Patterns of character education in Aisyiyah Kindergarten, Sidabowa, Banyumas Regency

Irfan Fatkurohman (a) Wartono (b)

(a) M.Pd., Department of Early Childhood Teacher Education, Faculty of Teacher Training And Education Science, University of Muhammadiyah Purwokerto, Indonesia
(b) M.Pd., Department of Pancasila And Civic Education, Faculty of Teacher Training And Education Science, University of Muhammadiyah Purwokerto, Indonesia

ABSTRACT

The structure of character education in Aisyiyah Sidabowa Kindergarten, Banyumas Regency, is the subject of this article. Because early childhood is an asset of the nation and will one day be its successor, early childhood education is essential for character development. Early childhood education in Kindergarten Aisyiyah Sidabowa, Banyumas Regency, goes through the beginning stages of planning, implementing, monitoring, and coaching. This descriptive study aims to discover more about how students in TK Aisyiyah Sidabowa, Banyumas Regency are taught patterns of character education and how these values can improve character education. Participatory interviews and observations were conducted for six months to collect data for this study. A descriptive analysis is carried out on the data by going through the stages of reducing research, presenting research, and drawing conclusions.

Introduction

Education is a process that occurs all the time and aims to change the character of students to become more advanced and develop their knowledge skills. In article three of Law Number 20 of 2003 concerning the National Education System, it is stated that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. While the aim is to help students become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and democratic citizens.

The decline of the Indonesian country and state these days isn't always simplest due to the monetary disaster however additionally with the aid of a moral disaster or ethical degradation problems that stand up in society, which include corruption, culpability and nepotism as well as violence, sexual crimes, vandalism, mass fights, consumptive financial lifestyles, unproductive political existence, and so forth have end up warm topics of discussion inside the mass media, seminars and on numerous occasions. it is all due to the declining character of the nation.

All the religious and moral knowledge he acquired at school had no effect on behavior change in Indonesia due to this crisis and moral decadence (Darmiyati Zuhdi, 2009: 39-45). In fact, Ratna Megawangi (2015) observes that many Indonesian individuals, other people, and actions are inconsistent. Many people believe that the condition is thought to have developed as a result of the education system. Students become demoralized because the process of ethics and character education limits the text and fails to prepare them for a contradictory life. The most significant factor in this situation is actually education. In the context of formal education in schools, this may be because education in Indonesia places more emphasis on intellectual or cognitive development than on soft skills or non-academic aspects as the main component of character education. The process of character education is still difficult to implement
due to the tendency of current academic goals to become the main goal of educational outcomes such as the National Examination (UN).

Hidayatullah expresses that character is the quality or scholarly and moral strength, character or character of a person which is an extraordinary character that is the main impetus and furthermore the main impetus, and which recognizes it from others (Hidayatullah, 2010). A person's or group's character is defined as a psychological, moral, or character trait. Character is a person's attitude, thoughts, feelings, words, and actions based on religious norms, laws, manners, culture, and customs that are related to God, oneself, fellow humans, the environment, and nationality (Fitri and Mustafa, 2012).

It is anticipated that character education will contribute to the development of responsible student behavior in carrying out social roles in the family, community, and as citizens and will be a solution that occurs in the character of global society. Dewantara, Ki Hadjar (1977: 24) explains that improving intelligence is extremely beneficial because it allows for the development of solid character and the manifestation of personality and character. According to Ratna Menawawi (2004), character education is also interpreted as an effort to educate children to make wise decisions and practice them in everyday life, so that they can contribute positively to their environment. 95).

The government is also concerned about national character education. In various rectorates and government agencies, particularly in various Ministry of National Education units, numerous efforts have been made to develop national character education. Although they are not comprehensive, these development efforts are connected to a variety of educational levels or pathways. At least for the next five years, the government’s policies on culture and national character education have finally taken into account the community’s desire and the government's concern for national character education. The Indonesian culture and character values are incorporated into existing lessons as part of the implementation of character education, rather than standing on its own.

It is essential for management to manage character education in the appropriate context, particularly in early childhood education, which will instill character values and develop students with character and help them realize the expected character. In addition, the majority of early childhood education plays the most significant role in character formation. According to Novan Ardy Wiyani at the time, Karen will include values that were very important for the development and growth of the subsequent child by instilling character from an early age, between the ages of 0 and 6. Character education must be managed by institutions when it is implemented, especially in PAUD, where it can be carried out by private institutions, the government, community organizations, and individuals who are concerned about PAUD.

The primary focus of the program is achieving the national development vision and mission outlined in the National Long-Term Development Plan 2005–2025. These goals include developing a strong, competitive, noble, and moral character based on Pancasila, which exemplifies the diverse character and behavior of Indonesian society. are virtuous, tolerant, cooperative, patriotic, have a spirit of patriotism, develop rapidly, and are oriented toward science and technology. They also believe in and fear God Almighty. However, in reality, this is not the case. The Indonesian Child Protection Commission (KPAI) reported a significant increase in the number of brawls in 2013 compared to the previous year, when there were only about 128 cases. As many as 19 students in Indonesia died in vain as a result of brawls between students. From January to October 2013, 229 brawls claimed the lives of dozens of students. (20/Eleven): Suara Update. comIn the meantime, data from the National Narcotics Agency (BNN) indicates that between 2010 and 2013, an increase in students and students who became suspects in drug cases occurred. There were 531 suspected drug users in 2010, an increase of 605 in 2011. In 2013, there were 1,121 narcotics suspects and 695 suspects a year later.

This demonstrates that individual education has not fully developed the nation's individual, even though education is an essential component of the country's investment strategy. Certainly, education in a nation must be carried out with full responsibility; it must be taken into consideration from upstream to downstream throughout the training process because it affects the nation's future. (Mustafa, 2012) asserts that cutting-edge technology is the result of more than ten to fifteen years' worth of training. training should preferably focus on the development of a complete person, including mastery of knowledge, skills, and attitudes; people who, in addition to being exceptionally intelligent and professional, exhibit exemplary character while living among others.

Islam perspectives individual training as very vital, because the phrases of the Messenger of Allah within the decided on Hadith series of Shohib Bukhari, states “certainly the selected one in every of you is someone who has good morals. “ man or woman schooling with a great example with the discern of the Prophet Muhammad. consequently, if youngsters from youth had been taught to understand positive characters in step with the examples taught via the normal Prophet, then once they develop up they will develop right into era that is hard, confident and has robust individual.

At this point, it is anticipated that educational institutions will overcome the character crisis. The development of students' intellectual, emotional, social, and spiritual intelligence should be the focus of education. An Islamic-based elementary school is one of the religious educational institutions that could be used to teach character development.

As a religion-based elementary school, Kindergarten Aisyiyah Sidabowa in Banyumas Regency is guided by the Ministry of National Education's curriculum. However, the application of religious education to the development of children's morals is of the utmost importance. Some of the routines that are implemented in Aisyiyah Sidabowa Kindergarten in an effort to establish strong character in the students include prayer before class, training in the practice of praying dhuha every morning, practicing congregational prayers, ablution assistance, training in giving by practicing infaq every Friday, and the application of other worship practice lessons.
The lead program of Aisyiyah Sidabowa Kindergarten has a real better use and commitment than supplication, where all understudies are directed to remember short letters and everyday petitions. Kindergarten Aisyiyah Sidabowa generally upgrades different exercises beyond class hours that help the arrangement of kids' personality, for example, Ramadan Islamic all-inclusive schools, social administrations, syawalans, and outdoor visits to homes of oppressed individuals or social places that are designated consistently. The teacher at Aisyiyah Sidabowa Kindergarten employs integrated learning in the process of teaching, linking religious materials with general material to ensure continuity between the two—of course, with simple concepts tailored to the students' ages and abilities.

Seeing the pattern or role of character education management in early childhood education, the researchers chose Aisyiyah Sidabowa Kindergarten. In this PAUD there are three groups, namely Children's Fostering Park, Play group (PG), and Kindergarten (TK). During its growth period it has had several characteristics, including developing and implementing an integrated curriculum/system with the Beyon Centers Circles Time (BCCT) learning approach, namely a toddler-oriented learning approach by instilling Islamic values from an early age, developing discipline and independence education. In addition, this PAUD has one specific goal, namely realizing an integrated PAUD Aisyiyah Sidabowa has a pattern or management of character education that is well managed. Looking at the institution that was chosen by the researcher, because the institution has the goal of building character in early childhood and also has a pattern of character education management, in order to achieve character formation that is appropriate for the personality of early childhood which will provide better changes for themselves and for change. this nation for the better.

**Literature Review**

**Character Education**

Character education is essentially a struggle for each individual to live his freedom in their relationships with other people and their environment, so that he can establish himself as a unique and distinctive person, and has ethical integrity that can be facilitated (Koesoema, 2010: 162). In addition, Dwiningrum (2013: 145), "Character education plays a role in developing students' mindsets and behavior and developing human potential in the most useful way. "It is anticipated that individual education will be able to overcome crises that affect humans worldwide, contribute to the full development of human concepts, and enhance the styles and behaviors of students who are responsible for social role behavior, in families, networks and residents. In this instance, the concepts of male or female education were put into practice through the use of applicable formal, informal, and non-formal training, all of which are expected to be used in the lives and education of national men or women."

It is anticipated that education will be able to overcome the international character crisis, contribute to the optimal development of human potential, and cultivate a responsible mindset and behavior among students in fulfilling social roles in the family, community, and as citizens. The principles of character education have been applied in formal, informal, and casual education settings to cultivate this mindset and behavior, which are expected to be used in life and in national character education.

The concept of character education can also be understood as a method for instilling character values in students at school, including knowledge, awareness or willingness, and actions to uphold these values toward God Almighty, oneself, the environment, and nationality (Muchlas and Hariyanto, 2012) The Big Indonesian Dictionary defines character as a person's mental, character, temperament, morals, or character traits that set them apart from others. Persona means character: in and of itself.

Aristotle's time in Lickona (2013: 70) explains that having good character means acting ethically in one's interactions with other people and with oneself. (Lickona, 2013) explains that character is comprised of practical, operative values. Character develops into a value, an inner character that can be relied upon and used to respond morally to a variety of situations. As a result, the character is made up of three kinds of interconnected parts: moral feelings, ethical behavior, and moral knowledge. The goal of character education in schools is to help students develop their character through both classroom instruction and extracurricular activities.

The Republic of Indonesia's Ministry of Education and Culture in 2010 formulated a set of 18 values for character education; religious, tolerant, friendly, democratic, honest, disciplined, hardworking, creative, independent, curious, fond of reading, appreciating achievement, social care, national spirit, love of the homeland, and responsibility (Aini and Mulia, 2013) Character education is education that builds citizens' character based on national values based on Pancasila as the state ideology rather than solely on intellectual intelligence. (Olishkevych Svitlana, 1994) confirms this: 41 of the character education applications have so far demonstrated their efficacy in American public schools. This application depends on the targets, standards, strategies, structures and method for preparing exercises, and gives a cozy connection between the school and the family, the school and the local area. In the (Dwiningrum, 2013) it is stated that character education contributes to the development of students' mindsets and behaviors as well as their ultimate human potential. In Greek and Latin, the word "character" comes from the verb "charassein," which means "to carve a pattern that is permanent and indestructible. "Character is a permanent combination of all of a person's natural tendencies that makes it a unique way to distinguish one person from another.

T. Ramli writes (Umi Kulsum, 2011) character education is the same as moral and ethical education in its essence and meaning. The objective is to shape the kid's character to turn into a decent person, both in the family, local area and country as well as in the existence of the state. Lickona corroborates this (2006: 96) which expresses that the justification behind character training in schools is a helpful spot for educating and realizing, when they (common society) and care for the local area who spread, educate, celebrate and make understudies liable for the upsides of the local area. values that underpin moral character. Therefore, the primary goal of
character education in Indonesia is to instill noble values that are rooted in the culture of the country itself in order to help shape the next generation.

(Mulyasa, 2013) character education aims to improve educational processes and outcomes that shape students' moral and character development holistically, balanced, and in line with each educational unit's competency standards. Students are expected to be able to improve and use their knowledge, examine and internalize character values and noble character, and personalize them so that they are reflected in their daily behavior through character education.

Furthermore, according to Margustam, there are at least 10 pillars (values) of character to become a successful person in facing a global culture, namely: the value of responsibility, integrity and independence, the value of respect/appreciation and love, the value of trust and honesty, the value of friendship/communication, friendship cooperation, democratic and caring, self-confidence, creative, hardworking and unyielding values, discipline and firm conviction values (istiqomah), patient and humble values, exemplary values in life, tolerance (tasamuh) and values and sense of belonging, want to know.

Agus Wibowo cited Edy Waluyo as saying that parents and teachers should start building character early on. If the child has been built from the beginning, it is hoped that their age already has a solid foundation or foundation of kark, so that future developments only need to cultivate the child's character perspective. Agus Wibowo cited the Ministry of National Education in 2010 as saying that children must internalize the following character education values: religious, honest, toleration, discipline, hard work, creative, independent, democratic, curious, national spirit, love for the homeland, appreciation of accomplishment, friendly/communicative, love peace, love to read, care for the environment, care for the environment, responsibility, dare to take risks, take risks, leadership, innovative, cooperation, never give up (tenacious), commitment, reality, and strong motivation to succeed are some of the characteristics that stand out.

According to Margustam, if innate (heredity) is only one factor in character building, then that character can be formed from an early age. Character values can be taught systematically in a holistic version of character education with six pillars. An action can only produce human character, if the six pillars of character education are carried out completely and continuously. The six pillars are as follows: good habituation and cultivation, teaching good things (ethical understanding), moral feelings and love: feeling and loving good, ethical appearance (good actions), exemplary (moral version) of the environment. around and repent (return) to Allah after making a mistake.

Furthermore, according to Ramayulis (2013), efforts that can be made in character building include: emphasizing the internalization of values in learning, various approaches in the learning process, namely exemplary approaches, habituation approaches and functional approaches, creating a religious atmosphere and not seeing and seeing. adjustment of all education personnel.

The achievement of schooling for early early life is very depending on the attention, knowledge, concern and commitment of numerous parties in schooling, character schooling for children must be realized right now through various concrete movements in gaining knowledge of. The elements that want to be taken into consideration in early early life schooling are first: moral know-how, has six elements, particularly ethical attention (ethical recognition), know-how of ethical values (knowing about moral values), factor of view, point of view, ethical common sense (moral reasoning), braveness to make decisions (choice making) and self-knowledge (self-knowledge), second: moral loving/moral feeling is strengthening the emotional aspects of college students to come to be human characters. This reinforcement pertains to the kinds of attitudes that have to be felt with the aid of college students, namely consciousness of identity, self-self assurance, tormented by the struggling of others, love of fact loving the coolest and humility. If these aspects were found out in early childhood person training, then ethics emerges as a result a good way to be easy for college students to do.

The fulfillment of person education in early early life education calls for character adjustments, because man or woman schooling without understanding the individual will only be an extended journey without stop, like an journey with out a map. person identification may be a pillar of person conduct.

Character Education Implementation Strategy

Education is essentially an activity that is carried out consciously and carried out, and is full of responsibility carried out by adults so that interactions arise between the two so that children reach the desired maturity and take place continuously (Ahmadi & Unbiyati, 2003: 70). Education in this case means that it aims to form the character of the nation. Character building strategies through the educational process in schools, families, and communities into a single unit that supports each other.

At a macro level, character development is described in the main book of the National Policy on National Character Development for 2010-2025 as consisting of three stages: planning, implementation, and results evaluation. During the planning phase of creating character sets, various sources are used to excavate, crystallize, and formulate them. Students' character formation is facilitated by the development of learning experiences and processes at the implementation stage. An evaluation of the software program for continuous improvement, which is intended and implemented to detect the actualization of character in students as an indicator that the process of civilizing and empowering character is successful and results in a strong attitude and an argumentative mind, is carried out at the evaluation stage of the results. Coming up next is an image of the large scale setting of public person training.
Character education in education must include a variety of components that encourage students to develop their character. Aspects of microcharacter development through teaching and learning activities, school culture in daily life, extracurricular activities, and daily activities at home and in the community are discussed in the master book of the National Policy on National Character Development for 2010-2025. Students’ character development is supported by these components.

In all subjects, the classroom uses an integrated approach for teaching and learning activities. Cultivation or habituation to students needs to be physically conditioned in the educational environment so that students and all school members are accustomed to building daily life with positive activities. Extracurricular activities are held to explore the potential of students through activities or arts that are oriented to shape attitudes, behavior, and personality. Daily activities in the family and community are sought so that there is reinforcement from parents and people around their homes for character behavior.

**Implementation of Character Education**

In order for a plan to have value, it must be put into action in order to effectively and efficiently achieve goals. One fundamental activity of character education is its implementation. Character education can be implemented in elementary schools using at least three different strategies that work together. First, incorporating developed character education content into learning. Second, combining self-improvement with character education. Thirdly, incorporating character education into programs for inclusion.

According to Glen, Charles L (1999: 130) explains that creating an environmentally friendly character for schools is moving in the opposite direction of finding ways to overcome uniformity in how character is included in the curriculum, either by government action or by teacher unions and other elements of education, formation. It requires that active adults in and around each school, staff and parents have many opportunities to model the virtues they seek to acquire and train the children who attend that school. They cannot be passive. Teachers who only practice the moral education that has been developed for them and for each school with the lowest denominator base will not model responsible and principled characters. Children acquire character traits from responsible adults and learn from examples. Integrating character education into daily school activities is one way to plan and carry out self-development applications for students. Activities that are carried out in accordance with school-designed programs are known as programmed activities. The majority of planned activities take the form of celebrations of religious and national holidays.

**Character Education Evaluation**

It is necessary to conduct evaluations of character education in schools to determine how far along students' character development is. According to Rachman, et al (2014: 14) evaluation activities are carried out to measure whether the nation's character building activities have succeeded in achieving the goals, benefits, and objectives. Every time a teacher is in the classroom or school, assessments are conducted continuously.

The researcher comes to the conclusion that, in order for students' character development to be successful, the evaluation of character education is necessary in education. This activity is also carried out so that character building activities are also beneficial for students. Evaluation also works so that a school has carried out the development of national character, so school and class indicators are set.

**Character Education Patternf**

As stated by (Novan, 2012: 78 79), the execution of character training the executives systems in schools is completed by; teacher commitment in implementing character education (teacher component), integrating character education into (curriculum component), making a financing plan that favors the implementation of character education (funding component), and designing and creating a school culture based on character education (management component).

As stated by (Novan, 2012: 60-62), the following are the main functions and goals of character education management: 1) Preparing: Planning for character education management serves two purposes: forecasting: aims to ascertain typical student behavior and plan: aims to develop basic competence indicators for students. Basic competency indicators are used as media or measuring tools in the curriculum component to determine whether the vision, mission, and objectives of character education have been achieved. 2) Application: Character education management's implementation serves three purposes, including: organizing: aiming to strengthen the noble values of the students who will become staff: aiming to instill noble values in the students, who will become self-taught and coordinated: aims to establish connections with students' parents in order to collaborate on character education goals in schools. 3) Oversight: The management of character education supervision serves three purposes: main: aims to influence students' behavior in the process of changing noble values. This is done by the principal and, particularly, teachers who are committed to the implementation of character education in schools and are human resources. Directing: controls and directs students' actions as they work to change noble values: aims to guide students' actions in the process of changing noble values. 4) Reporting is part of coaching: aims to document typical student behavior and inspires: aims to inspire, excite, and support students based on the findings of student behavior reports. Educators are supposed to be helpful figures for their understudies. The typical behavior that will be determined and achieved through the implementation of further character education is influenced by inspiration, enthusiasm, and these drives.

In schools, character education is implemented by the principal, who also serves as a manager, and in classrooms, character education is implemented by teachers, who serve as managers. Based on instructions from the principal, teachers guide and control students through the transformation of noble values.
As a result, teachers play a crucial and important role in the classroom implementation of character education, and the principal has significant authority over the subject. The exemplary, inspirational, motivator, dynamic, and evaluator roles that teachers play in character education are discussed in greater detail below.

The five roles of teachers are the starting point in grounding character education in this country, a country that is experiencing degradation and decadence of knowledge and ethical degradation that is worrying about the nation's future. So, there is no choice for teachers, except for being called to internalize character education as role models, inspiration, motivators, dynamists, and evaluators for the future of the nation. So that the role of the principal and teacher as chief as well as manager can carry out the pillars of management, according to Novan as follows: love for God, school and community members, visionary, initiative, creative, honest, fair and sincere in work, hard work, abstinence give up and take responsibility at work, prioritize the school's interests over one's own, be disciplined, tolerant and able to work together and be humble and care for the school community. The practice and operational implementation of character education management in the components of curriculum, management, financing, teachers, and students, according to Novan, must depart from empirical life for the method of character education management to be effective.

A swot analysis is required for its application in order to learn more about the factors that influence the management of character education. Edward asserts that the acronym SWOT stands for "Strengths," "Weaknesses," "Opportunities," and "Threats." In Syaiful Sagala, Sharplin conducts a SWOT analysis to identify the opportunities and challenges presented by schools as well as their strengths and weaknesses. The information gleaned from a SWOT analysis can be used as a foundation and consideration when making decisions and actions within an organization. The school will be able to achieve its objectives if the decision is effectively implemented. Ara and Machali say that SWOT analysis is a way to analyze internal and organizational factors. External factors include opportunities and threats, and internal factors include strengths and weaknesses.

Kindergarten and early childhood education

Article 1 paragraph 14 of Law” a coaching effort aimed at children from birth to the age of six years that is carried out through the provision of education to assist physical and spiritual growth and development so that children are ready to enter further education,” according to Act 20 of 2003, defines early childhood education. As indicated by Bambang as cited by Mansur, Youth Schooling (PAUD) is an extensive improvement process for youngsters from birth to 6 years, which incorporates physical and non-actual viewpoints, by giving feeling to physical, otherworldly turn of events (moral and non-common), appropriate motor, cognitive, emotional, and social skills for children's optimal growth and development. Because stimulation, health care, nutrition, and numerous opportunities to actively explore and learn are all part of the efforts made. As a means of preparing children for life and helping them adapt to their surroundings, early childhood education generally aims to develop a child's various potentials from an early age. Using the following principles, early childhood education can be accomplished: geared toward children's needs, incorporating integrated learning, developing a variety of learnings, utilizing a variety of learning media, and being implemented gradually and repeatedly.

Because it is the foundation for the basis of the child's personality, early childhood education plays a very important and decisive role for the history of subsequent child development. Children who receive early guidance that is both appropriate and effective will be able to improve their mental health, well-being, and learning achievement, as well as their work ethic and productivity, allowing them to be independent and reach their full potential. The results of UNESCO in A. Martuti, provide 4 reasons about the importance of early childhood education, namely: (1) Educational reasons: PAUD is the initial foundation in improving children's ability to complete higher education, reducing grade repeat rates and dropout rates, (2) Economic reasons: PAUD is a profitable investment for the child's individual, family and community and (three) Rights/legal reasons: PAUD is the right of every child to obtain an education guaranteed by the state.

with the rule No. It is stated in Article 28 of Act 20 of 2003 that (1) kindergarten is held prior to the elementary school level; (2) Early adolescent education can be prepared through formal, informal, or non-formal means; (3) In formal education, early childhood education takes the form of kindergarten, Raudatul Athfal, or another similar program; (four) Training during the early years of a child's development through non-formal education, such as playgroups, parks, babysitters, or other similar programs; and (5) Early childhood education through informal instruction in the form of family education or instruction organized by the environment.

Early childhood education institutions are carried out according to their respective educational units, based on the number of days and hours of service with the following explanation: Child Care Parks (TPA) are carried out for three to five days with a minimum service hour of 6 hours. minimum service in one year 144-one hundred and sixty days or 32-34 weeks, (2) Playgroup (KB) every day or at least three times a week with a minimum number of 3 hours. minimum service in one year one hundred and forty-four days or 32-34 weeks, (three) Similar PAUD Units (SPS) at least once a week with a minimum of 2 hours of service. Service hours in SPS are equipped with parenting software so that the number of services is equivalent to one hundred and forty-four days in one year and (four) Kindergartens (TK) are carried out a minimum of five days every week with a minimum of 2 service hours, Lack of hours minimum service 2 days 5 hours. Service in one year 160 days or 34 weeks. Learning services in each early childhood education unit follow the respective regional education calendars.
Early childhood education learning methods have strategies that are adapted to the ways and habits of learning through body movements and reflexes, learning to play, learning about feelings and conscience, learning while playing, learning from the environment, learning from desires, and so on. In order for the method to work, it must meet the following principles: starting from the concrete and simple, starting from the things that children have, introducing learning and recognition, challenging, playing and playing, nature as a learning resource, sensory, learning skills and focus on process, not product on product.

**Research Methodology**

The research approach used in this study is to use qualitative research methods with the aim of revealing in detail and comprehensively the implementation of character education and the obstacles to implementing character education. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, and so on, holistically, and through descriptions in the form of words and language, in specific natural contexts and by utilizing various natural methods (Moleong, 2013: 6).

The qualitative research approach used is a case study. According to Iskandar (2013: 209), a case study means that the researcher conducts an in-depth study of a case, the conclusions are only valid or limited to certain cases. Case study is also a research strategy in which the researcher carefully investigates a programme, event, activity, process or group of individuals (Creswell, 2013: 20). The in-depth study in this research is about the pattern of character education in Aisyiyah Sidabowa Kindergarten, Banyumas Regency.

In order to obtain the expected data, data collection in this study is observation, interviews, and documentation. Observation is an observation technique that is carried out to find data and information from symptoms or phenomena systematically and based on the research objectives that have been formulated (Mahmud, 2011: 168). In this study the authors made direct observations and records of the subjects and data at the research location. This observation is used to determine the implementation of learning and character education carried out at Aisyiyah Sidabowa Kindergarten, Banyumas Regency.

Documentation is a record of events that have passed either in the form of writing, pictures or monumental works of someone (Sugiyono, 2009: 82). Documentation in this study is learning documentation in the form of materials, methods, and media used in the learning and education process carried out by Uggulan Aisyiyah Cilongok Elementary School, Banyumas Regency. The purpose of the documentation in this study is to document as evidence of the research process, researchers can also find out the implementation and barriers to character learning at Aisyiyah Sidabowa Kindergarten, Banyumas Regency. Interviews are a qualitative data collection technique using interview guide instruments (Iskandar, 2013: 219). The purpose of the interviews in this study was to find information so that researchers could find out the implementation and obstacles to character learning applied Aisyiyah Sidabowa Kindergarten, Banyumas Regency.

The type of simulation used is technique and source triangulation. Described by Iskandar (2013: 232) triangulation of this technique is used as a check of the validity of the data that researchers found from the results of interviews with key informants compared to the results of interviews with several other informants then the researchers confirmed with documentation studies and the results of observations of researchers in the field so that the purity and guaranteed data validity. So after the researchers collected data using interview, observation, and debt study techniques, the results were triangulated to produce the same data.
Results And Discussion

Character Education in Early Childhood Education/Kindergarten at Aisyiyah Sidaboa's Kindergarten, Banyumas Regency

Character education management strategy is a strategy for implementing character education management in schools carried out by teacher commitment in implementing character education (teacher component), integrating character education into (curriculum component), making a financing plan that favors the implementation of character education (funding component), and designing and creating a school culture based on character education (management component). So, the character education management strategy also includes management functions starting from planning, implementation, supervision and coaching. The goal of character education management is to manage character education so that character education values can be ingrained and character education programs can achieve the expected success indicators.

Character education in Aisyiyah Sidabowa Kindergarten, Banyumas Regency includes character education accommodated in the vision, mission and goals of Aisyiyah Sidabowa Kindergarten, Banyumas Regency, contained in a curriculum that has character values education, preparation of software programs in which there are values - Character planning and preparation of teachers themselves in preparing education Characters given to early childhood in Kindergarten Aisyiyah Sidabowa, Banyumas Regency.

Based on the vision of Kindergarten Aisyiyah Sidabowa, Banyumas Regency, namely: "Education that excels in Imtaq, Science and Technology and Culture". shows the goal of making early childhood children who have character from an early age, not only intelligent and emotionally mature but also spiritually obedient and understanding culture. In order to realize the vision of Aisyiyah Sidabowa Kindergarten, Banyumas Regency, it is achieved with a real mission, namely: (1) A conducive, Islamic, safe and comfortable environment, (2) implementing creative, innovative, fun learning approaches and developing multiple intelligences, (three) norms -religious norms become a daily habit, (four) Strive for human resources who understand Science and Technology, (5) Learning based on lifestyles ability and entrepreneurship, (6) Availability of adequate infrastructure, (7) Integrating cultural values into learning activities, (8) instilling national values (courage, heroism, love for the homeland in learning activities) and (nine) carrying out learning with an ideal student: teacher ratio.

The following are the Aisyiyah Sidabowa Kindergarten's goals in the Banyumas Regency: 1) To establish Aisyiyah Sidabowa Kindergarten in Banyumas Regency as an Islamic educational institution with a developmental focus; 2) To establish an educational institution that is cultured and prepared to face the challenges of the present; 3) To enhance children's development so that they are prepared for education and the subsequent stages; 4) To establish a safe, comfortable, and enjoyable educational environment; 5) To increase achievement in all fields; and 6) To establish an independent educational institution.

The results indicate that Kindergarten Aisyiyah Sidabowa's mission aligns with its vision. The purpose of Aisyiyah Sidabowa Kindergarten in Banyumas Regency is also in line with its vision and mission in realizing character education, namely realizing Aisyiyah Sidabowa Kindergarten in Banyumas Regency as an Islamic educational institution with character building. So character education in Aisyiyah Sidabowa Kindergarten, Banyumas Regency has been accommodated in the vision, mission and goals in realizing the future of children in the life to come.

Furthermore, Aisyiyah Sidabowa Kindergarten, Banyumas Regency, in realizing character education has several plans that are arranged in a curriculum that includes the vision, mission, and goals of Aisyiyah Sidabowa Kindergarten, Banyumas Regency, arranges various activities arranged in an educational calendar which includes character education, prepares tools semester software in which there is also character education, preparing daily activity plans (RKH) and daily activity plans (RKH) including values. According to Kis Rahayu, character education is planned by preparing the KTSP curriculum document which has been regulated in the national macro curriculum as a reference for Kindergarten, namely Permendiknas no. fifty-eight of 2009 concerning Early Childhood Education Standards. The KTSP curriculum is a curriculum that is prepared and managed by each educational unit autonomously, especially in Kindergarten Aisyiyah Sidabowa, Banyumas Regency, Integral character development into the curriculum. The curriculum component is also attached with indicators of early childhood character values which include 15 character values. In the curriculum component, these indicators serve as media or measuring tools to determine whether the vision, mission, and goals of character education have been achieved or not.

Preparation of character education programs prepared through semester programs, RKM (daily activity plans), which were prepared by TAA educators, Play Institutions and Kindergartens according to their respective classes in collaboration with educators (Managers, Principals and School Development Teams) in the beginning of the first semester before activities and activities at school have not started.

Semester programming contains subjects, sub-subjects, the degree of accomplishment of kids' advancement which incorporates strict and virtues, gross engine, fine engine, mental, language, social close to home and character values to be imparted, then, at that point, in the semester programming the ideal opportunity for executing character training is partitioned into a few habitats, to be specific shaft places, imtaq focuses, planning focuses, pretending focuses and regular materials communities. last semester's application in the activity plan (RKM) which includes themes, sub themes, month/week, concepts, indicators, vocabulary related to the 5 themes stated. More specific character education plans are prepared RKH (daily activities) from the elaboration of the RKM which contains.
aspects of the development achieved by children, concepts, indicators, themes, sub themes, activities, tools and materials needed when learning activities, implementation and activities.

Based on the document, Kindergarten Aisyiyah Sidabowa, Banyumas Regency also has excellent programs to support character education, including parenting training and intelligent class activities, psychological consultation, and early detection of child growth and development. The program already has a person in charge and is conveyed to parents to participate in implementing the software.

The teacher models good behavior for the students, speaks or conveys information clearly and politely, is tolerant of differing opinions, and many other connections that occur during the learning process. Therefore, the character that students will emulate is reflected in every teacher behavior during the learning process. It is necessary to prepare materials related to character education as well as any other preparations that teachers require in order to carefully prepare teachers for character education. These teachers will later become models or examples that their students emulate.

According to Linawati, At Aisyiyah Sidabowa Kindergarten, Banyumas Regency, which is divided into 3 classes, namely TAA, Play group and Kindergarten, from the three classes the outline developed by the teacher is the same, while for the material to be delivered according to the institution section, the characters are already in the every human being and what needs to be prepared in preparing the material are reference books and materials that are adapted to character education indicators, especially in early childhood education.

The preparations made by educators from the TAA class, Play organization and Kindergarten refer to the SOP (Standard Operating Procedure) posted in every room, as a form of consistency in implementing character education. TAA and Play group teachers also give children habituation every day at school from children coming to school until returning home, this is as stated by Rukhanayati as head and educator of TAA Aisyiyah Sidabowa class, Banyumas Regency. Furthermore, Arniza Yunita's explanation as the head and educator of the Play organization class, character education is given through continuous habituation from the time children come to go home and actually character education in Sidaboa has been given every day.

The habituation provided by the teacher is the character of the teacher himself who will later become an example for children, because children aged 1-5 years will like to imitate, so that teachers are good role models for their students. Indicators of independence, responsibility, discipline, love for God, honesty, tolerance, love of peace, self-confidence, creativity, help, assistance, cooperation, mutual cooperation, respect and courtesy, responsibility, hard work, leadership and justice, heart, care for the environment, and love for the nation and homeland are included in the habit.

SOPs are posted in every room, such as in every classroom, near trash cans, hand washing stations, bedrooms, dining rooms and other rooms, so that character education is carried out with commitment. According to Fajar Hayuningtyas as a kindergarten educator, character education has been prepared through SOPs (Standard Operating Procedures), which are carried out every day and in every classroom and certain places there are SOPs, with the aim of reminding teachers as well as carrying out education based on SOPs with commitment. The results of observations also show that the preparations made by the teacher also require the preparation of themes that can support character education and what character values should be instilled in children as well as media and materials to support the most important processes and children's learning, so that the characters that will be built can later be embedded in children.

While organizing, staffing, and coordinating character education are all part of its implementation. The organizational structure of Kindergarten Aisyiyah Sidabowa, Banyumas Regency and the implementation of character education that is carried out every day at school includes the division, responsibility, and authority of character education. The implementation of character education is listed in the organizational structure of Kindergarten Aisyiyah Sidabowa, Banyumas Regency.

Character education can run every day, because there are SOPs that have been designed together, this is an effort to provide consensus to educators and school principals, provide consensus to teachers in the form of SOPs (standard operating procedures) that have been mutually agreed at the beginning before implementation. Education in schools, from the SOP so that teachers know the important rules for implementing children's character education, then coordination with teachers is held once a month.

Before implementing character education in schools, SOPs are mutually agreed upon. With SOPs, teachers know the main rules for implementing children's character education, which requires monthly coordination between the principal and educators. Kindergarten Aisyiyah Sidabowa Banyumas Regency also has a full-day application that can internalize character values, according to the schedule division development team. The coordination meeting was to arrange the learning schedule while also having rules for educators and education staff and explaining the duties of each educator. In learning, there are educators and education standards, namely educators and education staff coming to school at 07.15 WIB, for the time to go home is adjusted to their respective tasks, sometimes they go home later than that hour, because there are some children who have not been picked up, teachers have to wait until all the children are picked up. The duties of educators are divided as follows: center teacher and class teacher/homeroom teacher.

According to Arniza Yunita, the division, responsibility and authority in the classroom is divided by the number of students according to the children's needs to know the development of character education every day at school, the play institution has 36 children with 6 teachers who are divided into 3 groups, so 12 children with 2 teachers, one classroom teacher who is always with the group and one center teacher who stays in the center that the teacher is capable of.
Supervision of character education in Aisyiyah Sidabowa Kindergarten, Banyumas Regency by leading and directing children in the character education process and observing the character education process.

School principals and, in particular, teachers who are human resources who are committed to the implementation of character education in schools carry out the primary supervision of character education, which aims to guide students in the process of transforming character values. The next type of supervision is directed, which aims to direct students' actions as they work to change their character values. In this case, the teacher is in charge, and she is also the one who helps make character education work. This has an impact on the teacher's approach to teaching and learning.

The achievement of these child indicators can be a reference in directing character education for each child and also as a basis for providing actions that must be taken by managers, school principals and teachers. Each child's daily condition also affects the supervision provided. The supervision is given, so that the actions given are in accordance with the realm, character needs and development of the child, so that character education is not misdirected and is achieved in accordance with the planned goals. In the Play group class, the observations also show that children's character education is monitored at all times at school. Parents will be informed every month, in the last week, and at the end of each semester.

In the kindergarten class, supervision is carried out by observing the child's process every day, every time there is an activity, when children explore their activities, including character education activities starting from children coming to going home, at meal times, praying together at school, queuing without fighting. The results of the supervision are written in the form of a report that is reported every three months to the guardian of the student.

Observation activities are carried out when children have just arrived at school until they return to their respective homes. The results of these observations are recorded and summarized in the form of reports that are submitted and distributed to parents to see the development of the child's character, the results of the report are also a desire to continuously encourage the characters that have not yet emerged and are embedded in each child.

The education carried out in Aisyiyah SidabaWa Kindergarten most effective needs to maximize and maximize cognitive competencies. With such an understanding, there are truly other matters from kids which are no less crucial that we've got left out without realizing it. This is providing person education to college students. character education is essential as a counterweight to cognitive mastering. The sample of man or woman education for college kids in Aisyiyah Sidaba Kindergarten which is performed are: Giving Examples (enforcing); delivered at any time (ongoing); recognize the strengths and weaknesses of youngsters; supply praise and punishment.

If the nation lacks social values like tolerance, togetherness, mutual cooperation, mutual help and respect, and so on, character education will serve as the foundation for the development of high-quality character. Character education will produce superior results that not only have cognitive abilities but have characters that are able to realize success.

This is in accordance with the statement of the principal of Aisyiyah Sidabowa Kindergarten, Banyumas Regency, FWS/KS when asked how the pattern of education in Aisyiyah Sidabowa Kindergarten in Banyumas Regency is. FWS/KS stated “Yes, character education is basically a school that stands for our main goal of character education, because after all, character or character education is important. Because from a cognitive perspective it is not enough, this character attracts parents to send their children to school.” Also added by FWS/KS “In general, become a complete Muslim person, if the child's language becomes a pious child with religious indicators. Because our school is based on the Islamic religion, so we are going there.”

From the results of the interview above, it shows that the environmental conditions in TK Aisyiyah Sidabowa, Banyumas Regency have a good pattern of character education for their students. This condition is the main attraction of Kindergarten Aisyiyah Sidabowa, Banyumas Regency for the surrounding community in the midst of social environmental conditions that are not able to shape the character of children. This was also stated by the principal regarding the distribution of students in TK Aisyiyah Sidabowa, Banyumas Regency, FWS/KS said that “Yes, Kindergarten Aisyiyah Sidabowa Banyumas Regency, it is located in Sidaboa village, kec. Sidabua, kab. Banyumas. The category of location that is geographically located in the countryside and is on the highway's edge remains rural. the conditions of the community are diverse, besides our students in Sidaboa sub-district, it is not only around the location of Sidaboa village. We are Students Almost in every village, even outside the district. Sidaboa, even out of the district. Sidaboa, Purwokerto are also there.”

Character-based education aims to instill in students not only knowledge but also positive attitudes and values—something that both educational establishments and society strive for. The development of character education patterns at SDU Aisyiyah Cilongok was carried out in accordance with the Head of School of Kindergarten Aisyiyah Sidabowa Banyumas Regency FWS/KS when asked about the activities developed in character education. Character education characteristics are characteristic in the implementation of character education patterns.

Self-improvement is described as a framework for developing character training for students that includes the development of college tradition as a center for studying sports in the guidebook for the implementation of individual education issued by the Ministry of Countrywide Education (2011). Self-improvement sports at PAUD/TK Aisyiyah Sidabowa, Banyumas Regency are done with a
technique of habituation/civilization to students. The kinds of self-development carried out include ordinary activities, instance, conditioning, programmed sports, and extracurricular sports.

**Table 1: Evidence of the kinds of self-improvement:**

<table>
<thead>
<tr>
<th>Types of Self Development</th>
<th>Instilled Value</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine</td>
<td>Discipline, respect, responsibility, a national spirit, a love of one's homeland, and religious beliefs</td>
<td>Carry out student routines well to instill character values in students (ceremonies, praying before and before learning activities, class pickets, congregational prayers, greetings).</td>
</tr>
<tr>
<td>Exemplary</td>
<td>Tolerance, friendly, social care, and manners.</td>
<td>In order to become role models for students, principals and teachers set an example (come early, always say “good,” keep the classroom tidy, and show love and care).</td>
</tr>
<tr>
<td>Conditioning</td>
<td>Caring for the environment, obeying the rules, being responsible, disciplined.</td>
<td>Carry out conditioning to support the implementation of character education (school cleanliness is maintained, there are posters of wise words, green and cool, etc.)</td>
</tr>
<tr>
<td>Programmed</td>
<td>Religious, Discipline, Independence</td>
<td>Carry out activities programmed by the school such as commemorating national and religious holidays, and Programs for Religious activities.</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>Religious, cooperative, confident, independent, tolerant, friendly, responsible.</td>
<td>Carry out extra-curricular activities on a regular basis according to established school programs (calligraphy, drawing, BTA.)</td>
</tr>
</tbody>
</table>

Every month, the TAA class sends out reports on how the children's character is developing. These reports are then summarized and sent out every three months. If a child has a significant incident, the teacher does not have to report it every month; instead, the teacher can tell the child directly when the pick-up time is to be given to parents as a way for parents and teachers to work together to teach character education.

Similar to a narrative, the character development report includes photographs or videos of activities completed by the child while they were in school as solid evidence, which parents are aware of. Character education evaluation is one of five other aspects of development that are communicated to parents directly or in writing. The evaluation of character education's development is one of five other aspects of development that are communicated to parents either directly or in writing. Parents also communicate with teachers about their children's character development so that teachers and parents can work together to develop character education. So that habituation at school can be given at home too, parenting is held related to the development of children, both character and psychology, or themes related to other developments. In addition, there is a parenting class that gives parents the opportunity to take part in learning in class, so that parents know too, how the learning process is and what stimulants are given at school.

Encouraged related to the character education provided by the school is parenting training which resource persons will convey about the growth and development of children related to their psychology and children's character, at the time of parenting education parents are expected to come to school to take part in these activities. Parents will add new knowledge and insight as well as be able to share their experiences and ask about their complaints about their child's growth and development.

Civilizing and habituation activities are used in the application of character education at Aisyiyah Sidabowa Kindergarten in the Banyumas Regency. Students routinely engage in activities every day as part of this habituation activity. According to the findings of the study, teachers continue to face challenges related to students' abilities when implementing character education for children through planning, implementation, and implementation; teacher comprehension that is not distributed evenly; the school and the guardians of the students' commitment; inadequate amenities.

To get past these challenges. First, there are no obstacles to character education's implementation in Aisyiyah Sidabowa Kindergarten in the Banyumas Regency in this instance. Elementary school students with all their uniqueness have their own limitations and advantages that have been there since birth. So the teacher should understand all students, so the teacher will find the right way to instill character in each student. Teachers need to learn more about psychological theories of students, especially elementary school age. Thus, the limitations of students are no longer considered as obstacles.

Second, the understanding of teachers is uneven due to the process of changing teachers out of school. Efforts that can be made are to improve the welfare of teachers, but if it is constrained by budget, it can use teachers from the foundation or educators of Aisyiyah cadres who have retired from civil servants.

Thirdly, character education must continue to take place in the home and in children's play environments, and the cooperation of parents and schools in the process must be strengthened and comprehended alongside the character education process. Fourth, regarding the constraints on character education facilities, efforts that can be made are to increase budget priorities to complete
character education needs by seeking assistance from the government and the private sector. However, if it is constrained by the budget, the teacher must be able to maximize the existing facilities properly.

**Conclusion**

At Aisyiyah Sidabowa Kindergarten in the Banyumas Ngampilan Regency, the management of character education in early childhood education (PAUD) generally involves planning, implementing, monitoring, and coaching. Monthly work meetings between teachers and principals at Aisyiyah Sidabowa Kindergarten in the Banyumas Regency are used to plan character education. A parent's meeting was also held at Aisyiyah Sidabowa Kindergarten in the Banyumas Regency as part of a plan for character education at home. The Bina Iman Anak Soleh (BIAS) software is used to implement character education at Aisyiyah Sidabowa Kindergarten in the Banyumas Regency. The Islamic religion-based character education pattern comes from the Koran and hadith and is based on habituation of worship.

The 15-character values listed in the indicators of character values for early childhood in TK Aisyiyah Sidabowa, Banyumas Regency, are love for God Almighty, and character values applied to early childhood education (PAUD), self-assurance, independence, creativity, hard work, respect and courtesy, honesty, discipline, tolerance, love of peace, self-confidence, responsibility, hard work, leadership, justice, humility, care for the environment, and love of the country and homeland.

The SWOT analysis and the discovery of external and internal factors reveal the factors that influence the management of character education in early childhood education (PAUD) at TK Aisyiyah Sidabowa, Banyumas Regency. External factors include opportunities, threats, and challenges, while internal factors include strengths and weaknesses. Because you can use a SWOT analysis to identify character education management's strengths and weaknesses to take advantage of opportunities and ward off threats.

The impact of character education management on early childhood education (PAUD) at Aisyiyah Sidabowa Kindergarten, Banyumas Regency, can be seen in the future. However, certain character values have seen improvements in positive behavior, polite language, and thinking patterns, so that activities at school can be easily directed to children and the impact can be seen at home.

Islamic character education is used at Aisyiyah Sidabowa Kindergarten. Based on the Qur'an and Hadith, Habituation Activities are carried out to instill character in Aisyiyah Sidabowa Kindergarten students. Elementary school students continue to exhibit an unstable character, require parental and teacher initiation. On the one hand, teachers need to be more creative in the way they teach so that students don't get bored and can incorporate character values. However, teachers also face limitations when it comes to resolving implementation issues. The application of character education to students necessitates teachers' perseverance and patience in dealing with students' diverse abilities. As a result, character education in the family environment and special assistance from teachers are required to improve character education. In addition, the researchers offer the following recommendations: 1) In order to improve the planning of character education at Aisyiyah Sidabowa Kindergarten, the school and parents must work together to ensure that character education is successful. 2) In order to carry out the process of putting Islamic religion-based character education into practice at TK Aisyiyah Sidabowa, it is necessary to enhance the well-being of the school's staff and teachers so that a higher rate of character education is put into practice; three) To support the character education process, facilities and infrastructure must be improved.

**Acknowledgments**

The team thanked Aisyiyah Sidabowa Kindergarten, Banyumas Regency. In addition, we also thank the donor, Muhammadiyah University of Purwokerto, through research grants.

All authors have read and agreed to the published version of the manuscript.

**Author Contributions:** Conceptualization, I.F., W.; methodology, I.F., W.; validation, I.F.; formal analysis, I.F., W.; investigation, I.F.; resources, I.W.; writing—original draft preparation, I.F.; writing—review and editing, I.F., W.

**Funding:** This research was funded by University of Muhammadiyah Purwokerto

**Informed Consent Statement:** Informed consent was obtained from all subjects involved in the study.

**Data Availability Statement:** The data presented in this study are available on request from the corresponding author. The data are not publicly available due to restrictions.

**Conflicts of Interest:** The authors declare no conflict of interest.

**References**


Megawangi. (2004). Pendidikan Karakter; Solusi yang Tepat untuk Membangun Bangsa. Bogor : Indonesia Heritage Foundation
Olishkevych. (1994). The implementation of Character Education program in American public schools di akses pada 6 Oktober 2022

Publisher’s Note: SSBFNET stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.

© 2022 by the authors. Licensee SSBFNET, Istanbul, Turkey. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

International Journal of Research in Business and Social Science (2147-4478) by SSBFNET is licensed under a Creative Commons Attribution 4.0 International License.