on Early Childhood Education. The distinctive characteristics of Early Childhood Education according to Ki Hajar Dewantara's school are Characteristics and the Among System.

1) Good Character

The most important material given to early childhood is character education. The form is not a subject of character, but instilling values, human dignity, moral character values, and ultimately the formation of human personality. Characteristics aim to regulate human life. Characteristics are the same as morality which contains customs, manners and behavior that can shape attitudes towards humans, God, oneself, family, society, nation and the natural environment.

A good and appropriate approach in instilling morals in PAUD according to this school is to provide role models, stories or fairy tales, and games. Through this approach we can educate children about manners while the child does not feel that his or her attitudes are being formed. Teacher creativity and innovation are required in the learning process to educate, especially the formation of attitudes through the lessons being taught. The formation of this attitude will run smoothly if parents also participate in supporting and helping by setting a good example.

Ki Hajar Dewantara divides human development using seven-year chronological age intervals, namely: **Ages 1-7 years** Viewed as childhood, education that is suitable for this phase is by example and habituation. **Ages 7-14 years** Seen as a period of growth of the soul and mind, education that is suitable for this phase is by means of learning, commands or punishment. **Age 14-21 years** Seen as a period of character formation or a social period, education that is suitable for this phase is by disciplining oneself and doing or experiencing it directly.

This activity of instilling morals through habituation and example methods can also be used to introduce and teach children about principles, religious values and daily ways of worship. (Hidayah, 2015) 2. Among system

The essence of the among system proposed by Ki Hajar Dewantara is:

- a) *Ing ngarso sung tulodo*, meaning that if educators are at the front they are obliged to set an example for their students. On the contrary, this position is mostly given to young children, they don't need a lot of advice, advice and lectures.
- b) *Ing madya mangun karso*, meaning that if educators are in the middle they must do more to build or arouse the will so that children have the opportunity to try to do it themselves. Early childhood children can already do the work, but it is more appropriate that after kindergarten, educators are still being treated as role models.
- c) *Tut wuri handayani*, meaning that the educator behind is obliged to provide encouragement and monitor so that the child is able to work independently (Nurani, 2019).

c. Implementation in Early Childhood Education

Early childhood education based on Ki Hajar Dewantara's thoughts is based on parenting patterns that come from words "foster" means leader, manager, guide. Caregiver is a person who carries out the task of guiding, leading or managing. In this case, caring for children means nurturing and educating them with full understanding. Learning for children must be carried out continuously, from the cradle until the end of a person's life. Examples include: getting into the habit of saying hello to older people, praying before and after carrying out activities, saying thank you to people who have helped and so on.

Ki Hajar Dewantara applies the concept of learning while playing, because through playing children can pursue their own interests without being influenced by external factors and can develop knowledge through the games they play. This concept is very suitable to be applied in education in study groups and kindergartens.

Apart from the concept of learning while playing, he also applies the concept of learning by giving examples using the storytelling method. This method is also suitable for use in Education in study groups and right parks children, because besides creating fun situations, telling stories can also stimulate children's thinking power, children's language development and so on.

Introduce and experience the principles of religious norms by providing guidance and religious practices. The aim is to form attitudes and awareness of the importance of religious activities for the family. In play groups, the most appropriate introduction is in the "Religious area or Imtaq center" with mini-

shaped places of worship and pictures that breathe. religion, the benefit is instilling religious values and piety towards God Almighty.

The among system proposed by him is very suitable to be applied to children who have entered elementary school between grades 1 to grade 3, because at this stage children must be given motivation and generate willpower so that children are encouraged to be independent. This concept can also be used to build children's self-confidence and character formation.

If we look at the objectives of early childhood education, the concept applied by Ki Hajar Dewantara is very much in line with the four pillars proclaimed by UNESCO, namely *learning to know, learning to do, learning by playing, joyful learning* and develop life skills (*life skill*).

Ki Hajar Dewantara explained about educational tools that can be used to encourage the success of the educational process. 1) Motivation (encouragement), providing encouragement to children both from outside and inside so that children have the desire to carry out activities, both verbal and non-verbal, 2) Reinforcement, giving repetition to children both from outside and inside so that children know and understand something given by the teacher in the learning process, 3) Reward (award), When the child has been able to complete the task well, the educator gives appreciation to the child by giving a thumbs up or giving a star or a full circle, 4) Punishment (social sanction), when a child throws rubbish carelessly as a punishment the child is told to pick up the rubbish and throw it in the rubbish bin.

Apart from that, on the basis of nobility, the main duties of educators are:

- 1) Developing creativity, namely cognitive development or thinking power.
- 2) Developing feelings, namely developing behavioral/affective attitudes.
- 3) Develop initiative, namely psychomotor/skill development. [4]

## **2. Ratna Megawengi**

### **a. Biography of Ratna Megawengi**

Ratna Megawengi was born in Jakarta, August 24 1958 to Drs. Harmonie Djaffar and Srie Mulyati. His father came from Banjarmasin and worked for a foreign private pharmaceutical company and his mother was of mixed Javanese and Sundanese descent. Born as the second child of six children, in a well-established family with quite strict discipline. Even though she lives in a well-to-do family, Ratna has been accustomed to living frugally, disciplined, hardworking and living simply since childhood. Ratna also applied the pattern of life from her

childhood to her children so that they were used to living simply and disciplinedly even though they had everything they could.

Ratna Megawangi is a wife figure after marrying Dr. Sofyan A. Djalil, SH, MA, MALD who currently serves as Agrarian and Spatial Planning/Head of the National Land Agency. They were blessed with four children, Ratna and her husband together equally educate their children with a simple life and discipline so that their children are used to living together with society and simply. After elementary school, Ratna went on to SMPN 3 Jakarta and after graduating from junior high school she went on to SMAN 8 Jakarta. According to Ratna Megawangi, from kindergarten to high school there was nothing that Ratna Megawangi was particularly interested in related to her knowledge. School for him at that time was something normal and not something serious. In 1978 Ratna studied at IPB, graduating as the best graduate of IPB Bogor in May 1982. Ratna did not know where she would work next because she felt she had not found her true talents and joy. In 1986, Ratna had the opportunity to continue her Masters education to study nutrition at the School of Nutrition, Tufts University, Medford, Massachusetts, USA. He received a scholarship from the Ford Foundation for the first year, and from the World Bank for the second year. In 1988, Ratna started studying for a doctoral degree while working as a research worker. Starting in 2000, Ratna and Sofyan agreed to create something concrete for the nation, namely building a nation with character. Ratna and her husband dared to build the Indonesia Heritage Foundation or the Indonesian Noble Heritage Foundation with reckless capital. The foundation that was started recruited 12 people from the best IPB Bogor students as initial teachers. The foundation was established using funds amounting to IDR 75 million, the results of savings that had been prepared for this purpose. With this small amount of seed money, we succeeded in attracting the attention of donors to support the foundation's programs in realizing the foundation's vision of "Developing a Nation with Character". In 2001, character-based holistic education began to be tested. In 2003, internal evaluation, monitoring, improvements and all kinds were carried out. Including research on around 600 students carried out by a number of IPB students. They research impacts Holistic education based on nine characters on children's daily behavior. The results turned out to be amazing.

- b. Ratna Megawangi's thoughts on Early Childhood Education Ratna Megawangi stated three things that take place in an integrated manner in the formation of children's character, namely: first, children understand good and bad, understand what actions to take, and are able to prioritize good things. Second, have a love of virtue and hate bad deeds. This love is a torch or enthusiasm for doing good deeds. For example, a child doesn't want to lie, "because he knows lying is bad, he

doesn't want to do it because he loves virtue." Third, children are capable of doing good and are used to doing it.

There are nine pillars of character that are important to instill in children which are called good character and need to be maintained, namely: 1) Love of God and the universe and its contents.

In the first pillar there are 2 value concepts, namely the concept of gratitude, and the concept of compassion and loyalty to the truth. The goal achieved from the concept of gratitude is to believe in God's existence through His creation. The concept of compassion and love of truth includes respecting oneself, others and the surrounding environment as a form of gratitude to God.

1) Responsibility, discipline, independence

In the second pillar there are 3 value concepts, namely independence, discipline and responsibility. The goal achieved from the concept of independence is that children are willing and able to do their own work and are confident. The concept of discipline includes children being able to complete routine tasks and being able to control themselves. The concept of responsibility consists of children being able to carry out tasks as well as possible, accept mistakes gracefully and be trustworthy (reliable).

2) Honesty

In the third pillar, there are 3 value concepts, namely: honesty, trustworthiness, and speaking wisely (diplomatic). The goal achieved is that children love honesty, speak and behave honestly. The concept of trust aims to ensure that children always keep their promises and carry out tasks with full dedication/trust. The concept of speaking wisely consists of speaking the truth in a pleasant manner, being polite in language so that other people's hearts are not offended.

3) Respectful and polite

In the fourth pillar there are 3 concepts, namely: respect and obedience, politeness and courtesy, and good listening. The goal achieved from the concept of respect and obedience is that children are willing to accept advice, obey rules, treat people well (friendly, smile, give permission, etc.). The concept of politeness and manners includes speaking polite words (sorry, excuse me, please, thank you). The concept of a good listener is paying attention to the person who is talking, taking turns speaking.

## 4) Love, care and cooperation

In the fifth pillar there are 3 value concepts, namely: generosity, helpfulness, and cooperation. The goals achieved from the concept of generosity are empathy and love for others, not expecting mercy, and liking to give. The concept of helping includes the goal of caring, helping those in need and not expecting anything in return. The concept of mutual cooperation consists of working together, being active and cheerful in groups, and making work lighter and quicker to complete.

## 5) Be confident, creative, hardworking, and never give up

In pillar 6 there are 3 value concepts, namely: the concept of self-confidence, the concept of creativity, and the concept of never giving up. The goal achieved from the concept of self-confidence is for children to believe in their abilities, dare to try, and adapt easily. The creative concept includes being able to create your own creative work, having game ideas, looking for solutions. The concept of never giving up is that children are always enthusiastic and try until they finish.

## 6) Justice and leadership

In pillar 7 there are 2 value concepts, namely the concept of a good leader and the concept of justice. The goal to be achieved from the leadership concept is to always want to do good and be able to invite goodness, want to defend the truth. The concept of fairness includes dividing things fairly, admitting mistakes and defeats, and not discriminating in treatment.

## 7) Kind and humble

In pillar 8 there are 2 value concepts, namely the concept of kindness and the concept of humility. The goal to be achieved from the concept of kindness is to make other people feel happy and do good. The concept of humility includes always respecting others and considering oneself the same as others (not showing off one's possessions and greatness)

## 8) Tolerance, love of peace and unity

In the ninth pillar there are 3 value concepts, namely the concept of tolerance, the concept of peace and the concept of unity. The goal to be achieved from the concept of tolerance is to be able to accept differences, believe that God created humans with differences and diversity, be patient, and not complain easily. The concept of peace includes being able to control oneself and solving problems peacefully, without feelings hate and envy, maintain calm and forgive easily. The concept of unity is not seeing friends based on ethnicity, religion or group, unity creates peace, respecting



differences and wanting to live side by side, unity makes us more complete and stronger (Ismail, 2016).

According to Ratna Megawangi, character education for children should be adjusted to their age phase, namely: 1. Age Phase 0-3 Years In this phase, the role of parents must be greater because a new moral foundation is formed at this age. Apart from that, children really need love and affection from parents throughout this phase.

- 1) Age Phase 2-3 Years In this phase children should be introduced to good manners, as well as good and bad actions. In general, children at this age are already trying to break the rules and are quite difficult to manage, so they require parental patience.
- 2) Phase 0 (4 years old) This phase is where the child experiences egocentrism, where he likes to break rules, show off himself, and impose his desires. However, children are easily motivated to do good, because they expect praise (rewards) and avoid punishment. He already has the ability to empathize. For example "A good child will not hit his friend"
- 3) Phase 1 (Age 4.5-6 Years) In this phase children also really trust their parents/teachers, so emphasizing the importance of good and polite behavior will be very effective. However, character education in this phase must provide opportunities for children to understand the reasons.
- 4) Phase 2 (Age 6.6-8 Years) In this phase, children feel like adults; no longer think that adults can bossing around children; have the potential to act violently due to the decline in parental/teacher authority in their minds; has a rigid concept of justice, namely retaliation, for example, if person A does good to me, then I will do good to him." (Wulandari et al., 2021)

### **3. Munif Chatib**

#### **a. Biography of Munif Chatib**

His full name is Munif Chatib, S.H. He is the third child or youngest of three siblings. He was born in Indonesia, East Java Province, Surabaya City. He was born on July 5 1969. His father's name was Muchsin. Meanwhile, Munif's mother, Badriyah, was a gentle woman, and she still is. Munif Chatib married a pious girl named Fardiah on December 31, 1994. Then from the results of their marriage, Allah gave His great work, namely the birth of a beautiful and intelligent daughter, on October 3, 1996 who was located in Pasuruan and her child was named Salsabila. Chatib. (Hasanah, 2015)

Munif Chatib is also trusted to be one of the young teaching trainers for the Indonesia Mengajar Program from Anies Baswedan. The former director of the

YIMI Gresik Educational Institute's interest in the world of education began in high school, when he helped his teacher provide study guidance to his friends. Unfortunately, because no one directed him, he entered the law faculty at Brawijaya University, Malang. "The first year was like entering another world," Therefore, he was not very interested in the world of law, even though in the first year of his law degree, Munif Chatib worked as a lawyer. His heart is more determined to become a teacher. Even before graduating from college, he was

assistant lecturer at the law faculty of a new university in Sidoarjo. Munif Chatib also led a computer and English education institution in Jakarta, and was finally asked by the National University of Jakarta to become a lecturer at the Faculty of Social and Political Sciences. In 1998-1999, Munif Chatib further strengthened his steps in the world of education, he completed Distance Learning studies at Supercamp Oceanside, California, United States led by Bobbi DePorter. Of the 73 first alumni graduates, Munif Chatib was ranked 5th and the only graduate from Indonesia. The thesis he wrote entitled "Islamic Quantum Learning" caused quite a stir and is now used as a popular reference at Supercamp. (Sugiarti, 2018)

- b. Munif Chatib's thoughts on Early Childhood Education 1) Providing the right stimulus to boost AUD's intelligence

Early childhood (0-6 years) is a golden age where stimulation of all aspects of development plays an important role in further developmental tasks. The golden age occurs because there is rapid development of nerve cells accompanied by the perfection of locomotor function in children. In the book munif chatib explains the age in the first seven years as a king. The king in question is someone who has complete rights to play. The AUD phase in the golden age had a playing kingdom. Healthy communication between parents and children is determined in the first seven years. On the other hand, if failure occurs in the first seven years, communication between parents and children will be hampered, so that children will lose trust and morals. Since the AUD phase is placed as a king,

So parents need to provide the right stimulation to boost their children's intelligence. Munif Chatib is an educational practitioner who views intelligence as not just intellectual, but that intelligence is multiple in nature. For this reason, in his book, he without hesitation quotes the first originator of multiple intelligences, Howard Gardner. This theory divides intelligence into eight (8), namely linguistic, logical mathematical, visual spatial, musical, kinesthetic, interpersonal, intrapersonal and naturalist intelligence. This reconstruction of thoughts related to the dimensions of intelligence at least provides a complete picture that intelligence is not synonymous with academic achievement in class. It is not limited to report card grades that are used as an indicator that a child is

intelligent, but is more complex. In this case, parents are expected not to rush to judge their children as stupid, naughty, or other negative labels. Perhaps there are children who don't like counting but whose musical abilities are more dominant. In other words, the intelligence of each child is very different from one another. Some children are smart in languages, mathematics, or music. Others are intelligent in the areas of visuals, gestures, and interacting with others. Thus, parents should not miss the golden age period, namely when their children are in PAUD. The golden age will not repeat itself twice, so the golden age only lasts once in a lifetime. Therefore, parents need to provide the right stimulus to AUD so that his intelligence can develop well. In the book "Human Parents" the stimulus given must follow the rules, namely: (1) responsible freedom; (2) stimulate children to be curious; (3) pay attention to children with courtesy, gentleness and affection; (4) provide positive answers or all AUD questions; (4) accompanying children with a greater number of meetings. There are stimulants that can be given to boost multiple intelligence. Linguistic skills by reading stories to children and asking children to repeat the stories that have been read, introducing various colored letters. Logical mathematical skills by asking children to pick up a number of objects, asking children to count a number of the same objects in the room, introducing the shape of numbers, playing puzzles, sorting different objects among other objects. Spatial abilities by teaching various geometric shapes, colors, spaces, playing in tunnels or under tables so that he realizes that he has to bend because of the narrow space above him, physical-kinesthetic abilities by training balance through riding a bicycle, walking on a footbridge, swimming, or other physical activities. Musical abilities by listening to music, training children to play music, training children to sing or listen to music and dance to its rhythm. Interpersonal skills can be achieved, among other things, by providing opportunities for children to socialize, training the ability to understand other people's problems and practicing empathy skills. Intrapersonal abilities by learning to understand yourself by stating what you want, what feelings you feel, looking for your strengths and weaknesses, and naturalistic abilities by inviting nature tadabur, visiting the zoo, seeing rice fields, studying objects found and used in everyday life. 2) Making AUD Education a success

Education is a legacy from parents that will not become obsolete due to the wear and tear of time. For this reason, parents need to provide the best educational provisions to their children from an early age. Rasulullah in his hadith said which means: "Seek knowledge from the cradle to the grave." This hadith is the basis of the dictum "Long life education" or education throughout life. Life in the world cannot be separated from learning, from birth until death. With sufficient knowledge, knowledge can be used to distinguish between right and wrong, as well as good and bad in certain cases, so that actions taken are in

accordance with social and religious norms in society. Regarding the importance of early childhood education, Munif Chatib in his book suggests viewing children as stars and born champions. Parents do not have to force them to excel in a particular field, because every child born brings their own talents and interests. Be a democratic parent who always gives your child the freedom to develop their interests and talents. This includes not forcing children to go to schools that the child does not want. By providing space for freedom, children will feel happy at school, so that their talents and interests can develop in the school they dream of. Not only interests and talents, early childhood education actually aims to develop six (aspects), namely religious and moral values, physical and motoric, cognitive, social emotional, language and art. Apart from that, by giving the freedom to choose education according to the child's wishes, students' self-esteem will increase. This is in accordance with research that there is a correlation between democratic parenting and students' self-esteem.

1) Raises AUD's self-confidence

Parents must understand their children's abilities because they develop tasks as discovering abilities. This activity is very simple, namely by giving appreciation in the form of a hug, kiss, or encouraging words that motivate the child, when the child is able to carry out the tasks given by the parents or teacher. Consistent ability discovery activities will build the self-concept that one is capable and capable. When there is a self-concept, self-confidence will build in children. On the other hand, avoid discovering ability activities (looking for the child's incompetence), then the child's development will actually get worse. This action will actually limit children's creativity. Give the child the slightest appreciation for what the child has achieved. Give rewards in the form of hugs, kisses on the cheek or forehead, words of encouragement so that the child's self-confidence always grows well. Realize that the little things your child does are extraordinary achievements.

2) Identifying AUD's Talents and Interests

The characteristics of gifted children are: (1) the activities they like cannot be limited, (2) talents usually give rise to many special moments, (3) they feel comfortable learning the activities they like, (4) talents are usually fast learners, (5) talent continually generates interest for fulfill children's needs, (6) talent always looks for a way out, (7) talent produces works, (8) talent makes children like performing. Because each child's talents are different, parents do not need to force their children to copy their parents. This does not always mean that children like or have skills like their parents. For this reason, wisdom is needed in giving children the freedom to develop

their talents and interests. Parents just need to encourage and ask their children to join groups that focus on their children's talents.

3) Choose the right school

Munif Chatib introduced two new terms, namely human school and robot school. Robot schools are like brick-making machines. Diverse children are printed with the same patterns, shapes and colors. The aim of robot school tends to be only to prepare for national exams. Students at school spend their time mastering exam questions. So robot school only emphasizes cognitive abilities. In contrast to human schools, the purpose of schools is to gain knowledge and skills to be useful in this world and the hereafter. Parents should avoid PAUD or Kindergarten schools that only emphasize cognitive aspects or require their children to be good at reading, writing and arithmetic. This is because the character of AUD is a king who is filled with the world of play. Learning at AUD level should not be given cognitive load.

4) Helping Children Study at Home

Homework is given by teachers with the aim of providing enrichment to their students. Parents at home can help children study at home. Children need to refresh their brains after school by providing opportunities to rest or do activities that the child likes. Parents need to introduce the concept of What is the Benefits for Me (AMBAK) learning to AUD. For example, when we tell the story of Mr. Clumsy in the Bobo Series. Mr. Clumsy is a fictional character who is synonymous with someone who has a careless character, so that in the fairy tales outlined in the story, Mr. Clumsy will definitely show Mr. Clumsy's careless attitude in his daily activities. In fact, the story contains a benefit that needs to be conveyed that the attitude taken by Kkuk is wrong, and must be avoided by AUD. The Ambak model is also believed to be a method for improving children's literacy skills. The learning outcomes of students in writing poetry using the quantum learning model of the 'Ambak' technique for students increased from 51.54 to 87 and students from other classes increased from 52.38 to 81.85.

5) Overcoming the Influence of Media and Pornography

Technological developments have given birth to various digital products such as television, cellphones, the internet. On the one hand, technology provides entertainment and convenience in carrying out daily life activities, but on the other hand, it has a negative impact on the younger generation. Negative impacts can affect both physical and psychological aspects. Even the internet has pornographic content easily accessed even if it is AUD. This is because they are a digital generation who easily adapt to digital technology.

To stem these negative effects, parents should carry out preventive activities by providing more in-depth religious education, knowing in advance the contents of information media for our children, accompanying children in using information media, making an agreement on the rules for using information media, using information media as a means of learning and create projects, and know how to block and avoid pornographic sites. Another thing that is more important in overcoming the impact of pornography is the process of assisting children. Accompaniment allows parents to control the programs their children watch, making it more conducive. This activity is expected to be able to strengthen the bond between parents and children, apart from being a means of caring for & building children's character (Jalil, 2019).

## CONCLUSION

The thoughts of early childhood education figures in Indonesia include: (1) Ki Hajar Dewantara, who stated that the two characteristics of early childhood education are character and system among. (2) Ratna Megawangi states that there are 9 pillars of character that are important to instill in children, namely 1) Love of God and All of His Creation, 2) Independence and Responsibility, 3) Honesty/Trustworthiness, Wisdom, 4) Respect and Polite, 5) Generous, Likes to Help and Mutual Cooperation, 6) Confident, Creative and Hardworking, 7) Leadership and Justice, 8) Kind and Humble, and 9) Tolerance, Peace and Unity. (3) Munif Chatib stated 7 new paradigms in caring for early childhood children, namely: 1) providing the right stimulus to boost AUD intelligence; 2) make AUD education a success, 3) awaken AUD's self-confidence; 4) identify AUD talents and interests; 5) Choose the right school; 6) help children study at home; and 7) overcome the influence of media and pornography.

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