

## Implementation of Character-Based Central Learning Program in Kindergarten al-Irsyad al-Islamiyyah Purwokerto

Novan Ardy Wiyani  
IAIN Purwokerto  
fenomenajiwa@gmail.com

### Abstract

This research is naturalistic qualitative research aimed at describing the implementation of character-based learning center programs in kindergarten al-Irsyad al-Islamiyyah Purwokerto. The results showed that the implementation of learning centers carried out three main activities, namely the initial activities, opening activities, and core activities. In the core activities, three activities are carried out, namely the footing before playing, the footing when playing and the footing after playing. Internalization of character values in early childhood can be done both in the initial activities, opening activities, and core activities. Internalization of character values through center learning can be done optimally in the core activities. In stepping activities before playing children are introduced to the rules of the game that can make children have discipline. In the foothold when playing children play creatively and collaboratively according to the rules of the game. While in foothold activities after playing children are taught to be independent, namely by solving their problems and tidying up the toy equipment they use. The center learning program will be more effectively carried out to shape the character of students if it is accompanied by the implementation of habituation activities in the initial activities, opening activities, and final activities.

Keywords: learning, center, character.



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### INTRODUCTION

The Indonesian nation is now facing a state of education that tends to experience the dynamics of change in orientation related to the expected educational goals. The application of the competency-based curriculum has succeeded in improving the quality of science and technology, but on the other hand education has ignored aspects of character. Character is a national foundation that can be instilled early on in children. Measures of educational success are not returned to the character of students (soft skills) but on the achievement of students' knowledge and skills (hard skill) needed by the world of work (Tutuk Ningsih,

2015). So it can be said that education in Indonesia prioritizes aspects of knowledge and skills (cognitive and psychomotor/hardskill) rather than aspects of the character (affective/soft skill).

Another problem that is being faced by this nation is that the current early education system is oriented to the development of the left brain (cognitive) and less attention to the development of the right brain (affective, empathy, and taste). In fact, the formation of character in early childhood is closely related to the optimization of right-brain function.

The above is contrary to the function and purpose of national education as set out in RI Law

Number 20 of 2003 concerning the National Education System. Article 3 states that national education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of intellectual life of the nation. While national education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Based on Article 3, education in Indonesia prioritizes the formation of children's character from an early age, rather than on the creation of children who are intellectually intelligent.

In Islamic teachings, character building for early childhood can be done by accustoming children to carry out daily tasks such as dressing, eating, drinking, bathing, learning to sleep in accordance with Islamic teachings. Formation of character in early childhood is directed so that children are willing and able to emulate the Prophet Muhammad who has an honest, trustworthy, independent, disciplined, diligent, confident, and fair character.

Character education in early childhood is carried out through collaboration between teachers in PAUD institutions, parents, and the community. At PAUD, all elements of the institution, from the head of PAUD, the teacher, to the cleaning service act as character role models, such as friendliness, warmth, discipline, responsibility, tolerance, and others.

Based on the results of interviews and preliminary observations obtained three images related to character problems and facts in the city of

Purwokerto. First, early childhood has not been able to become a person who can take care of his words and actions. Facts that lead to this include: children like to say dirty and rude, children like to insult, children like to hurt their friends, and children like to damage toys and objects around them.

Second, early childhood becomes a person who easily defies the orders of parents and teachers. Facts that lead to this include: children easily break rules at home and at school, children do not want to be ruled by parents and teachers, children are not accustomed to carrying out daily tasks in accordance with their religious teachings, and children are reluctant and are not accustomed to worship. Third, early childhood becomes a person who is not polite to parents and other people who are older and less concerned about others. Facts that lead to this include: children easily speak rudely to parents, children are less polite when crossing in front of older people, children are reluctant to say sorry when guilty and say thanks after being helped, and children like to impose wills on parents.

The emergence of various problems of early childhood characters above are caused by four things. First, the limited ability and time of parents in shaping the character of children. Second, the limited ability of PAUD teachers in shaping the character of children. Third, the PAUD curriculum is factually more focused on reading, writing and arithmetic (calistung) activities. Fourth, the head of PAUD has not been able to manage PAUD institutions that focus on implementing character education program activities. The fourth cause of the

problem becomes the dominant factor in the emergence of the third and second cause of the problem.

Based on the results of interviews and preliminary observations obtained two facts related to the problem of character education management in PAUD institutions in the city of Purwokerto. First, the vision as the ultimate goal in the administration of Islamic PAUD services has been oriented towards character building but cannot yet be translated into a form of planning for the provision of PAUD services that focus on the implementation of character education. This is compounded by the irrelevance between the vision and the established mission. The mission formulated by PAUD has not yet described the main steps taken to achieve the vision.

Second, PAUD institutions have not been able to develop a PAUD curriculum that is oriented towards the implementation of character education for early childhood. The teacher has not been able to draw up a learning implementation plan that integrates character values in it. However, there are PAUD institutions that have special features in implementing character education management, namely TK al-Irsyad al-Islamiyyah Purwokerto. Al-Irsyad al-Islamiyyah Purwokerto Kindergarten became a model for PAUD institutions in Purwokerto city and Banyumas district in shaping early childhood character through a central learning model supported by the implementation of various habituation activities.

This then makes the writer interested in researching about the implementation of character-

based learning center programs in kindergarten al-Irsyad al-Islamiyyah Purwokerto. It is hoped that the results of this study can be used as other PAUD institutions that want to shape the character of their students through the central learning program.

## **THEORETICAL PERSPECTIVES**

### **Research Method**

This research uses a naturalistic qualitative research approach. The naturalistic qualitative approach is taken because the situation and condition at the research location is as it is, without engineering, and takes place naturally. Meanwhile, the research method used is descriptive qualitative research method. This research was conducted at Kindergarten al-Irsyad al-Islamiyyah Purwokerto by making the implementation of the center learning model as the object of study.

In this study data were collected using interview techniques using interview sheet instruments, observation techniques using field note instruments, and documentation using checklist sheet instruments. Then the data analysis technique used in this study is a qualitative data analysis technique using a general inductive approach (Lexy J. Moleong, 2012)

### **Literature Review**

Learning centers in PAUD institutions carried out with four steps. First, the environmental footing is playing. On this step before the child comes, the teacher prepares and arranges tools and materials in accordance with the plan and schedule of activities that have been prepared.

Second, step before playing (15 minutes). On this basis the teacher and child are circular. The teacher greets and asks how the children are, absent and asks the child to take turns to lead the prayer. Next the teacher conveys the theme of the day and is associated with the child's life. Then the teacher reads a story that is related to the theme and asks the contents of the story with play activities carried out by the child and introduces the child to all the places and tools that have been prepared.

The next step the teacher conveys the rules of the game, presenting children choose playmates and toys, how to use play equipment, when to start and end playing. After that, invite children to play. This is done to bring out the attitude of discipline in children by obeying the rules and commands to play from the teacher.

Third, step during play (60 minutes). On this step the teacher goes around among the children who are playing, gives examples for those who cannot use the play equipment, provides support with positive questions and statements that are related to the activities carried out by the child, provides assistance if needed, and notes what is done child. If there are only 5 minutes left, the teacher tells the child to get ready to complete the activity.

Fourth, footing after playing (30 minutes). On this foothold the teacher supports children to recall play experiences and share experiences with each other and give time to children to tidy up or arrange their toys as positive learning experiences that can

make children behave in a disciplined manner (Mursid, 2015).

In implementing the learning center activity program, one teacher is responsible for only 7 to 12 children with daily moving classes from one center to another (Ninik Masruroh, 2014). In implementing the learning center activities program also includes a program of habituation activities such as respecting people who are talking, speaking politely and slowly, being patient to get their turn, and respect for teachers and friends.

In the implementation of the learning center program activities built 18 attitudes, namely quality, sincere, patient, diligent, positive thinking, respectful, friendly, affectionate, humble, clean, responsibility, gratitude, honesty, piety, istiqomah, solemn, qonaah, and discipline . To all these attitudes that will bring children into personal character (Mukhtar Latif, 2014)

Centers that can be implemented in learning centers at PAUD institutions include preparatory centers, beam centers, large role playing centers, small role playing centers, natural material centers, art centers, faith centers and piety (Mukhtar Latif, 2014)

When children obey the rules of the game at each center, they are being formed to become individuals who are characterized by discipline, obedience, self-confidence, able to control themselves, care, independent, brave, and others. Implementation of learning centers to shape the character of early childhood is supported by a variety of implementation of habituation activities for

early childhood when they are on a footing before playing and footing after playing.

Habituation activities for young children is an effort that can be done to accustom children to think, act and act in accordance with the teachings of Islam (Muhammad Fadlillah dan Lilif Mualifatu Khorida, 2013). In the field of educational psychology, habituation is known as operant conditioning. Habituation will evoke the internalization of values quickly because value is a determination of the quality of objects concerning a type of aspiration or interest (E. Mulyasa, 2013).

If children are accustomed to doing good deeds early on then they will like these actions and it is no longer possible to leave them. Islam demands that parents and teachers train their children to do good deeds with habituation (Abdullah Nashih Ulwan, 2012).

## CONTEXT: FINDINGS AND DISCUSSION

The center learning program to shape the character of early childhood in kindergarten al-Irsyad al-Islamiyyah Purwokerto is carried out based on a predetermined center learning schedule. The center's learning schedule is based on the time allocation for each theme. When a theme has been completed then the teacher organizes a program of activities outside the learning center which is carried out outside the al-Irsyad al-Islamiyyah Purwokerto kindergarten environment. The aim is to bring children with the theme clearly. For example the theme "animals created by God". The activity program outside the learning center includes

outdoor study, qurban spread, qurban student training, and Hajj rituals.

The RPPM and RPPH serve as the operational basis for implementing the learning center program to shape the character of early childhood. Based on the results of research observations can be known description of the implementation of the center learning program to shape the character of early childhood in kindergarten al-Irsyad al-Islamiyyah Purwokerto:

### 1. Initial Activity

Initial activities carried out from 07.00 until 08.00. This initial activity was facilitated by the teacher for children by carrying out activities to welcome children. The teachers welcomed the children in front of the school with smiles, greetings, and greetings (3S). Children also respond to the warm attitude of the teacher with warmth too, although not all do it. Seen several children who came to school with frowning faces. The reason is because children on that day are reluctant to go to school. Seeing this, the teacher is not reluctant to continue to welcome these children with the hope that there will be motivation for children to want to learn. In welcoming children, the teacher accustoms children to:

- a. Farewell to parents who drove him to school.
- b. Say greetings, give a smile, greet the teacher, and proceed with shaking hands (done by shaking hands and kissing the teacher's hand).

c. Take off and put your shoes in your own locker. Each child has a shoe locker provided by the school.

d. Washing hands.

The shady school yard becomes the infrastructure used to carry out the activities above. Al-Irsyad al-Islamiyyah Purwokerto Kindergarten also provides shoe lockers for children. Children are accustomed to keeping their shoes neatly in a locker. This is done to actualize the character values of discipline in children. Besides that, sinks in every corner of the school are also provided by the school to wash children's hands. The children were seen waiting in an orderly manner waiting for their turn to wash their hands.

The initial activity was carried out to actualize the character values of caring for oneself, manners, independence and discipline. There is no child who doesn't want to queue up. They seem to have a habit of waiting in line waiting their turn.

The four activities above must be carried out because it has become a rule for children. There are consequences for children if they do not do one or more of the four activities. Based on the results of the study, it was found that the habituation makes children have courtesy to parents and teachers, communicative with parents and teachers, independent, disciplined, concerned about personal health, and responsibility.

At that time there was a child who did not want to enter the classroom and remained standing in the yard. A counselor teacher then approaches and asks the child why he does not want to go into class. It turned out that the cause was because the child was afraid of meeting his friend who had had a fight yesterday.

Then the teacher explains to the child that fighting is a bad thing and should not be done again. God is very angry with children who like to fight. So that God is not angry, children who fight must apologize to each other and not repeat it again. Then the children are invited to the class, meet up with their friends and they are asked to forgive each other. The effort made by the teacher is intended to instill the value of the character of respect for friends and communicative.

The teacher at that time explained to the researcher that the implementation of children's character formation would be effectively carried out if coupled with programmed habituation activities and spontaneous habituation activities. In this spontaneous habituation is also carried out the introduction of good and bad behavior to children and motivate children to behave well.

Based on the description above it can be found that the implementation of initial activities is dominated by the implementation of habituation activities. In practice, the teacher positions himself as an active party in establishing relationships with children.

## 2. Opening Activity

The opening activity is carried out and facilitated by the teacher from 8:00 to 09:00. In the opening activities the teacher accustoms children to pray together before learning, murojaah al-Qur'an, memorization of the Qur'an, doing ablution, and praying Dhuha.

Praying activities before learning can be used as a medium by the teacher to prepare children to participate in learning activities centers. In al-Qur'an murojaah activities, children learn to read the Qur'an in groups under the guidance of a teacher. Short letters to Juz Amma (Juz 30) become letters memorized by children.

Facilities and infrastructure used by children in the implementation of the five habituation activities above include places of ablution and prayer room. In the ablution place, there are 12 faucets. That makes the child queuing queue not long. Children also feel no objection to waiting in line.

Some places are used by teachers to be used as prayer rooms and religious centers. The place chosen is a place that is clean and has good air circulation (not stuffy).

In the implementation of the five habituation activities the child shows his obedience to Allah and his responsibilities as a Muslim and study hard. During the rote activity, a child told me that he did not feel bored with memorizing the Qur'an. The success of other children in memorizing the Qur'an becomes motivation for them to be able to memorize the

Qur'an. This is also experienced by other children. Here there is a competition that gives rise to a diligent attitude to learn in children. The teacher revealed that there is a reward for children who excel in memorizing the Qur'an.

Habituation activities at the opening activities are carried out to optimize the development of children's religious and moral values and shape the child's Islamic behavior. The teacher termed the implementation of the five habituation activities with the term "Morning Qur'ani". This activity is carried out for 30 minutes programmed. In these activities the teacher positions himself as the party that actively gives orders, prohibitions, reinforcement and supervision of the child. Children become passive parties receive various commands from the teacher and carry out them. After the five habituation activities are completed, the child is then invited to play by the teacher for 30 minutes.

Educational games provided by the teacher to children such as free drawing activities, syllable games, Islamic harmony, and others. This activity is referred to as "morning fresh". The activities are carried out in the library, park and terrace of the school by utilizing books and educational games that have been prepared by the teacher. The spacious and comfortable garden and terrace of the school make children feel at home in playing. They run around.

In this play activity there is a change of relations between the teacher and the child, from what was originally passive, the child becomes an active individual. The teacher gives broad freedom to children in playing and choosing toys. It makes children look very creative in following various games. Two things that must be fulfilled in playing activities are the games that are played are educational games and collaborative games. These collaborative games can make children able to communicate and care for others.

Basically the purpose of carrying out the opening activity is to prepare the children's psyche before learning at each center. However, the teacher makes a moment in this activity to shape the character of children through habituation and play activities. Based on the results of the study can be found that the opening activities internalized the following character values:

- a. Obedience, the value of this character is shown by the attitude of children when obeying orders from PAUD teachers to pray together, pray al-Qur'an, memorize deposits, and perform ablution before prayer.
- b. Communicative, the value of this character is shown by the child's attitude when working with other children when playing.
- c. Creative, the value of this character is shown by the child's attitude when choosing and playing a game.

- d. Concern, the value of this character is shown by the child's attitude when treating books given by the teacher to him.

- e. Responsible, the value of this character is shown by the attitude of children in cleaning toys into the box / place of toys and placing books that they have learned with the guidance of the teacher on the bookshelf.

### 3. Core Activity

The core activities are carried out and facilitated by the person in charge of the center from 09.00 to 11.00. At this core activity, learning centers are carried out to shape the character of early childhood. Based on the results of the study it can be seen that the learning center is carried out through three stages, namely the footing before playing, footing when playing, and footing after playing.

The three stages must be carried out by each center. The following is a description of the implementation of the three stages in several centers in al-Irsyad al-Islamiyyah Purwokerto Kindergarten:

- a. Technology center
  - 1) Footing before playing

On the basis of playing before the teacher discusses the theme of "animals created by God", sub-theme "animal sacrifices". The children seemed enthusiastic to see the picture of the cow presented by the teacher. The picture becomes a learning medium that has been



prepared by the teacher before the learning activities are carried out.

The picture of the cow is presented by the teacher in the form of a poster. The teacher takes a picture of the cow by utilizing the ICT facilities owned by TK al-Irsyad al-Islamiyyah Purwokerto.

Then the teacher encourages the child to ask questions about the body part of the cow. This is done so that children have the courage to express opinions and express opinions politely. The children scramble to answer questions from the teacher. It shows that children are very enthusiastic in participating in learning center activities. After that the teacher explains the play activities to be carried out by the child along with the rules of the game. This is done to instill the character values of obedience and discipline in children.

## 2) Foothold when playing

On a foothold when playing, children observe a tool (in the form of a puzzle) that will be used to play. The tool has indeed been prepared by the teacher before the center learning takes place. Children are guessing games for qurban animals. The picture is presented in the form of a puzzle. Children arrange letter puzzles into the word "cow".

Then the child cuts the pattern to form a cow doll. All playing instruments, including scissors, were provided by TK al-Irsyad al-Islamiyyah Purwokerto. Children play cow

dolls as a medium to talk about cows. The cow doll is an educational game tool (APE) made by the teacher. The internalized character values are obedience, study hard and creative.

## 3) Foothold After Playing

On a foothold after playing, the teacher asks the child to clean the playground, tell the experience while playing, tell about his feelings during play. The teacher also emphasizes the child's behavior, conveys what the child will do tomorrow, and invites the child to wash their hands, pray, eat together, brush their teeth, and play.

Based on the results of the study it can be seen that the six activities are carried out so that the child becomes a devout, diligent, communicative, and creative person. Obedience and craft will make children become disciplined individuals.

## b. Role Playing Centers

### 1) Foothold Before Playing

On the basis of playing before the teacher does the question and answer about animals qurban (qurban animal body parts, how to care, and others). The questions given are simple questions and are based on children's experiences when celebrating Eid, for example, such as who witnesses the sacrifice of qurban animals, what animals are slaughtered? What is the meat used for? Children are very enthusiastic about answering questions from the teacher. It seems that this

is because every child has a memorable experience related to the celebration of Eid.

Then the teacher introduces play activities and rules. This is done to instill obedience in children against a rule. Obedience is what will make the child a disciplined person. The method used in this activity is the demonstration method.

## 2) Foothold when playing

On a foothold when playing, children observe images of sacrificial animals. The picture of the sacrificial animal is presented in a poster prepared by the teacher. Then the child asks questions and answers about the way of life of a sacrificial animal, physical characteristics, and how to care for it. This is done so that children have a communicative character. Then children play the role of being buyers and traders of qurban animals and processing qurban meat.

The teacher also introduces rules when playing and applies these rules to children so that the play activities take place conducive. In this activity children are taught how to buy and sell procedures according to Islam, the internalized character is obedience, politeness, and caring.

## 3) Foothold After Playing

On a foothold after playing the child keeps the instrument in its place, tells the experience while playing, tells the feeling when playing. Then the teacher affirms the child's behavior, conveys the activities that will be

carried out tomorrow, reads hamdalah, and instructs the child to wash hands, eat, and clean the place to eat.

Based on the results of the study it can be seen that the seven activities were carried out to instill the value of the character of being obedient, studious, responsible, communicative, and confident. Obedience is what makes children become disciplined.

## c. Beam Centers

### 1) Foothold Before Playing

On the basis of playing before the teacher discusses the sub-theme "tells about the types of animals qurban (goats) and how to care for them. The method used is the lecture method.

Children are invited to observe pictures of goats. The picture has been prepared by the teacher before learning. The teacher seeks out the picture by utilizing ICT facilities in al-Irsyad al-Islamiyyah Purwokerto Kindergarten. The teacher also encourages children to ask questions about body parts of the goat. This is done so that children become confident individuals. Even children don't seem awkward to ask questions.

### 2) Foothold when playing

On a foothold when playing, children observe the equipment used to play (in the form of block play). The equipment has been provided by the teacher before the learning activities are prepared. Children play blocks to form a goat cage according to the child's

creativity. Then the children play grouping shapes in circles, triangles and rectangles on the geometry rug. The teacher also invites children to play drawing cards goats 1-3.

Based on the results of this research, it can be seen that the five activities are carried out to internalize the values of creative characters and to study hard on children. The diligent character of learning is expected to make children a disciplined person.

### 3) Foothold After Playing

On a foothold after playing the teacher asks the children to clean up their toys, tell their experiences while playing, tell their feelings during play. The teacher also affirms the child's behavior, conveys activities to be carried out tomorrow, and instructs the child to wash their hands, pray, and eat together, brush their teeth, play.

Based on the results of the study it can be seen that the six activities above are used to internalize the values of obedient, communicative, confident, and independent characters. Obedience and independence are expected to make children a disciplined person.

## d. Music Center

### 1) Foothold Before Playing

On the basis of playing before the teacher conveys the theme of "animals created by God", sub-themes "animal sacrifices". The explanation is done by

lecturing. The teacher also seems to observe the child entering the music center.

At that time the teacher did not conduct question and answer activities related to the themes and sub themes that he explained. It happened because many children were late to class. The teacher immediately conditions the children who arrive late.

### 2) Foothold When Playing

On a foothold when playing the teacher tells the story of a sacrificial animal and how to care for it. This is done again because in the foothold activities before playing there are children who arrive late. The teacher then invites the children to talk about chicken followed by teaching the movements and the song "squawking chicken". Then the teacher asks the children to draw chickens and sing cocks of chickens while dancing and make sounds from cans and bottles.

The activity was carried out to internalize the value of creative characters to children. Children's creativity can be seen when they sing the song "cock squawking" accompanied by drums and drums.

### 3) Foothold After Playing

On a foothold after playing, the teacher guides the child to read hamdalah after playing and asks that the child get used to putting back cans and bottles. Based on the results of the study it can be seen that the above activities are carried out to instill

obedient character and responsibility to children with the hope that children become disciplined individuals.

e. Science Center

1) Foothold Before Playing

On a foothold before playing, the teacher discusses the theme of "recreation of the gift of God", the sub theme "visiting the botanical garden". The teacher uses the interactive lecture method to convey the sub-theme.

Then the teacher shows pictures of flowers to the child. The picture has been prepared by the teacher before the learning activities are carried out. The teacher then encourages children to ask questions about flowers and the botanical garden. This is done to develop children's confidence and ability to establish communication. The child also does not seem awkward in answering questions because he is accustomed to answering questions and also has the experience of going to the Baturraden botanical garden.

Followed by the teacher explaining the rules and procedures for play activities for children. This is done so that children obey the rules that apply to him. Obedience to the rules will make children discipline in playing.

2) Foothold When Playing

On a foothold when playing, the teacher tells about the botanical garden in Baturaden, followed by explaining how to

treat plants with hand puppet media. Then the teacher accompanies the child to make flowers from paper and straws and asks the children to arrange their artificial flowers in a vase that has been provided by the PAUD teacher. The activity was carried out to internalize the values of caring and creative characters.

3) Foothold After Playing

On a foothold when playing, the teacher asks the child to tidy up his playing tools, tell his experiences when playing, and express his feelings when playing. The teacher also affirms the child's behavior and then conveys what activities will be carried out tomorrow. At the end of the activity, the teacher leads the children to wash their hands, pray, and eat together.

Based on the results of the study it can be seen that the activity is carried out to internalize the values of obedient, disciplined, responsible, independent, communicative, and confident characters.

Based on the description above, it can be seen that in the footing before playing the teacher becomes an active party in establishing relations with children. The child's active attitude on the footing before playing is only apparent when the child asks about the theme or sub-theme being studied. Even then, the child is willing and able to ask questions when the teacher gives stimulus to the child.

Conversely, on a foothold when playing children become active parties. In this activity it is seen that the world of children is a world of play and children learn by playing. The teacher in this activity focuses more on supervising the behavior displayed by children during play. This is where the child's behavior is recorded in a diary while the child whose behavior is deviated is recorded in the anecdotal note.

Then on a foothold after playing children are still active parties. Children actively tidy up their toys, tell their experiences and feelings during play. In this activity the teacher is more focused on providing feedback on the behavior displayed by children during play.

Based on the description on the core activities, it can be found that starting from the footing activities before playing, footing while playing, and footing after playing the teacher uses a scientific approach in the 2013 curriculum whose implementation is regulated in Minister of Education and Culture Regulation No. 81A in 2013 concerning the implementation of the 2013 curriculum.

In the scientific approach the activities of observing, asking, gathering information, associating, and communicating are carried out. The five activities in a scientific approach are carried out systematically. Observing, questioning and associating activities are carried out on the footing before playing. Associating activities carried out on a foothold when playing. While communicating activities carried out on a foothold after playing.

Observing activities carried out by children are used as a medium to internalize the values of polite and caring characters. Questioning activities carried out by children serve as a medium to internalize the values of polite, courageous, communicative, and confident characters. The activity of gathering information carried out by children is used as a medium to internalize the values of diligent characters. Associating activities carried out by children serve as a medium to internalize the values of diligent, communicative, cooperative, and caring character. Whereas the communication activities carried out by children are used as a medium to internalize the values of courageous, confident, and communicative characters.

#### 4. Final Activity

The final activity is carried out after the children eat together. The activity of eating together is carried out after the child follows the learning center activities. This activity is carried out from 11:00 to 11:30. Based on the results of the study can be obtained research findings that various activities carried out at the end of the activity include:

##### a. Discussion about daily activities.

In the discussion about daily activities, reflection activities on children's behavior in their daily lives are carried out. The main goal is to provide teaching to children about good and bad deeds.

With this introduction children are expected to be motivated to do good. The teacher explains

what benefits children can get when they do good to themselves, others, and the environment. The character values internalized in this activity are obedience, caring, and communicative.

b. Tell the story of an example or song.

The exemplary stories told by the teacher to children have a variety of lessons that children can take lessons and apply. The stories are taken from the life stories of the Prophet and the Apostle, the story of the Prophet's companions and the story of the heroes of Islam. In this activity the teacher explains the wisdom of what is in the lesson to the child and invites the child to emulate the characters he tells.

In addition, in this activity children are also asked to take turns telling a story that has been conveyed by the teacher in turn. Story books are a means used by teachers in carrying out this activity. The story books are in the library room. The character values internalized in this activity are obedience, caring, and communicative.

c. Pray, greet, and go home.

Discussion activities about daily activities and storytelling are also used as a medium to condition the child so that children stay focused in learning even though they are coming home soon. After the two activities are completed, pray, shake hands, and go home. The prayer activities are carried out together then the children say goodbye to the teacher with shaking hands. The character values internalized in this activity are obedience, discipline, and politeness.

The facilities used in this activity are the sound system.

In the center learning program, learning evaluation is carried out during the learning process. Learning evaluation techniques used are observation and performance. Observation results are reported in a diary. In the diary the teacher's commentary on the child's behavior displayed during the learning activities is described. The teacher's comments like the child did not follow the activity completely and the child followed the activity completely. Then the performance results are reported in the assessment report of the work of the child. The teacher also notes the deviant behaviors carried out by the child.

## CONCLUSION

According to researchers, the implementation of this learning center has advantages and disadvantages. Its strengths are that learning is more accommodating to children's talents and interests, the themes in learning centers are more realistic and makes children able to understand learning material easily, and the steps in learning centers are in accordance with the characteristics of children who love to play. While its weaknesses include the need for a comprehensive and varied educational game tool (APE) in accordance with the themes, as well as requiring a broad learning space based on the number of centers available in PAUD institutions.

In the implementation of learning centers carried out three main activities, namely the initial activities, opening activities, and core activities. In

the core activities three activities are carried out, namely the footing before playing, the footing when playing and the footing after playing. Internalization of character values in early childhood can be done both in the initial activities, opening activities, and core activities.

According to researchers, the internalization of character values through learning centers can be done optimally in the core activities. In stepping activities before playing children are introduced to the rules of the game that can make children have discipline. In the foothold when playing children play creatively and collaboratively according to the rules of the game. Whereas in foothold activities after playing children are taught to be independent, namely by solving their problems and tidying up the toy equipment they use. The center learning program will be more effectively implemented to shape the character of students if it is accompanied by the implementation of habituation activities in the initial activities, opening activities, and final activities.

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