



Constructing Self Awareness Using Education Human Value In School Culture

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Abstract

The big number of poverty in Indonesia impact to the hope of having a free learning service, especially education for early age and elementary school students from the less fortunate families. Many people usually ask the quality of such kinds of free of charge schools. The low price makes a low standard for the students. Denpasar Sathya Sai School has proven that the free learning service does not mean the standard quality of the school is low. Using a qualitative approach, this case study was conducted at the Denpasar Sathya Sai School, which has distinctive characteristics. The data were extracted through in-depth observation of the learning activities and learning environment of children in school and FGD (focus group discussion) with classroom teachers, school of kindergarten head, principal of elementary school, foundation and parents. The analysis is done on the text obtained from observation and FGD.

Keyword: Humanitarian Value Education, Free Learning Service, Self-Awareness

I. Introduction

Early childhood education is the most fundamental education because the development of children in the future will be greatly determined by the variety of meaningful stimulation that is given from an early age. Early childhood is the golden age of child development where all aspects of development can be easily stimulated. This golden period lasts only once throughout the span of human life. This period is the most appropriate time to provide encouragement or development efforts so that children can develop optimally, through comprehensive education efforts that include stimulation programs, guidance, care, upbringing and education to develop the potential of children.

The process of building an understanding (construction) of the child's identity, in which there is an understanding of the meaning of virtue and the importance of acting according to existing norms, should be done early on. In the process of learning at the primary level divided into pre-school and basic education, construction is done not only in the level of understanding the concept but began to get used to one behavioral order that should be done. During pre-school education, this construction is done by integrating behavioral habits in the development of basic skills aspects such as language competence, cognitive competence, psychomotor competence and creativity and art development.

For early childhood, identity or self-understanding is characterized by characteristics of physical self-statement and activity with little attachment to moral principles (Darmadi, 2016). In children aspects of ideals are ideals that are derived from the physical world or the world of their activities. The child's self-identity is largely constructed from



expressions that are socially or psychologically influenced by the group or community in which the individual originated.

Child self-awareness is one of the areas of child development that needs to be developed properly. The modern society is convinced that the process of transferring values can shape the child's self-awareness. The child's self-awareness is a concept of how a child sees itself from different points of view and understands how it should act on the cultural values in its social environment or on the basis of the beliefs it obtains (Einav, 2014). According to (Catron, 2006), early childhood is necessary to develop self-awareness and stability of emotional conditions along with the process of child development, both physically, cognition, and emotion. Self-concept can be built on values of independence, understanding and recognizing gender and its gender role, tolerance, as well as self-help skills for its own security and health.

II. Research Methods

This case study using a qualitative approach, this case study was conducted at the Denpasar Sathya Sai School, which has distinctive characteristics. The data were extracted through in-depth observation of the learning activities and learning environment of children in school and FGD (focus group discussion) with classroom teachers, school of kindergarten head, principal of elementary school, foundation and parents. The analysis is done on the text obtained from observation and FGD.

III. Results and Discussion

A. Profile of Denpasar Sathya Sai School

Denpasar Sathya Sai School, located on JalanKemuda III No. 9 Peguyangan Kangin, North Denpasar. Kindergarten is the first educational establishment built on 12 July 2002. The establishment of this school is inspired by India-based Sathya Sai School and spread all over the world. The Sathya Sai School implements the humanitarian value education (EHV) character-oriented education, developing the potential of children who are tough in the face of life and willing to work hard, have a culture of shame and discipline and understand their religious teachings and high social sensitivity.

During the student acceptance period, the foundation conducts interviews and parenting, which Mr. I KetutWiana (Chairman of the Foundation), as a "contract" with parents, understanding of school vision and mission, as well as commitment together to provide services in children's education. This commitment serves as a bridge for foundations and parents to strengthen the basics of EHV that are the main content in this school. The foundation feels very important to give this EHV to parents because most of the time educating children is owned by parents. The foundation also shows a strong and firm commitment to organize this school full of virtues, truths, peace, compassion and non-violence. These five pillars of education are the "characteristics" of the curriculum applied at Denpasar Sathya Sai School. After five years of establishment, on July 12, 2007, Denpasar Sathya Sai School already has an accredited Elementary School .

1. Implementation of EHV

EHV is a 3-H union, the unity of head (mind), heart , and hand representing deeds. This means that the words conveyed by the mind must first be examined by the heart



or conscience, then manifested in deeds. EHV has a very strategic goal in relation to the establishment of qualified and independent human resources. EHV learning at elementary school level aims to equip learners a set of knowledge, attitudes, values, and social skills and develop social attitudes (service) in order to understand the surrounding community and as a provision to continue education to a higher level. Through EHV learning is expected to be born humans who have the soul and social attitude, polite behavior and skilled in solving various problems that occur in the surrounding environment (Placeholder2) (Wortham, 2006).

EHV applied by Denpasar Sathya Sai School, sourced from the EHV model developed by the Institute of Sathya Sai Education in India, which in its application adapted the EHV Integrated learning model by Dr. Ir. Art-Ong Jumsai Na Ayudhya from ISSE Thailand. Head of Sathya Sai Indonesia Educational Institution, Mr. AnuragaDuarsa said, specifically for in Indonesia, EHV development can be done by considering the local culture. The local culture includes through the religious and belief approach adopted by the majority of the community where the school is located. Even in the development of EHV was more colored and took the essence of the religious teachings of the majority of the local community.

EHV learning always involves aspects of social values and skills that may not be pedagogically meaningful through the lecture method and transferring approach as developed by the teacher. In addition, in EHV learning teachers should be able to optimize the growth and development of potential learners, especially in developing a holistic attitude of service that can not be moved entirely from the head teacher to the head of the learner. Thus, learning developed by teachers should be able to facilitate the development of potential learners optimally, so that their learning acquisition becomes more meaningful.

The development of EHV in Denpasar Sathya Sai School is not only aimed at teachers and learners only. Parents of students and workers at the school also received EHV training. The goal is to have a synergic relationship between the school with parents and the local community. Therefore, every month there is a schedule of giving of parenting material, while for teachers and employees are given strengthening and development programs insights are packaged in Personal Development (PD) program that involves outside speakers such as practitioners and educational figures.

EHV, according to Na-Ayudhya, was developed as a stimulus received by the five human senses but not necessarily understood. According to him, most information will be deposited in the subconscious mind, as a result we often do not realize what we are thinking. For a child, it can mean good but it can also be bad. Therefore, in the learning process, teachers are expected to integrate the values of humanity so that children aroused to generate the values embedded in the subconscious mind.

The most important part of EHV is to inspire students to experience change or transformation, emphasizing harmony between mind, word and deed. Any thoughts that arise must be examined by the heart (conscience) before it is manifested in action including speech. Can be interpreted that the values of humanity that can not be taught, but done with affirmations, habituation, and inspiration in the learning process, both when in the school environment and outside school. There are five human values namely; Truth, virtue, peace, compassion, and nonviolence, which is a unity.



Compassion becomes the essence of EHV. With love there will be proximity. Acts based on love will generate a gentle and benevolent behavior that can turn into a virtue value for the perpetrators. Resurrection of the five values that would later bring self-realization or in this paper referred to as self awareness (Ayudhya, 2003).

2. Parenting: Building Awareness with Parents

Parenting activity is one of the activities that must be followed by the parents of the students. This activity is routinely done in the month of the month aims to establish effective communication between school programs with the needs of parents and community. Parents are expected to be agents of humanitarian distribution in their neighborhoods. This is very important because most of the time the child is with the parents and the community. They become models of exemplary and stimulus values of humanity for children.

Parenting activities with materials that adapt to various educational needs of children, is an effort of the school to build critical thinking about the importance of collective consciousness based on the need for good education and true, so as to be able to print a generation of noble character. Parents and teachers, like two wheels in one bicycle that support each other. If both bicycle tires are in proper condition of the road, then the bike will run normally and reasonable in accordance with the path that has been determined. If one of the tires is not working, it may be flat or leaking, then the bike can not function properly. Thus parents and teachers, must maintain mutual relationships and work together to assist and educate children, always establish effective communication, so that children's education will run in accordance with the expectations aspired together (Marilyn Price-Mitchell, 2012-2016).

3. EHV: Building Self Awareness and School Culture

The construction of self-awareness in early childhood at Denpasar Sathya Sai School aims to lay the foundation of an essential human being, who has humanistic values as the foundation of thinking and action. This construction is done jointly and collaborate between school management with parents as EHV at home.

There are three techniques / strategies used in teaching EHV. First, integrate those values into curriculum activities. This means any subject being taught; Language, math, science or history, that class should be a class of human values. Human values must animate every class. If the teacher does not teach humanitarian values he is not a teacher, he is a liar! The second strategy is the integration of values into extra-curricular activities, such as sewing, drama, discussion, music, scouts and so on. Finally the third and perhaps most important strategy is the direct teaching method. This strategy includes five simple teaching techniques, namely: (1) silent sitting, concentrating the mind (meditation). Before the teacher teaches to sit still, he must first conduct himself at home with the family; (2) praying, poetry and excerpts; (3) singing (vocal group), a powerful tool for instilling human values; (4) storytelling (telling is the science and art that must be mastered by EHV teacher); And (5) group dynamics, role plays, personality tests, intelligence tests, and so on. In this case it should be remembered that the learning effort is an effort to enter "uncomfortable zone" and full of risk. Therefore, the ability of the teacher to guide the student to learn must get permission from the students themselves and not from the authorized



institution. The five techniques above are constructs of how the learning effort can lead to an "uncomfortable zone" to be a "comfortable and pleasant zone".

Silent sitting is done as a form of habituation. Is the basic action of EHV learning method as a school culture. It is during this silent sitting that wise words of virtue value with a simple philosophy understood by the child are done. EHV activities in silence are not done by teaching, but inviting children to reflect on the content and meaning of the sequence of words conveyed from reading the quotes, pervading the words of wisdom with the metaphor of light as truth and goodness, as well as songs that are loaded with EHV can give spirit to do good.

Activity habituation which is a formal activity that is loaded with EHV other is during the morning circle activity. In the morning circle activity, the teacher reminds about the habit of doing good wherever the child is especially when the child at home or when the child is playing. The last formal activity is a shared breakfast. Children are conditioned to be patient, patient, share, say thank you and keep the cleanliness after eating.

Essential human beings are people who think and act in the corridor of universal values of virtue. The construction of self-awareness is realized not to be done only during the hours of study in a very short school. Foundation parties and educators are well aware that EHV that get used to school will be useless if they do not continue with the same approach. The role of parents especially mothers is very important as an EHV agent in the home and social environment of children. Therefore, providing understanding to parents, especially mothers about EHV content and an appropriate educational approach for children is an important part of Denpasar Sathya Sai School. Building a sense of belonging as well as involvement in the process of school administration, such as preparing healthy menus and cleaning up schools / classes, is an effective way of building the contribution of parents as EHV collaborators. The proper construction of the meaning of EHV in parents raises critical thinking that helps the construction of the child's self-awareness to become an independent, honest, responsible, not easy to give up / willing to learn. This self-awareness plays an important role in building the school's atmosphere and culture.

IV. Conclusion

Child self-awareness construction at Denpasar Sathya Sai School is conducted through EHV approach. The basic values of humanity such as truth, virtue, peace, compassion and non-violence are the main content in EHV. In practice, the basic value of humanity that is still in the level of concept is realized through affirmation, habituation, and inspiration activities by using language and easy to understand motion. EHV is implemented through programmed activities accompanied by mentoring and models by teachers and parents to facilitate children to construct self-awareness. Such self-awareness gives the child the ability to control the emerging emotions, awareness to be willing and self-sustaining at the level of physical ability and thinking of the child. It is recommended that educational researchers who are interested in conducting further studies or research that are more in-depth using other learning models and paying attention to the characteristics of students in order to obtain broader insights in an effort to improve the quality of learning and the quality of graduates.



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