

## Teacher Opinion on “TPM-Kurtilas” Implementation in Amal Keluarga and Bunda Balita Kindergarten

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**Abstract:** This study would describe teachers and principal opinion relating to “Teaching Pyramid Model and National Curriculum 2013”(TPM-Kurtilas) implementation in character building. The method is a qualitative approach. The TPM-Kurtilas implementation was held in Amal Keluarga and Bunda Balita kindergarten that located in rural and downtown areas in Bandung. Collecting data are using interview, observation and teacher anecdotal records. The result figure out that in general, teachers, principals and students have a positive response for TPM-Kurtilas implementations. They hope that TPM-Kurtilas program could be continued in their school. They considered that after TPM Kurtilas implementation, the most outstanding behavior is children become more independent, discipline, orderly and tidy. They argued that using poster was very helpful for teacher and children. Moreover, setting class design made children more comfortable and increased their learning motivation. In general, TPM-Kurtilas has positive responses in school and have functions to build character.

**Key words:** TPM-Kurtilas, kindergarten, character building, independent, discipline

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### INTRODUCTION

The issue of character education in Indonesia, particularly has been one of the main purposes of the education system. This statement has been written on the national education’s goal that express in Law No. 2/1989 as follows;

“Educating civil life, developing a true Indonesians human being, the people who are faithful and devoted to Almighty God, then has noble character, knowledge and skills. The man who has spiritual and physical health, steady and independent personality also has social and national responsibility. “However, the implementation process is still challenging in practices for some teachers, including for kindergarten teachers. Some teachers feel a lack of experience to teach moral, values, religions or character to the school. Then, they teach morality or character more academically. The experts said that in Indonesia, the subject of Pancasila and civics is more academic and theoretical than applicative. Similarly in kindergarten, teachers more focus on academic teaching. This evident in the observation of some previous researchers that teachers only prepare a learning program that focuses on academic skills like reading, writing and arithmetic (Mumun, 2009; Fuadah, 2013; Giyatni 2013). The character-building program in kindergarten is still

minor (Humaida, 2013). In general, character-building program approaching by knowledge and academic mastery, not related to daily practical habit (Wardani, 2010). Connecting with this issue, Chou *et al.* (2014) states that character education should begin in early years as soon as possible. Ferdiawan and Son asserts that young child is an age that very strategic to develop child’s personality.

One of the programs that expected could solve the problem is TPM-Kurtilas models. This model was an adaptation’s Teaching Pyramid Models (TPM) that developed by Fox *et al.* (2010) on National Curriculum, 2013. This below is construction of TPM-Kurtilas models that used during this study.

The concept, stages and strategy on TPM-Kurtilas refer to the origin of Teaching Pyramid Models that developed by Fox *et al.* (2010). On TPM-Kurtilas the learning goal formulation, learning targeted and contents are taken from National Curriculum 2013. Furthermore, preparing the media and class setting is arranged to base on need assessment and local culture. The strategy of TPM (Fox *et al.*, 2003) has four stages implementations:

- Build positive relationship between teacher and students
- Preparing a conducive class setting

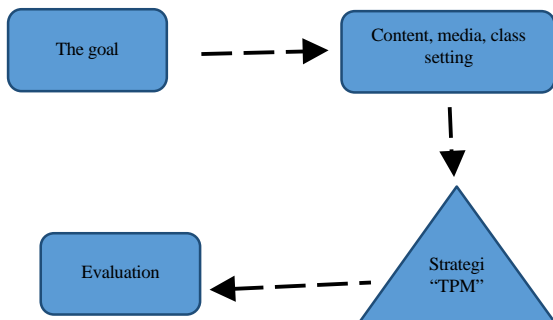


Fig. 1: Model TPM-Kurtilas (Listiana, 2016)

- Do the teaching activity
- Provide individual intervention for anyone who needed it (Fig. 1)

Originally, TPM had a series research conducted by Fox itself or by other researchers with a diverse focus. This below is previous research relating to Teaching Pyramid models that was developed by Fox *et al.* (2003) and another since, 2003-2010. The TPM Effect in developing social competency and prevent the “challenging behavior” on young children. Fox *et al.* (2003); the TPM influence to build social-emotional skills (Fox and Lentini, 2006); the impact of TPM to social-emotional competency and child readiness (Hemmeter *et al.*, 2006); the TPM training for teacher and professional (Fox and Hemmeter, 2009; Hemmeter *et al.*, 2006); the TPM as a response to intervention (Fox *et al.*, 2010); TPM implementation for toddlers (Branson and Demchak, 2010).

This study is one part of research series that discuss about adaptation TPM on national curriculum 2013. It's arranging from formulating the model, testing, dissemination and socialization models. At this stage, TPM-Kurtilas are still in a testing process. It has conducted a variety of studies that viewed from various aspects. Some of the studies are developing model TPM-Kurtilas to build children characters; the impact of TPM-Kurtilas to change child behavior; TPM-Kurtilas implementation in Tunas Harapan Kindergarten Bandung; the effect of TPM-Kurtilas on child discipline, behavior and manners. These studies were expected to obtain data that can be considered in developing TPM-Kurtilas program in the future.

#### MATERIALS AND METHODS

The method that used during this research is a qualitative research. The research goal is to obtain information on the perception of teachers and students on

the implementation of TPM-Kurtilas. The implementation process takes place every day with 30 min in each of learning's opening. Learning materials provided with regard to the social and spiritual attitudes. Social attitudes include healthy behavior, curiosity, creative, aesthetic, confident, discipline, self-reliance, caring, cooperation, adaptive, honest, humble and polite. The spiritual attitude includes the acceptance of the teaching espoused. Data were collected through interview, teacher's field note and questionnaire filled by the teachers. The studies were conducted in Amal Keluarga and Bunda Balita Kindergarten in Western part of Bandung-West Java. The interviewed data sources are principals and teachers. The data analysis is using thematic analysis that provides a report which emphasizes on the answers to the research questions.

#### RESULTS AND DISCUSSION

After the implementation of TPM Kurtilas in Amal Keluarga and Bunda Balita Kindergarten in Bandung for about four months from February-June 2016, teachers were asked its response by filling out a questionnaire of teacher's reflection. The result showed that the principals and teachers stated TPM-Kurtilas had given a better change for their school. Based on the reflection result revealed that the existence of TPM-Kurtilas becomes new knowledge for teachers in developing children's character at school. Besides that, teachers are helpful by its detailed and focused guidance in developing children's character. The teachers also stated that TPM-Kurtilas could become a reference and should be continuously implemented in their school. Moreover, if TPM-Kurtilas implemented in systematic, planned and sustainable, it will make the teachers feel so easy in achieving the goals and objectives of character development effectively. The perception is in line with Hamalik (1991), Idi (2007) and Seknun (2014) which stated that the existence of pre-formulated learning designs and strategies, the learning objectives will be more easily achieved.

Based on the teacher's field notes indicated that the children's response on the the implementation of TPM Kurtilas at their school were various but generally enthusiastic. Since entering the class, the children were so happy and their faces were so delighted. This all happened mainly due to the new classroom setting for them. In Bunda Balita Kindergarten, carpeted classroom setting is so common everyday, in contrary; in Amal Keluarga Kindergarten, this classroom setting makes the children so excited. There were so many children become so amazed by this new classroom setting. According to this, teacher field notes revealed that children are excited

because of their teachers welcoming in front of the class and the changing of their classroom setting makes them so comfortable. In Amal Keluarga kindergarten, the changing of classroom settings is in the form of carpeted floor, new painting walls, lockers, shoe racks, chairs and tables with children photographs. From this teacher's field notes revealed that the changing of the classroom atmosphere made the teachers and children eager to go to school. The changes are in carpeted classroom, locker and shoe racks with the children photographs stuck on it.

**Children positive character building:** Based on the interviews, observations and principal and teacher field notes after the implementation of TPM-Kurtilas for about four months, the children in Amal Keluarga and Bunda Balita Kindergarten looked more disciplined, orderly, organized, self-reliance in performing daily activities at school.

The teachers said that the positive behavior captured in everyday activities such as children can be lined up neatly in a direct way, open and save their own shoes, store the bag, mirroring, trims clothing on the arrival and return time (Teacher's field note of Amal Keluarga and Bunda Balita Kindergarten). Only small part of the children whose behavior hadn't changed into a better condition and need to be reminded constantly by the teachers.

**Here are the Amal Keluarga teacher's quotes on the children behaviour at school:** "Children come to know the unknown, children who are less adjustable before this implementation, now is becoming more regular. When they come to school, they always say hello and keep the shoes in their locker. They also become more self-reliance and not always depended upon their teachers or their parents (Mr. Agus, June 26, 2016)".

The Children have started to line up when the bell's ringing, they directly line in front of the class. When they are entering the class, they sat in the circle time which has been provided for them (Tia, 24 March 2016)".

When the children come, they directly store the shoes in the provided rack. Then, they entered the class and save the bag on their individual locker. Only 10% of 21 students whose still haven't been better and need to get reminded often (Imas, 26-29 March 2016)".

In line with the above quote, the principal and teachers of Bunda Balita Kindergarten said that after running the TPM-Kurtilas program, the children get used to do good habits such as self-tidy, neat, polite, caring, sharing and orderly (Esa and Tiara, 2016)". Teacher's perceived that these behaviour can be seen through the attitude of children who is regulary doing it. As revealed by Mrs. Esa opinion as.

When the children came up into the class, some of them are tidy the clothes up, comb the hair, even some of them used to wash hand; The children become calmer when eating and praying, accustomed to say hello while entering the classroom; getting more easily to be reminded about some rules, willing to put toys; saying sorry and forgiving without an ease"

A well-structured teaching as found in TPM-Kurtilas on teaching values have helped children better prepared and understand the good values that are expected to embed on them. Teaching values have been integrated manner starting with building a positive impression on the teachers and its environment, creating a sense of comfort on children, helping the process of good character establishment as expressed by Butterfield *et al.* (2003) which found that positive relationship makes the children become more brave in communication and regulating their behavior. Teachers conclude that TPM-Kurtilas can help children building positive behavior.

Teaching practice using stages and various strategies as contained in TPM-Kurtilas could be very helpfull in building children's character. Systematic and sustainable way is one of TPM-Kurtilas Characteristics. TPM-Kurtilas also contains the elements of knowledge and direct practice in its the implementation. So that, the character development gets so much impact on the children. Seknun (2014) and stiles (Hidayatullah, 2010) in this regard stated that the stage of character education process should be conducted in the stage of knowing the good, feeling ang loving the good and acting the good. As Lickona (1991) stated that the three good character components are moral feeling, moral knowing and moral action. Reinforced by Java-Philosophy pioneered by Ki Hajar Dewantara about tringa: *ngerti-ngrasa-nglakoni* or in other words mean understanding, feeling and performing.

Besides that, a systematical, gradual and sustainable TPM-Kurtilas Implementation result in positive impact on the development of children behavior. Realizing that character education applied in systematic and sustainable way, thus a child would be emotionally intelligent.

**The role of poster:** Based on the teacher's fieldnotes, the availability of classroom setting and posters is very helpful in making orderly children. The presence of footmark in the line-up area helps children to line up orderly. Giving the name and photo on locker and shoe rack make them easily open and put the shoes and bags on the locker respectively. Moreover, learning rules that accompanied by posters greatly help children obey the rules at school. The following is teacher's quote of Amal Keluarga Kindergarten.

“Children can enter the room by the order; the line place is signed by the footmark to step on by the children due to a stampede march. By this poster, the children could follow the school regulations such as wearing the shoes and sitting on their own table and chair easily (Mrs. Imas, 28 March 2016)”.

Related to the above description, Bunda Balita’s principal and teachers stated that the children become more orderly and organized. As Murphy (2013) stated that in learning an instruction, children require the behavior that can be ‘seen’ so that they can internalize their feelings toward such behavior. As similarly Mrs. Tiara and Mrs. Esa said:

“Children are easier to get reminded on the rules. As when eating time, there were child whose seized/noise, the teacher or even other student just only pointed out to the eating regulations poster in reminding him (Esa, Wednesday, 29 June 2016)”.

The use of media in learning process is crucial. As it happens to the implementation process of TPM-Kurtilas at school. Media assistance in moral and character teaching is not only improving the quality of teaching and learning process but also ease the children in learning. The media as a tool can make the learning process runs effectively, understandable, concrete more in explaining an abstract image so as to reduce the occurrence of verbalism. The poster usage is also helpful for teachers and children in implemented rules and regulations at school. Poster makes the rule more concrete and easier for children to understand. In addition, the poster usage helps teachers explaining the rules and positive behavior to children.

As it common, poster as a graphic medium used to attract attention, clarify the grain ideas and illustrate the facts so that it attracts people to always get remember on it (Susilana and Riyana, 2009). The use of poster images in developing character cues can help children to better understand to the instructions given. This happens because poster image cues can help children improve organizational skills, academic success, communication, socialization and self-control (Hawkins, 2011). The advantage of poster usage as a graphic medium is facilitating and accelerating the student’s understanding on the message given (Susilana and Riyana, 2009). Therefore, the use of poster images cues become an important component in the effort to make children more easily understand an instruction.

### **CONCLUSION**

In general the teachers and principal in Amal Keluarga and Bunda Balita Kindergarten give positive

responds to the implementation of TPM-Kurtilas at their schools. Teachers find it helpful and open-minded, especially in children’s character development practices. They perceive that the existence of TPM-Kurtilas positively impact on the children’s behavioral changes. In addition, the use of poster and visual media in teaching, to be especially helpful children’s understanding of discipline, regular and self-reliance as what have been expected. The use of poster also allows teachers to teach and explain the good behavior that is innate built in children’s soul.

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