

THE STRENGTHEN STRATEGY OF MUSLIM MODERATE CHARACTERS IN EARLY CHILDREN AGE BASED ON LEARNING CENTER

Asih Andriyati Mardiyah, Syaikhu Rozi

Indonesian Language and Literature Education Study Program, Majapahit Islamic University (UNIM) Mojokerto, Islamic Religious Education Study Program, Majapahit Islamic University (UNIM) Mojokerto
Email: asihanakrembang@gmail.com, syaikhurozi418@gmail.com,

Abstract : *This article was written based on the results of qualitative research to describe the character of moderate Muslim children who were strengthened at TK Islam Terpadu Permata Mulia Mojokerto and its strategies. The data was obtained from observations, interviews, and studies of curriculum documents, report cards, etc. The data were analyzed by using the path developed of Miles and Huberman. The conclusions of the research were: 1) There are five strengthen character of muslim moderate in this school, they are independence, love the Quran, honest, brave, and leadership. 2) The strengthen Character strategy was obtained by learning in the classroom and outside the class. There are four models that were used to strengthen the character of muslim moderate, they were a model of preparatory activities, classroom learning, preparation centers, role playing, blocks, and natural centers; and outing.*

Keywords: *Character, Strengthening, Sentra.*

Introduction

Islamic education in Indonesia from time to time is not stagnant but experiences a lot of development and change. One of the things

that affect change and development in the interests of political ideology..¹

According to Tamim Ansari, since the migration of the Prophet Muhammad to Medina in 622 AD, the world community has slowly been pulled down under the tide to increasingly develop and be more civilized consistently. However, in the last few centuries, something has gone wrong with the current so that people feel the conflict between two competing motivations, namely changing the understanding of "civilized" to be parallel with the flow of history or against the flow of history to harmonize with the understanding of "civilized".

Unfortunately, these two choices and their implications in attitude then movement both ignore moral principles in social, personal and religious life. Therefore the symptoms of moral decline can easily be seen since the decade of the 1970s. Among the symptoms referred to are as Lichona notes, namely the emphasis on personalism on individuals who have created selfishness as a lifestyle for ordinary people, corruption and misappropriation of money and power by elite groups, theft and fraud of the system by employees, drug abuse and drinks alcohol, pornography and porno-action that are increasingly being enjoyed by teenagers.²

In the context of the social life in of Indonesian, moral issues are also faced by Indonesian society to this day. This is as Tridiatno's study quoted by Ainul Yaqin, of the news in the newspaper that produced the following data:³

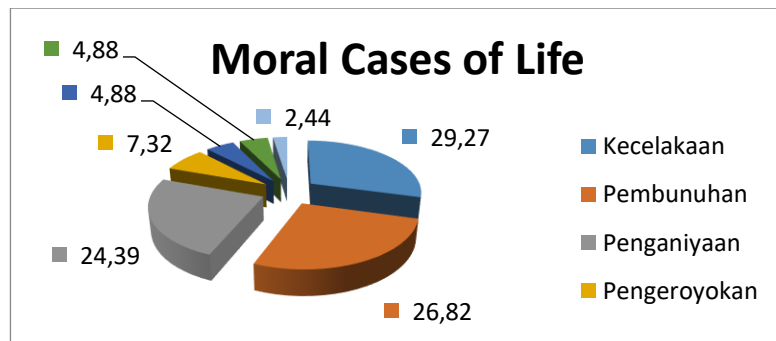
¹Maftuh, *Kebijakan Politik Hindia Belanda dan Implikasinya Bagi Pendidikan Islam*. (UIN Sunan Kalijaga, 2009).

² Thomas Lickona, *Pendidikan Karakter; Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik* (Bandung: Nusa Media, 2014), p. 14

³ Ainul Yaqin, *Membentuk Karakter Melalui Pendidikan Afeksi* (Yogyakarta: Media Akademia, 2019), p. 3

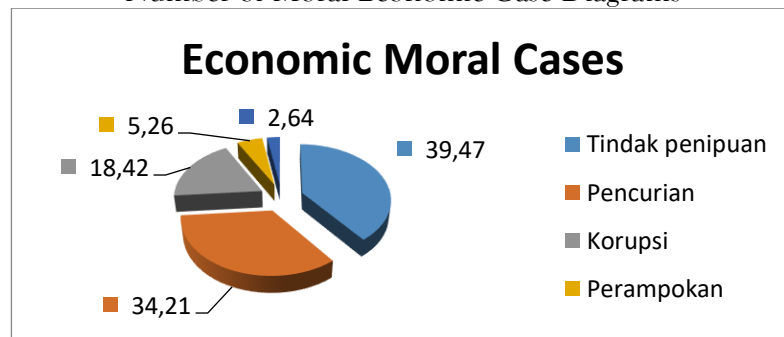
1) Moral Cases of Life

Picture 1
Number of Life Moral Diagrams



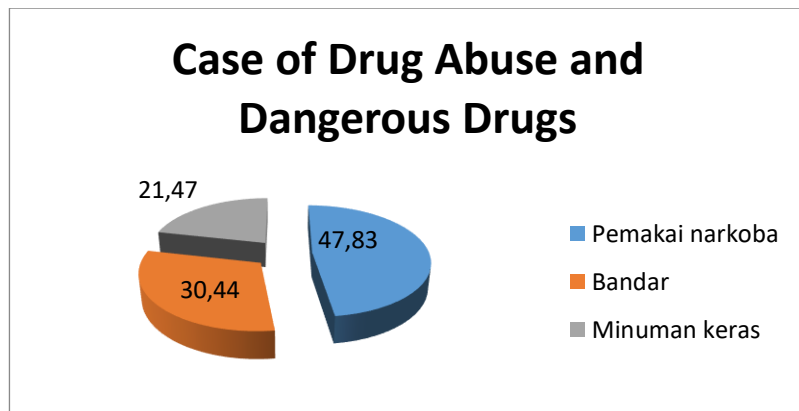
2) Economic Moral Cases

Picture 2
Number of Moral Economic Case Diagrams



3) Cases of Drug Abuse and Dangerous Drugs

Picture 3
Number of Drug Abuse and Dangerous Drugs Case Diagrams



In the context of Islamic diversity, indicators of moral decline can be seen from the strengthening of Islamic attitudes and movements that tend to ignore moral principles, the strengthening of absolutism and do not recognize compromise, orientation that tends to be puristic or intolerant of various points of view and view differences as a form of contamination for the true truth of Islam, likes to criticize adherents of religious schools and religious practices that are different from their own practice so that it has the potential to divide the unity of Muslims and use various means of violence to resolve various problems.

Thus, among indicators of moral decline as a form of weak Muslim character. This is a problem that needs to be anticipated including strengthening the character of children from an early age. If the formation of characters from childhood can be carried out as well as possible, then the great hope to realize children who have character in the future will be more easily achieved by childhood is the most

fertile phase for developing potential, and is a phase which is best for educators and parents to instill established norms in their clean souls.⁴

Among the institutions of early childhood education that are aware of the responsibility (mandate) of education by trying to strengthen the characteristics of early childhood in line with the character of moderate Muslims is the Integrated Islamic Kindergarten Permata Mulia Mojokerto. In this regard, this paper was compiled to describe the results of research on various characteristics of moderate Muslim children developed at the Permata Mulia Mojokerto Integrated Islamic Kindergarten and its strengthening strategy at the Permata Mulia Mojokerto Integrated Islamic Kindergarten through various learning center activities.

This study is important to be explored as a wealth of treasures of educational thought, especially early childhood education that needs to be explored, studied and developed. In addition, as one of the knowledge can be used as recommendations for improving early childhood education learning in existing educational institutions.

Research Methods

This research was conducted at one of the Early Childhood Education Institutions in Mojokerto Regency, namely in the Integrated Islamic Kindergarten Permata Mulia Mojokerto. This type of research is qualitative research with a single case study approach. The main data in this research are interviews, observation and documentation study. The data was obtained from research data sources in the form of curriculum documents, teachers, and school principals. To obtain data, data collection is done by observing, interviewing, and recording the behavior of research subjects while the research activities are taking place and recording other information obtained from studies of documents such as curriculum documents, report cards, and others.

Data analysis is carried out since the data collection process takes place until the overall data collection. The data analysis process is carried out with interactive analysis techniques consisting of 4 interrelated channels as developed by Miles and Huberman, namely

⁴ Jamal 'Abdur Rahman, *Tahapan Mendidik Anak Teladan Rasulullah*; translated by Bahrur Abu Bakar dan Ihsan Zubaidi (Bandung: Irsyad Baitus Salam, IBS, 2005), p. 16.

(1) data collection, (2) data reduction, (3) data verification, and (4) data display.⁵

To ensure the data obtained is valid, triangulation is carried out with various techniques, namely, triangulation of methods, sources and also theory triangulation. Method triangulation is done by comparing the results of data obtained through interviews with similar data obtained through observation and documentation study. Source triangulation is done by comparing data from interviews, observations and documentation studies from one source with various other credible data sources. The theory triangulation is done by comparing the theories produced by experts who are appropriate and commensurate in conducting comparative explanations (rival explanations) of the research results, to be consulted further with research subjects before the researcher considers the data to be sufficient.

Research Results And Discussion

Characteristics of Moderate Muslim Children Strengthened

The characters in the Psychology Dictionary have synonyms with traits that have characteristic meanings. Also referred to as the character, character, nature, all of which can be interpreted including: 1) a quality or trait that is constant and eternal which can be used as a characteristic to identify a person, an object, or event. 3) Integration or synthesis of the characteristics of an individual in the form of a unit. 3) a person's personality is considered from an ethical or moral point of view.⁶

Meanwhile according to Lichona the characters consist of operative values that function in practice. Character experiences growth which makes a value into character, an inner character that can be relied on and used to respond to various situations in a moral manner. Furthermore, character is formed from three interrelated parts, namely: moral knowledge, moral feelings, and moral behavior.⁷ Thus, someone who is of good character is one who knows goodness,

⁵ Milles, MB dan Hubberman, *Analisis Data Kualitatif; Buku tentang Metode- Metode dan Cara Baru*, translate by Tcetcep Rohendi Rosyidi (Jakarta: Universitas Indonesia, UI. Press, 1994), p. 16.

⁶ James P. Chaplin, *Kamus Lengkap Psikologi*; translate by Kartini Kartono (Bandung: Remaja Rosdakarya, 2004), p. 82

⁷ Thomas Lickona, *Pendidikan Karakter; Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik* (Bandung: Nusa Media, 2014), p. 72

wants goodness and does good continuously so that it becomes a habit, good thoughts, habits of the heart and also habits of action.

From the various meanings above, Suyadi concluded that character is a universal value of human behavior that encompasses all life activities, whether related to God, oneself, fellow humans, or the environment. These universal values are manifested in thoughts, attitudes, feelings, words and deeds which are born based on religious norms, law, karma, culture and customs.⁸

These values become a character when integrated and become traits that settle in an individual so that it becomes a distinctive personality, which distinguishes it from other individuals and is implemented consistently when responding to situations that exist outside of themselves so that it becomes the character of his personality.⁹ Therefore, characters need to be developed and strengthened since children are at an early age through a series of educational programs. Among the characters in question are the characteristics of moderate Muslim children, whose reinforcement can be carried out in various educational institutions, both formal, non-formal educational institutions, and informal educational institutions.

In Permata Mulia Mojokerto Integrated Islamic Kindergarten, the strengthened character of moderate Muslim children is 5 basic qualities, namely: 1) independence, 2) love of the Koran, 3) honesty, 4) courage, 5) leadership. Teachers and managers of the Permata Mulia Integrated Islamic Kindergarten Mojokerto endeavored to strengthen these 5 characters by first simplifying them into a series of indicators whose achievements can be measured.

The independent nature of the Integrated Islamic Kindergarten Permata Mulia Mojokerto children is strengthened by based on indicators including, the child knows his own needs, knows his own desires including knowing what to do when dealing with the toilet (toilet raining).¹⁰ In addition, so that children have the habit of not being dependent on others, accustomed to making decisions

⁸ Suyadi, *Strategi Pembelajaran Pendidikan Karakter* (Bandung: Remaja Rosyda Karya, 2013), p. 6

⁹ Asih Andriyati Mardiyah dan Syaikh Rozi, *Karakter Anak Muslim Moderat; Deskripsi, Ciri-Ciri dan Pengembangannya di Lembaga Pendidikan Anak Usia Dini*. Jurnal Pendidikan dan Keislaman Tarbiya Islamiyah, Volume VIII No. 2. 2019.

¹⁰ The results of an interview with the Head of the Integrated Islamic Kindergarten Permata Mulia Mojokerto

independently, planning, choosing, having the initiative to learn or do something without having to be helped or with help as needed.¹¹

The character of a child who loves al-Quran tries to be developed in the integrated Islamic Kindergarten Permata Mulia Mojokerto with a simple indicator that the child can memorize the names of surah al-Qur'an and asma'ul khusna as contained in the Qur'an by singing.¹² It also maximizes the potential for reading, memorizing, understanding and practicing the Quran, introducing reading the Quran to children from an early age, memorizing short letters in juzz 30, realizing children to love and enjoy reading al-Qur'an. 'an.

Next is the nature of honesty with indicators that are accustomed to speak according to facts, do not cheat in words and deeds, do not lie, respect the ownership of others, return objects that are not his right, understand the limits that can and should not be done, frankly, children love to do things according rules or agreements, and recognize the strengths of themselves or their friends.¹³

Leadership children are the main traits that try to be strengthened in Permata Mulia Mojokerto Integrated Islamic Kindergarten. This trait is a fundamental trait that becomes the culmination of four other traits that are strengthened in the Permata Mulia Mojokerto Integrated Islamic Kindergarten.¹⁴ As for aspects of the nature of the child with a leadership spirit (leadership) including:

- a. Dare with courageous indicators that are dare to express their feelings both to parents and to the teacher and confident
- b. Responsible, with indicators responsible for personal belongings and can be given simple responsibilities such as not negligent in giving letters from school to parents and also not negligent to hand over savings or tuition fees and others from parents to teachers
- c. Caring and or loving, with Indicators children can love loving parents, teachers and friends.

¹¹ Permata Mulia Mojokerto Integrated Islamic Kindergarten's Curriculum Document 2018, p.44

¹² The results of an interview with the Head of the Integrated Islamic Kindergarten Permata Mulia Mojokerto

¹³ Curriculum Document.op.cit. p 35

¹⁴ Curriculum Document. Op.cit. p 39

- d. Creative, with indicators of creativity, many ideas, always active to do something, interested in a problem to be overcome, dare to face challenges, happy to do new things, not satisfied when always repeating the same thing, using objects or learning materials to making things, always optimistic, and happy to tell his dreams even though sometimes it seems excessive.¹⁵

Indicators of the 5 basic characteristics of moderate Muslim children as mentioned above try to be developed and strengthened consistently and continuously in the Permata Mulia Mojokerto Integrated Islamic Kindergarten through various education programs that are arranged systematically. This is in accordance with the Vision of the Integrated Islamic Kindergarten Permata Mulia Mojokerto which reads "Forming a Generation of Noble People Who Love the Qur'an, is Smart and Has the Character of a Leader".¹⁶

The characteristics of moderate Muslim children and some of the indicators are not exactly the same as the characteristics of moderate Muslims as stated by Khaled Abou Al Fadl,¹⁷ or as stated by Azumardi Azra,¹⁸ but the strengthening of the 5 basic traits at the TK Mulia Integrated Islamic Gem is something that is very important to do. That is for various reasons including:

¹⁵ Curriculum Document. Op.cit. p 2

¹⁶ Curriculum Document. Op.cit. p 18

¹⁷ Karakter muslim moderat menurut Khaled Abou Al Fadl, yaitu: 1) memiliki keyakinan yang benar terhadap Islam, 2) mengimani dan merealisasikan rukun Islam, 3) menerima warisan tradisi Islam, 4) memberikan modifikasi-modifikasi dalam tradisi islam demi mewujudkan tujuan-tujuan moral yang utama. Dikutip oleh Ismail, *Pesantren, Islam Moderat dan Etika Politik Dalam Perpektif Pendidikan Islam*. Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018, hal. 588

¹⁸ Karakter muslim moderat menurut Azumardi Azra yaitu: 1) memiliki identitas diri dan pandangan dunia yang didasarkan pada proyeksi al-Qur'an. 2) menghasilkan kebajikan dengan mengambil jalan tengah dari pemahaman islam. 3) membantu menciptakan harmonisasi sosial dan keseimbangan dalam kehidupan individu, keluarga, masyarakat maupun hubungan antar manusia yang lainAzumardi Azra dalam "Moderasi Islam", yang dinyatakan dalam kolom Resonansi Republika.co.id/17 Desember 2015, diakses pada 25 Maret 2018, dengan merujuk pada penjelasan Hashim Kamali dalam *The Middle Path Of Moderation In Islam; The Quranich Principle Of Wasatiyyah* (New York: Oxford University Press, 2015), hal. 1-2, dan dikutip oleh Jasminto, *Urgensi Teori Andragogy dalam Memperkuat Visi Moderat Islam di Indonesia*, Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018, hal. 645

- 1) According to Lichona's notes, since the 1970s there has been an emphasis on personalism in individuals who have created selfishness as a lifestyle for ordinary people, corruption and misappropriation of money and power by elite groups, theft and fraud of the system by employees, abuse drugs and drinking as well as pornography and porno-action which are increasingly enjoyed by teenagers.¹⁹
- 2) In the context of the social life of the Indonesian people, moral problems are also faced by the Indonesian people as Tridiatno's study of the news in the newspaper produced data on moral life cases as described above.²⁰

Strategies for Strengthening Moderate Muslim Characteristics in Early Childhood

Strengthening children's character is basically a complex process because it is related to several aspects such as teacher competence, psychological condition of students, selection of approaches and learning strategies, learning methods and media, materials, culture and conditions of the learning environment, as well as other aspects, both technical and non-technical. In learning in classrooms the reinforcement of a child's character can be done through classroom learning according to Lichona's opinion.²¹

Learning, both in the classroom and outside the classroom must still pay attention to the stages of student development because a child will be able to learn or not be able to learn also determined by the level of maturity and readiness,²² so learning based on child development will not only make learning more fun for children, but will also prevent children from the pressure of rigorous education, such as being urged to achieve learning goals that are outside the limits of their abilities, causing mental breakdown and inhibition.

In this connection, the implementation of a parenting approach in education, especially early childhood education is very important to be pursued. That is because through good care, the best generation will be born and become the foundation of the future as inspired by

¹⁹ Lichona, op.cit. p. 14

²⁰ Ainul Yaqin, *Membentuk Karakter Melalui Pendidikan Afeksi* (Yogyakarta: Media Akademia, 2019), p. 3

²¹ James Wm. Nool yang dikutip oleh ainul yaqin, op.cit., hal. 101

²² S. Nasution, *Berbagai Pendekatan dalam Proses Belajar dan Mengajar* (Jakarta: PT. Bumi Aksara, 2005), p. 183

the Koran An-Nisa 'verse 9,²³ and also the research results of Nick Stinnet and John De Frain in his study entitled "The National Study on Family Strength, which concluded that a healthy and happy family is one of the criteria that has a significant role in the development of a healthy child's personality.²⁴

Implementation of learning in classrooms that pay attention to the stages and tasks of student development is done by integrating the values of moderation in children's education. According to Mudawinun Nisa, this can be done, among others, by implementing learning and creating values-based atmosphere, stimulating values, exploring ideas and creative expressions and developing skills and transforming values.²⁵ These efforts can be technically done through strategies: 1) understanding values through stories, stories or fairy tales, 2) realizing values through self-reflection, 3) living values through value practices.²⁶

These efforts, in principle, were also carried out by teachers in Permata Mulia Mojokerto Integrated Islamic Kindergarten. In its management, learning activities that strengthen the character of moderate Muslim children of the Permata Mulia Mojokerto Integrated Islamic Kindergarten are carried out with 4 models of activities, namely 1) preparatory activities (Conditioning), 2) classroom learning activities, 3) center activities, and 4) outing activities.

Preparatory activities are one of the activities to strengthen the character of moderate Muslim children in the Permata Mulia Mojokerto Integrated Islamic Kindergarten which is very important, even becoming the initial activity that underlies all character building activities for students in Permata Mulia Mojokerto Integrated Islamic Kindergarten. Through this activity, the "arrival" of children who come from various family backgrounds, social, economic status and who come from different environments by bringing a series of habits,

²³ Syaikh Rozi, *Pendidikan Moderasi Islam KH. Asep Saifuddin Chalim; Mencegah Radikalisme Agama Dan Mewujudkan Masyarakat Madani Indonesia*. Jurnal Tarbiyya Islamiya Volume VIII Nomor 2. 2019.

²⁴ Dikutip oleh Hawari dalam Syaikh Rozi., *Ibid.*,

²⁵ Khoirul Mudawinun Nisa', *Integrasi Nilai-Nilai Moderasi Pada Anak Usia Dini Berbasis Living Values Education (LVE)*. Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018, p. 727-729

²⁶ Laily Hidayati, *Living Asmaul Husna Values; Transinternalisasi Nilai-Nilai Islam Moderat Pada Pembelajaran Anak Usia Dini*. Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018, hlm.708-709

attitudes, language and daily behaviors will be formed through conditioning and refraction activities to become children of character as per the vision of the Integrated Islamic Kindergarten Permata Mulia Mojokerto.

Among the attitudes and behaviors of children who are conditioned and familiarized in the Permata Mulia Mojokerto Integrated Islamic Kindergarten especially through preparatory activities are greeting teachers with greetings and smiles and putting their bags and shoes in their place.

According to Isnawati, one of the Permata Mulia Mojokerto Integrated Islamic Kindergarten teachers, the conditioning and habituation of these activities requires at least 3 months for the above activities to become character for children.²⁷ After being conditioned and accustomed for more or less 3 months consistently, then these activities will become the character of children, so that without being conditioned children can already do these activities without being instructed by their teacher again.²⁸ Conditioning and habituation activities carried out with these strategies theoretically are important to be carried out consistently especially for children because according to Ivan Pavlov something knowledge or behavior obtained by habituation, then what is obtained will be very difficult to change or eliminate it.

Furthermore, other activities undertaken by the Permata Mulia Mojokerto Integrated Islamic Kindergarten to strengthen the character of moderate Muslim children are learning activities in classrooms, which is a learning activity that is normally carried out like learning activities in other kindergartens. Although learning in these classrooms is normal learning in the Permata Mulia Mojokerto Integrated Islamic Kindergarten and other kindergartens, classroom learning is still believed to strengthen the character of children, including moderate Muslim characters. In connection with this Thomas Lichona believes that the attitudes and character of students can be formed through the learning process in the classroom.²⁹

One of the learning strategies in Permata Mulia Mojokerto Integrated Islamic Kindergarten that distinguishes it from other

²⁷ The results of an interview with the Head of the Integrated Islamic Kindergarten Permata Mulia Mojokerto

²⁸ The results of an interview with the Head of the Integrated Islamic Kindergarten Permata Mulia Mojokerto.

²⁹ James Wm. Nool sebagaimana yang dikutip oleh ainul yaqin, op.cit., hal.

kindergartens is that there is a learning strategy to strengthen the character of moderate Muslim children in various learning centers. The implementation of learning strategies for Permata Mulia Mojokerto Integrated Islamic Kindergarten centers is carried out through four types of learning centers, namely: 1) Nature Centers. 2) Role Playing Centers. 3) Beam Centers; and 4) Preparation Centers.

1) *Natural Center*

The nature center is one of the learning centers of Permata Mulia Mojokerto Integrated Islamic Kindergarten, specifically aimed at completing the child's touch. Media and teaching materials used in learning at natural centers are natural materials related to several aspects of knowledge such as science, mathematics, and art. At this Nature Center, children will carry out learning by playing with various game materials derived from and made from natural materials, such as water, natural materials sold in the market, rocks, leaves, and others. The learning process of children in Nature Centers in general are;

(a) *Preliminary activities*, In this activity the teacher and students make a circle while singing 'Small circle big circle' and move their hands and feet. After students have been conditioned in a circle, then they are asked to sit in a circle while singing then ask questions and encourage. Also in this activity, the teacher asks the themes and sub themes. (b) *Core activities*, This activity begins with the division of groups, there are a number of games that are done in this natural center, which is mixing soapy water to foam a lot, putting water in a container, pinning plants, and watering plants. The four games above are carried out alternately. The core activity is closed with students washing their hands and tidying up the tools used in the play center of nature. (c) *Closing Activities*, In the closing activities carried out by teachers and students namely singing the end of the encounter with Indonesian, English, and Arabic followed by praying together (prayer after learning, prayer both parents, prayer out of the room, prayer ' a ride) and end with a greeting.

2) *Role Play Centers*

Role playing center is one of the learning centers managed by Permata Mulia Mojokerto Integrated Islamic Kindergarten to develop children's abilities in recognizing the social environment, developing language skills, emotional maturity, through various activities carried out using game instruments that are appropriate to the shape and size in fact. Activities undertaken by Permata Mulia Mojokerto Islamic Kindergarten students in this role playing center are simulating

various roles and activities in daily life that are appropriate to their roles, including doctors, teachers, traders and others.

Technically, the learning activities carried out by teachers and students at these role playing centers are the same as the activities of natural centers and other centers, which consist of introduction (opening), core, and closing. What distinguishes it from other center activities is the activities carried out at the core activities. The activities carried out by teachers and students at the core activities in the center playing roles are (1) the teacher tells about sub-themes (Qurban) using storybook media, (2) the teacher introduces various professions to students, (3) the teacher divides the children students in groups to practice some professional roles, (4) students take equipment and prepare the need to practice professional roles according to what has been divided by groups, (5) they play according to their respective roles, transacting and so on, and (6) when playing time had run out, as usual they were packing and cleaning the equipment they had played.

Strengthening moderate character in children through learning with role center models in accordance with one of the principles or components of contextual learning (CTL) proposed by Elaine B. Johnson, specifically the principle or component Modeling (modeling) in learning. With this principle, the learning process is carried out by demonstrating something,³⁰ including one demonstrating various social roles and activities in carrying out those roles that are commonly found in daily life.

3) *Center of the beam*

The Beam Center is one of the learning centers managed and developed by the Permata Mulia Mojokerto Integrated Islamic Kindergarten to facilitate children playing while learning about the concepts of shape, size, interrelatedness of shape, neatness, accuracy, language, and creativity. Learning that is passed by children at the center of this block, namely, among others, children learn to make houses, mosques, trains and others using available blocks.

The purpose of learning this beam center specifically is to recognize space, shape, and seriation. The stages of learning undertaken by teachers and students of the Permata Mulia Integrated Islamic School of Mojokerto in this center are as follows.

(a) The teacher introduces the shape of the block to students and calculates it together. (b) The teacher reminds students about the rules of playing with blocks by giving questions. (c) The teacher gives

³⁰ Suyadi, op.cit., hal. 87

information about the maximum number of blocks to be taken. (d) The teacher gives a theme so the students arrange the blocks according to the themes that have been given. (e) The teacher accompanies students when taking blocks. (f) The teacher supervises students when arranging blocks. (g) The teacher gives questions about buildings that students have arranged using blocks. (h) The teacher asks students to write the name, day and word of the building that has been arranged using blocks. (i) The teacher helps students tidy up the blocks.

4) *Preparation Centers*

The Preparation Center is one of the learning centers that is managed and developed by the Permata Mulia Mojokerto Integrated Islamic Kindergarten. The specific purpose of learning in this center is to emphasize the introduction of early literacy in children. This preparatory center activity was indirectly developed to equip children to be ready to continue education in elementary schools. This preparatory center activity is very important because it is in accordance with the goals of early childhood education as stipulated in Law No. 20 of 2003 concerning National Education System Chapter 1, article 1, item 14.

The law states that: "Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter more education. continue".

The educational goals are also pursued through a series of learning programs implemented in the Permata Mulia Mojokerto Integrated Islamic Kindergarten, including through learning activities at the preparation center. At the preparation center the teacher provides opportunities for children to develop their mathematical, pre-writing and reading skills. Activities provided at this center help children to prepare to enter elementary school level.

The learning activities in this center are as follows; (1) Meronce, in this activity students enter / sort various numbers and letters on a string; (2) Puzzle, this game is to train the imagination, the strength of children's memory and patience in compiling an image; (3) Arranging Beads - in this activity students are asked to arrange beads based on the shape and color of the beads; (4) Counting Stake, this game is to practice counting because it is like a counting tool in ancient times, (5) Reading Viewer, which aims to train students' motor skills so that they can distinguish letters on a block.

Conclusion

The character of muslim moderate children who are strengthened in Permata Mulia Mojokerto Integrated Islamic Kindergarten are 5 basic traits with various aspects and the dimensions, namely: 1) independent, 2) love of the Koran, 3) honest, 4) brave, and 5) soul leader (leadership). The strengthen strategy of muslim moderate characters in the Permata Mulia Mojokerto Integrated Islamic Kindergarten are carried out through learning, both learning in classrooms and outside the classroom. In its management, learning activities are carried out with 4 models of activities, namely 1) preparatory activities (conditioning), 2) learning activities in class, 3) center activities, and 4) outing activities. Center activities are carried out in 4 types of centers, namely: a) preparatory centers, b) role playing centers, c) beam centers, and 4) natural centers.

Bibliography

- Ansary, Tamim. (2010). *Dari Puncak Bagdad; Sejarah Dunia Versi Islam*, translated by Yuliani Liputo, Jakarta: Zaman.
- Lickona, (Thomas, 2014), *Pendidikan Karakter; Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik*. Bandung: Nusa Media.
- Ainul Yaqin. (2019). *Membentuk Karakter Melalui Pendidikan Afeksi*. Yogyakarta: Media Akademia.
- Rahman, Jamal 'Abdur. (2005). *Tahapan Mendidik Anak Teladan Rasulullah; diterjemahkan oleh Bahrin Abu Bakar dan Ihsan Zubaidi*. Bandung: Irsyad Baitus Salam, IBS.
- Milles, MB dan Hubberman. (1994). *Analisis Data Kualitatif; Buku tentang Metode-Metode dan Cara Baru*, translated by Tcetcep Rohendi Rosyidi. Jakarta: Universitas Indonesia (UI) Press.
- James P. Chaplin. (2004). *Kamus Lengkap Psikologi*; translated by Kartini Kartono, Bandung: Remaja Rosdakarya.
- Lickona, Thomas. (2014). *Pendidikan Karakter; Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik*. Bandung: Nusa Media.

- Suyadi. (2013). *Strategi Pembelajaran Pendidikan Karakter*. Bandung: Remaja Rosyda Karya.
- Mardiyah, Asih Andriyati dan Syaikhu Rozi. (2019). Karakter Anak Muslim Moderat; Deskripsi, Ciri-Ciri dan Pengembangannya di Lembaga Pendidikan Anak Usia Dini. *Jurnal Pendidikan dan KeIslaman Tarbiya Islamiyah*, Volume VIII No. 2. 2019
- Ismail. (2018). Pesantren, Islam Moderat dan Etika Politik Dalam Perpektif Pendidikan Islam. *Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018*.
- Jasminto. (2018). Urgensi Teori Andragogy dalam Memperkuat Visi Moderat Islam di Indonesia, *Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018*.
- Nasution, S. (2005). *Berbagai Pendekatan dalam Proses Belajar dan Mengajar*. Jakarta: PT. Bumi Aksara.
- Rozi, Syaikhu. (2019). Pendidikan Moderasi Islam KH. Asep Saifuddin Chalim; Mencegah Radikalisme Agama dan Mewujudkan Masyarakat Madani Indonesia. *Jurnal Tarbiyya Islamiya Volume VIII Nomor 2 tahun 2019*.
- Nisa', Khoirul Mudawinun. (2018). Integrasi Nilai-Nilai Moderasi Pada Anak Usia Dini Berbasis Living Values Education (LVE). *Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018*.
- Hidayati, Laily. (2018). Living Asmaul Husna Values; Transinternalisasi Nilai-Nilai Islam Moderat Pada Pembelajaran Anak Usia Dini. *Prosiding 2nd Annual Conference For Muslim Scholerss (AnCoMS) Kopertais Wilayah 4 Surabaya tahun 2018*.