

# I Wayan Karta\_The Development Of The Habituatation S.O.P

*by I Wayan Karta*

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# The Development Of The Habituation S.O.P In Building Early Childhoods' Character By Students' Early Childhood Education Study Program

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**Abstract**—This study aims to develop a standard operating procedure (SOP) for habituation in building early childhood character by students of the early childhood education teacher education program. This is a Research and Development (R&D) studies. This research was conducted in the Early Childhood Education Teacher Education Study Program at one of the tertiary institutions in Mataram. The target or research subject is students in semester 4 and semester 6 of the 2019-2020 school year. There were 50 students randomly sampled. The data were gathered by observation, documentation, and group discussion forums. The data analysis was carried out of both quantitatively and qualitatively. The results showed that in the development of SOP design I, the habits made by students were in the criteria according to the proportion of 72.65%. In development II, the results of the SOP design made in criteria are very in accordance with the proportion of 81.65%. In conclusion, the habituation SOP designed by students in building early childhood character is very much in accordance with the steps for compiling SOPs.

**Keywords**—development, habituation SOP, childhood' character

## I. INTRODUCTION

As an educator, learning management skills are one of the most important things in preparing to become a professional teacher. A teacher is an important element in realizing the outputs of educational institutions. One of the ways to create school output is to make systematic and directed planning. To make planning in a systematic and directed manner, a Standard Operating Procedure (SOP) is required.

SOP is a written document that is a guide for an educational institution. SOP contains the way or steps of work that must be done so that the performance in the job supports the achievement of the overall quality of organizational performance [1]. The SOP document should

detail the steps to be taken to guide employees. In education, it means guiding the elements in the school, which consists of the principal, teachers, administrative staff, and cleaning personnel. The skills to compile SOPs need to be given to prospective early childhood teacher students. When graduated, these students will become educators or managers of early childhood education. So that it is hoped that it can make the institution of high quality. SOPs or Standard Operating Procedures in the Early Childhood Education Teacher Education Study Program are mainly given in the course of Moral Value Development Strategy and Discipline, Social-Emotional Development Strategy, and Activity Program Development. The Moral Value Development Strategy and Discipline and Social-Emotional Strategy courses are in Fourth Semester.

The purpose of making the Habituation SOP is so that students can make products in the form of several SOPs to develop early childhood character. This SOP aims to increase respect, patience, honesty, responsibility, and courtesy. This attitude needs to be possessed by both teachers and students in everyday life.

Educating is to create a good character in children. Teachers as caregivers, givers of love, role models, and mentors. At least the teacher has the power to instill values and character in children, one of which is by being an ethical mentor, providing moral instruction and guidance through explanations [2].

In reality in the field, teachers or educators are still unable to manage to learn. School principals and teachers are still confused in managing educational institutions due to the absence of standard guidelines according to the institution's output targets [1]. Managers of educational institutions, in this case, early childhood education, carry out the management of their institutions without adequate knowledge. This causes the institution to be weak in its

efforts to improve its quality. Therefore, this study aims to develop habituation SOPs in building early childhood character in prospective early childhood teacher students.

**II. METHODS**

This research was conducted in the Early Childhood Education Teacher Education Study Program at one university in Mataram. The time of this research was carried out from March 2020 to November 2020. The sample in this study was 50 students who were taken randomly from semester 4 and semester 6. This type of research is development research. The research method used is the Research and Development (R&D) method. Namely, the research and development methods used to produce and test the effectiveness of certain products [3]. Based on the title studied, the method used is descriptive qualitative research methods.

Data collection can be done in various settings, sources, and methods [4]. In this study, the data collection methods used were Observation, Documentation, and Focus Group Discussion. The data analysis technique used in this development research is to use a descriptive analysis technique in the form of a percentage. Meanwhile, descriptive qualitative analysis is used to observe the ability of students in making SOPs build early childhood character.

**III. RESULT AND DISCUSSION**

The definition of SOP (Standard Operating Procedure) is a guideline that contains standard operating procedures in an organization that is used to ensure that every decision, step, or action, and use of processing facilities is carried out by people within an organization, has been running effectively, consistently, standards, and systematically.

Development of Habitual SOPs in building early childhood character through the preparation of SOPs. The SOP preparation stage consists of five steps, namely (1) identification of the quality of the output to be achieved, (2) identification of the process stages and environmental elements that support the achievement of educational output and quality of each stage of the process and environmental elements, (3) elaboration of the key activities carried out in each stage of the process and environmental elements to achieve quality and the main actors, (4) identification of a series of sub-activities for each key activity, and (5) compiling SOPs for each sub-activity.

In the first drafting stage, educators are determining the character that the institution will develop. The characters to be developed are characters that are lacking or invisible in early childhood. For example, in an institution, students are still lacking in terms of "respect", so educators at that institution identify an attitude of "respect" for the output to be achieved. In the second compilation stage, educators take into account the number of elements needed to create the output and then specify them. Like a doctor who prescribes medicine for his patient. Drug dosage depends on body weight. The stimulation given by the educator depends on the age and characteristics of the child. In the third drafting stage, educators as the main actors must be able to map for

themselves what environmental elements must exist to achieve the desired character along with the key activities in each environmental element. The environmental element consists of human resources in the institution, media, and other learning resources.

In the fourth compilation stage, the educator identifies a series of sub-activities for each key activity. Educators need to map the quality of outputs as expected from each key activity. From this mapping, a series of sub-activities can be determined. Educators have more direction to identify a series of sub-activities when they already know the expected output. Meanwhile, in the fifth drafting stage, developing the Habitual SOP is by compiling the SOP for each sub-activity. The contents of the SOP are a series of steps that must be followed if you want to produce a product of the desired quality [1].

In this study, the development of SOPs was carried out in two stages of development, namely development stage I and development stage II. The results of increasing students' abilities in making habituation SOPs in building early childhood character from development stage I and development stage II are shown in Table I.

**TABLE I. RESEARCH SUCCESS AT EACH DEVELOPMENT STAGE**

| Research Success  | TP I   | TP II  |
|---|--------|--------|
| The Design of Habituation SOP in building early childhood character by students | 72,65% | 81,65% |

In the first development stage, the design of the SOP for habituation in building early childhood character made by students has not reached the success indicator, namely 76%. Where at the development stage I the percentage obtained was only 72.65%. Therefore, the improvement stage is carried out in development II, namely, students are clarified in determining the character of the child who wants to be developed and can determine in what activities the character will be developed and how the steps of the activity are.

In the second development stage, the results of the design of the SOP for habituation in building early childhood character carried out by students are already in the very suitable category and have achieved success indicators of 76% with a percentage of 81.65%. This shows that the design that has been made has met the criteria in accordance with the predetermined preparation steps.

SOPs that have been designed and suitable for early childhood in this study include SOP for welcoming children, SOP for arranging a play environment, SOP for perception, SOP for core activities, SOP for closing activities, and SOP for resting activities. The SOP is designed in a detailed and structured manner so that it can be used as a guide for students who will practice teaching, teachers, and lecturers.

The significance of Standard Operating Procedures are: (1) Work procedures that must be carried out correctly and consistently. In this case, the procedure carried out by educators in PAUD is to improve the character of early childhood. (2) Quality control of the process of organizational activities. Indirectly, this SOP can make class management orderly. An orderly class indicates good

classroom management. Several relevant studies also show that well-executed SOPs will provide positive outputs. Implementation of SOPs in accordance with the activities carried out can run well [5]. The importance of SOP design is also to maintain the quality and stability of the activities carried out [6].

#### IV. CONCLUSION

This research showed that there were an increasing student's ability to compile a habitual SOP in building early childhood character. It is shown by the percentage obtained. This research resulted in the habituation SOP in building early childhood character. Development of Habitual SOPs in Building Early Childhood Character in Students through 5 Steps to Compiling SOPs, namely: (1) Identification of the quality of the output to be achieved, (2) identification of process stages and environmental elements that support the achievement of educational output and the quality of each stage of the process and environmental elements, (3) elaboration of key activities, (4) identification of a series of

sub-activities for each key activity and (5) compiling SOPs for each sub-activity. The SOP is designed in a detailed and structured manner so that it can be used as a guide for students who will practice teaching, teachers, and lecturers.

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