

**CHARACTER EDUCATION MODEL OF EARLY CHILDHOOD
EDUCATION: CASE STUDY IN THE LEARNING OF
MIFTAHUS SA'ADAH PLAY GROUP
BEDAGAS PENGADEGAN PURBALINGGA**



IAIN PURWOKERTO

THESIS

Presented to Faculty of Tarbiya and Teaching Training, State Institute of Islamic
Studies Purwokerto as a
Partial Fulfillment of the Requirements for Undergraduate Degree
in Islamic Education (S.Pd.I)

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**CHARACTER EDUCATION MODEL OF EARLY CHILDHOOD
EDUCATION: CASE STUDY IN THE LEARNING OF MIFTAHUS
SA'ADAH PLAY GROUP BEDAGAS PENGADEGAN PURBALINGGA**

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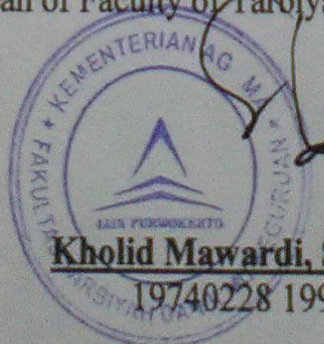
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Assalamu'alaikum Warahmatullahi Wabarakatuh

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CHARACTER EDUCATION MODEL OF EARLY CHILDHOOD EDUCATION: CASE STUDY IN THE LEARNING OF MIFTAHUS SA'ADAH PLAY GROUP BEDAGAS PENGADEGAN PURBALINGGA

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Motto

Pay attention to your character, not your reputation!

The characters you show describe who you are,

whereas

Your reputation is just other people's thoughts about yourself.

(Dale Carnegie)



DEDICATION

Praise be to Allah, Lord of the Worlds. He is the Most Gracious, the Most Merciful, the master on the Day of Judgment. You're the one we worship, and Thee only we ask for help. Guide us the straight path, the path of those whom You have given favors to them, not the path of those whom deserve anger nor the way they are misguided.

I dedicate this little work to my beloved father Sutarso and my special one mother Romliyah that kept praying for their son and daughter in order to we get the smile at the very end of this struggle.

Thanks to my younger sister Sareh Hening Kusumaningtyas, thanks for your daily entertaining smile, your cute smile really makes me more cheerful to accomplish this Thesis.

A grateful utterance is adressed also for all my friends in Ta'mir Mosque Darun Najah IAIN Purwokerto, DEMMA IAIN Purwokerto, UKM PIQSI, Scout, KSiK IAIN Purwokerto, and everyone who ever knew me. May we all be successful in the world and in the hereafter.

Also addressed to them who have been in my life, give the beautiful moment in this life, I do love you all.

ACKNOWLEDGEMENTS



All praises and grateful to Allah that has bestowed His mercy and guidance until I can accomplish this Thesis punctually. Peace be upon him, the noble Prophet Muhammad and also to his family, companions, and Moslem community in this world, amen.

This script is the Thesis that has been proposed to Education Department (*Tarbiya*) of State Institute of Islamic Studies Purwokerto as a partial fulfillment of the requirements for Undergraduate Degree in Islamic Education (S.Pd.I).

During the arrangement of this Thesis and as long as the writer learns in Education Department of State Institute of Islamic Studies Purwokerto, the writer has got many direction, motivation, aid and guidance from many side. Thus, in this chance the writer will convey the gratefulness and award as high as possible to the honorable:

1. Dr. A. Luthfi Hamidi, M.Ag., as Rector of State Institute of Islamic Studies Purwokerto.
2. Drs. Munjin, M.Pd.I., as the 1st Vice Rector of State Institute of Islamic Studies Purwokerto.
3. Drs. H. Asdlori, M.Pd.I., as the 2nd Vice Rector of State Institute of Islamic Studies Purwokerto.

4. Dr. Supriyanto, Lc. M. S. I., as the 3rd Vice Rector of State Institute of Islamic Studies Purwokerto.
5. Chairman, Secretary, and Education Department staff of State Institute of Islamic Studies Purwokerto.
6. Drs. Rohmad, M. Pd., as the writer's Academic Advisor that has given many guidance during the writer studied in State Institute of Islamic Studies Purwokerto.
7. Yulian Purnama, M. Hum., as Thesis Supervisor that has given all best guidance for me until I could accomplish this Thesis. Really I will never forget your kindness, Sir.
8. All and sundry of lecturer of State Institute of Islamic Studies Purwokerto that has given the knowledge until the writer could accomplish this Thesis.
9. The wholeness of academic activities in State Institute of Islamic Studies Purwokerto.
10. Headmaster and all teachers of Early Childhood Education Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga.
11. The writer's family, my father, my beloved mother, my younger sister and all of writer's brother that has always pray and given either in moral or material support.
12. All friends of PAI-1, the first generation of Bilingual Class of 2011 that always support and motivate in accomplishing this Thesis, success for you all.
13. All side and person in charge that have given the aid, that cannot be written down one by one here, may God bless our struggle. Amen.

The writer realizes that still many weaknesses in arranging this Thesis, the writer submits all matter only to the God and beg for the building criticizes and suggestions of Thesis that has been presented. May this Thesis will give the good significances for society commonly and for the writer especially, amen.

Purwokerto, April 25, 2015
The Writer,

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**CHARACTER EDUCATION MODEL OF EARLY CHILDHOOD
EDUCATION: CASE STUDY IN THE LEARNING OF MIFTAHUS
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ABSTRACT

The most effective of character establishment is should be started from the early age because this age is the critical period for the children. Character is not established by the chance, so that it needs to be built and guided by the teachers or parents. Those matters cause the writer to arrange this Thesis. The writer finds the various efforts by teachers in establishing students' character. The problem formulation of this research is: "How is the character model education in early childhood education, Miftahus Sa'adah play group, Bedagas Pengadegan Purbalingga?"

The goal of this research is to describe the character education models and the efforts to establish children's character at Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga. This thesis elaborates about character education models and the various efforts in establishing children's character at Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga. The type of this research is descriptive qualitative. The data collecting methods are interview, observation and documentation. Meanwhile the data analysis starts from data reduction, data presentation, and conclusion drawing (verification).

The findings showed that character education model at Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga are done to instill and adhered the noble character values to the early age students. The applied method is reflective model. The character establishment is done based on students' condition and development stage.

Key words: Character Education, Character Education Model, Early Childhood

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CHAPTER I

INTRODUCTION

A. Background of Problem

Currently, Indonesia is facing two major of challenges, which are the regional autonomy and the total globalization era that are going to happen in 2020. Those problems must be faced and prepared by the entire nation of Indonesia. The success key in facing those problems is emphasized on the quality of human resources which is a great and characterized. Therefore, improving the quality of human resources must be done seriously.¹

Character of the nation is an important aspect of the human resources quality. The quality of the nation's character determines the progress of a nation. Qualified character needs to be formed and nurtured from the early age. Childhood is a critical period for the formation of one's character. According to Freud as quoted by Masnur Muslich, he said that the failure of good character formation at early age will set up the personal problems in adult life.²

Many facts show that character education for Indonesian students is very important and urgent. For example, the bad habits are such as cheating on examination and plagiarism. If the students are familiar with manipulating the test, it will reborn the new corruptors. Perhaps this is the reason why corruption cannot be eliminated completely. Paying attention to the other things like juvenile delinquency such as fights, abusing drugs, illegal racing, and the other

¹ Novan Ardy Wiyani, *Manajemen Pendidikan Karakter*, (Yogyakarta: Pedagogia, 2012), p. 1-2.

² Masnur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: Bumi Aksara, 2011), p. 35.

misbehaviors. In this case, education must take a responsibility, because it should produce the good generation who is not only good in academic values, but also in their character.³

Although it looks like we're too late in applying the character education, but it is still better than nothing. We still have lot of hope, among young people who are attends at school, there will be people who are not only having good intelligence but also good in their character. Therefore, education is expected to be the true agent of change.

In the world of education, there are three areas that must be mastered by the students, these are cognitive, affective, and psychomotor. Domains of cognitive mastery are science and technology, the affective domains related to attitude, morality, spirit, and character. Meanwhile the domains of psychomotor skill related to procedural and mechanically inclined.

In school's learning, the effort is done to make these three domains are balanced, but the reality shows that cognitive and psychomotor domain are dominant. As a result, learners are rich in their capabilities such as hard skills but they are poor in soft skills because the affective domain is neglected. This phenomenon can be seen in the output of education that has a high intellectual capability, smart, champion's class, but they cannot build relationship, cooperation, and disposed to be selfish and closed personality.⁴

The Law No. 20 Year 2003 on National Education System, chapter 3 explains that:

³ Novan Ardy Wiyani, *Manajemen Pendidikan Karakter; Konsep dan Impelementasinya di Sekolah*, (Yogyakarta: PT. Pustaka Insan Madani, 2012), p. 1.

⁴ Novan Ardy Wiyani, *Manajemen Pendidikan Karakter...*, p. 3.

"National education serves to develop the ability and character development, as well as a dignified civilization in order to achieve the life of the nation, aimed at developing the potential of students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable".⁵

It is clear that the national education system wants all learning domains (cognitive, affective, and psychomotor) to be mastered by students. It is not only about having knowledge, but also skills, abilities and character (dignity, faith and fear of God Almighty, noble, capable, creative, independent, democratic, and accountable).

Basic character values that should be taught in schools are an attitude of respect and responsibility. Another form of value that should be taught in schools is honesty, fairness, tolerance, wisdom, self-discipline, mutual help, care about others, cooperation, courage, and democratic attitudes. A special value is a form of respect and responsibility or as a supporting medium to be respectful and responsible.⁶

From the explanations above, it should be there an effort to prepare the conditions, facilities / infrastructure, activities, education, and a curriculum that leads to the formation of character and manners in the school environment.

Education in schools is a system of cultivation of character values to the school community. Included components of knowledge, awareness or willing, and actions to implement these values both to the Almighty God, ourselves, others, the environment, and thus become human nationalities perfect man. In

⁵ Tim penyusun: Himpunan Peraturan Perundang –undangan SISDIKNAS Sistem Pendidikan Nasional, (Bandung: Fokus Media, 2010), p. 6

⁶ Thomas Lickona, *Mendidik Untuk Membentuk Karakter Bagaimana Sekolah dapat Memberikan Pendidikan Tentang Sikap Hormat dan Tanggung Jawab*, Trans. Juma Abdu Wamaungo, (Jakarta: Bumi Aksara, 2012), p. 74.

relation with the character education in schools, all educational components must be involved, including the components of learning and assessment, the quality of relationships, handling or management subjects, school management, the implementation of the activity or curricular activities empowerment infrastructure, financing, and working ethos of the whole school community and environment.⁷

In spite of the weaknesses of the Indonesian education system especially in the curriculum development and its implementation, the goal of education is actually can be reached constantly. The character establishment is also one of the materials that must be taught and instilled by the students in their daily activity. The serious problem that will be faced is the character education at school just teach about the norm or values and it has not been reached. Related to the importance of character education in early childhood at school, the school must prepare and conceptualize education system that will be done in instilling character values on the learner. The trick is to refer to the theory of reference and character education in early childhood in the guiding and managing the daily activities with reference to the development of character values children.⁸

Based on the description above, in order to conduct the good character formation of the child in school, it is necessary to involve all components of the school. One of the components that need to be conceptualized and designed is a model of the character education. A teacher should be able to create a climate and learning environment and form the character of the learners.

⁷ Masnur Muslich, *Pendidikan Karakter...*, p. 84.

⁸ Masnur Muslich, *Pendidikan Karakter...*, p. 84.

One of the schools that are working on the establishment of character upon children from an early age is Early Childhood Education of Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga. It is located at Jl. Raya Bedagas RT 12 RW 06, Pengadegan District, Purbalingga that has a learning concept of the good behavior such as: Love God and all His creation, independent and responsible, honest (trustworthy), respectful and courteous, helpful and cooperative, creative, spirited leader and fair, humble, and tolerance.⁹

Some programs that are done in character education learners are:

1. The Exploration of Nature (*Tadzabur Alam*)

This activity aims to recognize the surrounding natural environment, recognize the diversity of God's creation in a way to go to a certain place.

2. Role Playing

In this activity students were asked to act the characters as traders, buyers, entrepreneurs, and other officials. When they are playing the character, the teacher gives each character figures and describes it to them, and shows what are the character that must be owned by the students and which one is not to be owned by them.

3. People Visits

The school holds a meeting by bringing person who becomes a good figure from out of school for giving the learning or just talking about his/her

⁹ Observations and interviews with the principal of Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga, on October 6, 2014.

experience. They who brought by school are figure of community or public figure, such as, doctor, midwife, army, police, *ustadz* and so on.

Based on the explanation above, because of the importance of character education in early childhood is as one of the nation's efforts to prepare the next generation as early as possible with a good character, and becomes a solution for education problems in efforts to improve the education in Indonesia, the writer are interested in doing research that entitle: "Character Education Model of Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga".

B. Operational Definitions

To avoid confusion in understanding of purpose that is contained in this title, the writer must explain some necessary words to ease the understanding of the title. The terms are used as follows:

1. Model

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According to Arifin, model is an abstract acceptance of phenomenon.

For example the model of plane where it's the abstraction of its original.¹⁰

The model is a general pattern to achieve the expected goals.¹¹ While the education model is a plan or pattern that is used as a guide in education.¹²

¹⁰ M. Arifin, *Ilmu Pendidikan Islam, Tinjauan Teoritis dan Prraktis Berdasarkan Pendekatan Interdisipliner*, (Jakarta: Bumi Aksara, 2011), p. 83.

¹¹ Rusman, *Model-model Pembelajaran; Mengembangkan Profesionalisme Guru*, (Jakarta: Rajawali Pers, 2012), p. 133.

¹² Suyadi, *Strategi Pembelajaran Pendidikan Karakter*, (Bandung: PT. Remaja Rosdakarya, 2011), p. 14.

2. Character Education

Character education efforts that are designed and implemented systematically to help learners understand the values of human behavior related to the Almighty God, yourself, fellow human beings, the environment, and nationality. Then these values can be realized in mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.¹³

Character education is the deliberate effort of our entire dimension of school to help with the optimal character development.¹⁴

Meanwhile character education in this study is the conscious and deliberate effort in instilling a value. So the value will be internalized in self-learners are then encouraged and seen in the attitudes and good behavior.

3. Character Education Model

Character education model is the concept that is used as guideline in the instructional that leads to the reinforcement and development upon the personality and behavior of the students that based on the certain values.¹⁵ So it is a model of character education in Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga is a pattern or concept used in Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga as a guide in the character value to students.

¹³ Jamal Ma'mur Asmani, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, (Yogyakarta: Diva Press, 2012), p. 35.

¹⁴ Zubaedi, *Desain Pendidikan Karakter; Konsepsi Dan Aplikasinya Dalam Lembaga pendidikan*, (Jakarta: Kencana Prenada Media Group, 2011), p. 14.

¹⁵ Dharma Kesuma et.al., *Pendidikan Karakter; Kajian Teori dan Praktik di Sekolah*, (Bandung: Remaja Rosdakarya, 2013), p. 110.

Therefore, this research under title Character Education Model of Early Childhood Education is a research on Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga.

C. Problem Statement

Based on the above background, in this study the researchers took the formulation of the problem as follows: **"How is the Character Education Model in Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga?"**

D. Objectives and Significances of the Research

The objectives of this research are as follows.

1. To find out how the implementation of learning in the Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga.
2. To know about the implementation of character education model that is applied in Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga.
3. To know how the methods that are used by Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga in instilling character values to students.
4. To know the values of character that are developed in Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga.

The significances of this research are:

1. For consideration and constructive feedback to teachers in general and teachers in Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga in particular.
2. As a library material, the character education model used in the Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga.
3. As part of efforts to provide knowledge about the concepts and models of character education.

E. Literature Review

Before the writer conducted a study, the writer first examine some of the books and the results of the thesis that has been studied by previous researchers, to explore some theories or statements of experts associated with this thesis proposal.

In a book that is authorized by Fatchul Mu'in, *Pendidikan Karakter Konstruksi Teori dan Praktik* about the urgency of progressive education and revitalizing the role of teachers and parents, he stated that the abominable practices of education in a nation without character, alienating citizens from the school and the knowledge, and simply becomes process forces candidates provider destroyer nation, because they will be power for engines of economic and political oppression in the nation. Effort to do for the nation, builds character is through a movement, thinking and leadership of the nation.¹⁶

¹⁶ Fatchul Mu'in, *Pendidikan Karakter (Konstruksi Teoretik dan Praktik)*, (Yogyakarta: Ar-Ruzz Media, 2013), p. 11.

According to Masnur Muslich in his book, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, the characters are the values of human behavior related to the Almighty God, human themselves, fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words and actions based on religious norms, laws, manners, culture, and customs. Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or willing, and actions to implement these values, either to the Almighty God, ourselves, others, the environment, or nationality to become human perfect man.¹⁷

Based on the explanation above, it can be concluded that the character is an important thing to develop and cultivate. Because of the characters that are owned, people will be able to live their life with harmony and well-being.

Jamal Ma'mur Asmani in his book entitled *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, he said that character education aimed at improving the quality of implementation and educational outcomes in schools that lead to the achievement of good values and character formation of students as a whole, integrated, and balanced in accordance with competency standards. Through the formation of the character of the learners are expected to be able to independently increase and use knowledge, assess, and the values of character and good values that manifest in everyday behavior.¹⁸

Dharma Kesuma in his book *Pendidikan Karakter Kajian Teoritik dan Praktik di Sekolah*, said that learning in character education is learning that lead

¹⁷ Masnur Muslich, *Pendidikan Karakter...*, p. 84.

¹⁸ Jamal Ma'mur Asmani, *Buku Panduan Internalisasi...*, p. 43.

to the strengthening and development of the child's behavior as a whole, which is based / referenced in a value. Strengthening here is an attempt to coat a child's behavior so that the coated (stronger). Behavioral development is the process of behavioral adaptation to new circumstances faced by the child's experience. Strengthening and development activities are based on a value that is referenced. That is, the process of character education is a process that occurs as designed consciously, not a coincidence.¹⁹

Zubaedi mentioned in his book *Desain Pendidikan Karakter Konsepsi dan Aplikasi di Lembaga Pendidikan*, that if between the approaches, strategies, methods, techniques, and even learning tactics already strung into a coherent whole, they form what is called the learning model.

So the meaning of learning model is a form of learning that is reflected from start to finish is typically presented by the teacher, where the teacher determines the approach, strategies, methods, techniques, and tactics in the learning.²⁰

In addition to the review of reference books, the writer also do a review of the results of existing research. In a review of the author, found a study that has some similarities with a title that will headline the author adopted. Thesis sister Ifah Fajriyah (2010), entitled "*Metode Pengembangan Karakter pada Anak di Taman Kanak-kanak Diponegoro 106 Tahun Ajaran 2009-2010*" in the thesis discusses how the teacher pursued in developing the characters within the character referring children with basic education formulated by the Indonesian

¹⁹ Dharma Kesuma et.al., *Pendidikan Karakter...*, p. 110.

²⁰ Zubaedi, *Desain Pendidikan Karakter...*, p. 189.

Heritage Foundation (IHF) were performed in 106 Diponegoro kindergarten, Purwokerto, academic year 2009-2010.

The thesis has similarities and differences with the researchers did research, among the similarities are equally discuss about the character education in kindergarten, while the layout of the thesis discusses the difference is in the method of character development is the study the researchers did discuss about the pattern or concepts used in the Early Childhood Education Study Group Miftahus Sa'adah Bedagas Pengadegan Purbalingga as guidance in instilling character values to students.

In addition, the thesis by sister Sofi Apriliani (2006), entitled "*Konsep Pendidikan Holistik Berbasis Karakter menurut Indonesia Heritage Foundation (IHF)*". In the paper describes the concepts of education initiated by the Indonesian Heritage Foundation (IHF), which contains nine pillars of character are: 1). Love of God and all His creation; 2). Responsibility, discipline, self-contained; 3). Honest / trustworthy and wise; 4). Respectful and polite; 5). Generous, helpful, and mutual assistance; 6). Confident, creative, and hardworking; 7). Leadership and fair; 8). Good and humble; 9). Tolerant, peace love and unity.

In the thesis has similarities to research by the author that discusses the character values based on the concept of Indonesian Heritage Foundation (IHF), the difference being the location of the thesis is explained only nine characters based on Indonesian Heritage Foundation (IHF), while research by the author is about cultivation of character values to students.

From several references and scientific research over none of which exactly matches the research by the author, namely the model of character education in Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga by the author is the first time research.

F. Structure of the Study

Generally, this thesis contains three parts, the first part consisting of a title page, memos mentor, page validation, the motto and the dedication, preface and table of contents.

The second part contains the following: Chapter I contains the introduction to the background issues, operational definitions, the formulation of the problem, objectives and benefits of the research, literature reviews, and systematic writing thesis.

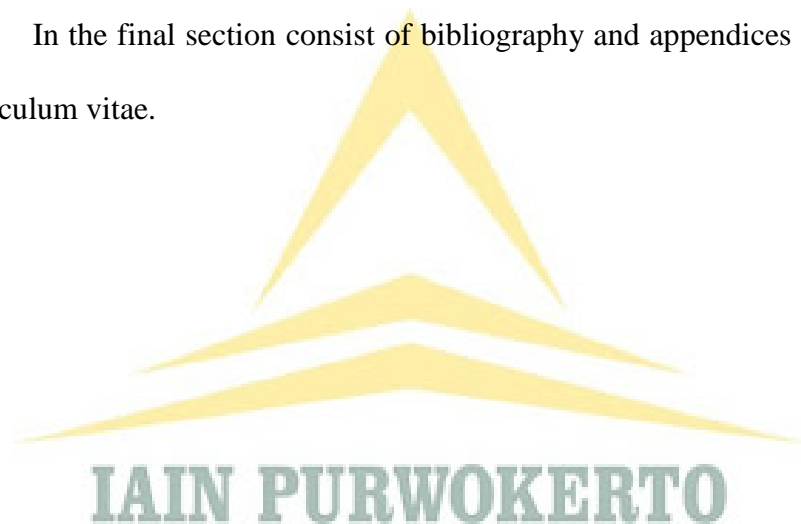
Chapter II contains Character Model Early Childhood Education, belong to character education that include: understanding character education, character education goals, character education foundation, the values in character education, character education methodology, and the model of character education. Early Childhood Education that include: understanding of early childhood education, the implementation of the principles of growth and development of young children, a variety of early childhood character, and early childhood learning model.

Chapter III is research methods which contain the types of research, research subject, the object of research, methods of data collection, and data analysis.

Chapter IV Data presentation and analysis of data that contains a general overview, a description of educational activities, character education model applied Early Childhood Education, Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga in the learning and application of the model description of the data analysis of character education in Early Childhood Education Group learning Miftahus Sa'adah Play Group, Bedagas Pengadegan Purbalingga.

Chapter V is conclusion, includes conclusions and suggestions as well as closing remarks.

In the final section consist of bibliography and appendices as well as the curriculum vitae.



CHAPTER V

CLOSING

A. Conclusions

After the writer collected data from various sources, then the writer presents and analyzes these data and based on the results of research, the writer concludes that the model of character education in the formation of character that implemented at Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga is reflective models.

Reflective model is character education model that lead to understand the meaning that existed in an activity which becomes object of the learning. Character formation in children at the early age in Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga is the principles of character education and values that is instilled in students, but still adjust the level of development of learners. Thus, reflective models that have been applied in Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga has been going well and according to the theory of education experts.

B. Suggestions

Based on the results of research on character education model implemented in Miftahus Sa'adah Play Group Bedagas Pengadegan Purbalingga, the writer suggests as follows.

1. The Headmaster

As a general policy holders as well as teachers, should always provide regular monitoring of the activities that support character

education. A policy related to efforts to promote character education is further enhanced by adding professional teaching staff and improving school facilities. The advanced programs should be held as a hallmark of the school.

2. The Class' Teacher

As people who deal directly and deal directly with learners it is necessary to further improve communication with students so that it will better understand and understand how the character of the students and how to instill character values to students. Communication with parents is more intense so that there is good cooperation and mutually reinforcing character values instilled in learners.

3. The Students' Parents

Family has a very important role in instilling character values to children, because children are more together with the family. Then it needs to be in a family environment with good management. The family situation is very significant in the growth and development of children. In addition, parents should always monitor the child's development and mutual cooperation with teachers so that parents can reinforce the values that have been taught in school.

4. The Administration Staff

Employees need to maintain the attitude and behavior of the learners, since any possible child seen and heard to be imitated by children. Thus,

expected the administration staff are courteous and polite at learners and keep the attitude in front of the children.

C. Closing Remarks

With gratitude the writer says *subhanallah wabihamdihi* presence upon God Almighty, who has transferred all his guidance, so that I can finish this thesis although there are still many weaknesses and it is far from perfect.

This is a weakness and disability of the writer. But I always hope that this paper particularly useful for writers, teachers, students and the general public's focus on early childhood education.

Finally, the writer would like to thank all those who have helped by material and spiritual, energy and mind. Hopefully will get the pleasure of good deeds and reward from Allah SWT.

Purwokerto, June 4, 2015

The Writer,

IAIN PURWOKERTO

Sareh Siswo Setyo Wibowo

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