

MANAGEMENT OF EARLY CHILDHOOD CHARACTER EDUCATION THROUGH THE SENLING APPROACH (CENTER AND CURRENT CIRCLE)

(Case Study at Al Falah Kindergarten Cipayung East Jakarta DKI Jakarta and TK Batutis Al Ilmi Bekasi West Java)

**Muhammad Zakaria Hanafi¹, Abin Syamsudin M², Agus Mulyanto³,
R. Supyan Sauri⁴**

Mahasiswa¹, Dosen Pascasarjana Universitas Islam Nusantara Bandung^{2,3,4}

Corresponding Authors: muhammadhanafi288@gmail.com

Abstract - *The background of the implementation of early childhood education is mostly focused on improving academic abilities only (memorization and calistung abilities) and ignoring the potential for ESQ intelligence and stimulation of Multiple Intelligences (MI). This makes the character formation of early childhood neglected. The Senling approach offers the concept of early childhood education with a fun atmosphere, not stressing and burdening children, but with the concept of directed play. Thus, children can learn optimally because the process of teaching and learning activities is adjusted to the needs, potentials and stages of early childhood development. This research is based on Jean Piaget's theory that by discovering their own knowledge through fun playing experiences, that knowledge will have strong roots in the brain, because it is integrated in the process of developing children's thinking skills that the child's character will be awakened along with life experiences received since childhood. content to adulthood. The goal is to be able to develop all ESQ and MI intelligence points in an integrated manner so that students in their learning activities are active, creative, and keep thinking by exploring their own experiences directly according to their needs and intelligence potential. ESQ and MI intelligence is what builds the foundation of early childhood character. So as to produce graduates who are competent and ready to continue their education in elementary schools as a provision for their success in the future. This dissertation research method uses a qualitative descriptive method by describing the results of research according to scientific facts through the process of observation, interviews and documentation studies. The results of the dissertation research show planning, organizing, implementation, evaluation, barriers and solutions with effective and comprehensive results, which integrate various disciplines centered on a problem, which is developed based on the needs, potential of ESQ and MI intelligence and in accordance with the stage of development. Management of early childhood character education through a sending approach prioritizes the best interests of children with the learning process carried out by placing children in a proportional position. Children are stimulated to actively carry out learning activities through directed play with the concept of happy learning so that children are able to realize the potential of ESQ and MI intelligence and produce noble characters as the basic foundation in treading early childhood success.*



Keywords: *Early Childhood Character, Education Management, Senling Approach, Multiple Intelligences, ESQ, PAUD, Kindergarten.*

1. INTRODUCTION

To develop the quality of character education or noble character in building an orderly, safe and prosperous society, character values (noble morals) become an important foundation for the formation of a civilized and prosperous society. Awareness of the development (establishment) of the quality of character education must start from early childhood, so the Directorate of Early Childhood Education (PAUD) has compiled this Guide to Character Education for Early Childhood to serve as a guide for education staff, educators, and PAUD caregivers in channeling and development of the quality of early childhood character education in PAUD institutions.

Every human being basically has the potential to have character in accordance with the nature of human creation at birth, but later in life requires a long process of character building through nurturing and education from an early age. Therefore, character education as an active effort to form good habits, needs to be continuously instilled as a child's character from childhood. Thomas Lickona explained that character consists of 3 interrelated parts, namely knowledge about morals (moral knowing), feelings about morals (moral feeling) and moral behavior (moral behavior). That is, people with character are individuals who know about goodness (knowing the good), want and love goodness (loving the good), and do good (acting the good).

Recognition from the Minister of Education and Culture of the Republic of Indonesia Nadiem Makariem, in his speech at the seminar "Character Education starts from PAUD" initiated by HIMPAUDI at JCC Jakarta on December 13, 2020. It was stated that in his presentation at the seminar he admitted that he was an PAUD teacher, the statement he said that because he had two daughters who were 1 year old and 2 years old. After coming home from work, every night before going to bed he regularly reads picture books to his two daughters. Can they read? "Not." Can they understand 100% of what the book is telling them? "Not really," he said. This is because his daughters are still small, both 1 year old and two years old. However, even though the two daughters have not been able to understand the contents of the reading story in a concrete way, what is the meaning of what was told by her father. However, they listen, they interact and look at the pictures carefully. In addition, their brains are imagining, even their one year old daughter is focused on listening to her father's words. Maybe the child doesn't understand the content of the story, but there is a rhythm, there is a dynamic that occurs. And that is early childhood learning. So what is called early childhood learning, in essence it is not only PAUD teachers who play a role, but parents are also very involved in the continuity of their children's education. According to the Minister of Education and Culture of the Republic of Indonesia, the statement stating that early childhood education is the responsibility of schools and teachers alone is not true. Because actually parents are the first teachers for their children. And according to him, from all levels of teachers, from kindergarten, elementary, junior high, vocational and even lecturers, the reality is that the ones who struggle the most to involve parents in their children's education are PAUD teachers. Nadiem imagines how great this country would be, if more parents acted like educators or like teachers and more teachers acted like parents.

There are several messages from Nadiem Makarim regarding his speech, namely:



1. That Early Childhood Education (PAUD) has the biggest impact on the future of human children. According to him, a good investment in education is at the beginning of the early childhood stage, namely the golden age between the ages of 0-5 years, this age has a very big impact on the future of children. According to research from the Ministry of Education and Culture, currently there are many wrong perceptions related to PAUD that are perceived by the community as inaccurate. For example, PAUD is just a place to play, a place for children's day care, there are also those who think that PAUD only focuses on calistung targets. But in fact PAUD is the place where the character education of the child begins. Because character education and cognitive abilities are an inseparable unit. If children are formed with good disciplined characters, with good ethics, with good morality, with the ability to get along with fellow friends and teachers and even with adults, the child is able to learn all the things that will happen in the future.
2. According to Nadiem Makarim, elementary, junior high, high school teachers and even lecturers should come to PAUD often. Why? Because according to him, pedagogic learning to become a good teacher is most visible at the PAUD level. At the PAUD level, teachers cannot hide their competence as a teacher. The ability to interact with early childhood is something that is extraordinarily difficult and complex. And this extraordinary challenge is carried out by PAUD teachers throughout Indonesia every day. Then Nadiem Makarim explained why teachers at higher levels should study and interact more in PAUD classes? Because according to him, a lot of educational knowledge from PAUD teachers was lost when these teachers taught older children. Many kebatinan relationships are no longer continued when the children have stepped on their education from elementary school to university level. The spiritual relationship, the concept of learning while playing, suddenly disappears at the next level of education. Even though the child's ability to work together with teachers and fellow friends, the child's ability to enjoy learning (happy learning) is closely related to the concept of playing. So the concept of play for children is the way they learn to work together in groups, this is called directed play. And this is something that is extremely important for Early Childhood Education. This must continue to be fought for because in essence the concept of good learning is the concept of directed play.
3. What can be learned from PAUD teachers is to involve parents in the learning of their students. PAUD teachers do not hesitate to invite the parents of their students into the PAUD class. Provide recommendations on things that can be done at home to improve emotional abilities, social skills, cognitive abilities and character education abilities. Why is that important? Because education is the responsibility of all of us, the responsibility of parents, the responsibility of teachers, the responsibility of the community and the responsibility of the government. By not throwing the responsibility on to one agency or one ministry. It's a shared responsibility. All elements of society must work together to make the concept of independent learning and schools superior throughout the archipelago.
4. The most important learning from PAUD teachers is that PAUD teachers inevitably have to create an ecosystem or situation where the child develops holistically. Not only intellectually, but also physically. Not only learning alone but learning to collaborate, not only reading books and writing regularly but also learning while playing. Not only cognitive but also in terms of character education management foundation. Because in essence, Early Childhood Education (PAUD) is the foundation



of character education. If the foundation is solid, then all elements and structures of the building on it have a strong footing so that the management of strengthening character education in early childhood education through learning with a central approach and when the inner circle develops multiple intelligences as a solid foundation. On the other hand, if the foundation is weak, then no matter how good the education after an early age period, the building of character education will easily collapse.

Learning with a center approach and when the circle was developed at Creative Pre-School Florida, United States and in Indonesia has been implemented well, including at Al-Falah School, East Jakarta and adopted by TK Batutis Al Ilmi Bekasi, West Java. In learning with a senling approach (centers and circles) children are stimulated to actively carry out play activities while learning in learning centers. All learning activities focus on children as "learners" subjects, while educators play more of a role as motivators and facilitators by providing footholds. The steps given before and after the children play are done in a circular sitting setting, so it is known as "the circle time". Another foothold is the environmental footing (empowering the diversity of the playing environment) and the footing for each individual child (that no child is the same) that is carried out while the child is playing.

In learning with a senling approach (center and circle), children are given the opportunity to play actively and creatively in the available learning centers in order to develop themselves as optimally as possible according to the potential of multiple intelligences and their respective interests. Early childhood education has a very important role in the development of human resources. The implementation of early childhood education requires the right approach in order to optimize all the intelligence potential of the child, especially in "jumping up" all the intelligence potential of children. There are many lessons in the strategy of teaching and learning activities for early childhood, one of which is learning with the "Beyond Centers and Circles Time (BCCT)" approach or the "Central and Circle Time" approach which has been tested for reliability in many countries. Learning with the BCCT approach is based on the assumption that children learn through playing with objects and people around them (the environment). In playing, children interact with their environment. The right play experience can optimize all aspects of multiple intelligences, such as children's physical, emotional, cognitive, and social development.

In general, the condition of our nation today is still in the "play stage" of early childhood. Some still haven't finished their toddler stage (1-3 years). So, if viewed from the perspective of learning with a central approach and when the circle is held for children aged 0-7 years, in fact, the current condition of our nation is "normal". The fact that our independence is already 76 years old and has been led by six presidents has proven to have not been able to lead the entire nation to grow towards a higher stage of development. His chronological age does not develop according to his biological stages, as one saying goes: "Age and knowledge (maturity) do not always come together. Sometimes you just get the age." The 1998 political reformation was like a condition when children were suddenly abandoned by their authoritarian parents. The children of the nation who lost their mother – some sad, some happy, most confused – suddenly found themselves on a large playing field. The first reaction is cheers for freedom ("free play phase"). Like children in kindergarten, some are immediately ready to play by the rules (Sentra), some still feel they are not ready, they want to play freely until now. Elections to the inauguration of the winners (in the executive, legislative, and judiciary) are "the phase of playing big roles and playing small roles". However, each center has strict work procedures that must be followed in order. For example, first choose a friend, then choose a job, then focus and complete work. After that, report the work, and then tidy up the class again and throw the trash in its place.



In learning with the senling approach (center and circle time), each (group) of children every day plays in a different center (moving class) so that their character, manners, and multiple intelligences are developed simultaneously and in balance. Meanwhile, the reform children who later became a group of leaders in this country directly and only played in the "Role Playing Center" not including the other centers. Even then, unfortunately, there is no accompanying teacher to enforce work procedures. As a result, their character, manners, and multiple intelligences are not awakened.

They do not pass through the center of the beam so cannot build in precision or accuracy. They do not pass through the art center so they are not creative, their manners are rough, their hearts are a nest of tomcats. They do not pass through the center of imtaq so that their morals are bad because religion stops only as rituals and memorization without meaning. All the emptiness becomes worse because most of them are still in the toddler stage, with the following characteristics: feels the whole world belongs to them, likes to pull things out of drawers, uses hands and mouth to learn, likes to try to bite people, not ready to play with other children, moves quickly, does not like to share, uses the word "no", often gets angry and shouts, has difficulty taking turns in conversation, changes topics frequently, is content to play with oneself, pushes, hits, cries if not happy with the situation, wears diapers at night, likes thumb sucking, and enjoys running around naked.

That is the condition of our nation today. That is why, the national education system must prioritize early childhood education. Only by taking that path, we can be better prepared to grow to the next stage: to become a more mature nation. Become a nation that is ready to go to the stage of playing that is directed by the rules. Which is the concept of directed play in accordance with the philosophy of the senling approach (center and circle) with the hope that noble character is formed as an effort to strengthen character education.

In line with the revolution of the nation's character as part of President Joko Widodo's Nawacita program, and Vice President Jusuf Kalla's eighth point. It is stated in the eighth point of the Nawacita, that in fact, to revolutionize the nation's character through a policy of restructuring the national education curriculum by prioritizing aspects of civic education, which places proportionally aspects of education, such as teaching the history of nation building, values of patriotism and love for the homeland, spirit state defense and character in the Indonesian education curriculum.

Strengthening Character Education in the eighth point of Nawacita President Joko Widodo and Vice President Jusuf Kalla has been stipulated in Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK).

Strengthening Character Education (PPK) is the key to character building of students. PPK can certainly be an oasis for character education in Indonesia, to see students who have good character, good manners, morals and personality and are liked. Because in essence, education has a goal to help humans become intelligent and grow into human beings with noble character and noble character (akhlakul karimah). In order to prepare the 2045 Golden Generation, the government strengthens the character of the younger generation so that they have an advantage in the global competition of the 21st century from an early age.

Instilling character education from an early age is the most appropriate time to make habituation in the formation and strengthening of character education in improving the management of character education. Because early childhood is the most potential learning period. Character education has an important role

in changing one's behavior, including the application of character education management needs to be applied in Early Childhood Education (PAUD) to achieve national education goals effectively and efficiently. To achieve the values of national character and cultural education which include: Religious Values, Honesty, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love for the homeland, Appreciating achievements, Friendly/communicative, Love peace, Likes to read, cares about the environment, cares about social and responsibility.

This study discusses the management of early childhood character education through the sending approach (center and circle) which is carried out by teachers as educators to students in instilling character education in TK Al Falah Cipayung, East Jakarta DKI Jakarta and TK Batutis Al Ilmi Bekasi, West Java. because the two Kindergartens have implemented a sending approach (central and circle time) in the process of their learning activities.

This needs to be researched, because character education is one of the important aspects in giving birth to the golden generation of Indonesia in 2045 as the next generation of intelligent, agile, creative and noble character.

Character education management is very important to be implemented in early childhood education, namely kindergarten. Because Kindergarten is the first formal education that implements character education as well as a bridge of preparation for education to the next level, namely Elementary School (SD).

The learning model applied in the two schools is the development model Sentling-based learning (center and circle), originating from the United States, was adopted by Wismiarti Tamin from the Al-Falah Cipayung School, East Jakarta DKI Jakarta, in 1996. The curriculum flows flexible, student-centered, packaged in thematic-integrative-explorative, and build happiness.

This research started from the researcher's desire to find a learning model with an approach to teaching and learning activities that can optimally improve the management of character education in early childhood. The fact that there is an imbalance between the multiple intelligences possessed by students and their character. And various aspects can have an impact on the character education of students who are not yet optimal, adding to the tendency of researchers to study and conduct this research enthusiastically.

In connection with this, there are several identification problems related to this research, including: (1). There is an imbalance between optimizing aspects of multiple intelligences with other aspects of students in the learning process related to the management of early childhood character education through a sending approach (center and circle); (2). The behavior of students who tend to be rude, harsh and ignore the values of noble character that comes from faith in the process of teaching and learning activities; (3). A learning approach that does not refer to the stages of child development, focuses on increasing intellectual intelligence and academic achievement alone, and ignores the potential of other multiple intelligences that are in accordance with the needs and stages of child development; (4). There is no awareness from education policy makers and teachers as educators to apply the sending-based learning model (central and circle time) in their school institutions. This is due to the lack of a comprehensive understanding of the implementation of learning models that are appropriate to the needs and stages of child development related to the development of multiple intelligences. So according to education policy



makers and teachers as educators, the sentling-based learning model (centra and circle time) is impossible to implement in their schools because it requires complete play equipment with regulations that are not easy to implement and require no small amount of money. In fact, if it is tried and studied and implemented to the best of its ability in accordance with a standard understanding, it starts with the simple equipment it has. Then you will feel the benefits are truly extraordinary.

The identification of the urgent problem behind this research is because the learning system and model based on sending (centre and circle) applied to the majority of Kindergartens in Indonesia have not referred to the reference to the PAUD learning menu in accordance with that adopted from the first originator of the senting-based learning model. (center and circle) or BCCT (Beyond Center and Circle Time) learning in Indonesia, namely Al Falah Cipayung Kindergarten, East Jakarta DKI Jakarta, which was later adopted by this sending-based learning model by TK Batutis Al Ilmi Bekasi, West Java, to be applied in schools. This condition is indicated by several things, one of which is the practice of education which is still trapped in undirected play activities and does not pay attention to the stages of child development and the management of character education in early childhood education is not optimal. Therefore, it is necessary to do further research on the management of early childhood character education through a sending approach (central and circle time) to provide a comprehensive understanding of early childhood education.

Through this research study, it is hoped that this dissertation can become a concept of character education management through a learning model based on sending (centra and circle time) that is easily applied to PAUD/TK/RA institutions in the development of early childhood character education in accordance with the potential, needs and stages of child development. . So that with a realistic understanding and application, the application of sending-based learning models (centers and circles) at PAUD institutions in all corners of the Indonesian homeland can produce a reliable next generation and give birth to human beings with character.

Based on the results of the identification of these problems, there are many issues that need to be studied regarding the sentling-based learning model (center and circle) related to the management of character education in early childhood education and several reasons that have been clearly stated previously about the imbalance of student behavior towards aspects of aspects of early childhood character education management that are not yet optimal in developing multiple intelligences and ESQ intelligence stimulation in the learning process where intelligence stimulation is the foundation of noble character education, so this can have an impact on people's lives at large, as well as the solution plans offered by kindergartens Al Falah Cipayung, East Jakarta DKI Jakarta and TK Batutis Al-Ilmi Bekasi through a senling approach (center and circle) which accommodates all multiple intelligences and ESQ intelligence in an integrated and optimal manner in their development to improve To strengthen the foundation of early childhood character education, this research is feasible. Therefore, based on the background of the problem, the researcher considers this research feasible and the discussion in this study is presented more focused on the issues raised in accordance with the research title "Management of Early Childhood Character Education Through the Senling Approach (Central and Circle) Study cases in TK Al Falah Cipayung, East Jakarta DKI Jakarta and TK Batutis Al-Ilmi Bekasi, West Java).

2. RESEARCH PROCEDURES

This research is a type of field research and the research uses a qualitative descriptive approach. Where the researcher will describe, analyze in depth and thoroughly the findings of the study. In line with this method, the following steps were taken: (1). select and determine the location of researchers; (2). communication with the object to be selected both formally and informally; (3). identify informants; (4). recorded everything that happened at the research location based on the facts of the document data, conducted observations and interviews. For recording, the researcher will write down the facts at the location during the research. In this study, the data collected in the form of data taken from the research location. Sources of data in this study consisted of two things, namely: (1). Unwritten data, namely in the form of words, actions, and events related to the process of teaching and learning activities; (2). Written data, namely in the form of notes in all forms of activity, namely documents that exist in educational institutions in this case at TK Al Falah Cipayung, East Jakarta DKI Jakarta and TK Batutis Al Ilmi Bekasi, West Java.

3. RESULTS AND DISCUSSION

Planning

The learning plans are in the form of semester programs (promises), Weekly Learning Implementation Plans (RPPM), Daily Learning Implementation Plans (RPPH), and center learning activity schedules. RPPM and RPPH at each center are arranged based on themes and sub-themes as well as material coverage that leads to the optimization of religious and moral development, socio-emotional, cognitive, artistic language and physical motoric children. To support the implementation of learning centers that really focus on developing the character of early childhood, an imtaq (faith and taqwa) center was created.

The theme is formulated based on the context of the child's life. One concept in the theme is associated with the concept of divinity. For example, the concept of animals is associated with the concept of Allah SWT so that the theme of the animal created by Allah SWT emerges. The concept of Allah SWT is also included in the sub-theme so that the sub-themes appear wild animals created by Allah SWT and livestock created by Allah SWT.

Each center has a different purpose according to its characteristics. Although the goals for each center are different, the goals of all centers are aimed at achieving quality assurance for graduates from TK Al Falah Cipayung, East Jakarta DKI Jakarta and TK Batutis Al Ilmi Bekasi, West Java. This means that the implementation of early childhood character education management through a senling approach (central and circle time) also leads to the vision of TK Al Falah Cipayung, East Jakarta DKI Jakarta and TK Batutis Al Ilmi Bekasi, West Java, because the quality assurance of graduates is made based on the vision and mission of TK Al Ilmi. Falah Cipayung, East Jakarta, DKI Jakarta and Batutis Al Ilmi Kindergarten, Bekasi, West Java.

.Organizing

There are various kinds of centers, then these centers are organized into several centers, namely the preparatory center is a place that provides children's literacy, one of which is loving literacy. The art center is a vehicle for children to be creative and stimulate their creativity with various kinds of works.

Beam center, as a place to explore knowledge as widely as possible, especially regarding the world of buildings. Imtaq Center, introduces children to simple religious concepts. Natural materials center, introduces children to various objects and wonders of the universe. Role playing center, is to describe objectively to children about various roles in the world and the dynamics of life.

Character education which is implemented through the senling approach (center and circle) consists of several processes such as planning, implementation and evaluation. Character values can be displayed in each center activity according to the planning that has been designed.

Actuating

The implementation of teaching and learning activities in improving the management of early childhood character education through a senling approach (center and circle) is supported by the existence of educational game tools (APE) in each center. The APE was made by the teacher as a learning medium used in the learning center. The implementation of the learning center is also accompanied by the implementation of habituation activities in the initial activities, opening activities and final activities. Children are also involved in making APE. Most of the APE is made by teachers and children, while the rest is made by buying as needed.

Management of early childhood character education through a senling approach (center and circle) is carried out in tandem with habituation activities. In habituation activities, children can apply the knowledge about goodness (knowing the good) they get in teaching and learning activities through the senling approach (center and circle). It can be said that habituation activities are carried out so that children are able to do good (acting the good). In order for children to be able to do this, the teacher cultivates in children a sense of love for goodness (loving the good) through the provision of Islamic stories and stories.

Conditioning activities are carried out to support the implementation of habituation activities. This conditioning activity is related to the procurement and utilization of various supporting facilities in habituation activities. For example, a place for ablution, a place for prayer, a place to eat, a bathroom, a sink, a shoe rack, a bag rack and others.

Habituation activities carried out at TK Al Falah Cipayung, East Jakarta, DKI Jakarta and TK Batutis Al Ilmi, Bekasi, West Java, are routine habituation activities. The implementation has been scheduled. The implementation of routine habituation activities has been accompanied by the implementation of optimal conditioning activities and has been accompanied by the implementation of supervision activities and giving examples from teachers.

Playing activities on a footing while playing are used as a medium to internalize character values. In playing activities there are also rules that children must obey when playing. These rules provide an overview to children about which behavior is good and which behavior is bad. Playing activities can also prevent children from getting bored while participating in central learning activities. The world of children is the world of play, their favorite hobby is playing, even children learn by playing. That is why the types of games in TK Al Falah Cipayung, East Jakarta, DKI Jakarta and TK Batutis Al Ilmi Bekasi, West Java, have educational nuances.

The completeness of facilities and infrastructure, the existence of an Islamic environment, as well as the availability of adequate funds have an influence on the successful implementation of early childhood character education management through a sending approach (central and circle time) to shape the character of early childhood. An Islamic environment is formed through the application of rules for school residents.

To realize the wishes of parents and the needs of students, the kindergarten principal utilizes various mass media in the implementation of early childhood character education management through a sending approach (central and circle time) by providing external motivation to teachers, in the form of giving rewards, salary increases, and family tours. ; carry out monitoring and supervision activities and follow up on the results; organize training and comparative studies; and collaborate with external parties such as the education office, community leaders, graduate users and universities in implementing parenting activities.

Evaluation

Evaluation is needed by every human being and basically has the potential to have character in accordance with the nature of human creation at birth, but later in life requires a long process of developing (forming) the management of early childhood character education through parenting and education from an early age. Therefore, character education as an active effort to form good habits, needs to be instilled and evaluated continuously as a child's goodness from an early age. Thus, evaluation should always be applied in everyday life. Especially in teaching and learning activities, it must be evaluated so that not only mathematical logic and language intelligence are developed in schools, but all intelligences must be considered and developed in classroom learning and should not ignore the potential of other intelligences. Because the success of students in the real world is not only determined by the intelligence of mathematical logic and language, but other intelligences are very influential.

Obstacle

Implementation of early childhood character education management through a sending approach (center and circle) at Al Falah Cipayung Kindergarten, East Jakarta DKI Jakarta and Batutis Al Ilmi Kindergarten Bekasi West Java in improving the noble character of early childhood can be accomplished by being influenced by several supporting and inhibiting factors.

The inhibiting factors that affect the implementation of learning model management based on sending (center and circle) in developing the quality of early childhood character education in TK Al Falah Cipayung, East Jakarta DKI Jakarta and TK Batutis Al Ilmi Bekasi, West Java, are: (1). Students' moods are changing; (2). Lack of ideal teaching human resources for character education management in early childhood education through center-based learning models and during the inner circle of developing multiple intelligences; (3). Tools and play materials that are not supported during difficult themes.

While the advantages and disadvantages of the sending-based learning model, namely:

1. The advantages are that the learning-based learning model is more accommodating to the talents and interests of children, the themes in the learning center are more realistic and allow children to understand learning materials easily,
2. The weaknesses include the need for complete and varied educational game tools (APE) according to the themes, and require a large learning area based on the number of centers in PAUD institutions.



Solutions

In achieving perfection, it cannot be separated from various kinds of obstacles. The biggest obstacle for the world of education in Indonesia to produce smart children and get quality graduates is that there are still many phenomena among educators from early childhood schools to universities, they have an understanding of the traditional mindset in carrying out the teaching and learning process, namely the curriculum. what applies in schools only emphasizes the ability of mathematical logic and language alone. The education system in Indonesia actually only prepares students to enter college level or only for those who do have talent in academic potential in achieving success.

4. CONCLUSIONS

The changes made by the founders of the Al Falah Cipayung Kindergarten in East Jakarta and Batutis Al Ilmi Kindergarten in Bekasi, West Java, in the conventional learning model turned into a sentling-based learning model (center and circle) which have a positive impact on students and teachers as educators. All students are happy to accept the change. Children do not feel bored and are excited to go to school. Sometimes there are some students even though they are not healthy, they still want to go to school, for fear of being left behind with the special moments that he got through the centers he experienced with his teacher and friends. In the center activities, they play while learning and choose for themselves what games they like by exploring full of imagination. All activities run naturally, without pressure and coercion.

5. RESEARCH PRODUCTS

Management of early childhood character education is basically a process of internalizing character values into children through learning activities, habituation and games. The implementation of character education management in early childhood education through the sending approach (central and circle) can be carried out optimally if PAUD management is in favor of the practice of providing PAUD services that focus on building the character of early childhood. This can be done when the PAUD institution has a policy that is used as the legal basis and foundation in the implementation of character education management in early childhood education through a learning model based on sending (center and circle). , and the official. It is hoped that the implementation of early childhood character education management through the sending approach (central and circle time) can be supported not only by early childhood institutions but also by parents and the community.

After conducting intensive research on the management of character education through a senling approach (center and circle) at Al Falah Cipayung Kindergarten, East Jakarta and Batutis Al-Ilmi Kindergarten, Bekasi, West Java, researchers feel that they have gained a lot of new knowledge, especially on how to direct, develop and build Multiple intelligences in an integrated manner mixed with 18 Asmaul Husna attitudes then these attitudes are streamed in each center as a habituation and provision and a strong foothold in order to improve the management of early childhood character education so that their lives in the future will be better with the basic capital of multiple intelligences and their ESQ intelligence in developing the quality management of early childhood character education as a fortress to navigate the oceans of their future life.

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