Early Childhood Mindset Stimulation for Understanding Pancasila Through Affective Education

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ABSTRACT: This study aims to find out how to stimulate Early Childhood Mindset in Theodeosius kindergarten through affective education. This research is qualitative research. Data analysis is done by reducing data, presenting data, and drawing conclusions. The research findings show that students are very enthusiastic about following the activities of the teacher with pleasure, happiness and not feeling burdened from the beginning of the activity to the end, students can take part in the activities of the teacher well. The efforts made by TK Theodosius educators are good, so that it can be said that the teacher's efforts to train children's independence are maximized. The students have begun to instill Pancasila values in their daily lives, namely Godhead, Humanity, the Value of Unity, People's Value, and Social Justice.

Keywords: Affective Education, Early Childhood Mindset Stimulation, Understanding Pancasila.

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1 INTRODUCTION

In today's modern era, progress is increasingly complex with various kinds of conveniences caused by technological sophistication. Along with technological sophistication, there are also increasingly complex problems that concern the issue of national character. The phenomenon of moral degradation that occurs in government, the midst of society, and the immediate environment of children has become a spectacle every day. There is a lot of inequality that is evidence that there has been a crisis of identity and characteristics for the Indonesian people. These inequalities include increasing inter-student brawls, as well as other forms of juvenile delinquency, especially in big cities, extortion / violence (bullying), predispositions of senior domination to juniors, phenomena of soccer supporters, drug use, and others. Various forms of morally deviant behavior that exist in society will have an impact on the perpetrators as well as on people's lives in general. In the context of the class, there are also several moral issues which include; physical hazards, psychological hazards, and justice or appropriateness (Hildebrandt & Zan (2015). Examples of physical hazards that contain violence in the form of hitting, pushing, or pinching. Psychological hazards can include bullying, mocking, teasing, insulting, etc., and examples of the dangers of justice or appropriateness in the form of damaging other people's things, stealing, etc.

Based on existing social problems, education and teaching systems that fail to be developed in school institutions, such as teacher ambiguity in applying the concept of moral values, methods that are less effective in moral learning, and few apply it in daily life. Hurlock, (2010, p. 288) states that although children have a strong motivation to learn to make good social adjustments, children do not get enough guidance and assistance in the learning process.

Kindergarten as a pre-school educational institution and includes systematically formal purposes aimed at providing guidance, teaching and training services in order to help students be able to develop their potential. Therefore, the curricular structure of early childhood education programs in kindergartens in order to help meet the needs of play and learn when the growth phase, has been based on four areas of development, namely: 1). Physical-motoric; 2) Cognitive language; 3). Social-Emotion and 4) Morals and Religion. Based on these four areas of development, the implementation of child learning, starting from pre-design in the form of weekly activity plans and daily activity plans, to their implementation thematically and integratedly, is expected that early childhood can achieve maximum development.: 1). physical growth and motor skills both smooth and rough; 2). development of cognitive and language abilities; 3) social and emotional skills, and 4) the cultivation of real moral and religious values in the sense that they can be seen and measured by the changes.

Affective Education

Taxonomy is based on the characteristics of knowledge, skills, and attitudes known as cognitive, psychomotor, and affective learning. Affective domains are considered by many to be vague or unclear. However, systematic reviews, identified through content analysis that the most common component of the affective domain is the development of attitudes, values, motivations, beliefs, and emotions. Attitudes can be defined as positive, and negative judgments about an object, individual, group, and theory. The values, concepts, or ideals that a person feels, are things that influence the way a person understands or interprets events. Motivation, the form of positive, or negative involvement with the learning process. Confidence is an individual's perception of reality, and emotion is defined as feeling, cognition and behavior. Learning in the affective domain can

be characterized by a three-stage process that measures the influence of the type of communication on the development and assessment of student values, attitudes and behavior of students (Stephens & Ormandy, 2018).

Empathy is an affective domain response that comes from an understanding of the emotional state or condition of another person. This situation involves experiencing affective states that are congruent with the circumstances of other individuals. The process of empathy generally motivates prosocial behavior, inhibits aggressiveness, and provides a foundation for morality. Empathy as a construction that reflects the natural capacity to share and understand the subjective circumstances of others, and consists of emotions (sharing influence with others), cognitive (understanding the subjective circumstances of others from their point of view), and motivational aspects (feelings of caring for others) (Decety, Meidenbauer, & Cowell, 2018).

Social behavior as well as religious social-moral behavior as a moral and political concept, abstractly "constitutes a personal action in the relationship of horizontal-social and vertical interaction over the imperative of power within the common sphere of life which leads to the reality of the existence of the state" (Hamid, 2015) of course it is not to be understood in terms of children who are still pre-operational and pre-moral, but concrete manifestations of personal actions in the social context and forms of moral action can be formulated for learning in the play and learning environment of early childhood. For this reason, in the implementation, without having to add new areas in the existing map of developing early childhood education in kindergartens, the concept of social behavior can be developed substantially and will correlate with existing child development fields, especially in the field of social development, religious, emotions, and morals.

In the world context of work with the term Citizenship Organizational Behavior (OBC), Organ, (1988); Podsakoff et al., (2015); Podsakoff et al., (2000); Ertürk, (2007); Chou & Pearson, (2012), then pro-social studies also began to enter this OBC study (Mayfield & Taber, 2010). And not limited there, this OBC concept was adopted also in the school context (Esnard & Jouffre, 2008). So, by tracing these studies, we can map where the position of social behavior in the pre-school context. Positioning in this study is certainly to minimize the impact due to low social skills.

The results showed that children with this behavior disorder had low social skills (Cartledge, G., & Milburn, 1980) the Conduct Problems Prevention Research Group (CPPRG), 1999. They tend to show hostile prejudice, and when faced with ambiguous social stimuli they often interpret it as a sign of hostility so that it confronts it with aggressive actions. Religious social-moral behavior is a personal action in the relationship of horizontal-social and vertical interaction in the scope of shared life that leads to the reality of the existence of the state (Hamid, 2015) of course not understood by children who are still pre-operational and pre-moral thinking, but concrete manifestations of personal action in social contexts and moral actions can be formulated in early childhood learning. For this reason, in the implementation, without having to add new areas in the existing map of developing early childhood education in kindergartens. Teachers or parents are expected to have creativity in developing learning that enhances aspects of child development. Teachers and early childhood educators are expected to be a model for the development of noble personal actions in a social context. The teacher can also present learning stimulations of moral actions that can be capital for children in adulthood.

In the Global Citizenship Education discourse, competencies related to behavioral capacity, play the role of collaborative and responsible skills, have non-cognitive skills such as empathy and conflict resolution, and the ability to communicate with different people in their backgrounds,

cultures, histories and perspective (UNESCO, 2014). In line with that, the development of social citizenship skills in early childhood so that they can connect with other people to build democratic attitudes of students by respecting every difference in social reality is important to be studied further. Social-emotional competency is one of the important aspects targeted by universal prevention interventions because it builds several things, related to social outcomes, behavior, academic achievement, and plays an important role in the process of behavior change. Domitrovich, Durlak, Staley, & Weissberg, (2017) articles cover what is known about effective intervention approaches, how to support implementation, and how to support students' social and emotional learning to improve resilience.

Early Childhood Mindset Stimulation to Understanding Pancasila

The above discourse also corresponds to the four pillars in the Learning: The Treasure Within 'report, namely "Learning to know, to be, to be and to live together". Global Citizenship Education, which is based on three aspects, namely cognitive, socio-emotional and behavioral (behavior) emphasizes social interconnectedness and mutual respect for differences (UNESCO, 2015). In this regard, PAUD is included in a large system of education that is influenced by global politics and economics, so that it can be related to planning and implementation (Samuelsson & Hagglund, 2009). One aspect that supports the development of social behavior in child citizenship is learning through the modeling process of the micro environment. (Hurlock, 1999), revealed that learning processes that support emotional development consist of learning by trial and error, learning by imitating, learning with identification, learning through habituation, and training.

A strong relationship between planting social behavior and social citizenship skills can be designed by adapting the concept of intervention practice from a technical assistance center for early childhood which includes: peer intervention and adult-directed interventions that are proven to improve social-emotional behavior and social skills (Dunlap, Powell, & Org, 2009). From the subjects of social behavior learning citizenship in Early Childhood Education, curricular is characterized by contextual learning experiences with meaningful, integrated (value-based), value-based, challenging and activating characteristics. In the context of the approach of constructivist education, the formation of a sociomoral atmosphere based on mutual respect is one form of learning experience in school. (Hildebrandt & Zan, 2015). With this approach also, supporting efforts such as minimizing the use of external authority and sharing power so that children exercise authentic power in the classroom are carried out.

The research conducted by Bowo & Budiati,(2017) aims to provide a solution for Pancasila-based elementary school English learning models, providing a new alternative to Pancasila-based interactive English learning and building a nation's character that breathes Pancasila amid unavoidable globalization. This research contributes to combining Pancasila values as an Indonesian national identity with English as a global language. The findings of this study state that respondents agree that English subjects allow character education to be included in it, so the benefits of language learning can improve behavior and social abilities. Likewise, with Mahanani, Purnama Putra, & Kristianingsih (2018) research which focuses on developing teacher competencies to explain the analysis of understanding the values of Pancasila by teachers for learning in elementary schools. Understanding Pancasila values by elementary school teachers is very influential on the performance and learning outcomes carried out by the teacher. Understanding Pancasila Values by teachers can affect the quality of learning, social skills, and student character development. Quality of learning includes planning, implementation, and assessment. Social skills include the ability

to work together, tolerate, respect the rights of others, have social sensitivity, have self-control, and share opinions and experiences with others.

Pancasila as the ideological foundation of Indonesia is inseparable from education. At the implementation level, education is directed at building Pancasila values through learning programs. However, Indonesian education is still in poor condition, because the competence of graduates is not equivalent to graduates from other countries. This phenomenon underlies the formation of the 2013 Curriculum which emphasizes the development of Pancasila values as core competencies. Ronald Silalahi, (2016) conducts research aimed at analyzing text to reconstruct the Pancasila ideology and discuss steps to revitalize Pancasila in the Indonesian education system. The texts analyzed are the texts which are the juridical basis of the 2013 curriculum. The results obtained in the linguistic analysis are explained by the results of interviews with teachers and education practitioners to provide an overview of Indonesian education, the application of the 2013 curriculum and steps that can be taken to revitalize Pancasila in the Indonesian education system. The analysis revealed that revitalization in the Indonesian education system is absolutely necessary, because the values of Pancasila as one of the core competencies that must be possessed by students are not yet fundamentally and appropriately applied in the process of education and learning.

One such effort was implemented through instilling the Pancasila values. Because in Pancasila Education includes aspects of metaphysics, cognitive epistemology (knowledge) psychomotor and affective. The three aspects of Pancasila education must be given the same portion or given the same emphasis. So that children have begun to instill the value of the Pancasila from an early age, in order to avoid various impacts or social problems that injure the values of the Pancasila in accordance with it. Therefore, the research title is "Training the Mindset of Early Childhood to understand Pancasila through Affective Education" (a descriptive study in Theodeosius Kupang).

2 METHODS

This research is qualitative research. This research was conducted to reveal, discover and explore various information about Training the Mindset of Early Childhood to understand Pancasila through Affective education. According to (Sanjaya, 2013, p. 47), Qualitative Research is a research method that aims to describe in full and in-depth about social reality and various phenomena that occur in the community that are the subject of research so that the characteristics, characteristics, characteristics and models of the phenomenon are described. This research was carried out in Theodeosius Kuankobo Christian Kindergarten, Bello Sub-District, Maulafa District, Kupang City. The data collection techniques in this study are observation techniques, in-depth interviews and documentation studies. And data analysis techniques in this study are: 1). Data reduction; 2). Presentation of Data; and 3). Draw conclusions or verify.

3 RESULT AND DISCUSSION

3.1 Result

Description of Research Results from Theodeosius Kindergarten Teachers

From observations and interviews the authors obtained teacher data that Theodeosius Kindergarten teachers in training children's independence using several efforts were as follows:

3.1.1 *How are the efforts of the teacher to train the independence of children in Theodeosius Kindergarten?*

Teachers must be able and skilled in developing various learning strategies

Before the learning activities take place, the teacher must be able and skilled in compiling various learning strategies that are interesting, so that students will not feel burdened when carrying out activities, the data finds that the teacher has done that. With the skills of the teacher in preparing learning strategies, it will be easier for the teacher to train the independence of children, because the child will be responsible for the tasks given by the teacher because the activities are not boring, persevering to complete learning activities, and tidy up the equipment that has been used to play.

It was emphasized by Ms. Serly Membubu as the principal at TK Theodeosius, that the skills and strategies for learning were the duty of a teacher to stimulate child development, including in training the independence of children. Learning strategies that attract students to enthusiastically participate in activities are the best tools to reach learning targets.

Furthermore Ms. Margaritha Nomleni Liukae as the homeroom teacher of Theodeosius Kindergarten revealed that stimulating children's development is the duty of a teacher. Teachers must have the skills and develop interesting learning strategies, so that students can participate in activities safely, comfortably and happily. So, before carrying out my activities I did this to stimulate child development especially in training children's independence.

The teacher creates a learning atmosphere

Through the observations made by the author regarding the atmosphere of learning at Kindergarten Theodeosius, that the learning atmosphere in that class was good enough. Physically the teacher has prepared activities through strategies that have been compiled in an interesting manner, so that psychologically the child will not feel bored, interested in participating in learning activities, foster curiosity, and self-confidence possessed by students.

Mrs. Serly Membubu said, that an interesting learning atmosphere would make students feel happy, so students did not feel burdened with the tasks carried out by the child. Students will carry out their tasks with confidence, be responsible for every activity carried out, follow the existing regulations, this will lead to increased development of children's independence. The teacher can integrate independence learning with children's learning activities both in the atmosphere in the classroom and outside the classroom, so that children can cooperate and compete.

Through the data obtained by the author, that Theodeosius Kindergarten teacher has provided interesting learning activities. The activities of students are very necessary in every learning activity, both in the classroom and outside the classroom. When students carry out activities the teacher always gives direction, guidance, and freedom to students to complete the activities that have been given by the teacher, so that later students can be independent in each activity.

When outside the classroom (playing at the school yard) students are free to play with their friends. Not only playing with one group of friends, but students are always given direction to play together with other groups so that they can socialize learning to be independent in dealing with various situations in the environment, so that everyone will eventually be able to think and act on their own.

The teacher must see concrete examples in all things taught

All behaviors carried out by the teacher are examples for students. If a teacher does an example

that is not good or negative, then it is possible that students will imitate what the teacher does. According to Kindergarten teacher Theodeosius the author has provided concrete examples and habituations that will foster a child's independence. Such as: disposing of garbage in its place, washing hands before eating, tidying up utensils after use, brushing teeth after eating, tidying up toys and putting them in place and other activities.

It can be concluded that the teacher is an example for students at school, so that whatever is done by a teacher, both positive and negative things will affect the development of students, especially in children's independence. Because sometimes teachers underestimate small things, such as throwing trash in its place, washing hands before eating. Even though this greatly affects the independence of students.

3.1.2 *What are the factors that support and inhibit the teacher in exercising independence in Theodeosius Kindergarten?*

Supporting factors in training children's independence

1) Theodeosius Kindergarten Curriculum

The curriculum used at TK Theodeosius still refers to the Minister of National Education Regulation No. 58 of 2003. Childhood Teacher Theodeosius is very enthusiastic about the indicators that are appropriate to the needs and development of children, so they will not burden students in participating in each activity learning. All learning activities are associated with interesting games, so students are always cheerful and happy. Likewise, when teachers train children's independence, the teacher refers to the indicators contained in the curriculum.

2) Teacher's enthusiasm and awareness are very high

As Ms. Sarilah has revealed, one of the supporting factors in training children's independence is that with a very high enthusiasm and awareness of teachers, it can have an important influence on the development of children's independence.

The teacher is not only a knowledge provider for students, but he is also a person who can make students plan, analyze, and deduce the problems they face. With great responsibility will change the behavior of students to become better, teachers should have enthusiasm and awareness of the importance of independence for children.

Teachers are people who play an important role in school learning activities, especially to achieve educational goals. The higher the enthusiasm and awareness of the teacher can facilitate the achievement of the desired learning goals.

3) Facilities and infrastructure that are adequate and a conducive environment

Adequate facilities and infrastructure can create a conducive atmosphere. The form of adequate facilities and infrastructure is the availability of educational tools for children, so that one child and the other do not fight, create a conducive environment for learning activities, and make children feel comfortable in participating in the activities provided by the teacher. Facilities and infrastructure are very important things in an institution. TK Theodeosius has complete facilities and infrastructure that will create a conducive environment and children will feel comfortable, safe, and happy, making it easier for teachers to train children's independence.

Inhibiting factors in training children's independence

1) Parents who are overprotective and lack awareness of children's independence

Overprotective attitude is the attitude of parents who are too spoiled for children and always worried about what the child will do. Parents play an important role in the formation of children's independence. If a child is trained in independence from an early age, when they are involved in the community and school children have an independent attitude to mingle with their peers. However, if a child is not trained to be independent or too spoiled, then the child will grow into a spoiled and timid child.

Lack of parental awareness of children's independence will hamper children's development, because parents only demand that their children understand letters and numbers, after graduating from kindergarten children can read and count. Awareness in exercising independence is considered not too important.

2) Unbalanced number of teachers

The balanced number of teachers will be easy to pay attention to students one by one. However, the number of teachers found to be unbalanced with 24 students. So that the teacher must pay extra attention to each student's development one by one, so that no students feel ignored by the teacher.

4 DISCUSSION

Based on the description above and based on the results of observations and interviews with the author of the learning process at Theodosius Kindergarten. Can the author reveal that in order to stimulate the independence of early childhood is very important in the stimulus from an early age through interesting learning activities? Early childhood learning prioritizes playing while learning and learning while playing which is oriented to the development and growth of children so as to provide opportunities for children to be active, free and creative in carrying out various activities.

Playing is a very important requirement for the development of early childhood spiritually, cognitively, physically motorically, language, social emotionally, and art optimally. Thus, the importance of playing for children in their development so that play cannot be ignored and separated from children as an integral part of children's growth and development because the child's world is the world of play. Likewise, with the development of children's independence, it is very important for children to become independent children who can carry out activities by themselves in the family environment and in the school environment. The results of observations and interviews conducted by researchers related to the development of the independence of children in TK Theodosius, that the efforts of teachers to train the independence of children in the learning process are beneficial not only for students, but teachers must be sure that an independent attitude is also beneficial for them.

Dodge, (2004) stated that "the independence of early childhood can be seen from habituating behavioral abilities of children in physical abilities (doing their own activities), being good at socializing (socializing), wanting to be various (empathetic), and able to make their own decisions with action (confidence)". Empirical findings about the origin and development of prosocial behavior from childhood to childhood have produced new information when young children act prosocial towards others, how prosocial behavior changes throughout development, and why children do or not prosocial behavior. Malti & Dys, (2018) in his study discussed the latest advances

in three areas of research namely, increasingly focused research on age-related differences in various prosocial behaviors, the psychological basis of the development of prosocial behavior has contributed to a better understanding of children's motives for prosocial behavior, and disposition and situational effects on developing prosocial behavior. The research findings address the consequences of individual differences in prosocial behavior and provide recommendations for future research directions for the use of learning methods for the development of prosocial behavior.

In this study the efforts made by the teacher to train the independence of children, that the teacher is good at composing interesting learning strategies, creating a conducive learning atmosphere, integrating learning activities with the attitude of independence of the child, and the teacher has provided a good example in stimulating children's independence. According to Aydoğan, Farran, & Sağsöz (2015), research in education has investigated classrooms as a context for learning. Among many aspects, which shows the level of instructional and emotional support in the classroom environment is the center of discussion about what patterns the teacher provides such as experiences that foster more involvement of children in learning. One of them is pleasant stimulation to build attitudes and behavior.

Ms. Sherly Membubu as Head of the Theodosius Kindergarten explained that stimulating the development of children in school is a teacher's job, so I as a kindergarten teacher must have several strategies to stimulate children's independence, create an attractive atmosphere, always integrate each activity with attitude independence of the child, as well as me as a teacher must always exemplify the independence of activities to children. As with the research conducted by Stevenson (2017) which addresses the independence of children as a conceptual framework to explore how independence in children's daily lives is related to learning in the Finnish context. This framework is articulated using everyday life behavior as a theoretical foundation and focuses on the sociocultural aspects of informal daily life such as the period when children are at home without direct adult supervision as a potentially important learning environment. Independence is also related to the discourse about the success of education, independent learning and the independent mobility of children. research findings show the independence of children in carrying out daily life as an additional factor to consider when exploring the impact of sociocultural factors on the development of independent students.

Next is the supporting and inhibiting factors of the teacher in training children's independence. Factors that support the success of moral learning, such as teachers have studied the curriculum well, enthusiasm and awareness of teachers is very high to educate, guide and care for students by providing interesting activities that do not make children bored, and adequate facilities and infrastructure, sports programs which makes children independent, as well as a conducive classroom atmosphere. While the inhibiting factor is from the family environment, namely parents who are over-protective or over-indulgent, so that children's independence is difficult to develop, and the lack of teachers in the classroom is also a limiting factor because teachers must pay extra attention to the development of students one by one.

Referring to the interview with kindergarten teacher Theodosius that the characteristics of independent children are children who can carry out their own activities, be able to socialize, be empathetic, and can make decisions with confidence. If this has been explained to students, then it can be said that the child is independent.

Thus, as research findings in the field indicate that students are very enthusiastic about participating in the teacher's activities with pleasure, joy and not feeling burdened from the initial activities to the final activities the students follow them well. Based on the theory that the authors get the

efforts made by the Theodosius Kindergarten educators are good, so it can be said that the efforts of teachers to stimulate children's independence are maximized.

4.1 *Theodeosius Kindergarten student*

What children of Theodosius Kindergarten say are facts, namely what they experience: what they do, see and hear. They are honest with what they say or say. Therefore, researchers try to interpret in several ways. The basic things captured by researchers through this study are early childhood children have not been able to sit for a long time. The resistance of children is around 15 to 20 minutes. After that, their minds only focus on how they can play with friends or disturb other friends. They need playmates. Through the game they learn to live. Pancasila that was socialized at Theodeosius Kindergarten to children caught it as facts. But these facts contain values, because they need to be interpreted by researchers.

4.1.1 *Godliness*

Children diligently go to Sunday school every Sunday after a public service has many meanings. There they can meet friends, joke, sing, pray, hear Bible stories especially meeting God. God is not an abstraction, far from their lives; they experience intimacy, closeness to God through Sunday school teachers.

Through prayer, children can converse with God, expressing various problems to God. They know that God hears their prayers. Although the cognitive aspects are not ready to understand, but from the aspect of affection, feeling, they can feel that God hears their prayers and answers their prayers. Because in the book of Deuteronomy 6: 6-9, it is said that the Word must be taught "repeatedly" by parents. In Israeli culture there is an education law that requires children to learn from the age of 3 years and above.

A research article suggests that the core of all curriculum decision making is learners. Theories and practices of contemporary early childhood education focus on the needs of early childhood in their learning, which gives special attention to the assessment of the socio-cultural context of each child. Early childhood is considered capable and active students rather than as recipients of deficits and passivity. What is the application of the divine game in the early years before school in a contemporary view of childhood? To what extent is this program in line with the theory and practice of early childhood? This study seeks to evaluate the existence and activities of play with the concept of faith (which is not a curriculum and also does not claim to be a curriculum) in the context of early childhood education affiliated with religion in settings before school or school (Grajczonek & Truasheim, 2017)

4.1.2 *Human value*

Humans are valuable, because they are created in the image of God and (imago Dei Children begin to appreciate teachers, parents, and friends by shaking hands and kissing the hands of parents or teachers. Through teachers, children are getting used to respecting others, because other people are valuable creatures. So, the formation of habits, as well as honesty and other values need to be taught through teachers and parents and other adults.

Regarding human values in early childhood education, Emilson & Johansson, (2013) outlines and discusses the development of Nordic research on democracy in the field of early childhood edu-

cation and care (ECEC). Research in a relatively short period of time has changed from the normative and political arguments for democracy in ECEC through an interest in how to improve and operationalize democratic ideas into practice, which leads to a more critical approach to dealing with the complexity of democracy. Through this process a new concept of democracy emerged that was linked to shared life and pluralism. Communication becomes important. In turn, ambiguity and even conflicting ideas seem to be accepted as the basis of democracy.

4.1.3 *The value of unity*

The value of unity is one of the same abstract values as other Pancasila values. But children can learn through action, children know that they are different from one another. Different in families, neighbors, different skin colors, different tribes, regions and others. But they are united. The children already knew the song, "Garuda Pancasila", they had begun to learn the meaning of the song, affectionately they had begun to feel what it was united.

What they do, hear and see contains understanding, and the meaning of values. Even though they do not understand well, therefore understanding needs to be trained and nurtured on an ongoing basis. Values are abstract goals that are desirable and different interests between individuals, function as guiding principles across situations, and underlie actions. Thus, individual values provide a set of personal norms, that is, personal expectations or obligations that determine actions that are compatible with the world view. When do children form their own personal values? usually stops occurring during adolescence. But recently, this idea has been challenged, in part a new measurement tool, the Age-Based Value Survey for Children. This instrument gives children a picture accompanied by a description of the protagonist who takes action representing each of the 10 values. By using this instrument, children can report their values in relatively concrete terms that do not require high abstraction skills. Children recognize moral values or unity through learning instruments (Abramson, Daniel, & Knafo-noam, 2018).

4.1.4 *Citizenship value*

Children have heard about elections. They heard and saw the election of the RT (Neighborhood Association) and RW (People Association) and mayor. They also heard from parents about the right to vote, but these rights need to be explained by the teacher early on. Although they personally understand what is meant by personal rights.

The Early Childhood Education and Care Institute (ECEC) in the UK has been used for anti-terrorism strategies. The promotion of Fundamental British Values (FBV), as a special step to prevent young children from being drawn into terrorism, has raised questions about the role of the ECEC sector as an instrument of counter-terrorism policy. Because of this, Robson, (2019) compiled a research article to analyze ways in which early childhood educators mediate the requirements for promoting the FBV through their pedagogical practices. Although educators are tasked with mediating specific values formulated in the political arena, their responses are complex and multi-layered. The results show that education is a daily pedagogical practice that is not limited by the institutionalized definition of the FBV. Practitioners use contextual moral pedagogy where children build an understanding of moral values and practices characterized by rich democratic dialogue.

4.1.5 *Social justice*

They are sensitive to the circumstances of friends who do not bring pocket money to school. And

it has been explained to them that those who have more money need to help friends who don't. Those who have advantages need to help those who are in need. The concept of sharing has been owned by children, the task of companion or parents and the teacher is to continue to instill these loving values, to become their lifestyle from an early age.

It is important to recognize that the traditional concept of leadership has severely limited the theory of leadership for the field of early childhood. Such a traditional framework has left a legacy in childhood that 'leaders' are program directors or those who have a field role commensurate with the highest level of formal authority in the organization. In addition, being on the 'leadership path' in history is often equated with rising hierarchies that are increasingly away from direct service work. Contemporary discussion of leadership in early childhood has challenged these assumptions, extending the notion of leadership beyond traditionally privileged models of business and education leadership. More recent thinking about leadership emphasizes ideas that are more in tune with the field of early childhood including explicit values on relationships and collaboration, direct teaching and service, family involvement and a multidisciplinary perspective. Children need training to be fair leaders and uphold social justice (Nicholson et al., 2018).

5 CONCLUSION

The Theodeosius Kindergarten teacher always makes a strategy and integrates independence learning with children's learning activities, creates a conducive and attractive learning atmosphere, and the teacher always gives concrete examples on each activity. And the curriculum that is in Kindergarten is very helpful in the implementation of learning because the curriculum is a guide to train children's independence, enthusiasm and awareness of teachers is very high in stimulating aspects of child development including training in independence.

Affective education carried out in Theodeosius Kindergarten can have a positive impact because this affective education can have a positive impact on Theodeosius Kindergarten students in individual social development, feelings, emotions, morals, ethics especially regarding the meaning of the Pancasila based on sila-sila of pancasila.

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