

The Implementation of TPM-Kurtilas

A Study to Reveal the Response of Kindergarten Students and Teachers

Anggita Indah Pratiwi, Aan Listiana and Ocih Setiasih
Universitas Pendidikan Indonesia, Bandung, Indonesia
anggitaindah.pratiwi@student.upi, {aanlistiana, setiasih}@upi.edu

Keywords: TPM-Kurtilas, kindergarten, children and teacher's response.

Abstract: The study aims to describe the response of kindergarten Students and teachers to the implementation of Teaching Pyramid Model Curriculum-2013 or called as TPM-Kurtilas in Amal Keluarga Kindergarten Bandung. The study used qualitative approach wherein the data were obtained from children's observation notes, field notes, reflection sheet and teacher's interview. Field notes and observer notes were collected from 21 March to 12 June 2016, while reflection sheets were collected after the end of TPM-Kurtilas implementation. The findings show that both children and teachers responded positively to the TPM-Kurtilas implementation. The evident is seen from the children's enthusiastic being able to identify the changing of school learning facilities, infrastructure and learning strategies. Meanwhile, the teacher's enthusiasm is shown by their motivation and enterprising to come to school, as well as positive support of in the program implementation.

1 INTRODUCTION

Character education is a process of giving guidance to learners to become fully human beings who are characterized in the dimensions of heart, mind, and body, and taste and intention (Samani and Hariyanto, 2011, p45). This is in harmony with the national education objectives contained in the mandate of the National Education System 2003 wherein education is not only intended to form a smart Indonesian individual, but it also form good personality or character. Character education is one of the most important things that need to be owned and implanted early on. In addition to being a major issue in the world of education today (MONE, 2012) character education from an early age will support the existence of human resources in facing the 21st century challenges in the future (Frydenberg and Andone, 2011; Trilling and Fadel, 2009).

Character education for young children is an effort to develop character by giving children knowledge by introducing and understanding values and responsibility for every decisions they take and make based on a value in accordance with self-belief (Hardini, 2016). Character education that is taught includes character values that will give impact on

academic ability, social and even subsequent behavior that will become everyday behavior such as (Silitonga et al., 2014; Pala, 2011).

One of the effective and appropriate containers for developing long-term character in children is through Early Childhood Education (PAUD) (Rosmiati, 2014). This is because during the early childhood period is the period of basic personality formation and the sensitive age of the maturation of physical and psychological functions that are ready to respond to the stimulation provided by the environment (Montessori in Sujiono, 2009). PAUD also has one of the principles of developing life skills (Brunei in Takaya, 2008; NAEYC, 2009; Woodhead, 2006).

In fact the application of character in early childhood is still quite minimal. The internalization of character values that children should have is not yet thorough and still limited to the introduction without habituation that can be applied to everyday life (Ratnasari, 2015, Olim, 2010; Setiawan, 2013; Nata, 2013).

To overcome these problems, it takes a character education program that needs to be done in a planned, systematic and comprehensive way. One of the learning programs that can be implemented is the basic character development program of children

through Teaching Pyramid Model based on Curriculum 2013 (TPM-Kurtilas). The TPM-Kurtilas adopts the Pyramid Model which is then synchronized with the 2013 Curriculum. The Pyramid Model is a character development program created by Lise Fox (2003) in the United States. The following TPM-Kurtilas construction is used in this study (see in the figure 1):

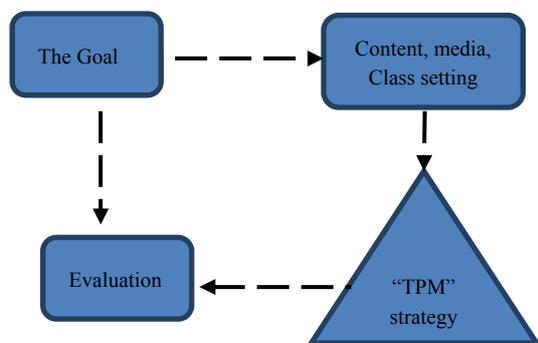


Figure 1: TPM -Kurtilas model. (Listiana and Rachmawati, 2016)

TPM-Kurtilas has a goal to build the basic character of a child. In this model, learning objectives, targets and content are taken from the National Curriculum 2013, media and classroom settings are organized on the basis of local situations and cultures. While the teaching strategy and program structure were obtained from TPM (Listiana and Rachmawati, 2016). TPM strategies and structures have four stages of implementation (1) building positive relationships between teachers and students; (2) creating a conducive environment; (3) Applying appropriate teaching strategies; (4) Making interventions for children in need (Fox et al, 2003).

Several studies that have been conducted related to TPM are related to teaching, application to children under 3 years old, teacher training, and comparison with other models. TPM research related to teaching is done by Fox et.al (2003) who examines TPM in supporting the formation of social competence and prevents challenging behavior in early childhood. In addition Branson and Demchak (2010) examined the application of TPM at Toodler age level. Hemmeter et al. (2006) who examined the association of TPM with other variables namely the preparation of children to enter elementary school (school readiness). Other research on teacher training that implemented TPM (Fox et al, 2009; Hemmeter et al, 2011). Research on the relevance of TPM to other models such as Rtl (response to Intervention) (Fox et al. 2010). TPM-Kurtilas has been through a series of pilot studies and has produced research on the

effectiveness of the program in improving the basic character of children (Pratiwi, 2016) program implementation in developing manners and discipline (Maryadi et al., 2016; Puspadewi et al., 2016; Tsani et al., 2016). However, this research will focus on the analysis of child and teacher responses during the implementation of the TPM-Kurtilas program. Apart from the fact that the research on this response has not been done, this research is also expected to give an idea what the program is acceptable both to children and teachers who implement TPM-Kurtilas.

2 METHODS

This research used qualitative approach. This is because the purpose of this study is to reveal the social situation by correctly describing the reality of the response of children and teachers in the implementation of the Kurtilas TPM program (Creswell, 2014) without the aid of statistical procedures in its analysis (Strauss and Corbin in Mills et al., 2006, p. 3). The design for this research was case study. The subjects involved in this study were four teachers, two principals and 37 students in the Amal Keluarga Kindergarten and Tunas Harapan Kindergarten Bandung, Indonesia where the two kindergartens have implemented TPM-Kurtilas program. The data were collected through observation process, teacher and principal interviews and teachers' log journal written during the implementation of TPM Kurtilas program. The observation process and teacher's observations and logs were conducted and collected from 21 March 2016 to 12 June 2016 starting from the TPM-Kurtilas program implementation until the program was completed, while the interviews were conducted on 18 and 19 May 2017 using unstructured interviews to all participants involved. The data analysis techniques used are thematic analysis where the main theme in accordance with the research question of the child's response and teacher response has been previously designed. The identification of themes in this analysis is carried out by continuously reading the findings repeatedly so as to form a pattern or category to be material for analysis (Fereday and Cochrane, 2006).

3 RESULTS AND DISCUSSION

3.1 The Students' Responses on the Implementation of TPM-Kurtilas

3.1.1 The Students' Response to the Learning Strategy

The children in both kindergarten show positive responses; happy, enthusiastic and passionate about the TPM-Kurtilas learning strategy. Responses to learning strategies are widely expressed by showing happy, enthusiastic, and passionate behavior. The responses are generally shown by the children to the storytelling and sociodrama activity, as well as to the learning using poster media, as well as the starboard or board reward and learning about the various emotions. The data that reveal the children response to learning TPM-Kurtilas are:

"Today the children seem to have a spirit that says 'cool we get a new story', just when the story begins to tell, the children want to see the book eagerly to see the story. But the teacher said "sit tightly I will show it later" The children counted stars in the reward board and one of the said "yeee I have many stars while jumping out for joy. (Observer D notes on 20 April 2016)

"Children are very enthusiastic in paying attention to teachers when explaining or showing emotions. Children are eager in demonstrating various expressions"(Re's Observation Notes, Wednesday 20 April 2016)

Walgito (2000) asserts that positive responses arise when the individual tends to accept, like, approach and expect an object. According to Teacher, children respond positively to learning because what is learned is new thing or new information so that children are interested and show enthusiastic attitude also are happy to the lessons given through TPM-Kurtilas. In addition, the methods and media are interesting and easy to understand for children. Innovative and diverse learning for these two kindergartens has an effect on the child's response, as Nasution (2010) has pointed out that the way to attract students' attention in teaching is by providing new stimuli in a variety of ways. The use of various methods in learning in early childhood aims to the attention and interest of children can be devoted to the subject matter delivered (Priyono, 2009). Learning in TPM-Kurtilas is in accordance with learning-oriented principles of child development and also in

accordance with the approach of early childhood learning (MoNE, 2005). Therefore the aspects contained in the learning in this program is in accordance with the needs and characteristics of children's learning so as to get a positive response.

3.1.2 Response to Changes in the Classroom Design

In addition to the child's response to the TPM-Kurtilas learning strategy, Amal Keluarga Kindergarten Foundation also showed positive response to changes in classroom design. The response is expressed by showing happy behavior.

The data found from the teacher's diary, on the first day of class, looks happy and shows a happy face with new environmental changes and atmosphere. Changes in the environment that makes children happy and enthusiastic are that there is a shoe rack, lockers, tables, chairs taped to the photo of children, the carpet and mirrors in the classroom. The following observer notes supported the existence of positive responses on the class environment changes:

Happy expression can be seen as the class changes starting from locker, shoe rack also carpet. In the photo on the table, the children show each other's photo while showing happy faces, smiling and laughing. (Observer D notes, on Wednesday 23 March 2016).

TPM-Kurtilas create a supportive environment at the first level consisting of two strategies: building positive relationships and designing a physically supportive environment. The physical design of the environment was done by a simple change this is done so that it can support the learning process as a whole that involves the character changes in children. Atwool (1999) states that through the school's learning environment, students will have the opportunity to make meaningful connections within their school environment, it is necessary to improve students' learning ability, to facilitate students for polite behavior, and to potentially assist students in facing problems taken from home.

3.1.3 Response to Teacher Behavior in Building Positive Relationships

The data indicated that the child likes changes in teachers who are trying to build a positive relationship. Good relationships or positive relationships between teachers and children are key to establishing a healthy culture (Djamariah, 2006) and are key to creating effective learning (Fox et al., 2003).

In addition, a positive relationship will also help teachers in dealing with unruly children because generally children who have a close relationship or a positive relationship with teachers will be easier to be directed compared to children who do not have a positive relationship with the teacher (Listiana et al, 2015). The statement concurred with Hester et.al (2009) which explains that building a positive relationship can help behavioral problems with the AUD. The following field data supports a child's response to teacher behavior change:

“We welcome the children in front of the door, we give them warm welcome and it seems that they feel more like they get more attentions. We appreciate the kids by giving more praises so that the children maintain and repeat the good behavior (G2 Interview, Thursday 18 May 2017)

The kids are given praises and stars for doing something good, they like getting reward, R (Childs’ name) said that he wants to be a good kid again” Observer N Notes, Tuesday 26 April 2016)

Based on the data disclosed one of the efforts to build a positive relationship of teachers favored by the child is to welcome the child with a friendly and a form of praise. Innes (2011) states that giving a positive response to the child is appropriate with the discipline of the child. Shaeffer (2006) also explained that teachers should pay attention to students and give praise directly to children who behave well. But in the application of positive relationships the teacher not only welcomes the child and gives praise but also the teacher's behavior to apologize for making mistakes, to engage in routine activities or play with the children, joke and joke with the child.

3.2 The Teachers’ Responses on the Implementation of TPM-Kurtilas

3.2.1 The Teachers’ Response to the Learning Strategy

Teachers in both kindergarten responded positively to TPM-Kurtilas application. According to the teachers, TPM-Kurtilas is expected to build the children attitude and character to be better. From the daily diary and reflection note, the teacher's response is that learning is expected to increase the children's knowledge so that the attitude and character of the child become independent, disciplined, patient, caring and able to cooperate. The statement that support the aforementioned condition is:

“This activity is expected the child become accustomed to keep the bag in place of this activity to train children independence of memory and fine motor "written after the activity of procedure of store the right bag. (Daily log Journal G1, Thursday 31 March 2016)

The data implied that the teachers responded positively to the learning process. The teachers expected that this program may develop the children character. Based on the previous assessment, TPM-Kurtilas has been proven significant in improving the children character. It is because the TPM-Kurtilas components are based on character values so that the program is in line with the implementation of child character education (Pratiwi et al 2016).

In addition, for teacher in Amal Keluarga Kindergarten, the implementation of character building program is firstly done so that this program provides new knowledge and experience. The teacher learn from the manual books how to implement character education. The following data confirmed the condition:

“The concept is good for that as long as four years teaching, it is the first time for me, it has been well-designed and the implementation is easy”. So we can prepare for the next day. The steps for the following day has been designed. It significantly contributes to teachers’ behavior (the teachers’ behavior is in line with what is written in the guidelines.

3.2.2 The Responses to the Implementation of TPM-Kurtilas

Teachers in both kindergarten responded positively to TPM-Kurtilas application. The teachers’ positive responses on the implementation of the program in Amal Keluarga Kindergarten are shown by the fact that this program significantly affected the children, this program is considered appropriate in developing children knowledge and assisting the teachers and this program did not interfere the school core activities. The TPM-Kurtilas program has been designed to meet the children, teachers’ and school needs. This was confirmed by the data describing that the time selection for learning activities is appropriate so that the children can focus on and pay attention to what they learn. The following statement support the fact:

“ the time allocation is so that the children keep enthusiastic during the learning process and this was also done in the morning that the children are still fresh and focused “ (G3 Reflection Note, Wednesday 29 June 2016).

Different from Amal Keluarga Kindergarten, The teachers in Tunas Harapan highlighted more on the learning activities, objectives, methods and the media in use. One of the activities supported by the teachers is story telling; both from the book and the content. In addition, the learning through poster is considered effective for it meets the children needs both from the poster and the content.

Moreover, in the final step of the program, the teachers from both kindergartens agreed that there is a good achievement in the program in developing children behavior. The children are able to help the teachers to apply the rule and provide solution. The following data confirmed the condition:

“The effect is that the children behavior is better-managed and they have more knowledge”. In addition, the children are more focused and better as the result of the implementation of the program. This program help the children to be better-managed, more independent and it has also positive effect and it does not interfere the core activities. (G3 Reflection Note, Wednesday 29 June 2016)

From that positive responses, it can be seen that the teacher feel more helped by the implementation of the program, it is because that teachers are more familiar with the cognitive developing program than the character building program (Listiana, 2016). The condition is relevant to the previous research claiming that teachers more focused on academic competence building when they are teaching as reading, writing, and counting (Giyatni, 2013)

It can be concluded that teachers in Amal Keluarga Kindergarten and Tunas Harapan Kindergarten responded positively on the implementation of TPM-Kurtilas. Therefore, the teachers said that TPM-Kurtilas is expected to be the references for the following years. The following reflection describes the condition:

“Alhamdulillah this character building program has changed the children character to be better trained, improving discipline, and better behavior. This program can be a reference for us” (G1 Reflection note, Wednesday 29 June 2016)

4 CONCLUSIONS

Children in both kindergarten showed a response in the implementation of TPM-Kurtilas program. The first response to the learning strategy is due to innovative learning using diverse methods and media and interesting teaching methods that match the needs

and characteristics of children's learning. The second response to the environmental design changes is the physical design structuring of the environment. The third response to changes in teacher behavior such as giving praise, welcoming children at the door in a friendly manner, participating in children's play activities but generally teachers are accustomed to build positive relationships with children from before the implementation of the program

Teachers in both kindergarten responded positively to TPM-Kurtilas application. This is because the assessment at the end of the implementation of the program conducted by the teacher shows the success of a change in attitude to the child for the better, in addition the program is able to provide solutions for some problems in children and the program is able to assist teachers in developing the child's character.

Based on the result of research, the researcher suggested that school make TPM-Kurtilas as alternative program which can improve children's character and this program can be accepted by children and teachers.

ACKNOWLEDGEMENTS

Acknowledgments are submitted to the Directorate of Research and Community Service of the Directorate General for Strengthening Research and Development of the Ministry of Research, Technology and Higher Education who have funded the research in accordance with Decree of Director General of Research and Development No. 30 / EKTP / 2017 dated April 3, 2017 on " PTNBH Higher Education in Fiscal Year 2017.

REFERENCES

- Atwool, N. 1999. Attachment in the school setting. *New Zealand Journal of Educational Studies*, 342, hlm. 309-322.
- Branson, D., Demchak, M. 2010. *Toddler teachers' use of teaching pyramid practices*. Topics in Early Childhood Special Education.
- Creswell, J. W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th ed.* Los Angeles: Sage Publications.
- Departemen Pendidikan Nasional. 2005. *Panduan Pengembangan Model Pembelajaran Berbasis Kompetensi*. Jakarta: Direktorat PPTK dan KPT Dirjen Dikti.
- Fereday, J., Muir-Cochrane, E. 2006 *Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of*

- Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, 51, pp. 80-92.
- Fox, L., Hemmeter, M. L. 2009. A program-wide model for supporting social emotional development and addressing challenging behavior in early childhood settings. In W. Sailor, G. Dunlap, G. Sugai, R. Horner Eds., *Handbook of positive behavior support* pp. 177–202. New York, NY: Springer.
- Fox, L., Carta, J., Strain, P. S., Dunlap, G., Hemmeter, M. L. 2010. Response to Intervention and the Pyramid Model. *Infants and Young Children*, 23(1): 3-13.
- Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., Strain, P. S. 2003. The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children. *Young Children*, 58(4), 48-52.
- Frydenberg, M., Andone, D. 2011. Learning for 21st century skills. *International Conference on IEEE. London. Information Society i-Society*, hlm. 314-318.
- Giyatni, 2013. Mengembangkan Kecerdasan Interpersonal melalui Metode Bermain Peran pada Kelompok B melalui metode Bermain Peran TK Al Irsyad. *Jurnal Publikasi* hlm, 1-8
- Hardini, A. 2016. *Implementasi Pendidikan Karakter Anak Usia Dini*. Tersedia [Online]: <http://lib.unnes.ac.id/24102/1/1201412045.pdf> [diunduh 18 Mei 2017]
- Hemmeter, M. L., Ostrosky, M., Fox, L. 2006. Social and emotional foundations for early learning: A conceptual model for intervention. *School Psychology Review*, 35(4), 583.
- Hester, Peggy P., Hendrickson, Jo M., Gable, Robert A. 2009. Forty Years Later — the value of praise, ignoring, and rules for pre-schoolers at risk for behavior disorders. *Journal Education and Treatment of Children*, 32(4), hlm. 513-535
- Innes, M. 2011. *The Role of Discipline in the Effective Parenting of Children*. Parent Support Services of British Columbia. [Online]. Diakses dari: <http://www.parentsupportbc.ca/root/content-pdf/education/the-role-of-discipline-in-the-effective-parenting-of-children.pdf>.
- Kemendiknas Pendidikan Nasional. 2012. *Pedoman Pendidikan Karakter pada PAUD*. Jakarta: Direktorat Pembinaan PAUD
- Listiana, A., Rachmawati, Y. 2016. The Teacher's perception on TPM-Kurtilas Implementation in Amal Keluarga Kindergarten-Bandung. *Advances in Social Science, Education and Humanities Research ASSEHR*, vol 58, hlm. 1-6
- Maryadi, B., et.al. 2016. The TPM-Kurtilas Implementation program of Children's behavioral changes in Kindergarten. *Advances in Social Science, Education and Humanities Research ASSEHR*, vol 58, hlm. 105-111.
- Mills, J., Bonner, A., Francis, K. 2006. The Development of constructivist grounded theory. *International Journal of Qualitative Methods*, 51, hlm. 1-10
- Nasution. 2010. *Berbagai Pendekatan dalam Proses Belajar Mengajar*. Jakarta: Sinar Grafika.
- Nata, A. 2013. Revitalisasi pendidikan karakter untuk mencetak generasi unggul. *Jurnal Didaktika Religia*, Vol. 1 No. 1
- Olim, A. 2010. *Mencari metode pendidikan karakter untuk PAUD: Belajar berbasis layanan service learning*. Proceedings of the 4th international conference on teacher education: join conference UPI and UPSI
- Pala, A. 2011. The Need for Character Education. *International Journal of Social Sciences and Humanity Studies*. 32, hlm. 23-32
- Pratiwi, et.al. 2016. The Effectiveness of TPM-Kurtilas in Improving the Basic Character of Children in TK Tunas Harapan. *Advances in Social Science, Education and Humanities Research ASSEHR*, vol 58, hlm. 56-61.
- Puspawati, D., Listiana, A. 2016. *Profil kedisiplinan anak TK Yayasan Amal Keluarga setelah diterapkan program pengembangan karakter dasar TPM-Kurtilas*. Bandung: PGPAUD UPI
- Ratnasari, D. 2015. Korelasi hasil penerapan pendidikan karakter dan standar tingkat pencapaian perkembangan anak dikelompok bermain batik sidoarjo. *Journal Plus Unesa*, Vol. 4 No.1
- Rosmiati, A. 2014. Teknik Stimulasi dalam Pendidikan Karakter Anak Usia Dini melalui Lirik Lagu Dolanan. *Jurnal Resital* Vol.15 No. 1 Juni hlm: 71-82
- Samani, M., Hariyanto. 2011. *Konsep dan Model Pendidikan Karakter*. Bandung: Remaja Rosdakarya.
- Setiawan, D. 2013. Peran Pendidikan Karakter dalam Mengembangkan Kecerdasan Moral. *Jurnal Pendidikan Karakter*, Th III No. 1 Februari
- Silitonga, A. S. dkk. 2014. Pengelolaan Kegiatan Bimbingan Konseling untuk Pembentukan Karakter Siswa SD. *Jurnal Manajemen pendidikan*, 91, hlm. 28-39
- Sujiono, Y.N. 2009. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks
- Takaya, K. 2008. Jerome Bruner's Theory of Education: From Early Bruner to Later Bruner. *Journal Interchange*, 39(1), hlm.1-9
- Trilling, B., Fadel. 2009. *21st Century Skills: Learning for life in Our Times*. San Francisco: John Wiley and Sonns Inc Jossey-Bass.
- Tsani, N.A., Listiana, A. 2016. *Profil sikap sopan santun anak TK Bunda Balita setelah diterapkan program pengembangan karakter dasar TPM-Kurtilas*. Bandung: PGPAUD UPI
- Walgito, B. 2000. *Pengantar Psikologi Umum*. Yogyakarta: CV. Andi Offset
- Woodhead, M. 2006. *Changing perspective on early childhood: theory, research and policy*. UK: Unesco.