

FLANEL BOARD MEDIA DEVELOPMENT TO BUILD HONESTY IN SEHATI KINDERGARTEN GROUP B (5–6 YEARS OLD)

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ABSTRACT

This study aims to (1) to find out the description of the flannel board media design to develop the character of honesty in Kindergarten, (2) to know the description of the flannel board media to develop the character of honesty which is valid, practical and interesting to develop the ability of the character of honesty in Kindergarten. Research uses the type of research development (Research and Development or R & D), using the ADDIE model developed by Dick and Carey. Data collection was carried out using interview techniques, questionnaires, observation, documentation, and product feasibility, practicality and effectiveness assessment sheets. The data obtained were then analyzed using descriptive percentages. The results of the study indicate that it is necessary to develop flannel board learning media to develop the character of honesty. The results of the validation test by experts on flannel board learning media (media books and teaching guide books) show a very valid/very feasible assessment. Likewise, the results of the target user (teacher) test show an assessment in the very practical category. While the results of the effectiveness test showed that the flannel board media was effectively used by teachers to stimulate the development of the honesty character of group B kindergarten children aged 5-6 years.

Keywords: Honesty Character, Flannel Board, Early Childhood

1. INTRODUCTION

Character education must be instilled from an early age and will become the main foundation for the formation of national character (Alawi, 2019). Given the importance of character education, educators must make efforts to introduce and develop character education for students. Character development education efforts must be carried out at every level of education, formal and non-formal education. Kindergarten as a formal educational institution is obliged to develop and strengthen character. The implementation of character development must be part of learning with the principles of school-based management which is the responsibility of educators.

Personality formation is needed for instilling character values that can foster self-confidence, independence, and responsibility in early childhood, so that children can avoid deviant behavior in the next life. Character education must be formed from early childhood with the aim of cultivating good values in children which can later become a positive habit that can guide them when they grow up and as a provision of knowledge to take further education (Fitriyah, 2017; Suyanto, 2012).

The inculcation of character education values in children requires the role of the teacher in providing character values in early childhood, according to Lickona, Schaps, and Lewis and Azra (in Suyanto, 2010) educators are expected to be able to provide guidance that the character of students emerges through responsibility, independence and participation in making decisions that play a role in self-confidence (Purwanto et al, 2017). The need for the role of educators to always accompany early childhood in the formation of character education so that the cultivation of this character education develops optimally and according to the stages of child development.

One of the characters developed in Kindergarten is honesty. Honesty, a word that is familiar to our ears. Since in the family environment, of course, we have been introduced to honesty. Plus the knowledge gained at school. So it is impossible for us not to know the name of honesty. Can not be negotiable, that honesty is important. Honesty does not only apply in work, but also in

various things in life. This is the reason why children need to learn the values of honesty from an early age.

Honesty is the most important basic life value that must be taught to children since they were small. Teaching children to say, act and behave honestly will be a useful lesson for their future life. There is a saying that honesty is the currency that applies in any country. Proverbs like this must be introduced to children from an early age. Because the cultivation of knowledge from an early age generally tends to be more easily absorbed by children and instilled until they become adults so that it becomes a good habit.

Honesty is an aspect of virtuous human character and morals where someone who has that character must have integrity, honesty, fairness, sincerity, loyalty, and can be trusted by others. Honesty is a form of conformity between the words spoken and the actions taken by someone. In other words, a person can be said to be honest when he says something according to the truth, and acts accordingly. Basically everyone has an honest nature in him. However, to form honest behavior, everyone must be trained since they were children so that this behavior becomes a habit.

According to Hidayatullah (in Endah Hendarwati et al 2019) honesty is part of the character values that must be instilled in children as early as possible because the value of honesty is a key value in life. We can build a solid foundation if education on the value of honesty can be carried out effectively. According to Suyanto (2010) in his research results show that around 50% of intelligence variability has occurred when children are 4 years old. The next 30% increase occurs at age 8 years, and another 20% in the middle or end of the second decade. Therefore, early childhood is the best time to instill the character of honesty.

Instilling honesty in early childhood through a series of educative ways and strategies (Deal and Peterson, 1999) in Hamdani (2010). Building character is not an instant product that can be felt immediately after the education is given. Education to build character is a long process that must be started early on in children and will only be felt after the children grow into adults. The teacher must have the right method of teaching honesty to children so that it is easily accepted by children. In addition, in teaching honesty to children it must be done slowly and gradually so that children can accept and understand every teaching that is applied.

Honesty is the most important basic life value that must be taught to children since they were small. Teaching children to say, act and behave honestly will be a useful lesson for their future life. Because the cultivation of knowledge from an early age generally tends to be more easily absorbed by children and instilled until they are adults so that it becomes a good habit. The application of an honest attitude in our life is very necessary and needed in everyday life. Because being honest is a good and commendable attitude. Honesty is very important for everyone and we must get used to instilling and applying it in everyday life. Honesty is needed in various aspects of life (Chairilisyah, 2016).

Kindergarten is one of the formal educational institutions that give the task of forming and educating early childhood. Early childhood education is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education (Sisdiknas Number 20 of 2003).

As one of the formal educational institutions prior to kindergarten basic education which organizes learning programs for students both in the formation of behavior and habituation as well as in the development of basic abilities. From the results of observations and interviews with teachers on March 17 2020, it was stated that one aspect of habituation and forming behavior is to develop the character of honesty in students. According to the Directorate General of Non-formal and Informal Early Childhood Education (2012), there are several indicators of honest character values, namely children understand which are private property and shared property, children care for and protect shared property, children are used to telling the truth, children are used to returning things that are not his, respecting common property, admitting mistakes, apologizing when wrong,

and forgiving friends who make mistakes, and respecting the excellence of others. However, in this study there were 9 indicators that were used as an assessment of children's honesty, namely (1) children understood which private property and shared property, (2) children explained events

according to facts, (3) children were willing to admit mistakes (4) children returned items borrowed, (5) children know what is right and wrong.

From the results of observations and interviews conducted on March 7 2022 with teachers it is known that out of 15 students who took part in the teaching and learning process from the five learning indicators related to honesty, 7 or 64% of students were in the undeveloped category (BB), 6 or 55% of students are in the early-developing category (MB), 2 people or 18% of students are in the developing category according to expectations (BSH). This condition must immediately find a solution by developing a learning model that can develop aspects of student honesty. The use of models that include media, methods and strategies is a way to develop the character of honesty in students at SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency.

Media is material for teaching so that it is easier to understand so that the teacher masters the teaching objectives properly, making a variety of learning methods. Learning through the media is expected to be one of the fun activities for students so that students are always motivated and don't feel bored. One of the media that can be used in instilling the value of honesty in early childhood is by using a flannel board that contains the character of honesty. The use of flannel containing pictures of good characters will be able to provide practical education for young children in learning in Kindergarten.

This number flannel board is one of the media in a visual form that can be seen by the sense of sight, namely the eyes, by looking at the number flannel board media children can receive information from the presentation of the media. Character flannel board media related to honesty can be used to explain honest character to children. This flannel board contains pictures that have attractive colors and children can touch and comment on the flannel board which contains characters who speak the truth.

The advantages of flannel board media are that it has attractive colors, can be touched directly, moved around, and is easy to attach and remove. The use of flannel boards can make servings more efficient and attract children's attention so that children can be motivated and generate interest in following what is on the flannel board. Flannel board is a very effective graphic medium for presenting certain messages to the target. This flannel-coated flannel board can be folded so it's practical. The images will be presented installed and removed easily so that they can be used many times. In addition to pictures, in elementary school or kindergarten classes, flannel boards are used to attach letters and numbers (Ministry of National Education 2005).

Given the importance of developing the character of honesty in kindergarten students. With character development it is hoped that students will have a basic way of thinking and behaving that is characteristic of each individual to live and work together well within the family, community, nation and state (Suyanto in Muslich, 2014: 70). The need to teach honesty as early as possible will help children control hearing, speech, behavior so that children have good quality. It is on this basis that the author wants to examine more deeply about the problem "Development of flannel board media to develop the character of honesty SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency.

2. LITERATURE REVIEW

Model Product Overview

The media product pictures in question are things that are prepared to make a manual for using flannel board media to develop Kindergarten honesty characters as follows:

1) Types of activities at the planning stage

At this stage the activities carried out are the provision of materials to develop character abilities, especially the character of honesty which is at the beginning of the simulation activity, bearing in mind that children need refreshment and variation in honesty character learning activities with flannel board media for further activities. Then applied the development of flannel board media with materials that are easily available.

2) Playing flannel board for honesty character development

Playing with flannel board media which consists of 5 play activities, namely activities that are set to use flannel board media with the following activities, a) children queue when washing their hands before eating, b) children can return toys to their places after playing, c) children want to share, 4) children can dispose of trash in its place, 5) children can greet and answer greetings. Every activity of playing with a plane board to develop character is packed in playing activities with a duration of ± 30 minutes so that it will be able to give each child to carry out the activity as a whole and give children a break after playing the flannel board activity. The development of the character of honesty in kindergarten children aged 5-6 years by utilizing flannel board media in this study, namely rectangular cardboard. This flannel board uses thick cardboard to make it more durable and then covered with colored flannel. Developing a child's honesty character by utilizing a media, where each scenario explains several criteria for honesty character indicators. Playing using the flannel board is given as part of strengthening the character of honesty in children and creating a more active learning process.

The second step taken was the preparation of the initial product design model for the development of flannel board media to develop the honesty character of Group B Kindergarten children aged 5-6 years. The draft general guideline for the learning model, which is designed as an initial learning device that is still temporary, will be assessed by as many as 2 experts and the children will be assessed by the teachers. The results of this assessment will be used as material to improve the learning model developed. The product design is in the form of a learning model consisting of 9 main products, namely: 1) Teacher's Handbook; 2) Early Childhood Workbooks; 3) Use of flannel board media to develop the honesty character of group B children aged 5-6 years 4) Child Development Assessment Sheet. From the results of the validator for this product development model which includes: Instructions for using flannel board media to develop children's honesty character for children aged 5-6 years, student observation ability assessment sheets, student activity sheets, semester programs, weekly learning programs, programs daily learning, student activities in flannel board learning to develop the character of honesty.

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3. RESEARCH METHODS

This type of research is Research and Development (R&D), using the ADDIE model developed by Dick and Carey (2001). This model was chosen because the ADDIE model is often used to describe a systematic approach to learning development. In addition, the ADDIE model is a more rational and more complete research and development in terms of product development. The research steps with the ADDIE design model in this study broadly consist of five steps, namely (1) analysis; identification of problems, goals and objectives, needs of students, knowledge and other relevant characteristics, (2) design; setting learning goals explaining game scenarios, prototypes, learning outcomes, graphic design and content, (3) development; developing content and learning materials, (4) implementation; learning actions and procedures for students and teachers that have been developed, (5) evaluation, the stage of evaluating the initial prototype.

The data collected in this study consisted of primary data and secondary data. The FDG method was used to collect information from class teachers, kindergarten heads, and parents in the sampled institutions. The information extracted through this method includes: a) understanding and responses to the concept of developing the flannel board model b) experience and habits of the subject regarding the implementation of the flannel board model in institutions; and c) responses to readiness, needs and subject ideas related to the development of the flannel board model to develop the character of honesty in early childhood. This observation is aimed at students and teachers who carry out the flannel board model process for developing the character of honesty in early childhood in PAUD institutions to develop the character of honesty in SEHATI Kindergarten Group B aged 5-6 years, Mappasunggu District, Takalar Regency. Observations were made by making direct observations of the object of research. The data obtained after making initial observations is then processed through validity data analysis (validity testing is carried out) to measure the extent to which the determination of a product that has been designed meets the eligibility to be implemented. The validity analysis carried out included content validation and empirical validity (Sugiyono, 2010).

4. RESULT

The results of this research and discussion put forward the development of the development of a storytelling activity model using flannel boards to develop the honesty character of children in SEHATI Kindergarten Group B aged 5-6 years, Mappasunggu District, Takalar Regency. Developmental research regarding media books with flannel boards is related to activities namely:

a) Needs Analysis and Description of Media Development Products

The implementation of the activity of compiling a development model book begins with a need assessment or needs analysis. This needs analysis intends to find out the initial description of the implementation of children's character development carried out at SEHATI Kindergarten Group B aged 5-6 years. For this reason, needs analysis is directed at obtaining an overview of character development activities, especially instilling the values of honesty that teachers need to help

overcome children's problems related to character development problems, especially the character of honesty.

a. Model Requirements Analysis

Based on the results of observations and direct observations conducted in From the results of observations and interviews conducted on March 7, 2022 with teachers, it is known that out of 15 students who took part in the teaching and learning process of the five learning indicators related to honesty, 7 or 64% of students are in the undeveloped category (BB), 6 or 55% of the students are in

the beginning to develop category (MB), 2 people or 18% of the students are in the developing category as expected (BSH). This condition must immediately find a solution by developing a learning model that can develop aspects of student honesty. The use of models that include media, methods and strategies is a way to develop the character of honesty in students at SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency.

The following are several child factors that show character development in SEHATI Kindergarten Children aged 5-6 years, Group B, Mappasunggu District, Takalar Regency, namely children still often say words that do not contain elements of the reality of what has been done or acknowledges an action that has not been done. On the other hand, children are still unable to distinguish between the concept of honesty in play activities, for example, they often take things that don't belong to them, they often disturb the theme, children still often don't want to comply with the rules set, for example, when queuing to wash their hands, they are still fighting over each other.

From the overall results of observations made both qualitatively and quantitatively the researcher described and explained that by implementing media development that attracts children it provides opportunities for students to develop honest values in a pleasant atmosphere and is carried out independently without them knowing it. One of the media that can be used in instilling the value of honesty in early childhood is by using a flannel board that contains the character of honesty. The use of flannel containing pictures of good characters will be able to provide practical education for young children in learning in Kindergarten. The author will develop flannel board media to develop the honesty character of Group B SEHATI Kindergarten, Mappasunggu District, Takalar Regency, Makassar.

Based on the results of the needs analysis that has been carried out by researchers not only based on assumptions in analyzing needs but on the results of preliminary studies conducted in schools, namely analysis of children's characteristics and analysis of teacher assignments, literature studies and problem formulation.

1) Characteristics of children

Characteristics of children in group B (children aged 5-6 years) include initial knowledge possessed from the environment that must be recognized by a teacher. The following information was obtained for group B kindergarten children (children aged 5-6 years), including:

- a) With regard to the basic development of early childhood, that children are very active in carrying out various activities, but in terms of reading children are still lacking, especially for children who do not go through the levels of group A class
- b) The form of reading media still uses syllable media, not to mention spelling habits
- c) Children show curiosity with enthusiasm, this can be seen from how often children ask everything they see.

In the analysis of the teacher's tasks, the researcher observes how the teacher prepares/does the lesson plan, namely how the teacher prepares a set of lesson plans, how the teacher organizes learning activities, how the teacher manages the class and assesses learning outcomes.

Lesson planning is an important step that must be carried out by a teacher to achieve learning objectives. As for the lesson plan the teacher sets the goals to be achieved, the time allocation needed to achieve these goals, the tools and materials needed to achieve these goals, as

well as the evaluation tools needed to evaluate children's development. Therefore, lesson planning serves as a guide for teachers in preparing, implementing, and evaluating. The learning planning for implementing PAUD includes annual planning, semester programs, weekly learning program plans (RPPM) and daily learning program plans (RPPH).

2) Literature Study

At this stage, the researcher conducted a literature study to find and collect material in the development of flannel board media to develop the character of honesty in early childhood. The activity carried out at this stage is to conduct a literature study (literature review) in which the main material is about media that can develop children's character, especially for developing the character of early childhood honesty, both regarding form, stages of manufacture, goals and benefits of carrying out flannel board playing activities to develop the honest character of Kindergarten Group B aged 5-6 years.

Based on this, it is explained that in creating a process of learning activities that enhance the interaction process can be done by providing learning materials in the form of activities using flannel boards in the application of playing on flannel boards can help children in the playing process which allows children to show honest character behavior.

Referring to the results of the analysis of the needs of children and teachers of children aged 5-6 years to develop the honest character of SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency, Makassar. So it is considered important to carry out a flannel board learning media development program, as a medium for activities to develop the character of honesty.

Therefore, it is very necessary to have a media and make instructions for the implementation of activities that can be carried out to develop the character of honesty. The media created is a flannel board with a guidebook as a unit. It is hoped that this flannel board media can be used as a reference for every teacher in helping students to develop the character of honesty in school children.

As for some of the literature studies that the researchers categorized into several sections that need attention before implementing the development of the flannel board model to develop the honesty character of SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency for children aged 5-6 years, as follows:

a) Teacher

The condition of teachers at school with all kinds of experience they have, has their own way of teaching children to acquire knowledge, especially in reading learning activities. These learning activities are based on the lesson plans that have been prepared with the school before starting the learning activities. Reading learning activities offered by teachers tend to be monotonous, such as learning activities through worksheets using stories and role playing. The learning media taught by the teacher are still in the same form as usual learning.

The slogan of playing while learning is in accordance with the characteristics of the curriculum for early childhood, especially the curriculum for kindergarten children. Playing, mentioned in the curriculum, is an approach in carrying out learning activities in early childhood. Educational efforts provided by educators should be carried out in pleasant situations and using strategies, methods, materials, media that are interesting and easy for children to follow. Through playing, children are invited to explore, find and use objects that are close to them, so that learning becomes meaningful.

That's why teaching to develop character must be done using the play method, so that children feel happy, interested and interested in learning to read. Children do not feel compelled to learn which will eventually result in boredom and no longer interested in activities that lead to the development of the character of honesty. Given how important it is to develop the character of honesty in Kindergarten, the development of the character of honesty needs to be improved by using media appropriate to Kindergarten. Teachers must master various media and teaching methods that are easy, interesting and fun so that children enjoy doing learning activities happily.

b) Child

The condition of the children before this kindergarten research activity was that the children had not produced or created anything new or combined new works from existing things. This is because learning activities are felt by the media to be less attractive and less triggering for the development of children's creativity. The condition of the children before the research activities carried out by researchers were children who still showed a lot of characters that lead to the character of honesty, even lacking in the development of other aspects in the indicators (1) children understand which is private property and shared property, (2) children explain events according to facts, (3) the child wants to admit mistakes (4) the child returns borrowed items, (5) the child knows what is right and wrong.

c) Condition of the room before the trial

As is usually the condition of the children before the children's learning process almost every morning before entering learning activities, group B children in SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency, usually recite daily prayers such as praying for both parents, getting in a vehicle, leaving the house, entering or exiting the toilet, and so on as well as reciting short chapters in the Koran. The teacher also asks the day, date and month of that day and together mentions one by one the letters in the word one of those days and then the teacher writes them on the blackboard. The learning process in Ummu Aiman Kindergarten was quite good.

However, honesty character development activities are still carried out conventionally without using media specifically designed for character development. The teacher becomes the center of the teacher, does not apply the principles of learning for early childhood, namely learning while playing, and does not make use of the media because teachers often use whiteboards and markers or work on LKA (Children's Worksheets) so that the teacher becomes the center of learning and the child just sits cute in their seats. During this activity, there were still some children who didn't pay attention, felt bored by sleeping with their heads on the table, ran out of the classroom and were busy with their friends.

d) Learning media

When learning activities take place they tend to use LKA media, children are asked to connect pictures with writing or rewrite words or sentences in LKA. Before the children work, the teacher explains and gives examples but there are still many children who are confused so they often ask the teacher. Several children asked the teacher at the same time, so the class atmosphere became unsettled and noisy. There were some children who did not pay attention when the teacher explained in front of the class, there were children who talked alone with their friends, disturbed their friends, and some even went out to play in the yard. The teacher always tries to calm the atmosphere in the class and motivates and helps if there are children who still have difficulty doing LKA or reading using blackboard media.

The second step taken was the preparation of the initial product design model for the development of flannel board media to develop the honesty character of Group B Kindergarten children aged 5-6 years. The draft general guideline for the learning model, which is designed as an initial learning device that is still temporary, will be assessed by as many as 2 experts and the children will be assessed by the teachers. The results of this assessment will be used as material to improve the learning model developed. The product design is in the form of a learning model consisting of 9 main products, namely: 1) Teacher's Handbook; 2) Early Childhood Workbooks; 3) Use of flannel board media to develop the honesty character of group B children aged 5-6 years 4) Child Development Assessment Sheet. From the results of the validator for this product development model which includes: Instructions for using flannel board media to develop children's honesty character for children aged 5-6 years, student observation ability assessment sheets, student

activity sheets, semester programs, weekly learning programs, programs daily learning, student activities in flannel board learning to develop the character of honesty.

Table 4.1 Description of Validators' Assesment Results on Board Media Development for children aged 5-6 years

No	Tools and Media Validated	Average Score	Category
1	Instructions for using flannel board media	3.60	Very Valid
2	Students' honest character	3.90	Very Valid
3	Students' activities	3.80	Very Valid
4	Semester program (Prosem)	3.80	Very Valid
5	Weekly program (RPPM)	3.80	Very Valid
6	Daily program (RPPH)	3.80	Very Valid
7	Students' activities with flannel board media	3.80	Very Valid

From Table 4.1 it shows that according to the validator's assessment of learning tools which include manuals for using flannel board media to develop children's honesty character for children aged 5-6 years, student observation ability assessment sheets, student activity sheets, semester programs, weekly learning programs, daily learning programs, student activities in flannel board learning to develop the character of honesty are all in the very valid category.

1) Attractiveness Validation

Practitioner validation is validation obtained based on the observations of 5 teachers from various classes. This activity is also an assessment activity for teachers or observers of the end product of playing Flannel board media books for children aged 5-6 years that have been made, the observers have responded to the media books and each teacher/observer has been asked to respond to the media books and children's learning activities that have been made at the previous stage. Measuring the practicality level of the media and learning tools developed is carried out through observing the implementation of the media and the teacher's ability to manage learning. Both of these observations used the Teacher Response Questionnaire (ARG) instrument. The assessment was carried out simultaneously by five observers of the duru response questionnaire (ARG) using flannel board media to develop early childhood character abilities.

The procedure adopted is that the observer observes the teacher's activities in carrying out the model and managing learning using flannel board media to develop the character of honesty in early childhood by writing a "√" sign in the column that corresponds to the assessment score given.

Observations were made during five meetings. Every day the observations take place to draw conclusions from teacher observations in carrying out learning using flannel board media and managing learning to develop the character of honesty in early childhood.

The purpose of analyzing the implementation of model data and managing learning is to see the practical level of flannel board media for developing the character of honesty in early childhood. In order to make it easier to draw conclusions, the observational data on the implementation of the model and the management of learning were analyzed per aspect. In addition, in calculating the reliability of the observation sheet instrument, the implementation of the model and management of learning is determined based on the assessment data of observer 1, observer 2, observer 3, observer 4, and observer 5, then it is determined what frequency results from the assessment of 5 teachers who also act as observers. Each observer gave an assessment according to what was seen, the results of the observations were given a score of 1 = disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

Assessment by the teacher is carried out to obtain direct input from the teacher on learning media that is made after being evaluated by experts. Teacher assessment activities were carried out by the researchers themselves by conducting interviews and response questionnaires to teachers in SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency where researchers carried out flannel board media trials to develop early childhood honesty character abilities. The results of these activities were then recorded, interview activities through questionnaires in the form of notes as input materials for improving learning media books. The results of the teacher's response percentage can be seen in the appendix.

The teacher's response can be seen from the response obtained by 96% of the teacher's responses which were very positive for each component of the learning device, because of the 5 teachers who responded strongly agreed with the development of flannel board media to develop the character of honesty in early childhood.

Overall the results of observations of teacher activities managing learning in five scenarios with five obtained an average good value. Thus it can be concluded that every aspect of teacher observation managing learning and teachers using learning tools can be categorized as "Very Good". However, there are still a number of things that still need to be improved based on suggestions from observers, including:

- a) Teachers still need to provide instructions so that they are more skilled at carrying out learning activities to optimize the application of flannel board learning media to develop the character of honesty in early childhood.
- b) In the management of learning the teacher must do more communication that stimulates all aspects of child development.
- c) It is better for the teacher to provide more motivation and a form of appreciation to children during the learning process.
- d) Utilization of flannel board media in learning activities, so that it can assist teachers in implementing learning.

The results of the observations in the trials mentioned above, it appears that almost all aspects of the observation component of the implementation of the model and the management of teacher learning using learning flannel board media through learning tools have been fully implemented.

2) Practical and Effective Analysis of Flannel Board Media for Developing the Character of Honesty in Early Childhood

Flannel board learning media for developing the character of honesty in early childhood is said to be practical and effective if it meets the following criteria:

- a) Can develop good honesty character skills after applying flannel board learning media
- b) Teachers have a positive reception of flannel board media

The effectiveness of flannel board learning media to develop the character of honesty in early childhood from the results of an assessment of 5 types of activities carried out in the application of

flannel board media; children queue during hand washing activities before eating, children can return toys to their places after playing, children want to share, children can dispose of trash in its place, children can greet and answer greetings. With these activities it is hoped that the character of honesty in children will develop including; namely (1) the child understands which are private property and shared property, (2) the child explains events according to the facts, (3) the child admits mistakes (4) the child returns borrowed items, (5) the child knows what is right and wrong.

To measure the level of practicality of the learning media that has been developed, observations are made of valid and reliable learning devices. Then, the practicality level of the learning devices using flannel board media is measured through the implementation of trials implementing the use of learning media in SEHATI Kindergarten Group B. In addition to knowing practicality level, this trial also aims to obtain direct input from the teacher on the learning tools that have been prepared. At the trial stage, observations were made of the teacher's activities in implementing the previously designed flannel board learning media. From the results of the observer's observations of the teacher's activities in implementing flannel board learning media using the observation sheet of teacher activity during 5 (five) meetings, the practicality and effectiveness of flannel board learning media was obtained.

5. DISCUSSION

1). *Implementation of Opening Activities*

- a) The teacher carries out school SOPs in learning activities that are in the well-implemented category with an average value of 2.4
- b) Starting learning by saying greetings is in the very well implemented category with an average value of 3.0
- c) Ask the condition of students. Being in the very well implemented category with an average value of 3.0
- d) Directing students to read study prayers and short surahs. Being in the very well implemented category with an average value of 3.0
- e) Delivering learning objectives and motivating students Being in the very well implemented category with an average score of 2.6.
- f) Delivering learning steps. Being in the well-executed category with an average value of 2.4

2). *Implementation of Core Activities*

- a) The teacher prepares tools and materials according to the learning material. Being in the very well implemented category with an average value of 2.6.
- b) The teacher prepares the learning area according to the kinesthetic method learning material with collage activities. Being in the very well implemented category with an average value of 2.6.
- c) The teacher arranges the child's seat according to the activity to be carried out. Being in the well-executed category with an average value of 2.2
- d) The teacher converses with students about the activities to be carried out. Being in the very well implemented category with an average value of 2.6.
- e) The teacher distributes the tools and materials to be used. Being in the very well implemented category with an average value of 3.0.
- f) The teacher explains how to do flannel board activities. Being in the very well implemented category with an average value of 2.6.
- g) The teacher invites children to do collage activities and observes how children do these activities. Being in the very well implemented category with an average value of 2.6.
- h) The teacher provides opportunities for students to appreciate themselves in collage activities. Being in the very well implemented category with an average value of 2.6.

- i) The teacher carries out a scientific process in collage activities, namely observing, asking questions, gathering information, associating communicating activities carried out by children. Being in the well-executed category with an average value of 2.4.
- j) The teacher provides opportunities for students to demonstrate their work in front of their friends. Being in the well-executed category with an average value of 2.4.
- k) The teacher gives awards for the achievements of students in carrying out collage activities. Being in the very well implemented category with an average value of 2.6.
- l) Recalling The teacher provides reinforcement of the current core activities. Being in the very well implemented category with an average value of 2.6.
- m) Directing students to tidy up all the equipment that has been used. Being in the very well implemented category with an average value of 3.0.

3). *Implementation of Closing Activities*

- a) The teacher reviews today's activities. Being in the very well implemented category with an average value of 2.6.
- b) Giving moral messages to students. Being in the very well implemented category with an average value of 3.0.
- c) Direct students to read the prayer before going home. Being in the very well implemented category with an average value of 3.0.
- d) Based on the description above, overall the implementation aspect of the final activity was "completely implemented" and was in the very well implemented category with an average value of 2.77.

Based on the results of observations of teacher activities in managing learning by applying kinesthetics method learning tools to train fine motor skills of students in SEHATI Kindergarten Group B, it can be concluded that every aspect of the observation has been "completely implemented" and is in the very well implemented category with the average value is 2.77. This means that the flannel board learning media for developing the character of honesty in group B students has met the practical criteria.

3) Levels of Early Childhood Honesty Character Development Abilities With the Use of Flannel Board Media

Assessment in young children is more concerned with observations made during the ongoing process and how students behave at any time. For this reason, the assessment is carried out not always using a "paper and pencil test" but rather direct observation of children's activities. Assessments carried out in early childhood are carried out by observing or observing the learning activities they are doing or by looking at the child's behavior. Observation of children's honesty character is carried out by using observation sheets by providing checklists on aspects which, according to observer observations, are in accordance with the results or activities of children as measured through descriptive analysis which can be presented in table 4.2 below:

Table 4.2 : Statistic Score of Students' Ability

Variables	Statistic Score
Research Subjects	15
Ideal Score	4
Average Score	3,61
Highest Score	4
Lowest Score	1
Score Range	1,5

Table 4.2 shows that the average score of the students' abilities in Group B SEHATI Kindergarten is 3.61 with an ideal score that can be achieved is 4, the highest score is 4 and the lowest score is 1 with a score range of 1.5. If the students' ability scores are grouped into four categories, then the frequency distribution is obtained as shown in Table 4.3 below:

Table 4.3 : Frequency Distribution and Score Presentation of Students' Honest Character

Scores	Frequency	Category	Percentage
$3,5 < \bar{x} \leq 4,0$	8	Very High	56.0%
$2,5 < \bar{x} \leq 3,5$	7	High	44.0 %
$1,5 \leq \bar{x} \leq 2,5$	0	Low	0 %
$1 \leq \bar{x} \leq 1,5$	0	Very Low	0 %
Total	15		100 %

Table 4.3 above shows that out of 15 students there are 8 students or 56.0% in the very high category, 7 students or 44.0% in the high category, and no students or 0% are in the low category. Thus it can be concluded that the development of children's honesty character is "BSB (very well developed)" with the average score of group honesty ability development being in the "Very High" category.

4) Student Activities During Learning with Flannel Boards to Develop Honesty

Student activity data is presented as a reinforcement of the validity, practicality and attractiveness of the flannel board media learning device. Observation of student activities during 5 (five) meetings was carried out using Student Activity Observation Sheets. Observations were made of 15 students who were carried out from the start to the end of the learning activity.

Based on the results of the analysis of student activities for each meeting, there are positive aspects of observation (aspects 1-7) and negative aspects of observation (aspect 8). The results of observations of all these aspects are described as follows:

- 1) The frequency of students' attendance during the application of the flannel board media learning device Group B SEHATI Kindergarten. The average percentage of student attendance during the learning process is 100%.
- 2) Positive activity of students in paying attention/listening to teacher/friend explanations. The average percentage of students paying attention/listening to teacher/friend explanations is 95%.
- 3) The frequency of students in paying close attention to the materials used is 98%
- 4) The frequency of students in exploring each material used is 92%

- 5) The frequency of students in carrying out flannel board media activities with great enthusiasm and enthusiasm 100%
- 6) The frequency of students in observing, asking, gathering information, associating, and communicating to teachers and friends about the activities carried out 83%
- 7) The frequency of students in carrying out flannel board playing activities on the media provided is 100%

Frequency of students in Students doing activities that are not in accordance with learning (not paying attention to the teacher's explanation, sleepy, daydreaming, disturbing friends, not doing flannel board activities, wasting media used, pacing and other activities that are not in accordance with learning 97% .

Thus, through the application of flannel board media learning tools to develop the character of honesty can increase the positive activity of students in participating in learning in Group B SEHATI Kindergarten, as well as negative habits can be minimized through the application of the flannel board learning media.

The implementation of the development research was divided into 3 main stages, namely (a) the results of the needs analysis, namely the initial research to collect data on existing conditions, b) the testing phase of learning devices, including the drafting of learning devices, validation of drafts of learning devices that carried out by experts, analysis of validation results, revisions, trials, and analysis of trial results and (c) the implementation stage of learning, at this stage an analysis of the teacher's response to the learning devices that have been made is carried out.

The design of learning activities to develop the character of honesty in children is made in the form of a guidebook which contains instructions for implementing activities to develop the character of honesty in early childhood Group B SEHATI Kindergarten. in accordance with the research results obtained, the flannel board learning media learning tools are arranged in such a way as to consist of: Handbooks, semester programs, Weekly learning program plans (RPPM), Daily learning program plans (RPPH), Children's activity sheets (LKA), and Student ability observation sheet

From the results of the validity of the learning media set which consists of guidebooks for implementing activities of 3.60 very valid categories, observation sheets of students' abilities of 3.90 very valid categories. Observation sheets of students' activities in learning are 3.80 valid categories. Prosem is 3.80 very valid categories, RPPM is 3.80 valid categories, RPPH is 3.80 valid categories, students' activity sheets are 3.80 very valid categories. Based on this analysis, it shows that the flannel board media learning tool for developing children's honesty characters is within the interval limit of $3.60 \leq V < 4.00$, which means that all of them are in the valid category. Using valid learning tools will provide optimal learning results, in learning to develop children's character, appropriate learning tools are needed to develop early childhood character.

In order to determine the success of achieving the teaching objectives, as well as to see the effectiveness of the kinesthetic method developed, it is necessary to evaluate it. Evaluation is carried out by observing all student activities as part of the learning process. In this study the assignments were given to students in the form of student activity sheets (LKA) as a result of development. Children carry out these activities by playing on flannel boards where each child is monitored individually using student ability sheets which contain the level of development of the character of early childhood honesty.

Implementation of children's learning activities using flannel board media to develop children's character in Group B SEHATI Kindergarten is carried out using learning tools that have been tested for validity. The learning process refers to the steps of the flannel board learning method and learning in kindergarten which consists of, a) preliminary activities where in this activity the teacher provides motivation to students and provides information on activities to be carried out in the learning process, b) the main activity stage at this stage the teacher applies the steps of flannel board learning which has the characteristics of providing opportunities for children to explore materials and media that will be used in flannel board learning activities, as well as the

teacher recaling flannel board learning activities, c) closing activities at this stage the teacher reviews the activities that have been carried out and prepares students to close learning on that day.

After testing the flannel board learning device in Group B of SEHATI Kindergarten, data were obtained about the learning outcomes of children's honesty characters. The results of the study on the honesty character of students in Group B SEHATI Kindergarten, out of 12 students, there were 8 students or 66.66% who were in the very high category, 4 students or 33.33% who were in the very high category. From this data it shows that the character of a child's honesty by using a flannel board can develop the character of a child's honesty so that it develops optimally.

Students' activities were observed during 5 (five) meetings using student observation sheets in class. Through observations during the learning process in class with flannel boards, data on students' activities in learning was obtained. The average result of observing student activities carried out by observers during the learning process in class using flannel board learning tools to develop character was 99.5. Thus through the application of flannel board media to develop the honesty character of children in Group B SEHATI Kindergarten can increase the positive activity of students. Where students focus on the learning activities carried out.

Teacher response questionnaire to provide opinions on flannel board learning media that has been implemented. The teacher's response data was taken from 5 teachers who taught in Group B of SEHATI Kindergarten using the teacher's response. The questionnaire contains statements with a total of 27 statements. The teacher was asked to respond "agree, doubt, disagree". on learning flannel board media to develop the character of honesty in students. The recapitulation results of 27 teacher response statements to flannel board media learning activities to develop the character of honesty in children in Group B SEHATI Kindergarten obtained 100%. From this data it shows that the teacher gave a positive response or agreed that flannel board media could develop a child's honesty character.

Flannel board has many uses, namely it can be used for any type of learning, visualizes an idea, can foster students to active learning, as a playing field to train students' courage and skills in choosing suitable sticky materials. Then to channel the talents and interests of students in drawing, coloring, writing, and developing an attitude of honesty.

The value of children's honesty can be optimized through learning with flannel boards. The use of a flannel board is a method used to optimize the value of honesty. Children start the activity by giving a stick to each student and then putting it in a box that has a different color where each box gives a meaning, namely yes and no. If the child is asked whether to queue when washing hands, then the child will be asked to put the stick in the box provided, namely the city yes or no. If the child enters the city yes and the child does not queue when washing hands, this can be interpreted that the child is dishonest in admitting the actions committed and vice versa. If the child enters the city yes and the child does a culture of queuing then it can be interpreted that the students have honesty.

In this section, a discussion of research results is presented which includes the achievement of research objectives, specific findings, and constraints encountered in the research.

1. Achievement of Research Objectives

The learning tools developed with the ADDIE model consist of an analysis stage, a design stage, a development stage, an implementation stage and an evaluation stage. In the development of flannel board learning media at the analysis stage is to carry out a situation analysis of the learning carried out in Group B of SEHATI Kindergarten. From this analysis, an overview is obtained about the learning process, the achievement of the level of fine motor development of students, the rules for assessment, the availability of learning tools, and the learning habits of students in daily interactions.

At the design stage, the kinesthetic method learning tools are designed with reference to the results of the needs analysis for the development of learning tools so that a draft or design of learning tools is produced which includes the Learning Implementation Manual, Semester Program,

Weekly Learning Program Plan (RPPM), Daily Learning Program Plan (RPPH), Children's Activity Sheet (LKA), Student Assessment Sheet. This initial draft is then continued at the development stage for validation.

At the develop stage, all learning tools that are still in the form of initial drafts are then assessed (validated) by 2 (two) experts to measure the level of validity as a basis for revision and refinement. From the results of the validity analysis of learning tools, it can be seen that all of these learning tools have met the criteria of "valid" and "reliable". After producing a valid and reliable learning device, then the practicality level of the flannel board media learning device was measured through the implementation of a trial implementation of the learning device in Group B SEHATI Kindergarten.

Theoretically, the results of the expert's assessment of flannel board learning media to develop children's honesty character state that the device is feasible to use in the learning process. Empirically, the trial results of the implementation of learning activities show that every aspect of learning that has been determined can be carried out as a whole. From this data it shows that the flannel board media which was developed to develop the character of honesty in children can be implemented by the teacher so that it fulfills the element of "practicality". To get a broader picture, the teacher is asked to respond to the results of developing flannel board learning media to develop children's honesty characters. The teacher responds that the media device is an interesting medium and has challenges in developing children's honesty character. Activities in learning make it easy for students to develop the character of honesty independently, each child gets the opportunity directly to carry out activities and is given the opportunity to act and do then the child is asked to explain what has been done.

2.Special Findings

In carrying out trials of flannel board learning media devices to develop the character of honesty in children in Group B SEHATI Kindergarten. There are several specific findings that can be used as input and suggestions in efforts to develop early childhood learning, especially for the development of the character of honesty. The specific findings are as follows:

- a) Learning using flannel board media as a result of development that has gone through an expert validity test is a concept that can develop the character of honesty in children in Group B SEHATI Kindergarten. The use of flannel board media carried out individually provides an opportunity for children to carry out tasks independently and be able to develop other abilities.
- b) The kinesthetic learning method for training children's fine motor skills with collage activities, is a learning tool that provides convenience to teachers in the teaching and learning process where all learning devices are made in the form of activities that are equipped with pictures and an assessment process that is measurable and easy to implement. In the learning kit, a design of learning objectives has been provided regarding what abilities students must achieve, materials and tools used in learning, steps in carrying out collage activities and student ability assessment sheets. .
- c) The most basic specific finding in this study is that the early childhood flannel board media learning device in Group B SEHATI Kindergarten is one of the new media in developing children's honesty character besides the demonstration method, and direct practice and has met valid, practical criteria. , and interesting. The tools consist of semester programs, weekly learning program plans (RPPM), daily learning program plans (RPPH), learning implementation guidebooks, children's activity sheets (LKA), and student assessment observation sheets.

3. Obstacles in Research

During the research, the researchers met several obstacles in applying the kinesthetic method learning tools to train fine motor skills of children in Group B SEHATI Kindergarten as follows:

- a) At the activity planning stage where the teacher has to provide tools and materials that will be used by students, researchers and teachers experience difficulties in finding materials to be used, especially materials, small boxes, plaster, ice cream sticks, colored paper.
- b) In the early stages of the trial implementation there were still many students who did not comply with the rules in playing so that the teacher had difficulty distributing the sticks to be used especially but slowly they could be carried out properly in accordance with the objectives of the activity
- c) Because this activity is an activity carried out by students individually so the teacher is a bit overwhelmed in dealing with students, especially in the early stages of implementing activities where children ask more questions and need individual guidance in carrying out flannel board playing activities.
- d) Playing flannel board in developing students' honesty character is a medium that directly involves children with the materials and tools used so that an assessment is needed not only on the outcome aspects of the game but the process of the child's activities that precede it. Here the teacher sometimes still sees the results of children's playing activities.

6. CONCLUSIONS

Based on the results of the research and discussion that have been put forward, and linked to the research questions, it can be concluded that there are several main points related to the development of flannel board learning media to develop the character of honesty for early childhood in SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency, Makassar as following.

1. The learning carried out by SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency is less varied and only limited to activities that lead to the development of reading, writing and arithmetic. Of the 15 students who took part in the teaching and learning process from the five learning indicators related to honesty, 7 or 64% of the students were in the undeveloped category (BB), 6 or 55% of the students were in the beginning to develop category (MB), 2 people or 18% of students are in the category of developing according to expectations (BSH). This condition must immediately find a solution by developing a learning model that can develop aspects of student honesty. The use of models that include media, methods and strategies is a way to develop the character of honesty. With the application of children's flannel board play activities there was an increase showing that out of 15 students there were 8 students or 56.0% in the very high category, 7 students or 44.0% in the high category, and no students or 0% were in low category. Thus it can be concluded that the development of children's honesty character is "BSB (very well developed)" with the average score of group honesty ability development being in the "Very High" category.
2. Learning tools consisting of semester programs, Weekly Learning Program Plans (RPPM), Daily Learning Program Plans (RPPH), Learning Implementation Guidebooks, Children's Activity Sheets (LKA), and Student Assessment Observation Sheets are learning tools developed with the use of media flannel board at SEHATI Kindergarten Group B, Mappasunggu District, Takalar Regency.
3. The developed flannel board media learning device meets the criteria of being valid and reliable (based on expert judgment), practical (based on observations of the trial implementation of learning devices) and interesting (based on teacher responses). The learning tools in question consist of Weekly Learning Program Plans (RPPM), Daily Learning Program Plans (RPPH), Learning Implementation Guidebooks, Children's Activity Sheets (LKA), and Student Assessment Observation Sheets.

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