THE EFFECTIVITY OF DUAL FUNDAMENTAL CHARACTERS TRAINING USING BLENDED LEARNING APPROACH TO IMPROVE EARLY CHILDHOOD EDUCATORS' PEDAGOGICAL COMPETENCE

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Abstract

The purpose of this study is to determine the Effectivity of two fundamental character training using a blended learning approach for increasing the pedagogical competence of Early childhood educators. The study used quantitative approach and utilized pre-post tests without the use of a control group receiving only one type of treatment. The findings of this study demonstrated effectivity in enhancing the pedagogical competencies of early childhood educators, specifically their ability to analyze, interpret, make decisions, and predict information on a pedagogical scale in preschool age. Enhance the capacity to plan and implement education, particularly the principle of good manners and diligence, at the district/city level through practitioners or training organizers (Education Office, HIMPAUDI partner organization institutions, IGTKI, IGRA, or other SPS). The blended learning implementation pattern is expected to complement and support stakeholders, in this case, the Directorate of Teachers and early age education personnel, in socializing this training as an alternative to preparing competent educators.

Keywords: characters, training, educators, pedagogic

Abstrak

Tujuan dari penelitian ini adalah untuk menentukan efektivitas pelatihan dwi asas karakter menggunakan pendekatan blended learning untuk meningkatkan kompetensi pedagogis pendidik anak usia dini. Studi ini menggunakan pendekatan kuantitatif dan menggunakan pretes-postes tanpa menggunakan kelompok kontrol yang hanya menerima satu jenis perawatan. Temuan penelitian ini menunjukkan efisiensi dalam meningkatkan kompetensi pedagogis pendidik anak usia dini, khususnya kemampuan mereka untuk menganalisis, menafsirkan, membuat keputusan, dan memprediksi informasi pada skala pedagogis di usia prasekolah. Meningkatkan kapasitas untuk merencanakan dan melaksanakan pendidikan, khususnya prinsip sopan santun dan ketekunan yang baik, di tingkat kabupaten/kota melalui praktisi atau penyelenggara pelatihan (Dinas Pendidikan, lembaga organisasi mitra HIMPAUDI, IGTKI, IGRA, atau SPS lainnya). Pola implementasi blended learning diharapkan dapat melengkapi dan mendukung pemangku kepentingan, dalam hal ini. Direktorat Guru dan tenaga kependidikan Anak usia dini, dalam mensosialisasikan pelatihan ini sebagai alternatif untuk menyiapkan tenaga pendidik yang kompeten.

Kata kunci: karakter, pelatihan, pendidik, pedagogik

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INTRODUCTION

Early childhood education is critical in laying the groundwork for a child's subsequent education. Graduate education quality demands are increasing in response to the development of society and the world of work, as well as inevitable changes in global competition. Character

development in children requires commitment and consistency in the application of positive behaviors in daily life. As a result, character education must begin in early childhood.

According to Hastuti and Sarwoprasojo's: 1) Children in the village and city exhibit characteristics of responsibility, honesty, empathy, polite respect, and low leadership. 2) Children living in urban areas engage in antisocial behaviors such as pornography, brawls, online games, alcoholic beverages, drug use, and smoking, as well as a high rate of bullying. 3). Children in both rural and urban areas continue to lack a strong sense of self-worth. 4) Children are still unable to transform knowledge of kindness values into a form of love for kindness values and to apply these kindness values in daily life (Hastuti & Sarwoprasojo, 2012).

Early Childhood Education (ECE) is a deliberate effort made by adults to prepare children through educational stimulation using a variety of learning models that aid in the growth and development of children. If character education is implemented from an early age, the next generation of young people will exhibit improved behavior and morals, as well as the ability to challenge and overcome obstacles in their environment independently and responsibly. According to Rumsari & Nurhayati (Rumsari & Nurhayati, 2020), insensitive times should be utilized to the fullest extent possible through Education (ECE) activities that aid in the growth and development of physical and spiritual paths that are formal, informal, and informal. As the child grows, the habit of good manners and diligence can be instilled in him or her from an early age. By the time a child reaches the age of four, he or she has developed an understanding of good and evil and understands why someone should do good and avoid doing bad. Appreciating as the foundation of the superior value of manners is a critical value that plays a significant role in child self-maturity and serves as the foundation for a person's good morals.

As a determinant of educational success, educators must understand how to educate children in carrying out their responsibilities. Educators are expected to facilitate the learning process to the maximum extent possible. Other objects cannot take the place of educators, because educators are at the center of efforts to improve learning and become critical to the success of any effort to improve educational quality (Pendidikan et al., 2018).

Applying incorrect education will almost certainly result in less satisfactory outcomes for learners, both in the playgroup (playgroup) and kindergarten (kindergarten). To do so, an educator must, of course, be familiar with the model used by an ECE organizer during the teaching and learning process (Nurhayati, 2020). ECE educators who are qualified demonstrate a high level of professional competence in carrying out their responsibilities, which include developing creative materials and activities, educating and teaching students, and analyzing the development of pertinent students (Novitasari & Fitria, 2021).

Personal competence is defined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 (2014) as "relationship between early childhood educators' personal (attitudes and behaviors." Professional competence is associated with an understanding of early childhood education, from its development to the provision of stimulation, treatment, and prevention. Planning-related didactic abilities. Ensuring the continuity, protection, and evaluation of educational processes Social competitions are inextricably linked to the capacity for environmental adaptation and effective communication.

The capacity of teachers is a critical component of educational programs' success. As a result, qualified teachers will be able to accommodate older students on a developmental level basis.

Teachers' capacity must be enhanced through training/teaching in this digital era. It cannot be denied that it has a beneficial effect on the curriculum, for example, by introducing additional training sources and tools. What was previously accomplished in the classroom has been superseded by online media. Online education is a comprehensive teaching and learning tool that leverages the power of the internet and does not rely on visual services (Holmes & Gardner, 2006).

Students can benefit from this type of learning from any location and can be synchronized (directly) or asynchronously synchronized (indirect). Along with online education, there is co-education. Combined learning is a method of instruction that combines traditional (face-to-face) instruction with online instruction. In comparison to online or face-to-face learning, mixed learning allows for greater flexibility in terms of time and location, as well as a diverse range of learning methods.

There are a number of benefits and drawbacks to completing education online and full-time. The disadvantages of online education can be mitigated by the advantages of personalized education. On the other hand, by leveraging the benefits of online education, it is possible to overcome its shortcomings. For students with varying learning styles, mixed learning has added new dimensions and opportunities for interaction (Wong et al., 2019). In comparison to traditional education, many students find mixed education interesting and satisfying (Çobanoğlu, 2017). In mixed education, online teaching still requires teacher supervision, so students' self-study is directed toward achieving learning objectives.

Learning through a variety of models has been shown to boost participants' self-esteem (Tyley, 2012). Teachers should design online learning materials in such a way that learning is goal-directed. Between 30% and 79% of mixed learning is accomplished through the delivery of online learning content, and when more than 80% is accomplished through the delivery of online learning content, online content is incorporated into online learning (I.E. Allen et al., 2007). Mixed learning has the potential to increase access, reduce costs, and improve educational quality. However, a lack of technical and instructional support is a significant barrier to teachers implementing integrated courses (Raphael, 2017).

LITERATURE REVIEW
Training, in general, is a component of education that describes the process. Training enables individuals to perform at a professional level in their respective fields by continuously improving their individual skills and knowledge. Training is a process of education that enables employees to conform their current work to established standards. Training, in general, is a subset of education that encompasses the process of developing individuals, communities, organizations, and organizations. Education and training are critical components of a human resource development system that encompasses the planning, dissemination, and development of human resources.

Training's Objectives and Benefits
One obvious goal of training is to prepare new employees for their jobs. Training to enhance skills and knowledge should not be limited to new jobs; existing performance can frequently be enhanced through additional training. Continuous training is required to maintain knowledge and expertise in businesses of all sizes due to the constant changes in products, technologies, policies, and procedures. Only with this type of training will employees be able to meet the changing demands they create.

As a result, they are trained to maximize the product's potential. The anticipated outcome of training activities is that all employees will have the opportunity to maintain and develop their skills in their current jobs. Provide employees with the new skills they require to help the company grow. Enhancing the quality of the company's human resources Persuades employees to engage in constructive and planned innovative discourses that benefit the company's sustainability and future.

Dual Fundamental Character

Two Fundamental Character, particularly the character of decency and diligence, is the primary characteristic instilled in children from an early age. School is a place where children are taught positive behaviors in order to develop a strong character. The purpose of character education is to instill positive values in children. These values are thoroughly explained to the child in order for them to develop knowledge, emotions, and behaviors that become daily habits.

Principles in educating the Dual Fundamental Characters to Children

As the child grows, habituation can be used to begin educating the child's character of Manners and Diligence. By the time a child reaches the age of four, he or she has developed an understanding of good and evil and understands why someone should do good and avoid doing bad. By the time a child reaches elementary school age, his or her character has developed in response to the child's recognition that others have both excellent and flawed judgment standards. When a child reaches middle age, a critical stage in the development of his or her identity occurs.

The process of conversing with the child about various topics that assist the child in discovering his or her inherent goodness and encouraging him or her to make that goodness a habit is necessary. When the child reaches high school, his identity will be determined by his ability to accept responsibility for his life and environment. As a result, the process of discussing with the child and instilling confidence in him to take responsibility for his life becomes critical.

Characteristic of The Dual Fundamental Character

Thus, developing a character at the age of a PAUD child with the previously described characteristics requires some basic understanding, namely: Children of PAUD age require an adult role model who can teach them about the will, hopes, and perspectives of others while still appreciating their own willpower. Children of PAUD age require confidence in their ability to follow their parents'/teachers' rules. As a result, allow the child to attempt to do something in accordance with what parents/teachers expect. Allow and encourage children to practice good manners and perseverance in their daily lives.

Children of PAUD age require reinforcement for their actions. Therefore, provide praise/appreciation when the child develops into a child of manners and diligence; this will benefit the child's motivation. On the other hand, if the child exhibits lack of manners and diligence, the parent/teacher must reprimand or punish the child for the inappropriate behavior in the hope that the child will not repeat it. Children of PAUD age can be taught to understand the perspective of others by providing explanations for why and for what it is necessary for children to have a manners and diligence character.

Blended Learning

Blended learning is a method of instruction that combines face-to-face and online instruction. Teachers and students can communicate in a variety of ways, as (Harding et al., 2005) and Pool & Byatt stated (Pool & Byatt, 1996). This approach enables the use of online learning

resources, particularly those that are not constrained by the limitations of internet-based tools. Mixed learning is a type of learning that combines in-person communication and technical assistance between students, teachers, and learning resources. Three factors can be identified based on the definition: the integration of face-to-face and electronic learning, as well as the provision of two resources, namely human and learning resources (Winchester-seeto, 2010), 2010). Carman asserted that there are five components of mixed learning elements, namely: direct events in the mixed learning process, self-learning speed, collaboration, assessment, and reference materials (Carman, 2002). The teacher's live events are synchronized, which means that all students participate at the same time.

Blended Learning Cycle
According to Kenney and Newcombe, blended learning is composed of 30% full-time learning and 70% online viewing (Kenney & Newcombe, 2011). Combined learning increases teacher interest, students' interest in learning increases by 59%, and 75% believe that this approach helps them comprehend the curriculum more deeply. In comparison, Elaine Allen et al. define (mixed learning, traditional learning, web learning, and online learning) according to the proportion of online and face-to-face content (I Elaine Allen et al., 2007). According to Allen, online education is provided when more than 80% of content programs are offered online, while mixed education is defined as when 30% to 79 percent of content programs are offered online. This is illustrated in the table below.

Table 1. Learning Classification

Content Proportion	Types of Learning	Description
0%	Traditional	Learning contents are not transmitted electronically, orally, or in writing
1–29%	Using Web Tool	Utilize the web to facilitate the most critical aspects of face-to-face learning, such as syllabuses, problems, and publication materials, by utilizing web tools and course management systems (CMS).
30–79%	Blended	Combining online and face-to-face systems, the material component of online content occasionally makes use of online discussions and occasionally makes use of face-to-face interactions.
80 – 100%	Online	Learning is conducted entirely online, or at least through the use of the majority of online systems.

Early Childhood Education Educators Competence
Competency derives from the Latin word capacitas, which means ability or proficiency. Teacher competence is the capacity to understand one's own abilities as a teacher. Teachers must possess four qualifications, according to Permendiknas No. 16, (2007): pedagogical competence, skill competence, social competence, and professional competence. a) Pedagogical competencies include the following: (1) mastery of students' physical, moral, social, cultural, emotional, and intellectual characteristics; (2) mastery of learning theory and educational principles of learning; (3) curriculum development related to subjects and taught; (4) regulating educational learning; (5) utilizing ICT for educational purposes; and (7) effec b) Competence skills include the following: (1) acting in accordance with the country's religious, legal, social, and cultural norms; (2) natural appearance, noble manners, and serving as a role model for students and society; and (3) presenting themselves as stable and stable individuals. Mature, wise, and authoritative; (4) demonstrate a strong work ethic, a sense of responsibility,

pride, and confidence in one's ability to teach; and (5) adhere to the teacher profession's ethical principles. c) Social competence entails the following: (1) being receptive, objective, and non-discriminatory; Competence of PAUD Teachers in Learning in PAUD physical condition, family background, and family social status, (2) communicating effectively, empathically, and politely with fellow educators, education personnel, parents, and communities, (3) adapting to duty in a socio-culturally diverse region of Rhode Island, and (4) communicating orally or in writing. d) Professional competencies include the following: (1) mastery of materials, structures, concepts, and scientific attitudes that facilitate learning; (2) mastery of competency standards and subjects/fields of teaching development; 3) development of innovative teaching materials; (4) continuous professional development through reflected commitment; and (5) use of ICT to communicate and develop themselves.

METHODS

The study model employed pre- and post-test experiments with only one type of treatment as a control group. In this model, the experimental group was given a pretest to determine their initial state (O1), followed by 45 trainees receiving treatment from the experimental group (O2). The before and after tests will be compared to determine the significance of the difference between the two scores. Distinction between pre- and post-graduation grades using T-test testing. The following stages are used to process quantitative data in character-principled dual training research using a blended learning approach to enhance the pedagogical competence of PAUD educators: The normality test is used to determine whether or not bound variables and free variables in regression models have normal distributions. 2) The Wilcoxon test is used to determine whether or not two paired samples have an average difference. 3) t-Test for Paired Samples is dependent Evaluation of training effectiveness using SPSS 22 and the T-test. The T-test is used to evaluate hypotheses. It is denoted by the null hypothesis (Ho) and the alternative hypothesis (Ho) (Ha). Ho: There is no difference in the participants' pedagogical abilities prior to and following the use of the dual model of character principles in conjunction with a blended learning approach. There is a difference in pedagogical abilities prior to and following the use of the dual character principle model in conjunction with a blended learning approach.

RESULTS AND DISCUSSION

Results

Prior to conducting the hypothesis test during the research implementation stage, here are the pretest and posttest scores for the data analysis of the dual-principle training results using the normality test.

Table 2. Pretest and Posttest Results Scores

NO	Pre-test Score	Posttest scores	NO	Pre-test Score	Posttest scores
1.	20	100	26.	33	100
2.	40	87	27.	40	87
3.	40	93	28.	27	80
4.	27	100	29.	27	93
5.	20	87	30.	27	87
6.	47	100	31.	33	100
7.	33	80	32.	33	80

NO	Pre-test Score	Posttest scores	NO	Pre-test Score	Posttest scores
8.	53	93	33.	33	87
9.	33	93	34.	20	93
10.	20	100	35.	20	87
11.	20	87	36.	17	93
12.	27	93	37.	40	87
13.	40	80	38.	27	93
14.	20	87	39.	13	80
15.	27	80	40.	40	73
16.	20	80	41.	20	80
17.	40	87	42.	13	80
18.	27	87	43.	47	87
19.	27	93	44.	27	80
20.	40	87	45.	33	100
21.	40	80			
22.	20	93			
23.	60	80			
24.	33	80			
25.	13	100			

The normality test can be done using the one-way Kolmogorov Smirnov test. The decision to determine whether a data follows a normal distribution or not is to assess its significant values. Normality test decision-making basis, as follows: If the significance value > 0.05, then the residual value is normal distribution If the significance value < 0.05, then the residual value does not distribute normally, From the normality test results obtained the following results:

Table 3. Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretes	.149	45	.014	.942	45	.026
postes	.178	45	.001	.893	45	.001

a. Lilliefors Significance Correction

Based on the output table 3 test of normality obtained signification value for pretest obtained sig = 0.256 > 0.05 then H0 is rejected so that pretest data is normal distribution, For posttes obtained sig = 0.001 < 0.05 eat H0 received so that posttest data is not distributed normally Because the data does not distribute normally then continued with the Wilcoxon Test

Table 4. Wilcoxon Test Result
Test Statistics[a]

	postes - pretes
Z	-5.854[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on table 4 known value Asymp Sig (2 tailed) = 0.000 < 0.05, then H0 Rejected and H1 Accepted. That means there is a difference. Average between the results of character-principled dual training with a blended learning approach to improve the pedagogical competence of PAUD educators at the time of pretest and posttest. So that it can be continued to the paired sample t-test.

Table 5. Paired Sample t-test Result
Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
pretes - postes	-58.156	13.723	2.046	-62.278	-54.033	-28.428	44	.000

Based on table 5 Sig data. (2-tailed) is 0.000 (p < 0.05). Therefore, the results of pretes and postes change significantly, statistically descriptively. Pretest test and posttest are evidenced by higher posttest values meaning that the dual fundamental character training with a blended learning approach is able to improve the pedagogical competence of ECE educators.

Discussion

There is an average difference between before and after training, based on the results of hypothesis tests via statistical tests. The development of dual fundamental character training using a blended learning approach improved the pedagogical competence of ECE educators significantly. Thus, educators can develop into professional educators with qualified pedagogical competencies in terms of mastery of ECE materials and networking and facilitation techniques through this practice. Capable of analyzing, interpreting, making decisions, and forecasting data. To be able to plan for application, it is critical to employ this dual principle of character and diligence. According to the explanation, Watson proposed a shift in the learning paradigm from teacher-centered to student-centered, increased interaction between teachers and learners, for example, in terms of learning activities or learning materials, and convergence of methods, materials, learning media, and other relevant learning environments (Watson, 2008).

The blended learning approach enables the creation of a learning experience for participants at their convenience and at their time of need. Blended learning is said to provide the most ample opportunity for participants to learn because of its flexibility in terms of time and location. According to Usamah, there is no hard and fast distinction between face-to-face and entirely

online education (husamah, 2003). In the process, face-to-face learning necessitates online learning, which necessitates face-to-face learning as well.

The outcomes of dual fundamental character training with a blended learning approach for the purpose of enhancing the pedagogical competence of ECE educators can be demonstrated through training outputs. These outcomes are obtained through the assessment of learning outcomes, which are continuous assessments, not just once or twice at a specific time. When participants interact with their friends, sources, and facilitators/committees, assessment occurs. Garrison & Kanuka argued that blended learning has the potential to transform by allowing learners to embrace technology, strengthening communities, fostering inquiry, and promoting active and meaningful learning (Garrison & Kanuka, 2004). Educators can provide materials that are developmentally appropriate for the child. The success of this training is determined by the ability of preschool children to analyze, interpret, make decisions, and forecast information on a pedagogical scale.

CONCLUSION

On the basis of limited trial results, it can be concluded that dual fundamental character training combined with a blended learning approach is effective at increasing the pedagogical competence of ECE educators. The effectiveness of the training with a blended learning approach for improving the pedagogical competence of ECE educators in implementation is more focused on planning skills and educational approaches that refer to the competence of ECE educators, mastery of ECE materials in the network, and facilitation techniques. The pedagogical competencies in question encompass the ability to analyze, interpret, make decisions, and forecast information on a pedagogical scale in preschool age in order to plan and implement education, particularly the principle of good manners and diligence.

Dual character training using a blended learning approach demonstrates acceptable results as a substitute for developing training programs that are more contextual, effective, and efficient in light of participants' circumstances as ECE educators. This training requires participants to be self-motivated and self-aware. (2) The blended learning implementation pattern is expected to complement and reinforce the efforts of stakeholders, in this case, the teacher directorate and ECE education personnel, in socializing this model as a viable alternative for educating competent educators. (3) Using this blended learning approach to develop dual character training has limitations, flaws, and limitations in terms of research implementation. Additional research and study are required on character principle dual training combined with a blended learning approach to enhance the pedagogical competence of ECE educators.

Based on the conclusion above, recommendations for further research can be made based on the study's findings. Among them are the following: (1) Character principle dwi training with a blended learning approach demonstrated efficacy in improving the pedagogical competence of ECE educators, such that it can be used at the district/city level by practitioners or training organizers (education agencies, Himpaudi partner organization institutions, IGTKI, IGRA, or similar SPS).

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