

## Implementation of Disciplinary Character Education at the Integrated Islamic Kindergarten Imam Syafi'i and Integrated Islamic Kindergarten Bintang Qur'ani, Banjarmasin City

Noorainah<sup>1\*</sup>, Darmiyati<sup>2</sup>, Sakerani<sup>3</sup>

Master in Early Childhood Education, Lambung Mangkurat University

**Corresponding Author:** Noorainah, [noorainah.87@gmail.com](mailto:noorainah.87@gmail.com)

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### ABSTRACT

This study aims to describe and analyze the management of character education learning discipline in Kindergarten. The results of the study show: 1). The implementation of Character Education is adjusted based on each curriculum; 2). The role of the Teacher is to prepare a teaching implementation plan, conduct learning and then carry out learning evaluations, 3). Obstacles in the Implementation of Character Education Discipline, namely: a). Motivation and support from parents, b). The need for direct practice by teachers when at school and repetition from parents, c). Involvement of everyone at home; 4). Evaluation in the implementation of education in three time periods: daily evaluation, monthly evaluation and semester evaluation.

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## INTRODUCTION

In the current era of globalization, many quality schools have emerged that provide character education. In its implementation, education in schools cannot be separated from the values and norms of behavior, beliefs or culture, especially for schools organized by foundations and have religious content (Susilo, 2003). Kindergarten education plays an important role in determining the child's further development. This is because kindergarten education is the foundation for the child's personality. Children who are instilled with character since kindergarten age (Hurlock, 1987).

Instilling a strong character in children must begin early at an early age (Juanda, 2019), because early age is the golden phase in child development (golden age). During this period, children need positive stimulus and care for the formation of good character. The formation of disciplined character through schools and stakeholders is very important so that it can be used as a guideline in implementing character education in schools and in the surrounding environment. The benefits of discipline are providing a sense of security because they know what is allowed and what is not allowed, increasing motivation through reinforcement to stimulate children to change their behavior from being undisciplined to being disciplined (Novitawati, 2021).

Teachers are figures who can be imitated or become idols for students, teachers can be a source of inspiration and motivation for their students. In developing the character of students in Kindergarten, teachers have a strategic position as the main actors. There are several strategies that can provide opportunities and chances for teachers to play their role optimally in terms of developing character education for students in schools, namely 1). Teachers in the learning process; 2). Teachers are required to care, be willing and able; 3). Teachers through self-habituation programs prioritize or emphasize activities to develop character and noble morals; 4). Teachers are able to create a conducive school environment; 5). Establish cooperation with parents of students and the community; 6). Become a role model for students. (Darmiyati, 2023) explained in his research that instilling a disciplined attitude in all aspects, especially in learning, is a topic of discussion that is warm, interesting, and has attracted attention from the past until now.

Teach is frequently deciphered as a apparatus for victory in everyone's life, that as much as 80% of teach energizes great behavior, 15% or perhaps less is what is done with terrible behavior. Teach issues are genuine within the world of instruction and learning. Prove appears that 30% to 80% of teachers' time is went through in managing with teach issues in learning. In expansion, teach incorporates a exceptionally expansive commitment to instructor push in work, career choices, and proficient competence, and 25% of students' learning incapacities are caused by students' fear of other students as a result of the need of teach in learning within the classroom. In reality, a few professional educators have overlooked the significance of teach in learning. Teach is portion of character instruction that's interrelated, each character is anticipated to create positive natural product for the child's demeanor.

Concurring to (Mulyasa, 2015) there are eighteen values in character arrangement, counting: devout, fair, tolerant, taught, difficult work, inventive, free, majority rule, interest, national soul, cherish of the country, regard for accomplishment, friendly/communicative, cherish of peace, adore to examined, care for the environment, care for society, and obligation. One of the values in character instruction is teach, and each level of instruction truly trusts that its accomplishment can be accomplished ideally. Hence, the usage of character instruction is required for all levels of instruction, counting in Kindergarten. Character instruction ingrains propensities (habituation), understanding (cognitive), sentiments or values (emotional), values that ended up behavior (psychomotor). Hence, character instruction includes not as it were perspectives of great information (ethical knowing), but moreover feeling great adoring great (ethical feeling), and good behavior (ethical activity) (Ulfah, 2015). In character instruction towards the arrangement of respectable ethics in each understudy, there are three stages of technique that must be carried out, counting (Majid & Andayani, 2018): 1). Ethical Knowing/ Learning to Know; 2). Ethical Adoring/ Ethical Feeling; 3). Ethical Doing/ Learning to do.

Agreeing to (Marzuki, 2015), there are a few strategies in character building, counting: 1). Down to earth and non-practical strategies; 2). Through partitioned subjects and coordinates into all subjects; 3). Through exercises exterior the subject, specifically through propensities or self-development.; 4). Through the model strategy (uswatun hasanah); 5). Exhortation and consideration strategies; 6). Remunerate and discipline strategies. Kohlberg said that there are five levels of teach improvement, to be specific:

teach since of needing to pick up cherish and fear of being rebuffed, teach in case delight is satisfied, teach since of knowing that there are natural requests, teach since there's as of now an introduction towards specialist, and teach since of having carried out social values, rules or standards (Hasnida, 2015). With respect to teaching children, agreeing to Regalado and Sareen's investigate, in their inquire about, there are 5 techniques utilized by guardians in actualizing teach on children, to be specific between 26% = hitting, up to 65% = taking toys or treating, 67% = yelling, 70% = utilizing time out, and 90% = giving an explanation, so the foremost overwhelming one used is giving an clarification, this procedure may be a exceptionally secure method and permits children to act agreeing to the guidelines set by their social bunch, so teach must have four fundamental components, to be specific: 1). Control; 2). Discipline; 3). Remunerate; 4). Consistency. Imron uncovered that there are at slightest three sorts of teach, specifically teach that's built on the premise of dictator concepts, tolerant concepts, and on the premise of the concept of capable opportunity. Lonaan and Lioew's investigate, it can be seen that there are at slightest four components that impact teach in early childhood, counting the taking after:1). Number of family individuals; 2). Parental instruction; 3). Number of little children in a family; 4). Parental income.

Susanto (2017) stated that environmental factors greatly influence the development and changes in children's behavior, so in children's education, including the principle, keeping children away from various types of bad

environments, especially the environment in the household. In addition, parents are the main examples and must also create a good environment and not pollute children's behavior. (Helmawati, 2014) in his research stated that the obstacles in education include those originating from internal factors, namely: obstacles (obstacles/hurdles) when educating that arise from the students themselves. Internal obstacles include genetic, physical and psychological factors or traits and factors outside the child. These external factors include factors of educators, family, economy, social, culture, security and comfort.

According to Rahayu (2016) indicators of early childhood discipline are as follows: 1). Present on time; 2). Lining up neatly before entering class; 3). Dressing neatly; 4). Putting shoes on the shoe rack; 5). Tidying up toys after use; 6). Washing hands before and after eating; 7). Throwing garbage in its place. The basic character values are actually in behavior. The essence of the behavior of people with character is the manifestation of the total psychological function that includes all the potential of the cognitive, affective and psychomotor human individual (Aziz, 2015). The character values contained in the basic attitude competencies include: 1) accepting the teachings of the religion they believe in, 2) respecting themselves, others and the environment, 3) having a healthy lifestyle, 4) curiosity, 5) creativity, 6) aesthetics, 7) self-confidence, 8) discipline, 9) patience, 10) independence, 11) caring, 12) tolerance, 13) adaptability, 14) responsibility, 15) honesty, 16) humility, and 17) politeness in interacting" (Ministry of Education and Culture, 2015).

Competence of Kindergarten Instructors in Restrained Character Instruction. The term competence in Indonesian is deciphered as ability or capacity. There are a few implications of competence, counting the suppositions of specialists as takes after: 1). The capacity of a educator to carry out commitments capably and appropriately; 2). Competence is translated as information, abilities and capacities aced by somebody who has ended up portion of himself, so that he can carry out cognitive, full of feeling and psychomotor behaviors as well as conceivable; 3). Competence could be a set of information, aptitudes and behaviors that must be had, internalized and aced by instructors or teachers in carrying out proficient obligations.

Agus Zaenul summarized that there are different impediments to learning values in schools, but there are moreover a few components that empower learning, to be specific (1) environment, (2) imagination, (3) learning inspiration, (4) states of mind and learning propensities. in common there are two variables that impact a person's character. Among them are inside components and outside components. Inner variables are all components of identity that ceaselessly impact human behavior, counting natural instinctual, mental needs and thought needs. Whereas outside components are components that begin from exterior people but can impact human behavior, either straightforwardly or by implication. In character instruction, assessment is carried out to degree whether children as of now have one or a bunch of characters set by the school inside a certain period of time. In this manner, the substance of assessment within the setting of character instruction is an exertion to compare children's behavior with the character measures (markers) set by instructors or schools. The comes about

of the assessment will not have a great affect in the event that they are not utilized appropriately. There are three critical things that are the assessment of character instruction, to be specific: 1). Capacities to distinguish and create educating frameworks outlined by instructors; 2). Capacities to be a control instrument within the setting of school administration; 3). Capacities to be fabric for assist advancement for instructors.

### **THEORETICAL REVIEW**

Character Education on Discipline is a learning process aimed at shaping habits, values, and attitudes in individuals to maintain order, organization, and responsibility in various aspects of life. Discipline as a character emphasizes the ability to follow rules, value time, manage oneself, and consistently fulfill tasks or obligations despite challenges.

### **METHODOLOGY**

This consider employments a subjective investigate approach and field inquire about sort. The subjective investigate approach is based on a phenomenological reasoning that employments appreciation and tries to get it and decipher the meaning of an occasion of human behavioral interaction in certain circumstances concurring to the researcher's possess point of view.

The investigate strategy on the Execution of Disciplinary Character Instruction within the Coordinates Islamic Kindergarten Imam Syafii and Coordinates Islamic Kindergarten Bintang Qur'ani in Banjarmasin City is carried out through a subjective inquire about strategy, specifically the strategy of watching, analyzing and depicting the marvels that happen approximately the character of teach, at that point investigating the information of each component, without a doubt not simply looking for the truth but more on subjective understanding of teach character instruction. From the approach utilized in this think about, the information and data gotten are at that point organized and analyzed in arrange to get a picture (depiction) of the inquire about protest.

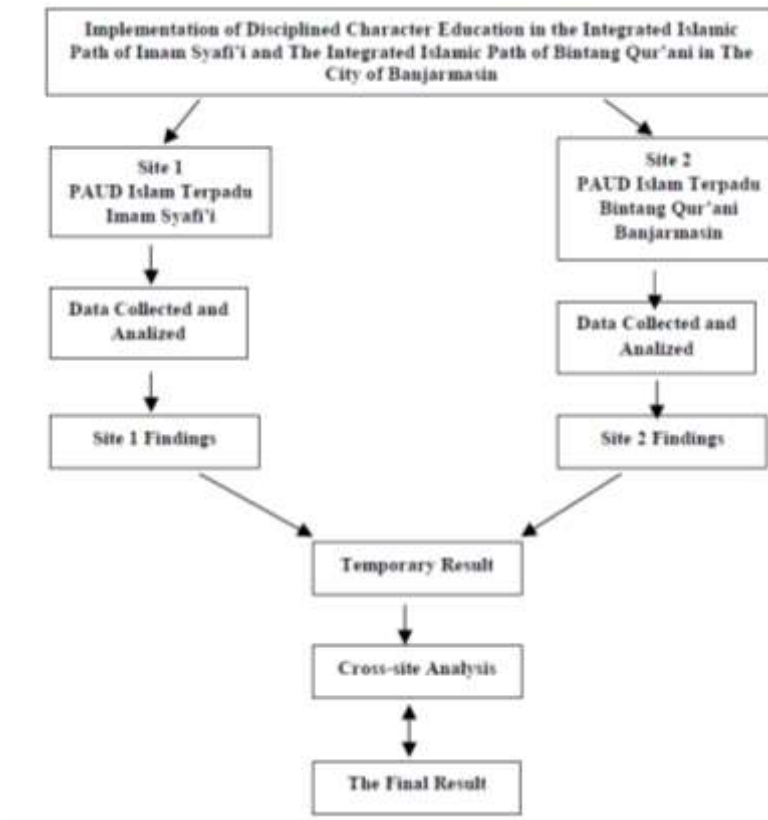


Figure 1. Cross-Site Analysis

This consider businesses a case think around with a multi-site arrange. The multi-site consider ask almost has the same characteristics and happens in a few places, at that point clarified and compared by giving understanding to find the common string. This examine was conducted in two regions, to be particular at the Facilitates Islamic Kindergarten Imam Syafii and the Arranges Islamic Kindergarten Bintang Qur'ani in Banjarmasin City. The ask around region was chosen since both Kindergartens make Limited Character Instruction learning one of the driving learning works out. The reason of this think almost is to depict and analyze the organization of Controlled Character Instruction learning which consolidates orchestrating, execution, obstacles and appraisal works out at the Arranges Islamic Kindergarten Imam Syafii and the Facilitates Islamic Kindergarten Bintang Qur'ani in Banjarmasin City. The data examination steps in this consider will be delineated through two stages, particularly: single-site data examination, and cross-site data examination. Single-site data examination businesses the Miles and Huberman appear which comprises of data diminish, data presentation, and drawing conclusions/verification.

At that point in common, the cross-site data examination plan joins three works out: defining suggestions based on the revelations of the essential area at that point continued with the minute area, combining speculative disclosures from both examine regions, characterizing theoretical conclusions based on cross-site examination as the extreme disclosures from both explore regions (Figure 1).

## RESULTS AND DISCUSSION

Based on the results of the analysis of single-site and cross-site data with the Miles and Huberman model, the following findings were obtained:

The planning of disciplinary character education learning in Integrated Islamic Kindergarten is adjusted based on the curriculum of each school. At Integrated Islamic Kindergarten Imam Syafi'i, the planning is held once a year at the beginning of the school year. The planning is designed through discussions by the foundation director, principal and vice principal, then submitted to all education personnel and employees at the annual meeting. The things designed in the planning of disciplinary character education learning in Kindergarten site 1 include the implementation, competencies, obstacles and evaluation of disciplinary character education learning during one school year.

The implementation of disciplinary character education is stated in the standard operating procedure for arrival and return which is depicted in disciplinary habits such as being on time, lining up neatly before entering the classroom, dressing neatly, storing shoes on the shoe rack, tidying up toys after use, washing hands before and after eating and throwing trash in its place.

Then the competence of a teacher is also required to continue to hone his/her abilities in various aspects, including the pedagogical competence of a teacher, such as preparing a lesson plan adjusted to the child's development stage, using media and also using teaching aids in the learning process, the aim is to provide children with pleasure in playing while learning. However, in terms of implementing disciplinary character education learning, there are also obstacles, namely the need for motivation and support from parents to synergize with teachers, in addition to repeating the same thing done at school, it must be done and made a habit at home with parents to take part together in implementing disciplinary character towards children in order to be an evaluation material for schools about how to understand disciplinary character education towards the child and be responsible for their learning environment.

After planning, the next stage in learning management is implementation. Learning at the Integrated Islamic Kindergarten Imam Syafi'i is carried out according to the plan that has been prepared. The implementation is carried out by class teachers and accompanying teachers together with students in each class. The starting time for learning character education for children starts from the arrival of the child until their return which is at 08:00-10:00 learning while playing. Learning character education discipline at Kindergarten site 1 is carried out in a classical manner before learning using play media.

The initial activities in learning at Kindergarten site 2 are reading attendance, ice breaking for half an hour. Then continued with the core activities, namely learning while playing in a classical manner such as recognizing colors, recognizing shapes, making works and getting used to discipline every day. Then the teacher asks student representatives to read or introduce themselves the new lessons received to test how well the children memorize the new media. Furthermore, the closing activity is to offer one of the students to reread the new learning that day, then closed by reading a prayer together.

Then the competence of a teacher must carry out learning with a tentative model, this is done in order to find adjustments to the implementation of learning carried out with the reality of students. Teachers in this case are required to be intelligent and creative and responsive to the conditions of students, so that the learning model is not always uniform in every context and situation.

Based on the discoveries of cross-case ponders for the center of investigate 2, the execution of character instruction learning teach in Kindergarten location 1 and Kindergarten location 2 have very diverse learning usage models. Kindergarten location 1 carries out memorization of the Al-Qur'an There are guardians who are exceptionally excited within the movement and take an interest exceptionally much, there are moreover a few guardians who are less strong since they are busy with work exercises which is one of the things that produces communication and participation between instructors and guardians less successful. Be that as it may, we proceed to undertake to straighten out communication with guardians not as it were at school through cellular communication, we too pass on to preserve great communication, the comes about of inquire about discoveries on the method of shaping restrained character in early childhood through the habituation strategy are: (1) instructors habituate children to come on time; (2) instructors familiarize children to return things to their unique put.

Meanwhile, at Kindergarten site 2, there are several children who are still accompanied by their parents to enter the classroom, there are also some who, after shaking hands with the teacher, immediately put their shoes and bags in their places, more children are accompanied to the front of the school and then enter the school without being accompanied by their parents or are accompanied to the inside of the school, the results of the research findings on the process of forming the character of discipline in early childhood through the habituation method are: (1) teachers accustom children to tidying up their toys after playing in the classroom; (2) teachers accustom children to be patient and orderly in waiting for their turn to wash their hands; and (3) cleaning staff accustom children to queuing when going to the bathroom.

The results of this study indicate that optimally functioning disciplinary character education learning management consists of learning planning activities, learning implementation and learning evaluation, each of which includes several important aspects as illustrated in the following chart.

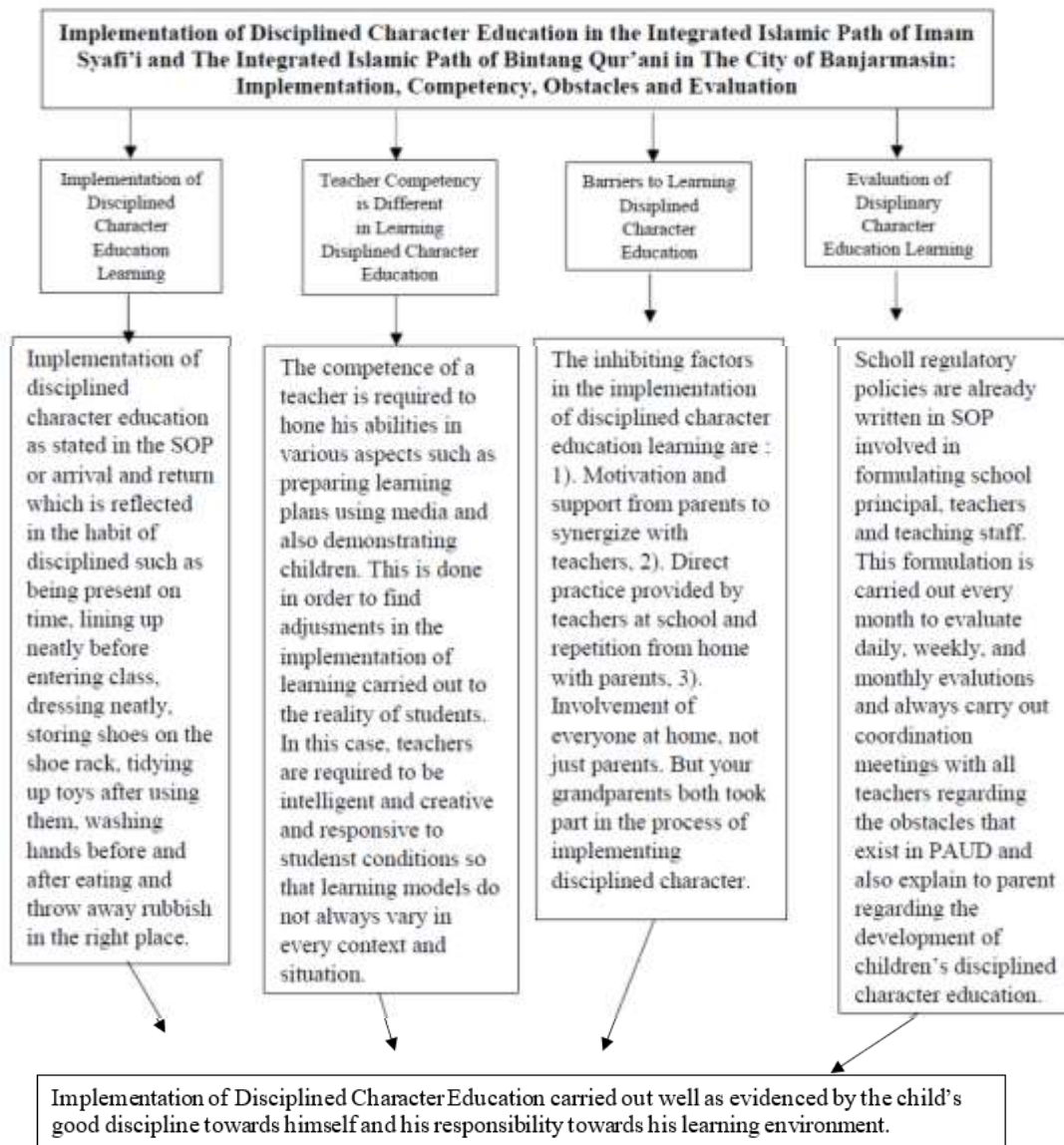


Figure 2. Implementation of Disciplined Character Education in the Integrated Islamic Path of Imam Syafi'i and The Integrated Islamic Path of Bintang Qur'ani in The City of Banjarmasin

### *Implementation of Disciplined Character Education Learning*

Based on ask almost revelations at both ask approximately districts, learning organizing is an imperative thing to do a few time as of late actualizing learning. Character instruction ingrains affinities (habituation), understanding (cognitive), estimations or values (passionate), values that gotten to be behavior (psychomotor). Consequently, character instruction incorporates not because it were points of extraordinary data (moral knowing), but besides feeling awesome cherishing incredible (moral feeling), and incredible behavior (moral action) (Ulfah, 2015). At both ask approximately goals, organizing is the beginning organize in actualizing limited character instruction learning in Kindergarten, both at the beginning of the advanced school year and the beginning of the semester.

In character instruction towards the course of action of respectable morals in each understudy, there are three stages of method that must be carried out, tallying (Majid & Andayani, 2018): 1). Moral Knowing/ Learning to know; 2). Moral Cherishing/ Moral Feeling; and 3). Moral Doing/ Learning to do. The components arranged inside the organizing of Al-Qur'an memorization learning at both ask almost goals are by and large actualized in composing inside the rules and SOPs. And utilizing bearings inside the rules such as course hours, school formal attire, and there are as well approaches or directions for teaches such as teacher working hours, formal attire and others. This will be in line with explore conducted by (Najib, 2016), Character instruction is actualized by internalizing character values through extracurricular learning works out and habituation works out. Within the cruel time, the method for actualizing character instruction through habituation works out is carried out by making the taking after endeavors, particularly: plan habituation, unconstrained habituation, fabulous habituation and conditioning. Each teacher institution has disciplinary character instruction learning that's associated to early childhood to underlie the complete life that children will go through at a a while later age. Character instruction in addition the foremost foundation for someone to encourage incredible and not as well awful life values, which in choosing it cannot be done on the off chance that it because it were depends on the commitment of the school, but requires support from gatekeepers and family so that it can be executed dependably and reasonably (Nasution, 2012).

The nature of the behavior of individuals with character is the appearance of the whole mental work that incorporates all the potential of cognitive, emotional and psychomotor human people (Aziz, 2015). (Helmawati, 2014) in her investigate expressed that the deterrents in instruction incorporate those beginning from inner variables, to be specific:

deterrents (obstacles/barriers) when teaching that emerge from the understudies themselves. Inner impediments incorporate hereditary variables, physical and mental or nature and components exterior the child. These outside variables incorporate variables of teachers, family, economy, social, culture, security and consolation.

Both Kindergarten destinations in this ponder utilized a direct instructor enlistment procedure concurring to the capacities that were considered qualified both in terms of taking care of issues in Kindergarten and its organization. Instructors are positions or callings that require uncommon abilities as instructors. This job cannot be done by individuals who don't have the aptitudes to do exercises or work as a educator. To gotten to be a instructor requires extraordinary prerequisites, particularly as a proficient instructor must truly ace the ins and outs of instruction with different other sciences that ought to be cultivated and created through a certain period of instruction or pre-service instruction. (Darmiyati et al., 2007)

In expansion, in its procedure, instructors are characterized as individuals whose work is educating. In any case, in its execution in instructive exercises, the teacher's errand is certainly not as it were educating which is situated towards creating abilities that are dimensional within the domain of inventiveness, but

instructors moreover offer assistance create the domain of sentiments and intentions of understudies. Since, within the perspective of instructive brain research, educating in rule implies the method of someone's activities (instructors) that make other individuals (understudies) learn, within the sense of changing all measurements of their behavior (Darmiyati et al., 2023)

At that point in its technique, the part of guardians and teachers in actualizing disciplinary behavior towards early childhood is concluded that the level of closeness of the relationship between the part of guardians and teachers in conjunction with the disciplinary behavior of early childhood falls into the frail criteria and the relationship isn't within the same course between the two factors, specifically in the event that the part of guardians and teachers together increments, there will be a diminish within the disciplinary behavior of early childhood, and bad habit versa. So there's an impact of the part of guardians and teachers in executing disciplinary behavior towards early childhood.

Both sites in this study used the same method, namely habituation carried out from the time the child arrives until he goes home and becomes an important part of the process of disciplinary character education which is carried out repeatedly. Discipline that has been implemented so far such as being on time, lining up neatly before entering the classroom, dressing neatly, storing shoes on the shoe rack, tidying up toys after use, washing hands before and after eating and throwing trash in its place.

### *Competence of Kindergarten Teachers in Learning Disciplined Character Education*

The competence of an Kindergarten educator in this consider could be a arrange that's outlined and decided. Based on the findings within the two Kindergarten inquire about destinations, there are differences within the learning models utilized within the usage of restrained character instruction learning within the two locales. Competence within the Coordinates Islamic Kindergarten Imam Syafi'i, specifically:

- 1). Teacher's capacity to ace learning materials;
- 2). Teacher's capacity to oversee the lesson;
- 3). Teacher's capacity to utilize media and learning assets;
- 4). Teacher's ability to oversee instructing and learning intelligent;
- 5). Teacher's capacity to carry out assessment of understudy learning results;
- 6). Teacher's capacity to create student personality.

In contrast to the primary research site, the competence of Kindergarten instructors connected at the moment inquire about location, specifically the Coordinates Islamic Kindergarten Bintang Qur'ani Banjarmasin, is to make School programs. The most objective in shaping learning plans is to extend educator competence after taking part in arranged planning preparing balanced to the child's improvement organize. In expansion, instructors are required to be able to utilize media and instructing helps within the learning handle in arrange to supply children with delight in learning whereas playing. Based on the comes about of inquire about at both investigate locales, the competence of an Kindergarten instructor can be implemented successfully both classically and separately, as long as the usage is implemented by the educator by considering

the results and situations of the child. After the warm-up movement that brings the child's enthusiasm and center back, the activities included within the starting exercises are executing disciplinary character instruction learning for children.

### ***Obstacles in the Implementation of Disciplinary Character Education***

In each usage of instruction in instructive teach, there are impediments that come from inside and outside components. In line with inquire about conducted by (Helmawati, 2014) it states that impediments in instruction incorporate those that come from inner components, to be specific:

impediments (obstacles/hurdles) amid instruction that emerge from the understudies themselves. Inside deterrents incorporate hereditary, physical and mental variables or characteristics. And outside components, are impediments amid instruction that emerge from variables exterior the understudies themselves. These outside variables incorporate variables of teachers, family, economy, social, culture, security and consolation.

At that point agreeing to Novitawati et al (2021) recognizable proof, there are at slightest four primary deterrents to learning values in schools, to be specific:

(1) the impact of behaviorism within the Indonesian instruction framework is still solid so that learning victory is as it were measured from outside properties within the shape of changes in behavior, (2) the capacity of teachers in raising the essential structure of educating materials is still generally moo, (3) the requests of the period that are progressively practical, (4) states of mind that are less advantageous for instruction.

In spite of the fact that it has been distinguished, Agus Zaenul summarized that there are different deterrents to learning values in schools, but there are moreover a few components that energize learning, specifically (1) environment, (2) imagination, (3) learning inspiration, (4) states of mind and learning propensities. Based on the discoveries at the two Kindergarten inquire about locales, there are contrasts within the deterrents to the execution of taught character instruction learning at the two destinations. Kindergarten Islam Terpadu Imam Syafi'i in its execution has deterrents, specifically:

There are guardians who are exceptionally eager approximately the movement and take an interest a parcel, there are too a few guardians who are less steady since they are busy with work exercises which is one of the things that creates communication and participation between instructors and parents less compelling. Be that as it may, we proceed to undertake to straighten out communication with guardians not only at school through cellular communication, we moreover pass on to preserve great communication, the comes about of investigate discoveries on the method of shaping restrained character in early childhood through the habituation strategy are:

(1) instructors familiarize children to come on time; (2) teachers accustom children to return items to their original place. In contrast to the first research site, the obstacles that exist in the Integrated Islamic Kindergarten Bintang Qur'ani Banjarmasin are that there are some children who are still accompanied by their parents to enter the classroom, there are also some after shaking hands with the teacher, the children immediately put their shoes and bags in their

places, more children are accompanied to the front of the school and then enter the school without being accompanied by their parents or are accompanied to the inside of the school, the results of the research findings on the process of forming the character of discipline in early childhood through the habituation method are: (1) teachers accustom children to tidy up their toys after playing in the classroom; (2) teachers accustom children to be patient and orderly in waiting for their turn to wash their hands; and (3) cleaning staff accustom children to queue when going to the bathroom. Based on the results of the research on the two research sites, the presentation from one of the teachers who was interviewed emphasized that the obstacles in implementing character education for children's discipline are always there, it's just whether the child is quick to implement it for himself. The obstacles always concern the child's character. Because one of the most influential factors is peers and their environment. Peers have positive and negative impacts because of the interactions in them. Because the mindset of peers can influence the formation of children's attitudes, when there is rejection from friends, children tend to follow their peers in order to be accepted by their friends in their environment.

#### *Evaluation of the Implementation of Disciplinary Character Education*

Assessment is the final component of learning administration. Agreeing to Doni, assessment is an exertion to discover out the condition and an question by utilizing certain devices (rebellious) and comparing the comes about with certain benchmarks to get conclusions. In character instruction, assessment is carried out to degree whether children as of now have one or a gather of characters set by the school inside a certain period of time. Subsequently, the substance of assessment within the setting of character instruction is an exertion to compare children's behavior with the character guidelines (pointers) set by instructors or schools. (Novitawati et al., 2021 a)

Based on investigate discoveries, both Kindergarten inquire about locales conducted an assessment of disciplinary character instruction learning by course instructors and right hand instructors or extraordinary instructors who were distinctive from course instructors. The evaluation was carried out within the same put, specifically within the classroom. Assessment of character instruction is intended to: 1). Discover out the advance of learning results within the frame of possession of a number of certain character markers in children inside a certain period of time; 2). Discover out the inadequacies and preferences of the learning plan made by the educator; 3). Discover out the level of viability of the learning prepare experienced by children, both in course, school and domestic settings.

The assessment comes about will not have a great affect on the off chance that they are not utilized legitimately. There are three imperative things that ended up the assessment of character instruction, specifically: 1). Capacities to distinguish and create a instructing framework outlined by the instructor; 2). Capacities to be a control instrument within the setting of school administration; 3). Capacities to be a fabric for encourage coaching for instructors. Based on the information discoveries within the past discourse, the apparatuses utilized within the assessment of restrained character instruction learning at both inquire

about locales are the accomplishment book/liaison book as a day by day assessment instrument, the month to month report sheet as a monthly evaluation apparatus, and the report book as a semester assessment device. In expansion, the assessment is carried out based on the comes about of anecdotal notes from the homeroom instructor, which are seen in terms of the child's compliance and efficiency, yes, to what degree he complies great directions, at that point that gets to be a benchmark for the degree to which the child complies the controls

## CONCLUSIONS AND RECOMMENDATIONS

Based on the comes about of the inquire about and discourse as already portrayed, the taking after conclusions can be drawn: 1). The execution of disciplinary character instruction learning within the Coordinates Islamic Kindergarten Imam Syafi'i and Coordinates Islamic Kindergarten Bintang Qur'ani in common, the stages of exercises carried out are comparative, namely the beginning movement within the frame of reading a supplication some time recently studying; core exercises within the frame of exercises to extend knowledge and how to actualize children's disciplinary character both towards themselves and their environment; and closing exercises within the frame of reviewing modern learning on that day and perusing a closing supplication to go domestic; 2). The competence of Kindergarten instructors in executing disciplinary character instruction within the Coordinates Islamic Kindergarten Imam Syafi'i, specifically: 1). The teacher's capacity to ace learning materials; 2). The teacher's capacity to oversee the lesson; 3). The teacher's capacity to utilize media and learning assets; 4). The teacher's capacity to oversee instructing and learning intelligent; 5). The teacher's capacity to carry out assessments of understudy learning results; 6). The teacher's capacity to create the identity of understudies.

## FURTHER STUDY

More research is encouraged to examine this field in greater detail, resolving any potential limitations and expanding the breadth of analysis in order to offer deeper insights and broader applicability.

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