MODEL AFFECTIVE EDUCATION OF CHILDREN IN THE FAMILY

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ABSTRACT:

Affective education is part of cognitive and psychomotor development. Affective includes the developer's attitudes, values, morals, and emotions. Part of the affective education is to be implemented in the family. Several methods of value socialization are affective, behavior modification, observation, cognitive, sociocultural and apprenticeship. Application methods affective, behavioral modification and observation is more appropriate for younger children. In the implementation of value education in the family there are five short a Tan namely, cultivation, moral development, analysis, clarification of values and learning action. Fifth short a tan need to be applied in accordance with the development of the child's family. In the family quality of relations parent- child, beliefs, perceptions and values of child a lisa the right of parents, and social culture as well as graphical demo factors.

KEYWORDS: affective education, value education, family.

INTRODUCTION:

The objectives of education include three aspects in Boom's Taxonomy, namely: the cognitive, affective and psychomotor domains. These three domains are the benchmark for the success of education. For early childhood education, the third development this realm major in learning, be it material, media and evaluation of learning outcomes. For cognitive and psychomotor prepare materials, make media and evaluated more easily in the appeal affective. In cognitive and psychomotor indicator into the achievements and results of the evaluation easier to create, measure and at any moment can be evaluated with the results. Whereas in the affective domain it is not as easy as in the cognitive and psychomotor domains. Concept learning model affective own specific outcomes through curriculum of theories exist. However, the implementation in the field is still not getting enough attention by teachers, even though everyone agrees that affective education in early childhood is very important. Even though the attainment of the affective domain has a significant effect than the cognitive domain (Krathwohl, Bloom, & M Asia, 1964: 49-50).

Given the importance of affective education in early childhood, it is appropriate for parents to assist teachers in achieving affective development goals. This is because parents a fax tor biggest affective for children both have full control in children (S Lavin: 2006: 50). Terms of time parents have a lot of time with children in the appeal of teachers about two hours at the school. Psychologically too early childhood closeness and attachment to parents in an appeal to others even with his own teacher or other family members. One reason child in the elderly is very high. All the needs of children parents, of materials, the feeling, the loving, to the protection or security.

Plays a major role in developing a child affective early age. It is in the family that affective education begins to be grown and gets continually reinforced. It is in the family that the child begins to learn to behave, show interest, gain value and foster character that leads to noble character. This paper focus on the approaches and methods of education affective especially educational values in the family as well as fax tor- factors that influence based on

the literature review and relevance to the times. In the future, if it needs to be tested empirically in order to obtain a family value education method that is generally applicable in families in Indonesia.

DISCUSSION:

Affective in Martin and Brigss (1986 , in S atria, 2017: 8-9) obtained 21 different definitions of affective, including self-concept, mental health, group dynamics, personal development, morality, behavior, values, ego development, feelings, motivation and others. While in the 2004 curriculum (MONE, 2004: 7) affective with emotional intelligence. So in general it can be said that affective is a feeling or emotion that affects the attitudes, interests, values, character and behavior of an individual. Affective education means the development of attitudes, interests, values, and characters so that virtuous behavior is formed.

The effective domain is often associated with the Bloom 1956 Taxonomy. This domain consists of five levels, namely, receiving (attending), responding, valuing, organizing and characterizing by a value (1964: 176-1985). At the receiving or attending level, students have the desire to pay attention to a special stimulus. The task of the teacher to direct students to this phenomenon. For example sports activities, singing, telling stories and so on. P is the level of responding which is the level where students participate actively, that is, as part of their behavior, they show a reaction to this phenomenon. At the valuing level, it involves finding values, beliefs or attitudes, and showing how far internalization and commitment can be seen in a consistent and stable manner. For an organization level, the value of one value begins to be linked. Value conflicts are resolved and begin to build consistent internal value. Learning outcomes at this level in the form of internal or organizational values conceptualization of the stem values. For example, the development of a value philosophy. Level affective domain is the characterization value. At this peak level, students choose the stem values that control behavior until a certain time until a permanent habit or lifestyle is formed. Learning outcomes at this level are related to personal, emotional, and social (Rasyid, et al. 2012: 19-21)

In the educational family, affective fish follow the same pattern as the explanation of Boom's Taxonomy above. Where the role of teachers is replaced by parents as directors, supervisors, assessors, and protectors as well as friends for children. The development of science and technology, especially telecommunications and internet technology, makes children receive more stimulus than parents expect. Media the Internet and telecommunications make the values that exist in world into the child without censorship means. Value it will respond and compared to the stem values that exist in children and families. Next, there value of a character that has been crystallized in the process of organization of the stem values. The role of parents ensures that in this affective development process the values that are the end of the internationalization process are positive values, namely values, attitudes and character, and good character. The challenge is certainly not easy, considering that there are so many values that go to children without any filters, be it the values that exist in the family environment, society and the virtual environment.

In this rapid socio-cultural change, families need to maintain their existence as a safe place for children to face the incoming waves of information, in addition to the family as the child's first environment to develop (Setiono, 2011: 24). Parents only need to assist children with a flood of information, both from books, the internet and television, in order to process and select information properly. Parents need to prepare children to face future

challenges with various technological advances and shifting values that exist in society. This means that children need to be equipped with lifeskills and soft skills in order to have competitiveness and strong character, not just to live but to give meaning in their every step forward.

Basically, the child is the center and development of the family and the old fax tor largest of which can influence it directly. The method that is suitable for early childhood development is the socialization of values. The concept of socialization in the family initially has only one direction. This means that the child is seen as an empty person entering a world that is filled with meanings, rules, and hopes that parents hold as agents of change. With an environmental interaction with the n was the child slowly and gradually have knowledge. Then developmental research turns into two directions in understanding children's interactions with their environment. Related to two a rah is this happening socialization processes that lead between parents and children (Lestari, 2012: 87). With the family, it is expected that the socialization of values can be adapted according to the socio-cultural context in which the family is located.

In affective education, especially value education, parents become role models for children. Hence, the process of parenting very educational value parents. The characteristic values that the parents have will be passed on to the child. The influence of family characteristics also affects the socialization of values of parents to children. For example, family socioeconomic status, ethnicity, religion and geographic conditions affect the way of parenting, which further affects the pattern of value socialization in children.

According to Berns (2004 in L Estari, 2012: 81-82) there are six methods used to socialize values, namely:
1. Affective method

2. Behavior modification methods
3. Method of observation
4. Cognitive methods
5. Socio-cultural methods, and
6. Apprenticeship method

In early childhood affective methods, behavior modification and observation according to their development. The technique used for affective is attachment so that the impact is feelings, whether happy, angry or afraid. For behavior modification, there are several techniques that can be done, including confirmation, elimination, punishment, feedback and learning through doing. It is hoped that with this method there will be a change in value that has an impact on changes in children's behavior. Finally, the method of observation through modeling techniques, it is hoped that there will be imitation from the child to the parents or other family members.

Value education is a practical term for value socialization. Value education is a real effort to teach values and train the skills to do assessment (Huitt, 2004, in Lestari, 2012: 84). According to Hedstrom (Huitt, 2004 in Lestari, 2 012: 84-87) there are five approaches, namely:

1. Value planting approach:

In this approach, children are considered as objects of recipients of the values being taught. After receiving this value, the child must enter it into the stem of the value he believes in. Thus, what their children do is reactive, not as an initiative.

2. Approach to moral development:

This approach is based on Kohlberg's work proposing six stages of moral development. These six stages are based on the three stages of moral thinking that individuals go through in the span of their development. The three stages of moral thinking are pre-conventional, conventional, and post conventional (Hurluck, 1978: 80) . This

approach focuses on moral values, such as fairness, honesty, equality and honor. Mela lui method of discussion about or structured debate, children are encouraged to rise to the stage of moral affirmation on the basis of universal principles.

Another approach to moral is taken by Piaget, who in his study concluded that children think about morality depending on their level of development (in Hidayat, 2017: 1.5). In this approach there are two stages, namely: (1) the stage of heteronomous morality. At this stage the child thinks the behavior is right and good by considering the consequences of the behavior not from the intent of the perpetrator. For example, accidentally breaking three friends' toys will be worse than damaging a friend's toy, even if it's only one toy but on purpose. In addition, at this stage the child believes that justice must still exist, if it violates the rules it will immediately receive punishment; (2) the stage of autonomous morality. At this stage the intentions of the actors behind the actions are more important. For example at this stage it is better to break three toys but accidentally. In addition, children who think autonomously assume that the existing rules c uma is the only agreements that can be amended by consensus. Children at this stage think that punishment is a social tool that can be experienced or not, depending on the conditions.

3. The analytical approach:

This approach emphasizes reasoning and rationalization because it assumes that cognitive processes determine the moral judgment process. The approach is, because the value has proven true through a series of scientific evidence. Early childhood has a very large learning capacity to learn and as a person who can actively solve their own problems and understand their own world (B runer, J. in Probowati , et al. 2011: 277). With this potential, children can see, observe and simply judge which values are good and bad for the provision of the next phase of their development.

4. Value clarification approach:

This approach assumes that the decision making of a value as positive and negative for itself is determined by cogniative and affective processes. The approach is very respect children's freedom to make choices.

5. Learn through action:

This approach holds the view that holding a value is not merely a process of development but also of implementation. This approach emphasizes the need for children to have the opportunity to apply certain values in action. This approach also considers value as self-actualization. Seen values derived from self, child or parent society, children and parents, so it cannot be removed from the socio-cultural.

In the implementation early childhood fifth short a tan above do can play , sing, tell stories and even d a lam an activity together in families and communities do not forget to tuck the values of universal goodness and moral values of religion thus indirectly embedded in children that which values are good need to be continued and which are not good grades need to be abandoned. Parents can choose a certain approach by looking at the child's condition and a certain socio-cultural context. The most important thing is also the need for harmony in value education between families and education in schools. For example, at home, it is taught that clean values are healthy by behaving not littering. However, the reality in schools or in the community, children still see someone littering. There will be conflicts in the child over what he sees and more effort is needed to inculcate these values into appropriate behavior. Teachers and parents need to defender er ja equal to education if the family especially pen upbringing value.

The factors that influence the outcome in the family values that the parents of children (Lester, 2012: 89-90), among others:

1. The quality of the parent-child relationship:

The process of identification of the qualified parents and children. This means that parents demonstrate behaviors that support, maintain, and apply based on the boards and discussions with children.

2. Trust

Their child's trust in parents will make children open to parents and will facilitate the tu a to embed and monitor values Air cultivation pitch e RTI either are taught to children

3. Children's perceptions of the value socialized by parents:

The better the child's perception of the value more easily children accept these values. For example, the value please help. The more they have a positive perception of mutual help and backed by looking and never finding rescued and helped it easier o with parents and children.

Besides that, Phalet and Schonpflug (2001, in Lestari, 2012: 90) concluded that the educational process value by the parents of children affected by four, namely:
1. Fish values are selective, for example parents from a collective society choose to instill collectivistic values instead of individualistic values.
2. Value education is influenced by the goals of parents, for example parents who value collectivity will emphasize the value of conformity
3. Value education is influenced by gender and the level of education of both parents and children
4. The value education model can be applied in the context of acculturation.

Meanwhile, Heath (in sustainable, 2012: 90-91) states the need for parents to pay attention to three stages in the value education process, namely:
1. Parents must be able to identify their own personal values.
2. Parents must be able to deal with value conflicts, and
3. Base all parenting values on the personal values of the parents.

By following these three stages are parents expected to be able to affect the child in backing what is more important, reducing the feeling of failure in guiding and children, and that leads right to the child values that are believed to be carrying a child on the lives of the future.

CONCLUSION:

Education is one of the educators value a n affective important. Value education is a practice of value socialization in the family. Methods in socialization consist of affective, behavior modification, observation, cognitive, sociocultural and apprenticeship. Application methods affective, behavioral modification and observation is more appropriate for younger children. In the implementation of value education in the family, there are five approaches, namely, cultivation, moral development, analysis, value clarification and learning action. Fifth short a tan is in application in the family need to be adjusted to the development and cannot be separated from the socio-cultural context in which the family resides. While fax tor-factor spirit family education quality of relations parent- child, beliefs, perceptions and values of the right of parents social culture where are located.

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