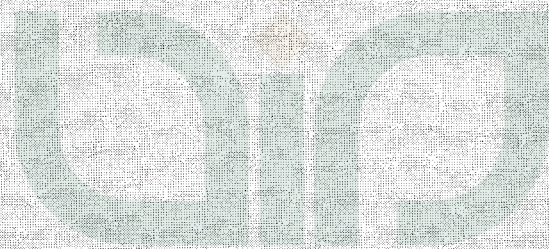


INTERNATIONAL PROCEEDING



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

**PROCEEDING
INTERNATIONAL SEMINAR**

**“OPTIMIZING OF MULTIPLE INTELLIGENCES
TO EXAGGERATE HUMAN POTENTIAL TOWARDS
VIRTUOUS CHARACTER”**

Editors:

Saedah Siraj

W. Allan Bush

Jainatul Halida Jaidin

Fitri Yuliawati



**Teacher Education “Madrasah Ibtidaiyah”
Faculty Islamic Education and Teacher Training
Islamic State University Sunan Kalijaga
Yogyakarta
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ON THE 1st SUMMIT MEETING ON EDUCATION, THE END OF THE YEAR 2013

**“OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE
HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER”**

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W. Allan Bush

Jainatul Halida Jaidin

Fitri Yuliawati

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

Penerbit:

BUKU BAIK

Ngringinan, Palbapang, Bantul, Bantul, Yogyakarta, 55713

E-mail: penerbitbukubaik@yahoo.com

DAFTAR ISI

KATA PENGANTAR.....	X
CAPACITY BUILDING BASED ON MULTIPLE INTELLIGENCES THROUGH EDUCATION(SOCIOLOGY PERSPECTIVE: CHARACTER AND DIGNITY) ISTINGSIH.....	1 ✓
THE IMPORTANCE OF EDUCATING CHILDREN SAEDAH SIRAJ	9
PENERAPAN NILAI MURNI MELALUI PEMBELAJARAN SAINS: PENGALAMAN MALAYSIA LILIA HALIM.....	13
LEADING BASED ON THE HUMAN RESOURCES COMPETENCE AND COMMITMENT W. ALLAN BUSH	21
CHILDREN’S CONCEPTIONS OF LEARNING JAINATUL HALIDA JAIDIN	25
ASSESSMENT INSTRUMENTS DEVELOPMENT OF SPIRITUAL INTELLIGENCE AS A CHARACTER-FORMING ALTERNATIVE LEARNERS ANINDITYA SRI NUGRAHENI	31
IMPLEMENTATION OF PORTFOLIO ASSESSMENT MODEL ON THE CHARACTER OF RESPONSIBILITY AND INDEPENDENT LEARNING JAMIL SUPRIHATININGRUM	41
DEVELOPMENT OF TEACHING MATERIALS WITH INDONESIAN COOPERATIVE MODEL FOR IMPROVING INTERPERSONAL AND INTRAPERSONAL INTELLIGENCE CHILDREN AT ELEMENTARY SCHOOL FIFTH GRADE ALFI LAILA & MOH. BASORI.....	47

HUMANIZATION OF EDUCATION IN DEVELOPING POTENTIAL LEARNERS THROUGH MUTIPLE INTELLIGENT IMPLEMENTATION <i>AVANTI VERA RISTI P</i>	59
IMPROVING CHILDREN OF MULTIPLE INTELEGENCE USING CREATIVE GAMES <i>FEBRITESNA NURAINI</i>	67
PROFESSIONAL TEACHER ROLE DEVELOPING INTELLIGENCE IN CHILDREN IN SCHOOL COMPOUND <i>ROHINAH</i>	71 ✓
STIMULATION OF MULTIPLE INTELLIGENCES IN ELEMENTARY EARLY CHILDHOOD EFFORTS HOLISTIC OPTIMIZATION OF POTENTIAL CHILD THROUGH SIMPLE ACTIVITIES AT HOME PARENTS TOGETHER <i>IYAN SOFYAN</i>	81
STUDENT CENTERED APPROACH FOR EDUCATION ISLAMIC ELEMENTERY SCHOOL <i>KHOIRUL HADI & ATIK WARTINI</i>	87
IMPLANTING DISCIPLINE PROGRAM FOR CHILDREN AGES 4-6 YEARS BASED ON MULTIPLE INTELLIGENCE <i>MURFIAH DEWI WULANDARI</i>	97
IMPLEMENTING MULTIPLE INTELLEGENCES THEORY IN THE CLASSROOM <i>NURUL HIDAYATI ROFIAH</i>	103
THE APPLICATION OF MULTIPLE INTELLIGENCES-BASED TEACHING IN SD (ELEMENTERY SCHOOL) IMMERSION PONOROGO <i>RIRIEN WARDIANI</i>	109

OPTIMIZING MULTIPLE INTELLIGENCE THROUGH THEMATIC LEARNING IN EARLY GRADE STUDENTS OF ELEMENTARY SCHOOL <i>AMALIYAH ULFAH & M. TOLKHAH ADITYAS</i>	117
THE BASIC MOTIVATION IN FORMING BEHAVIOR ABSTRACT <i>MOCH. FATKHURONJI</i>	125
ALTERNATIVE OF LEARNING MODEL WITH SOCIAL LEARNING BANDURA <i>INDRYA MULYANINGSIH</i>	133
THE MODEL OF IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) IN THE ISLAMIC ELEMENTARY SCHOOL <i>ZAINAL ARIFIN</i>	143 ✓
CREATING POSITIVE LEARNING ENVIRONMENT IN ELEMENTARY SCHOOL/ ISLAMIC ELEMENTARY SCHOOL BASED ON INTEGRATIVE-THEMATIC APPROACH IN INCLUSION CLASS <i>ZIDNIYATI</i>	149
INDONESIAN RELISTICS MATHEMATICS EDUCATION THROUGH MULTIPLE INTELEGENGE AT ELEMENTARY SCHOOL <i>IDA NURMILA ISANDESPA & DILA NURROHMAH</i>	159
BUILDING ISLAMIC-SCIENTIFIC INTEGRATION BASED LEARNING TOOLS FOR MI 5TH GRADER ON KEY SUBJECT “OW LIVING THINGS ADAPT” ORIENTED TO GUIDED DISCOVERY APPROACH <i>FITRI YULIAWATI</i>	165
DUALISM AND INTEGRATION ISLAMIC EDUCATION AND GENERAL EDUCATION IN INDONESIA <i>SITI JOHARIYAH</i>	175 ✓
FAMILY EDUCATIONAL INSTITUTION IN THE FRAME OF ISLAMIC RELATION AND SCIENCE TECHNOLOGY <i>NADLIFAH</i>	187 ✓

HUMANIST-RELIGIOUS EDUCATION

(The Concept and the Implementation of the Humane Education in MIN 1 Yogyakarta on Science Learning)

- MOH. AGUNG ROKHIMAWAN*197 ✓
- THE OPTIMIZING OF MULTIPLE INTELLIGENCES FOR INCREASING THE POTENTIAL TOWARDS HUMAN VIRTUOUS CHARACTER SUMMIT MEETING ON EDUCATION THE END OF THE YEAR 2013 YOGYAKARTA**
FAUZAN & ASEP EDIANA LATIP207
- MAINSTREAMING MULTICULTURAL STUDIES FOR RADICAL ISLAMIC MOVEMENT IN YOGYAKARTA**
NUR HIDAYAT.....219 ✓
- THE DEVELOPMENT OF MATHEMATICS LEARNING PRODUCTS BASED MULTIPLE INTELLIGENCES**
LULUK MAULUAH.....229 ✓
- A REFLECTION OF A BASED ON CHARACTER BUILDING EDUCATION**
MAEMONAH.....239 ✓
- THE ANALYSIS OF ERROR IN ANSWERING MATHEMATICS QUESTION IN V CLASS OF SD/MI IN YOGYAKARTA CITY**
ENDANG SULISTYOWATI.....247 ✓
- THE IMPORTANCE OF VALUES CHARACTER EDUCATION FOR 2013 CURRICULUM**
H. SEDYO SANTOSA.....265 ✓
- OPTIMIZATION OF MULTIPLE INTELLEGENCES THROUGH SCIENCE LEARNING FOR SD/MI (ELEMENTARY SCHOOL) STUDENTS**
SIGIT PRASETYO.....281 ✓
- THE REFORM OF LEARNING SCIENCE THROUGH MULTIPLE INTELEGENT PARADIGM TO AGAINST CURRICULUM IMPLEMENTATION 2013 IN SD/MI**
DIAN NOVIAR.....291

HOLISTIC-INTEGRALISTIC TEACHER “THE NECESSITY AND THE NEEDS FOR MULTIPLE INTELLIGENCES-BASED LEARNING PROCESS IN THE ISLAMIC ELEMENTARY SCHOOL” <i>ANDI PRASTOWO</i>	301 ✓
METAPHORICAL ITEMS ARE QUITE NECESSARY TO LEARN <i>NA’IMAH</i>	311 ✓
IMPROVING THE STUDENTS’ SKILLS IN WRITING DESCRIPTIVE TEXTS THROUGH DIGITAL IMAGES AT THE EIGHTH GRADE OF SMP ALI MAKSUM PONDOK PESANTREN KRAPYAK BANTUL IN THE ACADEMIC YEAR OF 2013/2014 <i>JUBAEDAH</i>	319 ✓
DEVELOPING A PROCESS-BASED IN SCIENCE LEARNING THROUGH PROBLEM BASED LEARNING TO WELCOME THE IMPLEMENTATION OF CURRICULUM 2013 <i>RUNTUT PRIH UTAMI</i>	331



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

KATA PENGANTAR

Bismillahirrohmanirrohiim, Assalamu'alaikum warahmatullaahi wabara-kaatuh. Alhamdulillahirabbil'alamin. Wabihi nasta'in 'ala umuridunnya waddin. Wash-sholawatu wassalamu'ala asrofil anbiya'I walmursalin. Wa'ala alihi wa ashabihi ajmain. Amma ba'du. Robbisrohli shodri wayassirli amri, wahlul 'uqdatan millisani, yafqohu qauli. Segala puji bagi Allah SWT, shalawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad SAW, beserta para sahabat dan umatnya yang senantiasa mengikuti sunahnya.

Kegiatan ini terselenggara atas dasar perlunya perubahan demi perubahan, inovasi-inovasi pembelajaran senantiasa menjadi perhatian kalian akademik dan praktisi pendidikan.

Dalam hal ini prodi PGMI akan berusaha semaksimal mungkin untuk senantiasa mengembangkan kegiatan yang mendukung peningkatan mutu tersebut, baik untuk dosen, mahasiswa, bahkan bagi alumni dari PGMI itu sendiri, serta masyarakat luas pada umumnya sebagai pengguna dari alumni PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Peningkatan mutu tersebut di antaranya dilakukan dalam bentuk pelaksanaan 'seminar internasional'. Seminar internasional akan menetapkan tema "*Summit Meeting on Education The End of The Year 2013*" dan Penandatanganan MOU dengan University Kebangsaan Malaysia (UKM).

Adapun kegiatan yang diselenggarakan meliputi kegiatan Seminar Internasional dengan tema Optimalisasi kecerdasan majemuk untuk melezatkan potensi menuju manusia berbudi pekerti. Dilanjutkan Fashion show Tarbiyah *Fashion Week 2015* yang bertajuk "Islami, Trendy and Syar'i". Kegiatan berikutnya adalah Seminar Nasional dengan tema Kurikulum 2013 "Realisasi dan Refleksi Kurikulum 2013". Berikutnya Seminar Peringatan hari Ibu dengan "Peran keluarga dalam pendidikan anak (Kolaborasi catur pusat pendidikan)". Dilanjutkan dengan acara Bedah buku yang bertema "Merajut pendidikan di kota Yogyakarta" karya: Bp. Zainal Abidin, M.Pd. Selanjutnya Seminar Edupreneurship dengan tema "Membangun kreatifitas melalui edupreneurship"

Adapun narasumber dari kegiatan ini dari berbagai negara, yaitu: dari negara Malaysia, Australia, Brunei Darussalam, dan Indonesia. Adapun nama-nama narasumber sebagai berikut: Prof. Dr. Lilia Halim (University Kebangsaan Malaysia), Bapak Setiyo Iswoyo, Drs. HD. Iriyanto, M.M., Dr. Slamet Suyanto (Dosen Pendidikan Biologi, UNY), Hj. Dyah Suminar (SE istri mantan walikota Yogyakarta), Prof. Dr. Taufik Ahmad Dardiri, SU (Dosen Fakultas Adab dan Ilmu Budaya, UIN Sunan Kalijaga), M Arief Budiman, S.Sn., Managing Director PT. Petakumpet Yogyakarta. Adapun peserta dari kegiatan ini dari berbagai negara yaitu Turki, Rusia, Thailand, Malaysia.

Dalam hal ini dosen atau pendidik pada umumnya adalah perintis pembangunan di segala bidang kehidupan dalam masyarakat. Seorang dosen atau pendidik yang benar-benar sadar akan tugas dan tanggung jawabnya, tentulah akan selalu mawas diri, mengadakan introspeksi, berusaha selalu ingin berkembang maju, agar bisa menunaikan tugasnya lebih baik, dengan selalu menambah pengetahuan, memperkaya pengalaman, menambah kualitas dirinya melalui membaca buku-buku perpustakaan, mengikuti seminar loka-karya, kursus-kursus penataran, dan sebagainya agar selalu bisa mengikuti gejolak perubahan sosiokultural dalam masyarakat serta kemajuan ilmu dan teknologi modern dewasa ini. Melalui kegiatan *international Summi Meeting* ini diharapkan dosen, guru, dan mahasiswa menjadi lebih profesional, khususnya terkait dengan kompetensi profesional.

Pekerjaan mengajar memang tidak selalu harus diartikan sebagai kegiatan menyajikan materi pelajaran. Meskipun penyajian materi pelajaran memang merupakan bagian dari kegiatan pembelajaran, tetapi bukanlah satu-satunya. Masih banyak cara lain yang dapat dilakukan guru untuk membuat siswa belajar. Peran yang seharusnya dilakukan guru adalah mengusahakan agar setiap siswa dapat berinteraksi secara aktif dengan berbagai sumber belajar yang ada. Guru pun sangat erat kaitannya dengan pendidikan karakter.

Pendidikan karakter yang semakin hangat sering menimbulkan kekhawatiran para guru. Namun sebenarnya hal itu tidak perlu khawatir, masih banyak tugas guru yang lain seperti: memberikan perhatian dan bimbingan secara individual kepada siswa yang selama ini kurang mendapat perhatian. Kondisi ini akan terus terjadi selama guru menganggap dirinya merupakan sumber belajar satu-satunya bagi siswa. Jika guru memanfaatkan berbagai strategi pembelajaran secara baik, guru dapat berbagi peran dengan strategi. Peran guru akan lebih mengarah sebagai manajer pembelajaran dan bertanggung jawab menciptakan kondisi sedemikian rupa agar siswa dapat belajar. Untuk itu guru lebih berfungsi sebagai penasehat, pembimbing, motivator dan fasilitator dalam Kegiatan Belajar Mengajar.

Upaya Pemerintah terhadap tenaga guru sebenarnya telah dilakukan oleh Pemerintah Republik Indonesia, melalui berbagai bentuk kebijakan. Ditetapkannya Undang Undang nomor 14 tahun 2005 tentang guru dan dosen merupakan dasar kebijakan untuk memperkuat eksistensi tenaga kependidikan sebagai tenaga profesional, seperti profesi-profesi yang lainnya. Kualitas profesi tenaga guru selalu diupayakan, baik melalui ketentuan kualifikasi pendidikannya maupun kegiatan in-service training, dengan berbagai bentuknya, seperti: pendidikan dan latihan (diklat), penataran dan pelibatan dalam berbagai seminar untuk memperbarui wawasannya dalam kompetensi pedagogi dan akademik.

Pemerintah mulai menyadari betapa strategisnya peran tenaga guru dalam mengantarkan generasi muda untuk menjadi sumber daya manusia (SDM) yang berkualitas dan kompetitif sehingga mampu mewujudkan suatu kesejahteraan bersama. Sejarah peradaban dan kemajuan bangsa-bangsa di dunia membelajarkan pada kita bahwa bukan sumber daya alam (SDA) melimpah yang dominan mengantarkan bangsa tersebut menuju pada kemakmuran, tetapi ketangguhan daya saing dan keunggulan ilmu pengetahuan dan penguasaan teknologi (ipteks) bangsa tersebutlah yang berperan untuk meraup kesejahteraan. Bahkan SDM yang menguasai ipteks cenderung memanfaatkan teknologinya untuk menguasai SDA bangsa lain. Dalam hal ini pemerintah ingin mengejar ketertinggalan dengan menyempurnakan kurikulum KTSP menjadi Kurikulum 2013.

Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di Kota Kupang menilai implementasi kurikulum pendidikan 2013 akan menjadikan guru-guru seperti robot. Alasannya, semua Rencana Pelaksanaan Pembelajaran (RPP) dan Silabus disusun oleh pemerintah pusat. Sedangkan guru hanya siap untuk mengajar dengan RPP yang ada. Pada tahun ajaran 2013/2014, kurikulum baru akan diberlakukan untuk siswa kelas 1 dan 4, sedang siswa kelas 2,3,5, dan 6 masih menggunakan kurikulum lama. Beberapa pendapat pro dan kontra masih terus berlanjut, tapi mau tak mau kurikulum baru akan segera diimplementasikan secara bertahap. Seminar ini memperbincangkan masalah tersebut dari sisi pembuat kebijakan, ahli kurikulum, dan praktisi pendidikan/pengajaran.

Demikian yang dapat kami sampaikan terkait dengan esensi dari penyelenggaraan kegiatan “*Summit Meeting on Education The End of The Year 2013*”. Kami mengucapkan terima kasih banyak atas partisipasi dan dukungan dari berbagai pihak yang tidak dapat kami sebutkan satu per satu. Tanpa bantuan dan partisipasi rekan-rekan semua kegiatan ini tidak dapat terlaksana dengan baik. Semoga kegiatan ini dapat menambah kontribusi pada khasanah keilmuan khususnya pada Pendidikan Dasar dan memberi manfaat kepada para peserta dan pembaca. Amiin

Yogyakarta, 19 Desember 2013

Ketua Panitia

Dr. Aninditya Sri Nugraheni, M.Pd.



STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

IMPLANTING DISCIPLINE PROGRAM FOR CHILDREN AGES 4-6 YEARS BASED ON MULTIPLE INTELLIGENCE

Written by:
Murfiah Dewi Wulandari, S.Psi.,M.Psi.
PGSD FKIP
Universitas Muhamadiyah Surakarta
Murfiah.Wulandari@ums.ac.id

ABSTRACT

Within the individual, a range of abilities or knowledge are evident and can help a person in enriching their lives and effectively respond to the environment. These are called multiple intelligences. The proposed discipline program can develop interpersonal intelligence, intrapersonal intelligence, kinesthetic intelligence and children aged 4-6 years. Children recognize the concept of right and wrong, self-control and be responsible to develop their intrapersonal intelligence. Good adjustment with the environment develops interpersonal intelligence. While the methods used in this program is a play which is believed to be able to develop children's kinesthetic intelligence.

This study aims to create a discipline program for children aged 4-6 years. The program is tested on students in kindergarten Anak Sholeh Colomadu, Karanganyar aged 4-6 years. The assessment of the program's discipline methods are check list method combined with the observation.

From the performance results of disciple imbeding program in children aged 4-6 years it can be seen that most of the children can follow a given program, besides the teachers had no difficulty in presenting the material because the material is easy to understand and implemented. Moreover, the tools are easily obtained. Therefore this program is suitable to discipline in children aged 4-6 years.

Keywords: *program, discipline, kindergarten, multiple intelligences*

A. INTRODUCTION

Howard Gardner defines intelligence as a person having the ability to solve problems or ability to produce something valuable for the social and cultural environment. Within the individual, there are various abilities or knowledge that can help a person to enrich their lives and effectively respond to the environment. This is called multiple intelligences. According to Gardner, there are eight intelligences, namely linguistic intelligence, musical, visual spatial intelligence, interpersonal intelligence, intrapersonal intelligence, logical mathematical intelligence, kinesthetic intelligence, and natural intelligence. This discipline program can develop interpersonal intelligence, intrapersonal intelligence, kinesthetic intelligence and children aged 4-6 years. Children recognize the concept of right and wrong, self-control and be responsible to develop their intrapersonal intelligence. Good adjustment with the environment develops interpersonal intelligence. While the methods used in this program is a play which is believed to be able to develop children's kinesthetic intelligence.

Many people equate discipline with punishment. The penalties they provide usually in form of physical punishment (Pearce, 2000). According to Papalia (2003) corporal punishment, for example: hitting on the buttocks, slapping, pinching, hitting, kicking, twisted, stepped on. Punishment is sometimes necessary to correct behavior, rectifying mistakes, and establish noble character. However, in reality, parents or teachers in implementing the methods of punishment and less precise way so that there child is not getting better but worse as the child becomes more aggressive, the child has a physical or psychological suffering prolonged. Thus, for disciplining children parents or teachers as much as possible to avoid using a method of punishment.

To align the concept of discipline, according to Ramirez (2006) concept of positive discipline is learning, parents or teachers here use wisdom to teach values that shows how a child can determine his own choice well. In the study there is a process that runs over time and require repetition and maturation of consciousness.

To teach discipline in children, according to Papalia (2003) that teaching children about character, train how to control themselves, and teach about moral behavior. Members can discipline a child a sense of security by telling what should and should not do. Discipline helps children avoid feelings of guilt and shame as a result of wrong behavior. Discipline also increases the personal and social adjustment (Pearce, 2000).

According Gunarsa (2004) teaches the value of discipline early is intended to be more rooted in the child so that it will become a habit. This period is the right time to lay the foundations of the development of physical abilities, language, social, emotional, self-concept, self-discipline, self-reliance, artistic, moral and religious values (Padmonodewo, 2003).

From the above it can be concluded that the approach used discipline parents or teachers are still many who experience a shortage. The approach used can be effective only in the short term. Furthermore the approach does not consider the psychological and physical impact of the child in the long run. For that, it needs to look for a disciplined approach that sees discipline as a teaching and looking for a useful and practical tool to teach children proper behavior (Allen & Cheryl, 2005).

The purpose of this research is to develop a teaching module and the appropriate discipline in accordance with the characteristics of children aged 4-6 years and be easily understood and used by teachers.

The benefits of this research is to enrich the teaching programs in schools and help teach discipline in children aged 4-6 years with a concrete guide. In addition it is expected that children will gain discipline matter in accordance with its development stage.

B. RESEARCH METHODS

1. Population and Sample

The population in this study were male and female children A kindergarten and kindergarten students in Kindergarten Children Sholeh Colomadu Karanganyar aged 4-6 years. In this study does not use samples. Because in this study using population studies, using the whole population there is a kindergarten and kindergarten students B and has the same characteristics that children aged 4-6 years.

2. Data Collection Techniques

a. Observation

Observations conducted to gather information about the needs of children. Observations on the behavior of children will be able to assist in preparing lesson plans for the children

individually and in groups. In this study, observation was done by using anecdotal records.

b. Interview

Interviews were conducted in three parents of children aged 4-6 years who attended kindergarten. Interviews were conducted by using a guide that contains any material that is asked in all three subjects.

3. Happy Fun Program Discipline

The program consisted of 12 events with 12 different themes. This educational activity consists of activities that each activity includes a special-purpose, method, time, tools, and implementation procedures.

The following programming discipline:

a. Special purpose

The objective for each activity in the teaching activities related to four aspects of the concept of self-responsibility, self-control, and self-adjustment.

b. Method

The method used in teaching activities include playing, listening to stories, physical activity and so on.

c. Time

For the implementation of discipline programs conducted 12 meetings with each of the different meetings. The time spent on each activity is 20-30 minutes with a time of 20 minutes sufficient consideration for children aged 4-6 years (in Patnani Tillman & Hsu, 2005).

d. Tools

In practice, the teaching activities will use tools such as story books, cleaning tools (broom, duster, cloth, etc.), clay, old newspapers, cardboard boxes, and colored pencils.

The draft program of activities Discipline in Children Aged 4-6 Years

Material	Theme	Destination	Method
The concept of self-	Good and bad	Help children better understand the behavior and bad behavior, and the consequences of each behavior is done	story
	eating together	Train children to do good deeds before eating	play
	I could...	Introduce the child feeling satisfied and dissatisfied	play
Responsibility	Red hooded girl	Showed the child to do something as good as possible	story
	My teeth healthy	Coaching develops the attitude care of themselves	play

	Clean-yuk!	Train children to maintain hygiene	play
Self-control	Happy, sad, angry	Introduce the children a wide range of emotional expression	Playing and singing
	statue of music	Train children to release tension	play
	Throw and catch a ball	Train the child to control the release of tension	play
Adjustment	Traffic lights	Introduce children to the regulations	play
	Queued yuk!	Train children to patiently wait queue	play
	hide and seek	Train children to understand and obey the rules	play

4. Analysis techniques

To determine whether the activity discipline has reached the specified targets, it needs an evaluation. Evaluate the success of the implementation of this discipline using performance assessment. Performance assessment is an assessment that measures students' skills and understanding directly by looking at the performance of students in real situations (Eggen & Kauchack, in Patnani, 2005). Evaluate the success of this discipline module is done by using a checklist method combined with systematic observations made by the teacher on each activity undertaken.

C. RESULTS AND DISCUSSION

Analysis of the implementation of the teaching of this module to determine the extent to which teachers can present material from the discipline of the program modules and the extent to which children can follow a given discipline program. Is discipline program modules is feasible or not to be used or applied. From interviews it can be concluded:

1. Teachers do not have trouble when delivering materials from the program module discipline.
2. According to the teaching material of program modules in accordance with the child's discipline kindergarten, children were delighted with the given game.

Analysis of children's performance when following may be addressed as follows:

1. The material I (theme implemented: Good and bad). Children pay attention when the teacher told me 79%, 67% answered the question; child pay attention when teachers explain 85%.
2. The material I (theme implemented: Eating together). Children who observe teachers 91%, 88% wash hands joined; seated at mealtime 83%; come to pray before eating 97%; come to pray after eating 91%; come clean dirt/food waste 86%.
3. The material I (theme implemented: I can...). Children who observe teachers 97%, 88% answered the question; follow show 100%.

4. Material II (which carried the theme: red hooded girl). Children pay attention when the teacher told me 78%, 69% answered the question; child pay attention when teachers explain 84%.
5. Material II (which carried the theme: My teeth are healthy). Children who observe teachers 97%, 91% answered the question; follow brushing teeth show 94%.
6. Material II (which carried the theme: Clean-yuk...). Children who observe teachers 91%; child do what is instructed teachers 94%; child perform duties in accordance with their respective duties to 80%.
7. Material III (a theme carried out: Happy, sad, angry). Children pay attention when the teacher shows the picture 100%; child pay attention when teachers explain 75%, 66% answered the question; join demonstrate facial expression 90%, 81% sing.
8. Material III (a theme carried out: Statue of music). Children who observe teachers 84%, following the demonstration of 87%.
9. Material III (a theme carried out: Throw and catch a ball). Children who observe teachers 93%; joined to make a ball of newsprint 90%; involved throwing the ball 81%, 84% come to catch the ball.
10. Material IV (which carried the theme: The traffic light). Children who observe teachers 100%; follow show 94%; during activities comply with regulations 91%.
11. Material IV (which carried the theme: Queued yuk...). Children who observe teachers 97%, 85% answered the question; follow show 88%; during activities comply with regulations 91%.
12. Material IV (which carried the theme: Hide and seek). Children who observe teachers 100%; follow show 100%, at the time of the activities comply with the rules 100%.

From the results of performance after a given child discipline program shows the average child can follow the given activity. Activities in the discipline program is packaged in the form of fun activities such as playing and singing. This is in accordance with that childhood play days, where educational activities in kindergarten are given through play while learning and learn while playing so that children can enjoy the fun and educational without coercion (Soetrisno, 2003).

From the observations and interviews with teachers, they have no difficulty in delivering discipline program materials to their students. Activity in the discipline matter is very simple, straightforward in its delivery, as well as the tools and materials used are easy to obtain.

This program runs for 12 sessions. Even so, it does not mean after 12 meetings, the program is considered complete. Because the program is to instill discipline in children, then this activity can be administered repeatedly intended to become a habit and can be rooted in children (Gunarsa, 2004).

This program effectiveness in children have not been tested, if after getting this program to increase child discipline. According to Hurlock (1999) discipline should not be evaluated based on the results of immediate and should not be evaluated by looking at the child's moral behavior. Although a child may be forced by the approved pattern of behavior of adults and children made perfect, but the long-term effects on a child's personality needs to be taken into account.

D. CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

- a. The results of program performance discipline in children aged 4-6 years showed most children can follow a given program, then the program should be permitted to discipline in children aged 4-6 years.

- b. Observations and interviews with teachers, in presenting the material in this module is not having trouble because the material is easily understood and implemented as well as the tools used ntu ba easily obtained.
- c. The discipline program are twelve twelve activities with different themes. Of the twelve given activity, activity with the theme of hide and seek most favored students. Next activities with the theme of traffic lights placed second. Furthermore, the third order of activities with the theme I could. The fourth sequence of activities with the theme of healthy teeth. Fifth themed events queued yuk. Sixth joint activities with the theme of eating. Seventh sequence of activities with the theme clean-yuk. Eighth, throwing themed activities and catching the ball. Ninth statue of activities with the theme music. Tenth of activities with the theme of happy, sad, angry. eleventh sequence of activities with the theme of the red hooded girl. And the sequence of activities with the theme of twelve good and bad.

2. Recommendations

For the development of this program, then there are a couple of suggestions submitted to:

a. HeadMaster

The program can be included in the conditioning program to improve child good manners such as manners when eating, brushing your teeth. In addition the program can be put on other activities such as sports, for example, hide and seek activity, throwing and catching a ball.

b. Teachear

Teachers can use this program as a distraction when you're teaching, because the program is flexible.

c. Researcher

To future researchers can test the effectiveness of this program, by providing pre-test before implementing the program and then provide post-test after the subject received the program.

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