

Implementation of Asyik Play Model In Enhancing Character Value of Early Childhood

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Abstract. Early Childhood Period is the most critical period in human life development. All aspects owned such as cognitive, social-emotional, physical-motoric, language, moral and religious values are growing rapidly. The characteristics of children at this time are identification and imitation. For this reason, it needs a good exemplary from the environment through proper education. Habits of character value need to be learned as early as possible through learning. However, in today's age, early childhood improves the exemplary crisis. Therefore, this study aims to improve character values by applying the "Bermain ASYIK" Model. By applying this model, character values in early childhood will increase. The population in this study were children aged 5-6 years in El-Kasasyaf PAUD South Bekasi. The study was conducted in July-November 2016. The research method used was classroom action research. This method has four stages, 1) Planning stage, 2) Implementation stage, 3) Observation stage and 4) Reflection stage. The implementation of this activity was carried out in three cycles. The results of study indicated by increase character value daily living behavior of children. Percentage of character value generated by the pre cycle was 20%, while percentage from the cycle I was 23%, 28% from cycle II and 29% from cycle III.

1. Introduction

Early childhood is a period at which children are in developing process in all of their life aspects. Those aspects are cognitive, language, physical-motoric, social-emotional, art-creativity, moral, and religious values. In their development, they need proper support and guidance from their environment such as parents, teachers or other educators. It is because early childhood is a period to construct their life foundation for the future. Frieddrich Froebel (1782-1852) in Morrison (2018) said, "A child is a seed or tender plant that needs the care and nurture of the gardener the parent of teacher. As such, children grow and by process of unfolding. The parent's and teacher's role is to observe, respect, and provide activities, mainly through play, for children to learn when they are ready". Therefore, educators must fully understand the early childhood characteristics so that they will provide proper education relevant with each child's need. Early childhood has unique characteristics, among others are their high curiosity, like to do identification (*identifications*), easily absorb all information from their environment (*absorber*), like to play and imitate (*imitations*). If environment becomes a correct stimulator, then it will affect positively for children's life in the future. However, if the environment cannot provide positive impact it will lead to deficient life and will internalized in children's character behavior forever. Therefore, in providing education character values, it needs to be implemented as early as possible.

Unfortunately, as in the case recently, environment gave improper education and negative impact. So



it causes behavior crisis for children. According to Zubaidi, in the journal written by Nugroho (2017), moral crisis which is happening to students and political elites indicates that Indonesian people's utterances are really not coherent with the actions, and this behavior generates split personality. It is assumed that this condition begins from ineffective education, especially ineffective early education. This deficient environment including violation occurred everywhere, television program showing conflicts, arguments, fights, conversation using ribaldry, family quarrel, non-educational children movies and many more. The impact can be seen in children's development who have low fighting power, lack of responsibility, low resilience, less independent, quickly desperate, not confident, identification crisis and others shaping negative character. Hence, an effective breakthrough and efficiency in education are required to make changes in children's behavior character. The implementation of education model is one of the determinant factors of success.

The essence of ASYIK Play Model according to (Arifn, 2011), "Model is a theoretical review about basic concept." (Majid, 2013), "Model is a conceptual framework used as manual in performing an activity. The activities intended in this research is educational activities. Gagne and Brigga cited in (Majid, 2013) stated that," Education is a series of event (*events*) affecting learning process to make it easy." It means that teaching model leads to a certain educational approach including its purpose, syntax environment and management system. According to Dewey (1916) in the journal written by Bruce Joyce, Marsha Well and Emily Calhoun (2009), a model of teaching is a description of a learning environment, including our behavior as teachers when that model is used. In educational management specifically in early childhood education need to apply the principle of playing while learning. Because playing for children essentially is a learning process about their life. Freud in (Suyanto, 2005) argue that "Playing for children is developing their confidence and social abilities." Playing activities supported by conducive environment will be an optimization tool of all children's development and growth aspects, such as cognitive science, mathematics, language, social-emotional, moral, religion values, physical motor and the aspects of art and creativity. According to Moyles (1995), play as a tool for learning and as part of educative process is regarded by early childhood educators in this country is essential for young children. Karl Gross, in Montotalu (2008) says, "Playing for children is an exercise medium to prepare them to live in the future." Good character will shape children to be in good behavior and character value implementation. Children's sociability positively predicted children's social pretend play level during the intervention and also intensified the positive effect of active support on children's social pretend play level (Perren, 2019). Playing is a serious activity but fun. Playing is an activity chosen because it is pleasing not because getting rewards (Semiawan, 2008). According to Dewey in Montotalu (2008), playing is learning about themselves and their world. Game characteristic in early childhood is playing voluntarily, playing is children's choice, playing is a fun activity, playing is symbolic, playing is actively doing activities. According to (Hartati, 2005), "in playing, children are spontaneously expressing themselves, flexible children's playing character makes them free to express, to imagine and to be creative." Many models in early childhood playing activity. Every model has its own uniqueness. Therefore, in education, it needs to be collaborated and synergized the relevant model with children's development characteristics and need to accommodate and facilitate the growth and development of all potential aspects they have. The one used in this research is the model of "Bermain ASYIK"

"Bermain ASYIK" is a new model of learning innovation. It has already been granted patent or HaKI from Ministry of Law and Human Right of Republic of Indonesia, with registration number of 000106443 and application number of EC00201808876, dated 12 April 2018. Watini & Effendy (2018) argues that, "*Design ASYIK which is a design of learning, especially in early childhood through the step or learning procedures are structured systematically starting from the initial activities, core activities and end activities in which there are elements 3B Bernyanyi, Bermain dan Bergerak (Singing, Playing and Moving) as well as having unique singing, yells and rewards in order to develop the child's competence in learning. The "ASYIK" Playing Model has an "A" Aman (safe), "S" Senang (Happy), "Y" Yakin (Confident), "I: Inovatif (Innovative), and "K" Kreatif (Creative).* Here is the explanation about ASYIK. The word ASYIK is an abbreviation in which "A" letter means "aman" (safe). According to Mujiono (2006), the need of safety physically and psychologically." Safety protection of children in ASYIK playing model can provide an opportunity for children to explore and elaborate well. The meaning of this safe word is related to the theme chosen, material learned, media used, supporting facility, activities performed as well as various learning resource selected in safe category in accordance with the regulations in PAUD's learning process

standard.” S” is an abbreviation of “Senang” (Happy). According to Syamsu (2004), happy situation is a positive feeling, comfortable because their need is fulfilled.” The meaning of happy in ASYIK model consists of several concepts which are happy to do activities, not forced, passionate, motivated, not bored, fun and enjoy. “Y” is an abbreviation of “Yakin” and “Percaya Diri” (confident). Terman (Poduska & Terman, 2002, p. 206) said that, “Yakin” and “Percaya Diri” is a feeling of self-acceptance, having beliefs and high integrity that they are capable. Confidence, according to Doroty in Produska & Terman (2002), is an attitude in which they can do an effort and convinced that they will succeed. “I” is an abbreviation of “Inovatif” (Innovative) which meaning in ASYIK Model is how learning activities can be attractive, varieties, from the method, media and all activities to accommodate different children’s learning styles. Innovative according to Chambell in (Mulyasa, 2005) is something attractive, surprising, never exist before, strange and amazing. “K” is an abbreviation of “Kreatif” (creative). The meaning of creative in ASYIK Model is how teachers are able to design learners’ creativity to develop ability in thinking and in their actions. According to (Munandar, 1995), in term of “Yakin” and “Percaya Diri” meaning in this ASYIK Model is giving opportunity to children to always trying and doing all kinds of activities or playing activities while learning in order to obtain various information or answer they want in a responsible way. In ASYIK Playing Model implementation there are special and specific rewards not owned by other models. ASYIK Playing Model Reward is not the teacher or someone else giving the awards so that children will be motivated. In this model, the reward is given by the children themselves. Reward in this ASYIK Playing Model is the children themselves who said “Aku Bisa, Aku Hebat dan Aku Berhasil, Yes” (I can do it, I am Great and I Succeed, Yes). This Reward is said every time the children succeed in achieving something. ASYIK Playing Model strategy in learning has some Activities which are: 1). Initial Activity (Praying, Greeting, Apperception and ASYIK Reward), 2). Main Activity consists of 3B (*Bermain, Bernyanyi dan Bergerak*/Playing, Singing and Moving) and ASYIK Reward 3). Last Activity consists of question and answer activity consisting reward, conclusion and Closing (Watini, 2016). Singing in “Bermain ASYIK” model always use two songs. One song titled according to the theme and the second one titled ASYIK. “Bermain ASYIK” model song lyrics: *Bagaimana belajar hari ini* (How is today’s learning) (ASYIK), *Bagaimana belajar hari ini* (How is today’s learning) (ASYIK), *Bagaimana belajar hari ini* (How is today’s learning) (ASYIK), “A” aman (safe), “S” Senang (happy), “Y” Yakin dan percaya diri (confident) “I” Inovatif (inovative), “K” Kreatif (creative), *Bagaimana belajar hari ini?* (How is today’s learning?) (ASYIK). Singing according to (Hapidin & Winda, Perencanaan, Pengelolaan dan Evaluasi Pengajaran di Taman Kanak-kanak, 1997) is a fun activity in order to express thoughts and feelings through melody and words. Implementation of playing in “Bermain ASYIK Play” model is collaborating scientific process skill leads to 2013 curriculum of PAUD implementing scientific approach. Scientific process skill is a learning approach in learning science having the steps of a) observing, b) identifying or classifying or grouping, c) interpreting, d) predicting, e) implementing, f) applying, g) planning and communicating (Nugaha, 2005). This process skill approach to enhance the learning result in form of product, process or positive trait development consisting independent, responsible, discipline, not quickly desperate, building teamwork and any other characters. Moving in ASYIK model has two activities which are exploring and elaborating. Exploration is an exploration activity, searching with the purpose to find something (Ginjer, 2008). Elaboration is an activity to do something diligently, thoroughly, carefully and precisely (Nugaha, 2005).

The essence of Character Values. Every born child has different disposition or character one another. The essence of character according to Musfiroh (UNY, 2008) is a series of attitude, behavior, motivation, and skills (Heri Herdiaawanto, Fokky Fuad Wasitaatmadja, Jumanta Hamdayama, 2019). Characteristic is the realization of positive development as an individual (intellectual, social, emotional and ethics). A good character individual is someone who are trying to do the best (Suwito et al., 2008). This character becomes a reflection in children’s everyday life behavior. Dewantara in Berliani & Sudrajat (2018), “Character is similar with disposition which is a guide from all special behavior to differentiate between one another. Character building in children will affect their formation themselves (Hidayat, 2008). These character values need to be developed in education in school. Character education value is a transformation of life values to be nurtured in someone’s personality so it becomes that person’s life behavior. According to Coon in (Ali Nugraha, Yeni Rachmawati, 2014), character is as a subjective assessment of someone’s personality related to personality attribute can be accepted or not by society. According to Director General of Formal and Informal Education, there are many character values that can be developed in early

childhood such as responsibility, honesty, and many others (Depdiknas, 2010). Responsible value is an attitude in which children understand their responsibility to fully do something without the feeling of forced or burdened. Care is an attitude of wanting to share with other people. Manner is a character behavior and good manner. Justice is action of not one-sided toward friends or other people. Self-Control is an ability to control behavior emotion or desire (Depdiknas, 2010). Mutual cooperation is a behavior reflecting an action of respecting cooperation passion and together solving the problems (Berliani & Sudrajat, 2018). Love and Affection value is positive emotions and the basis of healthy personality where within themselves they are willing to help other people, sacrifice for other people and the willingness to prioritize other people than themselves (Nugraha & Rachmawati, 2005). Independence is an ability of a child to do something with his own power without other people's help (Sumantri & Syaodih, 2003). Independent behavior is a behavior corresponding with self-existence essence, therefore independence is also called as the result of normative self-development, directed in line with human life purpose. Diane Trister Dogde in Yamin & Sabri (2013) said that the independence of early childhood can be seen from behavior habituation and child's ability in physical capability, confidence, responsibility, discipline, easygoing, willing to share and can control emotion. Honesty is an attitude in which children are willing to express as it is with any risks. Character value shaping is the basis for children's personality life development. Courage value is condition of anger power which can be conquered by mind or otherwise (Maksudin, 2013). Justice Value is spiritual condition and its power to lead anger and desire or wish and guide them to go according to wisdom demand, cling firmly on truth and virtue (Maksudin, 2013). Considering the complexity of character values need to be embedded then the character value must be habituated, developed and guided continuously and sustainably in line with the increasing age of children so that mature personality character will be formed. Character values are strongly embedded in children, they will grow and developed having the capability to prevent and counteract as well as fortify themselves from various negative influence (Hidayat, 2008).

Basic Character		
1. Love to Allah	1. Trustworthiness	1. Honest
2. Responsibility, discipline, independent	2. Respect	2. Responsible
3. Honest	3. Caring	3. Discipline
4. Respectful and Polite	4. Fairness	4. Visionary
5. Affectionate, caring, and teamwork	5. Responsibility	5. Just
6. Confident, creative, hardworking and never give up	6. Citizenship	6. Caring
7. Justice and Leadership	7. Honesty	7. Teamwork
8. Kind and humble	8. Courage	<i>Ari Ginanjar</i>
9. Tolerance, love peace and unity (<i>Heritage Foundation</i>)	9. Diligence	
	10. Integrity	
	Character Counts USA	

Source: Suwito et al. (2008)

Figure 1. Basic Character in Character Education according to *Heritage Foundation*, *Character Counts USA* and *Ari Ginanjar*.

The Nature of Early Childhood of 5-6 years old. Early childhood is a period at which children are developing in all of their potential aspect. In the statement of *National Association for The Education of Young Children* (NAEYC), "Early childhood covers children in the age range of 0-8 years old, included in educational program in daycare, family child care home, pre-school education, Kindergarten and Elementary School, "Early childhood also called as *golden age* period which is the correct period to

explore all of their intelligence potential as much as possible (Aisyah, 2009). Early childhood also has unique characteristic as the basis of their lives in the future such as high curiosity, fond of imitating, identifying or idolizing people considered special, like to play, like to try everything they have never done before, unique and sometimes egoistic because they consider themselves and their perception is correct. This behavior will develop in line with the character maturity or children's behavior. Therefore, education is performed properly so that the character values embedded and develop nicely. In education process, proper services are needed to be provided because children are in critical development. This children's critical development must be observed carefully by the educators in their environment such as: giving the feeling of safety, healthy food, proper rest, presented by positive behavior as a medium to be imitated, providing exercises and routine, have tools for question and answer need, children's way of thinking is different from adult, need direct experience, trial and error as well as need playing activity, according to Kartadinata in Aisyah (2009).

The Nature of Early Childhood Education (PAUD). The nature of education is an activity performed by adult in charge for counseling, fostering, briefing and developing all potentials of children so that they will develop optimally and they can live in the future based on their potential. According to Puerbakawatja and Harahap in Muhibbinsyah (2011), education is a process aimed to fully develop human hence the education must be corresponding to the current and future life necessities. Early Childhood Education in Laws of National Education System of 2003 (Masitoh, 2005). The nature of education is also "Fostering Efforts aimed for children since they were born up to the age of 0-6 years old. Early childhood education is giving efforts of stimulating, guiding, nurturing, and giving education activities to generate children's capabilities and skills (Nurani, 2009). According to Hapidin (1999), early childhood Education is actually an early intervention by giving education stimulation to grow hidden and actual potency exist within children. In the Laws of National Education System Number 20 of 2003 CHAPTER I, Article 1, point 14 stated that the nature of childhood education is a development effort for children since they were born up to the age of six years old performed by giving education stimulation to help their physical and spiritual growth and development to prepare them entering further education (Yamin & Sabri, 2013). Role and responsibility of an educator is very important in every process of their growth and development. Counseling, briefing, providing a role model, as well as mentoring must be conducted.

Research problem of this study was, "How Bermain ASYIK Model Can Enhance Character Values in Early Childhood in PAUD El-Kasyasyaf South Bekasi. The children, or the subjects of this study, were come from several regions in Indonesia, such as Java, Bali, Batak, Kalimantan and etc. Bekasi, with the amount of residences is as much as 2,943,859 (according to Badan Pusat Statistik Kota Bekasi), can be called as 'industrial city', that the number of people who attempt to come and work in Bekasi is considerably abundance. Parents of the children who learned in PAUD had various educational backgrounds, from Middle School to High School. Economic and religious background of the parents were also varied. If the education provided to children cannot be performed appropriately, children's behavior and character will be affected due to frictions and difference in distinguishing error and truth. By applying this learning model of Bermain ASYIK, it is expected that good character and behavior, which are suitable with local traditions, will be built and accustomed within the children. The purpose of this research was giving contribution or advice for PAUD educators specifically the age of 5-6 years old in enhancing character values through "Bermain ASYIK" Model.

2. Method

The Research Method used is Classroom Action Research with Qualitative Approach. Qualitative Research Method is a Research Method based on post positivism philosophy, used to observe in natural object condition, (the opposite is experiment) in which researcher is the key instrument, data source sample collection and conducted purposively and snowball, collection technique with triangulation (combination), data analysis of inductive/qualitative, and the qualitative research result emphasizing meaning rather than generalization. (Sugiyono, 2013). Classroom Action Research method according to Suhardjono (Dimiyati, 2013, p. 119) is a research aimed to fix learning practice quality in class. According to Kurt Lewin in Arikunto (2010), Classroom Action Research model consists of a) planning, b) acting, 3) observing, and 4) reflecting. In planning activity, researcher determining the focus point to be observed in any form of document or fact. Action activity or action in form of activity of proposing questions critically to learners

get hooked to give various feedback, criticism, suggestion understood and becomes their interest. Observation related to any form of changes from learners' respect observed then recorded and documented. Reflection consists of reflection and self-evaluation activities of the result achieved during activity process performed. This research was conducted in 3 cycles.

This research was conducted at PAUD El Kasysyaf Jl. Letnan Arsyad II. Rt. 001 / 12 Kayuringinjaya South Bekasi for approximately five months from July -November 2016. The subject focus in this research is children of age 5-6 years old in PAUD El-Kasysyaf South Bekasi. This research was conducted in July-November 2016 with 15 learners. The data source in this research is divided into two, the first one is activity supervisor data source during learning process by "Bermain ASYIK" Model and the second data are research data source in form of character value achievement increase internalized in children's lives observed from the behavior indicator indicated. The instrument used in this research is behavior scale related to character value specifically in early childhood. Implementation process by observing or observation. Aside from using observation sheet, researcher also use additional assessment in the form of anecdote (incidental activities of children) as additional data if the essence will give contribution affecting children's behavior. This is because the research was performed on early stage phase having special character hence this research also has specific assessment. Data collection technique used is instrument of positive character changes in children. The data were obtained by test and non-test. All forms of activities occurred in children were recorded and documented. This was aimed to obtain valid data.

Researcher's role and position in this research is as the main executor started from planning, activity executor, assignment and performing evaluation during model implementation.

Operational and conceptual definition of character value habituation result by implementing "Bermain ASYIK" Model. The conceptual definition of character value habituation result was obtained by the implementation of "Bermain ASYIK" model such as responsibility, honesty, discipline, love and affection, caring with each other, courage, independent, hardworking, mutual cooperation, politeness, justice and the ability to control themselves internalized and reflected in children's everyday lives. Operational definition of character value habituation result is an observation result score including responsibility, honesty, discipline, love and affection, caring with each other, courage, independent, hardworking, mutual cooperation, politeness, justice and the ability to control themselves by implementing "Bermain ASYIK" Model.

In analyzing data, the data obtained in form of numbers or score but because the researched is early childhood then the numbers or score obtained from symbolic indicators given the scale of 1-4 from the elaboration of (BSH: 4), (BSB: 3), (MB: 2), Belum Berkembang (Not yet Developed) (BB) BSH Description: Developed as Expected, Berkembang Sangat Baik (Developed Very Well) (BSB) and Mulai Berkembang (Start to develop) (MB), Belum Berkembang (Not yet Developed) (BB). In data presentation other than in form of number or score is in form of graphic or diagram. This data was obtained by researcher during performing the cycle from pre-cycle, cycle 1, cycle 2, cycle 3 and cycle 4. Whereas from the graphic or diagram made by researcher as the policy basis in performing the next activity.

3. Results and Discussion

Table 1. Early Childhood In Bekasi City

NO	PAUD	THE NUMBER OF STUDENTS
1	PAUD Asmaniyah	9
2	PAUD An-Nursyihab	19
3	PAUD Al Ikhlas	19
4	PAUD El Kasyaf	15
5	PAUD Bani Taqwa	15
6	PAUD Cempaka	18
		95

Tabel 2 Character Value Result of Early Childhood

NO	CYCLE	SCORE	AVERAGE
0	PRE CYCLE	15.6	2.6
1	CYCLE 1	18.6	3.1
2	CYCLE 2	21.9	3.65
3	CYCLE 3	23.35	3.89

In Pre-Cycle activity, “Bermain ASYIK” model had not been implemented and the character value score was still deemed low. The average of behavior scale range of 1 and 2. While the average of pre cycle was 2,6 with the total score of 15.6. In Cycle 1, the character value changes had increased which is indicated by behavior scale range score of 2 and 3 with the total average score of 3.1, and amount of total score of 18.6. The indicator of character value had increased but it was still not optimal. This is because children have not been familiar using “Bermain ASYIK” Model in learning with the model features such as singing, playing and moving as well as special rewards. The chosen in Cycle 1 is “Aku” (Me). This cycle of learning activity was attended by a Dentist. Indicators of character values during the implementation of theme so-called “aku”, with the sub-theme of “Menjaga Kesehatan Gigiku” (“Keeping My Teeth Healthy”), including: 1) Being responsible to return and tidy up toothbrush and tooth paste after the use, 2) Admitting honestly whether or not they brushed their teeth twice a day in the morning and at night before going to bed, 3) Obeying the rules when checking their teeth, 4). Reminding each other to maintain dental hygiene and health, 6) Being brave to ask questions to dentist during checkup 7) Being independent to attend dental check, which means that they do not require to be accompanied by parents or companion/nanny, 8) Working hard to finish the puzzle about healthy teeth, 9) Coordinating/ working together to share brochure related to the importance of maintaining dental health during the activity of circulating school or society area under the theme of “Gerakan Gigi Sehat” (“Healthy Teeth Movement”), 10) Being fair when solving simple problem during role playing about dental check, 12) Being patient and capable to control themselves when taking turn to use the plaything.

During cycle 2 research, the learning activity choosing Plant Theme focusing on spinach from identifying spinach parts up to cooking them. In this cycle 2, the character values of children were increased indicated by high enthusiasm as well as independence, courage, discipline and the other character values increased. The character indicators during plant theme and sub-theme of spinach: 1) responsible during spinach observation activity, 2) honest in reporting the observation result as it is, 3) discipline in obeying the rules during observation activity, 4) love and affection toward environment (plant), 5) caring during observation activity (not selfish), 6) dare to ask during discussion, 7) independent when observing the spinach parts, 8) work hard to plant spinach, 9) cooperate and work together in coking the spinach, 10) behave politely during spinach cooking, 11) just in finishing simple problems, 12) able to be patient in planting and taking care of the spinach. The habituation result of character values in this research is in accordance with the scope of character education values in early childhood (Depdiknas, 2010). The assessment score range of behavior scale had been shown with the medium score of 3, the total value of 23.3 and average value of 3.89. In this cycle 2, children had been

more familiar in applying the model characteristic (having the activities of 3B (Bernyanyi, Bermain, Bergerak/Singing, Playing, Moving)) and Reward. Their spirit increased remarkably. However, this research should proceed to the cycle 3 whose purpose is to enhance children's character values to reach optimal point indicated with the score range of 4. By performing activity of singing, playing, moving and giving special reward (which can be considered to be the component of "Bermain ASYIK") children's motivation to keep learning can be enhanced, so that their character values can be enhanced too. Singing is an activity to express thought and feeling through voices (Safrina, 2002). Playing increases the entire growth and development aspects as the important natural learning sources for children (Montolalu, 2008). Moving is derivate from the word move. According to Nugraha B (2016), Movement means something whose alteration of body parts positions can be observed. Children's lives are closely related to movement, because children who are actively moving is the sign that they are agile, deft, intelligent and healthy. Moving for children is as a medium to optimally develop physical-motoric aspect. Hence, children need to obtain pleasing experiences in learning how to move. According to Ria Lumintuarso, in Nugraha B (2016), reward or credit is a form of appreciation toward certain achievement shown/arise by individual or an institution, which is normally given in form of material or expression (Astuti & Syarudi Herman, 2018). The purpose of reward is to keep someone spirited and motivated to perform activities or to keep gaining achievement.

In the activity of cycle 3, the theme chosen was Animal. The enhancement of character value in this cycle 3 is very significant in which the total score of 650 and average 54.2 whereas the behavior scale indicator remains showing 4. In this cycle 3, there are enhancement in all character values of children (responsibility, honesty, discipline, love and affection, caring, courage, independent, hard work, cooperation, politeness, justice and self-control). Achievement indicators in animal theme and Chicken sub-theme are: 1) responsible to return various plaything of chicken models, 2) Honest in reporting chicken observation as it is, 3) discipline in obeying the rules during observation, 4) love and affection toward God creations, 5) caring toward God creation, 6) dare to ask and answer, 7) independent during observation activity, 8) work hard to finish the task making chicken feather duster, 9) willing to cooperate and work together making chicken satay, 10) behave politely, 11) just in finishing problems, 12) patient and can control themselves in playing activity. The data analysis in this "Bermain ASYIK" Model implementation is indicated in the following graphic.

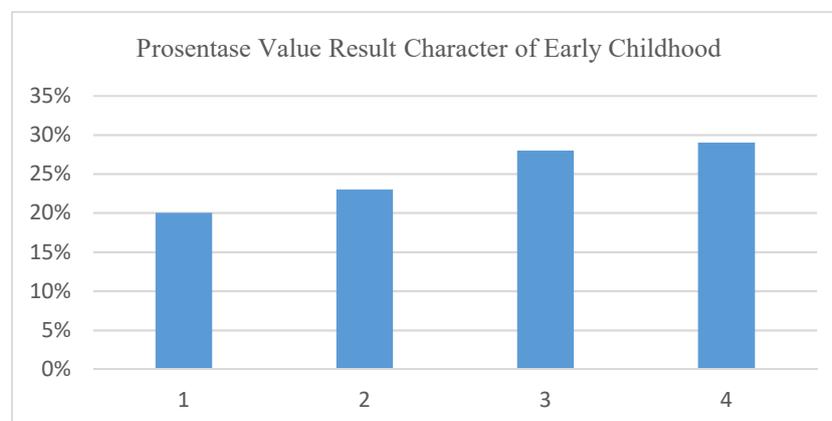


Figure 2. The Character Values Increase of Early Childhood

In Graphic 1, it is known that there was a significant enhancement in the character value average result of early childhood from every process, where pre-cycle process (before “Bermain ASYIK” Model implemented in early childhood) which was in amount of 26.333 and constantly increased in each of its process up to cycle (implementation of the last phase “ASYIK” model) which was in amount of 54.167. the value of 26.33 in pre-cycle, means that in pre-cycle the average of character values in early childhood respectively in amount of 26.33. So as in cycle 1, cycle 2, and cycle 3 which respectively in sequence had the average value of 32.083, 42.250, and 54.167. It means that along with the implementation of “ASYIK” model in early childhood, has positive impact on the character value result of early childhood.

4. Conclusion

The conclusion of “Bermain ASYIK” model implementation in enhancing the character values through classroom action research is a significant increase in form of positive behavior changes in children such as independent, responsibility, honesty, discipline, and others. The enhancement of significant character value can be seen from the changes of every cycle from cycle I to cycle III. Whereas, the character value in cycle 1 is in the amount of 23% with average score of 3.1. For the cycle 2, the amount is 28% with average score of 3.65, while cycle 3 has the percentage of 29% with average score of 23.35. In other hand, the average score of pre-cycle prior to the implementation of “Bermain ASYIK” is only 2.6 or as much as 20%

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