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# Character Education Development Model-based E-Learning and Multiple in Telegency in Childhood in Central Java

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# Character Education Development Model-based E-Learning and Multiple in Telegency in Childhood in Central Java

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Character education will be more meaningful if carried out since early childhood. At the early age of 0-6 years, the brain develops very rapidly up to 80 percent. At that age the brain to receive and absorb various kinds of information, does not look good and the bad. That is the period in which physical, mental and spiritual child will begin to form. On the implementation of character education for early childhood adapted to the characteristics of each school and the emphasis of each institution penyelenggarakan early childhood education. Moreover, childhood is a time of play will be more fun if the learning utilizing e-learning and simultaneously develop multiple intelligences (multiple intelegency). This study intends to develop character education model based on e-learning and multiple intelligences in early childhood based in Central Java. As the above description, the problem in this research are: development of character education model based on e-learning and multiple intelligences in early childhood based in Central Java. Referring to the research to be conducted, a "Research and Development", meaning that a research program followed up with a development program for the repair or improvement (Arikunto, 1996: 9). To produce a prototype management of character education in early childhood based on e-learning and multiple intelegency in Central Java, taken systematic steps in the form of the process of action, reflection, evaluation and innovation by applying qualitative research methods, descriptive, development, experimentation, and evaluation.

*Research result*

## I. INTRODUCTION

### a) Background

Character development which is an effort to mandate embodiment of Pancasila and the 1945 Constitution was motivated by the reality of a growing

national problem today, such as disorientation and not dihayatinya Pancasila values; limitations of integrated policy tools in realizing the values of Pancasila; shifting the value of ethics in the life of the nation; waning awareness of the cultural values of the nation; the threat of national disintegration; and the weakening of national independence (Parent Book Character Development of National Policy 2010-2025). To support the realization of the ideals of character development, as mandated in the Pancasila and the 1945 Constitution as well as addressing the problems of nationality today, the Government makes character development as one of the priority programs of national development where character education is placed as a foundation for realizing the vision of national development, namely "people realize noble, moral, ethical, cultural, and based on the philosophy of Pancasila."

Character education will be more meaningful if carried out since early childhood. At the early age of 0-6 years, the brain develops very rapidly up to 80 percent. At that age the brain to receive and absorb various kinds of information, does not look good and the bad. That is the period in which physical, mental and spiritual child will begin to form. Therefore, many are calling this period as the golden days of the child (golden age). This is also due early childhood education is the foundation for the formation of character. On the implementation of character education for early childhood adapted to the characteristics of each school and the emphasis of each institution penyelenggarakan early childhood education. Moreover, childhood is a time of play will be more fun if the learning utilizing e-learning and simultaneously develop multiple intelligences (multiple intelegency).

This study intends to develop character education model based on e-learning and multiple intelligences in early childhood based in Central Java.

#### i. Issues to be examined

As the above description, the problem in this research are: development of character education model based on e-learning and multiple intelligences in early childhood based in Central Java.

#### ii. Special Purpose

In keeping with the focus of research, in particular the objectives to be achieved through this

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research is to find once described the development of character education model based on e-learning and multiple intelligences in early childhood based in Central Java.

## II. RESEARCH METHODS

The research method is equipped with a flow chart that illustrates what research has been done and achieved before appropriate roadmap college research. It would be better if the presentation can be associated with the achievements of researchers that can be used as a reference to resume the research activities will be proposed and will be done during the study period. Methods must explain fully clear stages of research, outcomes, measurable achievement indicators at each stage.

Referring to the objectives to be achieved, this research program was designed with a "Research and Development", meaning that a research program followed up with a development program for the repair or improvement (Arikunto, 1996: 9). To produce a prototype management of character education in early childhood based on e-learning and multiple intelegency in Central Java, taken systematic steps in the form of the process of action, reflection, evaluation and innovation by applying qualitative research methods, descriptive, development, experimentation, and evaluation. This study aims to gain in-depth picture of the model of character education in early childhood based on e-learning and multiple intelegency in Central Java. Reason uses a qualitative method because it uses the knowledge of researchers, there are no results of the assessment and empirical research specifically about the model character education in early childhood based on e-learning and multiple intelegency in Central Java. Therefore, as was common in scientific research steps taken by the researcher is doing exploratory (exploration) of the object being studied. In that connection the qualitative method is one method of research that offers design exploratory research aiming. Unlike the design of experimental research for example on the design of qualitative research investigators did not starts from a certain frame of mind, but let the natural setting of research / as they are and seeks to understand the phenomenon that is by putting yourself in the object being studied (empathy). Another reason is because the use of qualitative methods with qualitative methods ideas, concerns, attitudes and values of a number of people who are being studied can be easily understood (Zelker, 1989 in Utomo 1997: 71).

Data were collected from experienced background (natural setting) as the data source directly. Purposing the data can only be done if the depth obtained on facts obtained. This study is expected to build an inductive theory of abstractions of data collected about character education models in early

childhood based on e-learning and multiple intelegency in Central Java is based on the findings of significance in the background experienced. Early childhood education is the object of research is the educational institutions of early childhood education e-learning-based characters and multiple intelegency that exist in Central Java. The principle of qualitative research emphasized that any findings (provisional) based on the data, so finding it increasingly *tersahihkan* before crowned as theory (Alwasilah, 2003: 102). Qualitative research design focuses on certain phenomena which do not have the generalizability and comparability, but has internal validity and contextual understanding. What to do researchers to achieve the objectives of the research on the outline four, namely (1) to build familiarity with the respondent, (2) sampling, (3) data collection, and (4) data analysis. This research is not simply linked to the knowledge that can be reworded (proportional knowledge), but also about knowledge that can not be reworded (tacit knowledge), which is almost impossible to obtain through rationality approach (Lincoln and Guba in Alwasilah, 2003: 103). Cases studied is a model of character education in early childhood based on e-learning and multiple intelegency in institutions of early childhood education that has a distinctive background. Although the design of this study will be gradual, but the events (event) special observations were made simultaneously.

Based on the conceptual findings from the school, then performed the comparative analysis and conceptual development, to receive an abstract of the characteristics of the model of character education in early childhood based on e-learning and multiple intelegency in Central Java. In line with the design of qualitative research, this study sought to understand the meaning of events and interactions of people in certain situations. To be able to understand the meaning of events and interactions of people, used the theoretical orientation or theoretical perspective with a phenomenological approach (phenomenological approach). This approach is determined by observing the phenomena observed subjects conceptual world through the actions and thoughts in order to understand the meaning compiled by the subject in everyday events.

*This research program will be gradually carried out with the following activities:*

- a. To study literature in an interdisciplinary and critical analysis of the results of previous studies that are relevant to the theme of the research.
- b. Designing and carrying out preliminary studies to produce a complete description of the development model of character education in early childhood based on e-learning and multiple intelegency in Central Java.

- c. Based on the development of the existing character education and a number of relevant theory, prepared (developed) a prototype model of character education in early childhood based on e-learning and multiple intelegency in Central Java.
- d. Conducting seminars workshops with relevant experts and praktisis on prototype models of character education in early childhood based on e-learning and multiple intelegency in Central Java. The target of this workshop seminar is drafting "book character education models in early childhood based on e-learning and multiple intelegency", who socialized in the institutions of early childhood education as a reference for the implementation of character education based on e-learning and multiple intelegency.
- e. To disseminate the educational model of character development in early childhood based on e-learning and multiple intelegency in Central Java.
- f. Conducting trials to determine the effectiveness of character education models in early childhood based on e-learning and multiple intelegency developed in the implementation of character education.
- g. Revising the development model of character education in early childhood based on e-learning and multiple intelegency in Central Java based on the test results as the final result of the research program conducted.

This peneltiaan are multi-year, which was designed in three stages of activity. In the first year, conducted a study to map the needs of the development of models and devices through a learning needs analysis / needs assessment to formulate design models. The second year, made the application, evaluation, and determination of the final model. Third year, made the implementation of the final model in the development of character education models in early childhood based on e-learning and multiple intelegency in Central Java.

*Source of data in this study consisted of:*

1. The primary source is the activity of the model development process of character education in early childhood based on e-learning and multiple intelegency in Central Java (which include: curriculum, syllabus, lesson plans, teaching materials, instructional media, instructional evaluation tool), educator or instructor and learners.
2. A secondary source is the organizer of the character education program in early childhood education institutions were regarded as supportive of the primary data sources, literature, photographs of activities, and other documents from the institution that life skills education providers are expected to provide information about the issues being investigated.

*Data collection techniques in this study are:*

1. The non-participant observation conducted in a focused and thorough observation sheet instruments are structured using a scale to obtain data relating to the learning process and learning tools that have been used in the character education program. Recording the results of observations followed by the recording of learning through a photo camera. In-depth interviews (in-depth interviewing) with open interview guide instrument made to capture data from key informants with a flexible structure so that the information obtained has sufficient depth. Interviews were conducted to educators, learners and providers of early childhood education programs.
2. Questionnaire with instruments to complete the enclosed questionnaire data can not be obtained through in-depth interviews of key informants.
3. The documentary studies, performed on documents relating to perma-salahan research, including a review of the literature sources.

Validity of the data in this study pursued by: (a) test of the credibility that includes triangulation, perseverance observation, discussion with colleagues; (B) transferability test by presenting data that is easy to understand, detailed reports; (C) test of dependability by conducting an audit of the whole process of research; (D) confirmability test, the results of the research process.

### III. RESULTS AND DISCUSSION

#### a) *Research Result*

Based on research proposals that have been submitted by the research team, this research took four (4) areas within the province of Central Java as a research sample. The third area is Banyumas, Semarang City, Tegal and Holy District. Here below we present briefly our results is based on data collection activities in all four areas. We use a Focus Group Discussion (FGD), observations, and questionnaires to collect data from the field. In the first stage of the study, there are two activities that are carried out preliminary studies and field studies on the implementation of character education based on e-learning and multiple intelligences.

Before discussing in more detail the data obtained in the field by the data collection team, some of the data and information collected through searches of information by the data collection team before heading to the field is relatively strengthened by the data and information when it plunged into the field.

For schools that we make sample in each district / city taken two pieces of schools where one public school and one private school. For our public schools take the Pembina State kindergarten pilot schools for each district / city. As for the private school

we took a school that has a diverse kualitas. This was done to provide an overview of the implementation of multiple intelligence-based character education and e-learning.

In the event of preliminary studies conducted field needs analysis in this study include: the subject of research, data related to the condition of learners, and conditions associated with the learning process of students in kindergarten. Subject of this research that Pembina State TK Semarang, Semarang Labschool kindergarten, kindergarten Pembina State Holy, Holy Batik kindergarten, kindergarten Pembina State Tegal, Tegal Aisyiah kindergarten, kindergarten and kindergarten State Trustees Pertiwi Cindaga Purwokerto, Banyumas. Data about the condition of the students throughout the school that is the subject of research as well as everything that is needed in the learning process is described in a preliminary study (exploratory study). Conditions associated with the learning process of students were analyzed by means of understanding the learners and study the problems that occur in the learning process, then define its needs. Researchers develop Multimedia Interactive Learning for cultivation of character education in accordance with the conditions of each subject of study. This is because each of the research subjects have characteristics that differ from one another even though the characters are developed equally, but for different implementation.

1. Implementation of Character Education Based E-Learning and Multiple Intelegency in Each School

Character education model based on e-learning and multiple intelegency in Central Java revealed aspects of the scope of objectives, materials, costs, schedule of teaching, learning tools, implementation, evaluation systems, and facilities.

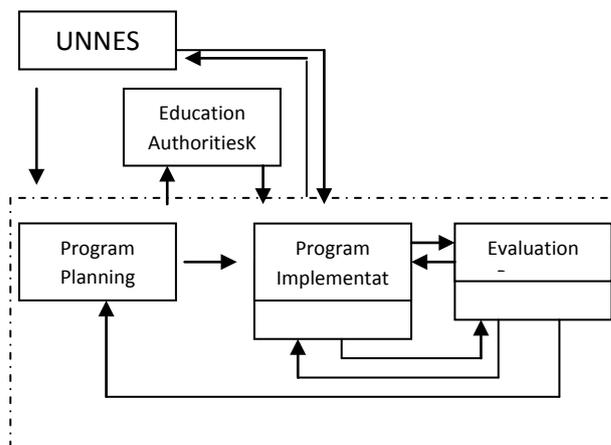
This component of the research results are presented in the following table.

Table 5.1: Program Planning Programme

No	Component	Percentage
1	Purpose	95 %
2	Content	65 %
3	Cost	88%
4	Schedule of Learning	100 %
5	Learning tools	90 %
6	Implementation of activities	85 %
7	Evaluation system	65 %
8	Facilities	76 %
9	The ability of teachers in implementing the learning	100%
10	The ability of teachers in preparing media	69%

Based on the table above, show that respondents in this study stated purpose 92%, materials 65%, the cost of 88%, 100% learning schedule, learning

devices 90%, 85% implementation, evaluation systems 65%, and 76% facility. Based on empirical studies on character education model based on e-learning and multiple intelegency, the design of the initial model is structured as follows.



Feedback

Figure 4.1: Hypothetical Model-based Character Education-e-learning and multiple intelegency

Character education model based on e-learning and multiple intelegency was developed to adjust to the characteristics and Khasan to each school. To improve the model to be applied, then the activities of FGD (Focus Group Discussion) by inviting practitioners AUD, Kajur ECD Unnes and Multimedia Expert Learning (From BPM). FGD activities held on July 26, 2015 at 09:00 held at the Pembina State TK Semarang. This event was attended by five people namely Ms. Sulyem (Principal TK Pembina State Semarang, AUD education practitioners, and trainers AUD national level), Ms. Arum (AUD practitioners and kindergarten teacher Pembina State), Mr. Agustiarso (multi media expert pembelajaran from BPM) and Research Team.

FGD conducted to find a character-based education model based on e-learning and multiple intelegency appropriate so that it will achieve the goals that have been set optimally. This model is also to facilitate the implementation of character education based on e-learning and multiple intelegency for young children.

From the result obtained discussion of character ducation model based on e-learning and multiple intelegency as follows:

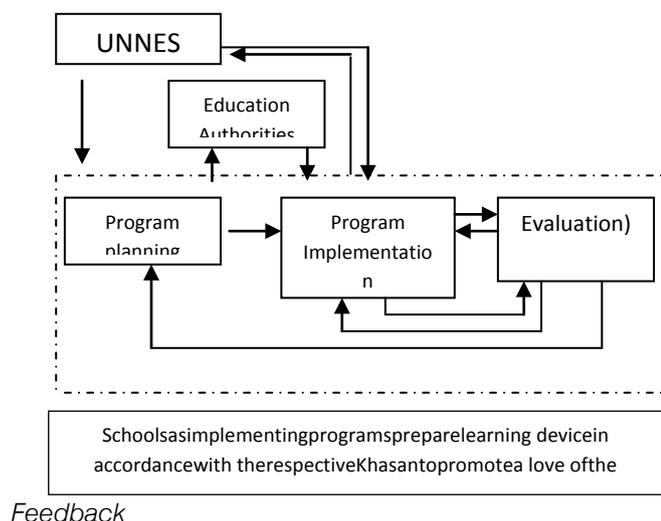


Figure 4.2 : Model-Based Character Education e-learning and multiple intelligence

From the above model, the implementation of character education based on e-learning and multiple intelligence in each institution to forward to Khasan each school. Additionally, the implementation is also customize the capabilities of each school. Learning tools will be made to the implementation and evaluation of more focused so that the expected results are satisfactory.

Here are presented the results of a needs analysis and preliminary study in each school

a) *Pembina State Kindergarten of Semarang*

As a kindergarten pilot project at the provincial level, kindergarten Pembina State Semarang trying to become a pioneer in the formation of character. Moreover, character education given to children at an early age they will be a strong foundation in the formation of character. For characters that are developed are trying to develop 18 values derived from religion, Pancasila, culture and national education goals. However, more emphasis on the spirit of nationalism, religious, discipline and patriotism. For values of other characters follow the most important thing to do is habituation. In the implementation of character education, every Monday is always held the flag ceremony, it is intended that the children understand the spirit of nationalism through respect for the state symbols and the national anthem Indonesia Raya. Religious values instilled by their religious education in accordance with the religion and beliefs held by learners. In addition, every day children are encouraged to save and charity by putting money into the alms boxes placed in front of the teacher's office. The amount of savings and charity are not determined to train the sincerity of learners. This is done to embed children's understanding of the importance of sharing and caring with each other. The value of discipline instilled by

coming to school on time, in uniform in accordance with applicable regulations, carrying supplies and keeping the environment clean. While the value of patriotism instilled by providing teaching national anthems, local clothes, folk songs, and culture that exist in Indonesia.

Implementation of character-based learning e-learning and multiple intelligence held every Wednesday for Thursday's class A and class B. This is because of the limited CD Learning about the limited character education and LCD projectors owned. While the material usually take from CD Character Education Learning Center shipment of IGTKI and buy the appropriate CD. Sometimes teachers also download the material on the internet. The new school currently has 4 pieces of LCD projectors and 6 laptops. All teachers are required to have a laptop, especially who have received teacher certification allowance (currently 100% kindergarten teacher Semarang State Trustees have received teacher certification allowance) so that all teachers are able to implement e-learning-based learning. The ability of the teacher is obtained from following a course and training. There are even some teachers who participated in the built BPM for interactive learning media. The skills they have, and then transmitted to colleagues at the school so that all teachers have sufficient ability in implementing e-learning based education. For the procurement of infrastructure and media education, the school always conduct needs analysis beginning of each new school year so that the purchase of infrastructure adapted to the needs. In the multiple intelligences (multiple intelligence) which focused on linguistic-verbal intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. Although for development adapted to the intelligence (talent) of each child.

b) *Lab School Kindergarten Unnes Semarang City*

TK Lab School to develop a program on the grounds that children learn best way is through play. It is based on the results of studies showing that the play gives them a chance to learn that encourage social relationships, language development, understanding numbers, letter recognition, thinking skills, along with other core subject areas. While the children play they also learn about life skills and values such as teamwork, creativity and tolerance with others. Implementation of character-based learning e-learning and multiple intelligence held every Thursday so-called Creative Thursday. Each child will work with the parents as a sustainable project with program / learning theme. For the best creations will be given a trophy so the parents will be more enthusiastic to join the program as a form of wonderful cooperation between children and parents. The focus in terms of the characters in the character education planting love of the homeland and the nation through learning programs in the classroom.

It also added knowledge about gender as well as the formation of good habits at school. Technology development through multimedia learning class in the classroom. In the e-learning-based learning and multiple intelegency, applied since 2011, once a week children are introduced to learning by using multimedia. Teachers here also absolute need to be able to use educational games in any form. It also developed the book "I Am a Child Terrific" which contains the order of good behavior according to the customs and norms of Indonesia and age. With this book as a discipline embedded expected characteristic of Indonesian children. In addition, multiple intelligences (multiple intelegency) developed more emphasis on kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. There are some activities undertaken to support the development of multiple intelegency namely (1) extra feeding conducted two times each month on Wednesday week 2 and 4. The purpose is to introduce healthy food to students, to develop aspects of student progress and to train students' independence, especially in terms of procedures for eating. (2) outdoor activities held every Saturday held the first week in the pool Hotel Patrajasa at 8:00 to 10:00 pm. Activities include swimming, sand play and whirlpool. Each child is required accompanied by a parent or caregiver. E-learning material, obtained by the procurement of instructional CD and download on the internet. Incidentally Unnes also many students who do research at the Lab School kindergarten thesis theme associated with MPI. As for the provision of facilities and infrastructure, all supplied by the State University of Semarang with road apply for the provision of facilities and infrastructure required and also of the contribution of parents. This is done so that the facilities and infrastructures needs can be met in order to facilitate the learning process.

#### c) *Pembina State Kindergarten of Purwokerto*

As a pilot school in Banyumas, character education becomes the focus of learning in kindergarten Pembina State Purwokerto. Implemented character education in kindergarten Purwokerto Pembina State does not implement all (18 value) directly, but more emphasis on patriotism, discipline and religious. Character education is very important to be implemented in early childhood with the aim to develop attitudes and behavior. For the other value will follow customized with habituation to the main children with discipline. Implementation is guided by the applicable national curriculum. The goal is self-reliance and social responsibility of the child. For the implementation of character education is integrated in the daily learning. Implementation of character education based on e-learning and multiple intelegency been implemented because it is more acceptable to the students and easy to understand. For media used partly bought and partly

made by teachers although the extent of the form of power point (not Multimedia Interactive Learning). The ability of teachers to implement character education learning-based e-learning and multiple intelegency with training and coaching on hold teachers. While in the procurement of facilities and infrastructure, the school did not count on help from the government, but more emphasis on self-help themselves. Teachers already skilled in making learning media, although not able to create a more modern. But it is good enough for the implementation of active learning, interactive and fun so that students do not feel tired and better able to understand the material presented by the teacher. All teachers have prepared a complete learning device.

Until now, the implications and impact of the implementation of character education based on e-learning and multiple intelegency already noticeable. Like, courtesy of students as evidenced by the good behavior as already noticeable. Like, courtesy of students as evidenced by the good behavior like kissing the hand of a teacher when met, spoken word children too polite. In addition, if there are children who do not behave well, will remind his friends by saying the advice of teachers and media impressions delivered in classroom learning. This is a reflection of the successful implementation of character education. No obstacles in the implementation, because the infrastructure is already complete enough that in each class is already available LCD television, VCD player, fan, APE to all areas, and laptops. Although this laptop is a laptop belonging to a teacher, because all the teachers already have a laptop. Principals carry out supervision once every 3 months. Results of supervision will be used as the basis for drafting improvement program and its implementation in the coming semesters.

#### d) *Pertiwi Kindergarten, Cindaga, Banyumas*

Implementation of character education in kindergarten Pertiwi Cindaga conducted on Wednesday, with an emphasis emphasis on ethics education and patriotism. Education characters become a major focus of learning for a given character education as early as possible will be the foundation of character formation of students so that they become character generation and berakhlakul karimah. Learning characters starting from the discipline, learning start with a prayer and before class children have to line up one by one to make it more orderly.

Character education based on e-learning and multiple intelegency been implemented because it is the demands of today we all have to follow the development of science and technology, besides this method is suitable for early childhood learning because it can be more interactive. Implementation using existing laptops and LCD, this time TK Pertiwi new Cindaga have 1 piece 1 piece laptop and LCD. For the material, learning CD used procurement by buying. This is because the

teachers no one has the ability to make MPI (Multimedia Interactive Learning). For the implementation of character education based on e-learning and multiple turns intelegency implemented considering the limited facilities and infrastructure owned. Multiple intelligences (multiple intelegency) developed more emphasis on kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

Before the implementation of the learning takes place, teachers prepare RKH and media required in accordance with the theme of which will be taught on that day. Barriers that often arises is the limited-owned media. Because it is not possible if the same media reused to teach, would be boring. Supervision is done by the principal every 3 months to monitor the implementation of learning.

e) *Pembina State Kindergarten of Tegal*

Character education becomes the focus of kindergarten education in the State of Trustees of Tegal. It is given that the character became one of the main points in a child's success in the future. To that end, Pembina State TK Tegal implement a program called S3 (day Thousand Only) in which each child was given a tin savings made from former tennis balls. They shall save a thousand coins each day that will be collected to the school at the end of the month. Savings of the child will be collected by schools and manifested in the form of charity lunch for the needy who were around the school. ALMS is done every Friday where the school bought lunch pack and a glass of mineral water, children who will distribute directly to the needy such as pedicab drivers, homeless, scavengers and construction workers they encountered. This activity has been going on for 4 years and already showing results in which many children who then have a high social awareness. Even though there are some children who have gone up to the primary school, still following the S3 program in kindergarten Pembina State Tegal. It is very proud of the school because it means school programs to shape the character of the students already showing results. So the S3 program will be continued as a hallmark of character building program in kindergarten Tegal Pembina State. Because the results of this program is considered good, then Mrs. Principal who also once chairman IGTK Tegal, trying to transmit the program to other schools in Tegal. However, for the implementation depending on each school, want to implement or not.

While the implementation of e-learning-based learning and multiple intelegency, for each class held turns. Although in each classroom is equipped with complete facilities and infrastructure such as laptop, LCD, TV, VCD, fans, etc. This is because power is still small, feared if all classes turn on the laptop and LCD, then the electricity will "njegleg". Learning material emphasizes the character of patriotism while multiple intelligences developed in emphasis kinesthetic

intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. For learning materials, is still limited to downloading on the internet. While the ability to operate a learning-based e-learning, all teachers are able to implement. Principals obliges all teachers to set aside money teacher certification, used to buy a laptop and to operate a computer course. School head teachers always emphasize the understanding that funds teacher certification is not just to enrich themselves, but it should be emphasized to be used to improve the competence of teachers.

For the provision of school infrastructures, the school did not wait for help from the government, but trying to mobilize and independently so that the infrastructure is in kindergarten Pembina State could be equipped.

f) *Aisyiah Kindergarten of Tegal*

Karakter education is very important for young children so that they will have good behavior. Character education in early childhood focus on planting the good behavior of children and thus the character education will be imprinted on the child until she was an adult. Schools implement character education through habituation is done every day, talked and talked and when he was playing and their implementation based on the national curriculum and the curriculum foundation. The purpose of the implementation of character education is to train children to behave decently, manners, respect for parents, friends and noble character. For the application to be integrated with learning activities. TK Aisyiah 1 Tegal already implementing character education based on e-learning and multiple intelegency. This is done so that the learning more fun so that students will easily absorb the materials provided for the learning more interesting. As for the provision of facilities and infrastructure, the supply of government aid schools and parents. In practice principals supervision by direct observation with attention to the teacher when giving lessons.

Teachers in implementing character education based on e-learning and multiple intelegency have the skills to do so. The ability of the internet and laptop operationalize obtained through two ways, namely by way of self-taught and through training. Teaching material obtained through procurement assistance from the government and parents. For the preparation of its implementation, teachers set the theme of the search for material on the Internet and then setting up the tool and the material. The result is quite good because students can understand the material given by the teacher and apply them in daily life. In addition, another implication is the child's emotional development is good. Children are more aware of the good and pious deeds, they behave more polite, etc. While the obstacles encountered was the limited facilities and infrastructure, so that the

implementation is only done once a week every Friday for Saturday's class A and class B.

g) *Pembina State Kindergarten of Kudus*

Patrons of Pembina State Kindergarten of Kudus teachers demanded more professional, where equipment and infrastructure 70% is the result of the work of teachers themselves. Thus, teachers will be more competent. Each teacher makes Prota, RKM and RKH and they will choose the method that is appropriate to the material. For character-based learning e-learning and multiple intelegency, of 18 characters can not all be implemented in accordance with the child's ability as discipline, honesty, and religion. Character education implemented by habituation in everyday life. When learning takes place, teachers have a record of child evaluation, the evaluation will be included in the daily assessment, then monthly assessment and come to the assessment that half entered the summary assessment which will enter the narrative. For a complete infrastructure where for each classroom is equipped with an LCD, TV, VCD player.

Effect of very large character education where the teacher as early as possible will know the potential of students which is distributed in the race. Even recently, one of the students won 1 competition dancing (as a kinesthetic intelligence) provincial level. This is the implication of the successful implementation of character education based on e-learning and multiple intelegency. In addition to storytelling ability (intelligence language) and geguritan (musical intelligence), from students to follow the race at the provincial level. In fact, not only the students who are able to compete at the provincial level, thus gurupun. Bu Diah is the creator dolanan child is capable won at the national level. Of course this is a proof that the Holy Pembina State TK already successfully implement character education based on e-learning and multiple intelegency. Character patriotism already implied by loving culture of the area, Pembina State kindergarten students won one for the race play while singing using the Java language level Central Java.

For procurement advice and infrastructure of government assistance and independently own. Learning material taken from the VCD help from the government and from the purchase itself in the shop and download on the internet. The ability of the teacher in the learning multimedia operationalize obtained by training and courses at their own expense. All teachers already have their own laptop, and even most teachers use the HP smartphone.

There are no significant obstacles faced by the teachers and the schools in implementing character education based on e-learning and multiple intelegency. Supervision is done by the principal two times in the first semester. Results of supervision are used for repairs and basic planning of the implementation of learning in the next semester.

i. *Batik Kindergarten, Kudus*

As one private kindergarten, Batik Kindergarten, Kudus, trying to become early childhood education institutions that promote character education. This is because that character education is very important and very basic. The school always tries to build closeness with students by conducting a home visit so that any problems can be addressed students. Character education implemented by the method of learning by doing. Where teachers become role models for students for example, teachers ask students to use a neat clothing, the teachers wear clothing that is neat as an example for students. Incidentally surrounding communities TK is lower middle income people, the school tried to dive into the character of the community. This will allow the school to implement an appropriate learning method for students.

Learning-based character education e-learning and multiple intelegency implemented by utilizing owned media, although still limited. In addition, sometimes the teacher download the material on the internet. But sometimes, the media in the download does not conform with the wishes of the teacher, then the teacher will modify the off-line media such as media owned concrete objects, media geometry, etc. Thus, students will more easily understand the material presented by the teacher. For multiple intelligences (multiple intelegency) developed more emphasis on kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. This is so that students can develop their potential. If children understand but do not understand, of course it is useless. Every day is only open 2 area for children to go deeper in the material provided by the teacher.

#### IV. DISCUSSION

The character of a nation is an important aspect that affects the socio-economic development. High quality character of the community will surely grow a strong desire to improve the quality of the nation. The key to successful success of a country is determined by the extent to which the public has the character that is conducive to advancing the so-called "social capital" (social capital). So, is not determined by the amount of natural resources or the large number of residents and spacious geografisnya. In the book Fukuyama stressed the competition that exists today is not the competition between ideology system. However, competition between countries that have a high social capital. Countries that have a high social capital is high society a sense of togetherness, mutual trust (vertical or horizontal), and low levels of conflict in the country. Social capital can be realized if each individual can uphold togetherness, loyalty, honesty, hard work and obligations.

Quality characters need to be established and nurtured from an early age. Early childhood is a critical period for the establishment of a person's character, moral cultivation through character education as early as possible to children is the key to building the nation. According to experts the study of children in the development of the human brain (neuroscience) where at an early age in children are not given the education, upbringing, good stimulation will affect the structure of brain development, this happens because the brain development occurs very rapidly under the age of 7 years where 90 percent of the brain is formed at this age.

Character development is best if started at an early age. A phrase that is widely believed to declare "if we fail to be good at an early age, in adulthood we would be troubled person or a bad person".

Character is derived from the Greek word meaning *charassein* carve forming a pattern means to have good character is not automatically belong to every human being so he was born but requires a long process through parenting and education. The child will grow into a character can be realized if children grow within the character, the nature of the holy child born can be developed optimally, it requires the participation of all the families, schools and all components in society example religious institutions, sports associations, the business community and others. Therefore the character education in schools, especially kindergarten and elementary school also needs to be done of course in accordance with the stage of development of the child's age.

Learning is defined as a deliberate effort by educators to support student learning activities. In general, the learning issues in early childhood include:

- a) Learning, playing, singing. In this case study prepared by developing the essence of play
- b) Learning life skills. Social skills are skills possessed were a man to dare to face the problems of life and natural life with no feeling depressed, then proactively and creatively search for and find a solution to the solution (MONE, 2002).
- c) Learning from concrete objects. At an early age children in the sensory motor stage to pre-operational and children learn best from real objects
- d) Integrated Learning. Learning unfounded subjects but integrated with themes based on specific (thematic). Basic themes selected from the everyday events experienced by, for example: water, sand, animals, sky, rain etc. Basic theme can be developed into a sub-theme, the theme is developed into a fountain water, river water, drinking water, sea water, rain water.

With regard to learning in kindergarten, a model of a model teaching program pembejaraan the contents of various programs and learning activities that use a variety of methods. In a literature review found there are

2 major models in the learning program for children of early age, namely:

a) *Learning Model Cooperative (Cooperative Learning)*

This model is intended that educators can become facilitators in the learning activities and can help students become independent learners (Halpern, 2005). Besides believed to increase student achievement, this model is also an alternative to the traditional model of teaching load filled with various instructions of the educator (Siegel, 2005). During use cooperative learning model, children are actively involved with other children and learning materials. The successful implementation of this model is the activity or program should be planned, organized, and structured with tasks related to the goals of learning (Halpern, 005). *As for some form of this model are*

- 1) Discussion in pairs to exchange mind.
- 2) Gather information that is a lot in a short time by dividing groups of students.
- 3) Playing the role (role playing), children play social skills.
- 4) Playing with the search for traces (maze or maps).

b) *Social cognitive learning model (Cognitive-social learning model)*

The purpose of this model is to improve the social skills of children through social cognitive learning effective strategies to provide opportunities for children to practice social behavior in various social contexts. At each learning session, there are three social skills was introduced (using annotations, the child's opinion, and non-verbal expressions displayed when social skills appear). This learning model is divided 5 continuous sessions with different situations presented. The first session, in situations when the child wants to play with other children. Second session, how they can convey an idea or activity that is desired. Third session, children dibelajarkan how attitudes and positive way among friends. The fourth session, children dibelajarkan how he can share toys with other children. As well as the fifth session dibelajarkan children how they can solve the problem of natural various conflict situations. The purpose of the first session is to help the child to take the initiative in forming positive social interaction with peers. While other sessions is to keep the child can maintain positive social relationships with peers. As described in the findings of the research, the implementation of character education based on e-learning and multiple intelegency in all schools that the research samples combining the two models above. Where the use of cooperative learning model, children are actively involved with other children and learning materials. The successful implementation of this model is the activity or program should be planned, organized, and structured with tasks related to the objectives of learning and improving social skills of children through

social cognitive learning strategies effectively by providing the opportunity for children to practice social behavior in wide variety of social contexts.

c) *The development of character education in early childhood based on e-learning and multiple intelegency in Central Java*

1) Procedures and measures the development of character education in schools. To realize the character education in all school activities, do the following steps: a) Select and determine the values are prioritized to be developed based on the results of the analysis of the context by considering the availability of facilities and conditions. b) The head of the school to disseminate to all schools so that all citizens of the school community have a shared commitment to realize the formation of character through the values prioritized. c) To disseminate to parents of students and school committee to support the implementation of character education and synchronize the implementation of character education at school and at home or in the local communities.

2) Planning and Implementation Culture-Based Character Education Program Java

a) *Planning Phase*

At the beginning of activities throughout kindergarten, using a curriculum that serves as a reference for activities performed. This curriculum is a curriculum prepared by the Centre. In this curriculum already contains a range of values that should be developed, namely in the field of development through the establishment of habituation behavior. The value of the priority is hygiene, religious, independence, care for the environment, tolerance. The selected values outlined in the Vision, Mission, and Goals school.

b) *Implementation Phase*

For the implementation of character education based on e-learning and multiple intelegency, first made learning plan to pack the good and the quality of learning, where teachers make RKH (Daily Activity Plan). There are 10 centers of learning were developed, namely: (a) preparation center number, (b) preparation center number, (c) solid nature centers, (d) liquefied natural centers, (e) centers IMTAQ, (f) the center of the beam, (g) centers play a role, (h) center for English, (i) the center of the arts, and (j) the center of the body.

Implementation of character-based learning e-learning and multiple intelegency in the same kindergarten with learning on weekdays, only its implementation tailored to the availability of facilities and infrastructure of each school.

c) *Evaluation Stage*

For the evaluation of the activities carried out regularly by the principal. Teachers only observe the

student's mastery of the material-based character education e-learning and multiple intelegency.

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