

ABSTRAK

NADIA. NIM. 210101080318. *Penanaman Karakter Mandiri Anak Di PAUD Terpadu Telkom Banjarbaru Kecamatan Banjarbaru Utara Kotamadya Banjarbaru*, Dosen Pembimbing Skripsi Dra. Rusdiah, M. Pd. I pada Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2025.

Kata Kunci: Penanaman, Karakter Mandiri, Anak Usia Dini

Penanaman karakter mandiri pada anak usia dini merupakan tahapan krusial dalam membentuk pribadi anak yang percaya diri dan tangguh. Karakter ini mendorong anak untuk mampu mengambil keputusan, menyelesaikan masalah, dan bertanggung jawab atas tindakannya sendiri. Penelitian ini bertujuan mengetahui penanaman karakter mandiri dilakukan pada anak kelompok A di PAUD Terpadu Telkom Banjarbaru, termasuk faktor yang pendukung maupun penghambat proses tersebut.

Metode yang digunakan adalah pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian mencakup tiga guru dari kelompok A serta anak-anak di kelas A1, A2, dan A3. Penelitian ini berlokasi di Kecamatan Banjarbaru Utara. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Analisis data mengikuti model Milles dan Huberman yang terdiri dari tahapan reduksi, penyajian data, serta penarikan kesimpulan. Triangulasi dilakukan untuk menjaga keabsahan data.

Hasil penelitian menunjukkan bahwa perencanaan penanaman karakter mandiri dilakukan dengan menyesuaikan modul ajar berdasarkan kebutuhan anak pada penanaman karakter mandiri anak kelompok A. Pelaksanaan penanaman karakter mandiri anak melalui pembiasaan dengan penerapan Pola Hidup Bersih dan Sehat (PHBS), anak-anak dibiasakan melakukan tugas secara mandiri seperti mencuci tangan, menjaga kebersihan, bertanggung jawab atas dirinya, serta mandiri dalam mengambil keputusan. Penilaian dilakukan melalui observasi dengan teknik ceklis, foto berseri, catatan anekdot, dan dokumentasi hasil karya. Faktor pendukung meliputi kerja sama antar guru dan orang tua, fasilitas memadai, serta metode pembiasaan. Sementara itu, hambatan utama berasal dari perbedaan karakter anak dan pola asuh orang tua di rumah.

ABSTRACT

NADIA. NIM. 210101080318. *The Development of Independent Character in Children at PAUD Terpadu Telkom Banjarbaru, Banjarbaru Utara District, Municipality. Thesis Advisor: Dra. Rusdiah, M.Pd.I, in thr Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin, 2025.*

Keyword: *Cultivation, Independent Character, Early Childhood*

The cultivation of independent character in early childhood is a crucial stage in shaping confident and resilient individuals. This character enables children to make decisions, solve problems, and take responsibility for their own actions. This study aims to examine how the development of independence is instilled in Group A children at PAUD Terpadu Telkom Banjarbaru, including the supporting and inhibiting factors involved in the process.

The method used is a qualitative approach with a case study research type. The research subjects included three teachers from group A and children in classes A1, A2, and A3. This research is located in North Banjarbaru District. Data collection techniques include observation, interviews, and documentation. Data analysis follows the Milles and Huberman model which consists of the stages of data reduction, data presentation, and drawing conclusions. Triangulation is carried out to maintain the validity of the data.

The results of the study showed that the planning of independent character building was carried out by adjusting the teaching module based on the needs of children in the independent character building of group A children. The implementation of independent character building of children through habituation with the application of Clean and Healthy Lifestyle Patterns (PHBS), children are accustomed to doing tasks independently such as washing hands, maintaining cleanliness, being responsible for themselves, and being independent in making decisions. Assessments were carried out through observation with checklist techniques, series of photos, anecdotal notes, and documentation of work results. Supporting factors include cooperation between teachers and parents, adequate facilities, and habituation methods. Meanwhile, the main obstacles come from differences in children's characters and parenting patterns at home.