BCM-BASED CHARACTER EDUCATION DEVELOPMENT (PLAY, STORY, ADN SING) AT TPA AL-FATTAH BULUREJO

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Abstract - *Character education is very important for children's growth and development. This helps create a generation with strong ethical values and superior social skills. Indonesian character education needs to be developed because of the increasing number of student fights and juvenile delinquency, including extortion, violence, bullying, senior-junior domination, drug use, and other problems. Developing character values and behavior is a challenge in itself for teachers. Through the development of character education in the TPA application, efforts are made to foster good behavior, manners and manners in children. One effective method for developing children's character is to integrate BCM elements, namely Playing, Storytelling and Singing in a TPA atmosphere. This approach is very beneficial for students because it utilizes the right and left brain to facilitate understanding of learning material. The use of BCM is another way to approach character development in TPA and create a unique learning environment. Seeing how important character education is, researchers will examine the use of the BCM approach as a tool for developing children's character in the TPA context. This research aims to provide insight to educational practitioners, researchers and policy makers regarding the importance of including BCM as a means of developing children's character at TPA Bulurejo Dusun Bulurejo. When they understand how these methods can foster constructive character growth, they will better prepare a generation for the future.*

Keywords: *Al-Qur'an Educational Park (TPA), BCM, Development, and Character Education*

1. INTRODUCTION

Character education is crucial for children's development. It helps create a generation with strong ethical values and excellent social skills. Thomas Lickona defined character education as the education that molds a person's personality to encourage decent and upright behavior. The outcome of this is seen through an individual's actions such as honesty, responsibility, respect for others' rights, hard work, and more (Ainissyifa, 2017). Daryanto and Suryati claim that Indonesia's character education requires development due to the rising number of student fights and juvenile delinquency, including extortion, violence, bullying, senior-junior domination, drug use, and other issues (Pahutar et al., 2021). Developing character and behavior values poses a challenge for teachers.

Through the development of character education in the TPA application, efforts are made to foster good behavior, character, and manners in children. TPA is a powerful learning tool that has the potential to shape children's character by establishing a strong foundation for their personal and moral growth. Based on Government Regulation No.55 2007 Article 24, paragraph 2 , religious education entails Al-Qur'an Education, which comprises of Al-Qur'an Kindergarten (TKA/TKQ), Al-Qur'an Education Park (TPA/TPQ), Ta'limul Qur'an Lil Aulad (TQA), and analogous forms (*PP No. 55 Tahun 2007*, n.d.). The TPA program is anticipated to offer ample,accessible, and high-quality learning options for individuals who choose non-formal education as an alternative education of formal education routes (Mursalim, 2008)

One effective method for developing children's character is by integrating the BCM elements of Play, Storytelling, and Singing in a TPA setting. This approach is highly beneficial for students, as it utilizes both the right and left brain to facilitate better understanding of learning materials (Nur Altsar & Irvi Nurul Husna, 2023). The use of BCM is another way to approach character development in TPA and create a unique learning environment. Play is an activity that helps develop social and cognitive skills.. It enables children to understand concepts such as cooperation, responsibility, and conflict management. Meanwhile, using stories is expected to help contemplate values in an engaging and relevant context, while singing provides a positive outlet for self-expression and helps children comprehend deeper meanings in song lyrics. The goal is for the outcome to generate an education-focused platform that delivers easily understandable learning materials to students (Faza et al., 2019).

In this context, it's vital to use the BCM approach, which involves imaginative and engaging techniques to educate kids on ethical and moral principles. Its objective is to mold high-quality behavior, boost communal aptitudes, and instill profound comprehension of moral ethics. Seeing how important character education is, the researcher will examine the use of the BCM approach as a tool for developing children's character within the context of TPA. Additionally, successful development incorporates other factors, such as educators, learning media, and

learning methods , that support the implementation of TPA (Fadlillah & Marwan, 2021)

This research aims to offer educational practitioners, researchers, and policymakers insights into the significance of including BCM as a means to cultivate children's character at TPA Bulurejo Dusun Bulurejo. When they grasp how this method can encourage constructive character growth, they will prepare a better generation for the future.

2. METHOD

The type of research conducted is qualitative research by applying descriptive methods. Qualitative research is research that focuses on deep understanding by emphasizing a comprehensive description and information about certain conditions that occur in activities. Presentation of data in descriptive qualitative research is in the form of pictures and words to reinforce the contents of the report (Jayanti et al., 2022). The purpose of this research is to describe the values of children's character education at TPA Al-Fattah Bulurejo Hamlet. Children's character education can be seen by directly accompanying during TPA activities by integrating the BCM method as a learning method to develop children's character education values.

This research was conducted at TPA Al-Fattah Bulurejo Hamlet, Monggol Village, Saptosari District, Yogyakarta on 18 July – 24 August 2023. The research techniques used in this study are observation and documentation collection obtained by going directly to the community environment to recognize the research subject. Observation was carried out to obtain primary data, while documentation was used as secondary data obtained from learning activit.

3. RESULTS AND DISCUSSION
3.1 Essence of Character

Words character in comes from the Greek "charassein" which means carving to form a pattern. In Arabic, this character is called 'akhlak', which is the plural form of the word 'khuluqun' which linguistically means character, temperament, behavior or character, manners, manners, manners and actions. While in general, there are many definitions of character presented by experts, but if you look closely at some of the existing definitions, they have the same substan (Aslan, 2019). For example, according to Bagus Mustakim, character can be understood as a person's basic characteristic that distinguishes him from other people. Winnie in Fathul Mu'in understands the term character has two meanings. First, it shows how a person behaves. If someone is dishonest, cruel, greedy, that person shows bad behavior, otherwise if someone acts honestly and is helpful, that person shows noble character. Secondly, the term personality is closely related to personality. A person can only be called a person of character if his behavior is in accordance with moral principles (Sulaeman, 2022)

From some of the above definitions, it shows that character is very important for an individual. Because later people who have good character, he will have more

value in a society and not infrequently later someone will have a charisma that stands out. in addition, good character helps in building and maintaining healthy relationships with others. This includes the ability to communicate well, be empathetic, and collaborate.

3.2 Education in Children

In terms of character education consists of two main elements, namely, education and character. Education is the process of conveying knowledge and life values through learning in a pleasant atmosphere so that children can develop their potential in religion, emotional control, personality, morals and manners, skills that will be needed both for themselves and the community. Education is a long-term investment that is a top priority in advancing the nation because through education it can make a person a civilized and quality person (Fahrurrozi, 2021). While the explanation of the definition of the term character (morals) has been presented in the previous discussion, so it can be concluded that the definition of character education is a conscious effort made by educators to students to shape the personality of students who teach and form morals, ethics, and a sense of good culture and noble character that fosters the ability of students to make good and bad decisions and realize that goodness in everyday life by educating, teaching, guiding and training. Character education is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individuals, but also good for society as a whole (Fahdini et al., 2021).

3.3 BCM-Based Character Education (Play, Story, and Sing)

The BCM method (Playing, Storytelling, and Singing) is a learning method applied by teaching staff to students related to learning material in a more pleasant atmosphere and reduces boredom. The application of this method is more effective because it can hone and balance the ability to think between the right and left brain so that it makes it easier for children to follow, understand, and remember the material presented. BCM-based Character Education is a learning process to instill positive values in a person's personality with a fun delivery method, namely by playing, telling stories, and singing. With the BCM method, children are expected to be able to more easily accept learning materials and be more memorable to follow what is taught by the teachers, especially in terms of positive character education.

Playing, this learning method runs by playing games related to the learning material. Learning with the play method is not only done using tools, but can be in the form of certain movements collaborated with guessing. In addition, the play method is a simple method and can be done indoors. Storytelling is a unique and fun learning method that involves intonation, expression and movement. Learning using the story method can be in the form of stories of prophets and apostles, families and companions of apostles, true stories, and fictional stories that contain life values. Singing, learning materials that are assembled into songs so that children are easier to remember. The method of learning by singing can be followed by clapping to enliven the learning process.

The BCM method is also known as the Happy Learning approach which is related to science and technology. Besides being fun, the BCM method has various benefits for children such as training motoric development, language development, social and emotional development, and instilling religious and moral values (Nur Altsar & Irvi Nurul Husna, 2023).

3.4 Observation of Character Eucation at TPA Al-Fattah

This research was conducted at the Al-Fattah Bulurejo Al-Qur'an Education Park (TPA), which is the place for our group's Community Service Program (KKN). TPA Al Fattah has approximately 30 students, with 6 teaching staff. Santri who study at TPA Al-Fattah consist of children aged 5 to 12 years, or children from pre-school to grade 6 elementary school.

Before conducting research and service at TPA Al-FAttah, researchers have asked permission and coordinated with the TPA supervisor and the Al-Fattah mosque youth group. After that, the researcher took the first research step by getting acquainted with the students and teachers, then observing and participating directly in the learning process at TPA Al-Fattah.

In this activity, researchers identified problems related to the dynamics of character education taught by teachers to children of TPA Al-FAttah. From the results of problem identification, it is known that TPA Al-Fattah children often feel bored and pay less attention to the teacher, so that it affects their learning ethics. Therefore, an update is needed regarding the development method in character education for TPA Al-Fattah students.

3.5 Implementation of Development Activities

Mentoring activities at TPA Al-Fattah are carried out three times a week, namely on Tuesdays, Thursdays and Saturdays at 16:00 - 17:15 WIB. BCM-based character education (Play, Story, and Sing) at TPA Bulurejo Hamlet can be implemented through a series of activities that combine these aspects in an effort to shape children's character. Here are some of the activities implemented:

Collaborative Play: Activities carried out by creating groups or teams, which require cooperation between children can be used to teach values such as cooperation, communication, and trust. The game was conducted through a quiz at TPA Al-Fattah Bulurejo Hamlet. Discuss the importance of playing well as a team, listening to friends' ideas, and valuing each group member's contribution.

Moral Stories: through short stories or fairy tales that contain moral messages to children such as the Day of Judgment, the punishment of the grave, prophets and messengers, hell and heaven. Afterwards, ask them to reflect on the moral lessons that can be learned from the story. Let the children also participate in creating stories with moral messages. It will stimulate their creativity and help them understand character values in daily life.

Singing: Integrate songs with lyrics that teach positive values in the daily TPA program. Such songs can convey moral messages in a fun and memorable way for

children. In singing activities, teachers create material themes that are integrated with songs such as: the pillars of faith, the pillars of Islam, the ten names of angels, the pillars of ablution, and prayers after reading the Qur'an. Sing-along activities where children can sing songs with moral messages in the material. In this activity, they can actively participate by singing and body movements according to the lyrics. So that they can understand the meaning of the material through singing together, especially character education.

Discussion and Reflection: After going through the Play, Story or Sing activity, organize a discussion or reflection session. children are given the opportunity to ask the children questions about what they learned from the activity and how they can apply the values in their daily lives. Discussion helps children to internalize the lesson and relate it to their personal experiences. So that the materials presented are illustrated with the real world of children.

In addition, the role of teachers or caregivers is very important in guiding children in this BCM-based character development, as well as setting a good example through their own actions and attitudes. By incorporating Play, Story and Sing in daily activities at TPA, we can create a holistic and immersive educational environment that helps shape strong and positive character in the younger generation.

3.6 Result and Evaluation

In its implementation, the BCM (Play, Story and Sing) learning process is considered quite effective as a method of learning for children in TPA. This can be seen in the enthusiasm of children in participating in the learning process at TPA. Children who follow the learning process seem like they are playing, but indirectly the material presented is able to be absorbed well.

But besides that, there are some things that need to be addressed in the BCM learning method at TPA Al-Fatah, including the lack of neat classification of age grouping. Age grouping is an obstacle in the learning process at TPA Al-Fatah. This is due to the limited space and space available. So that in delivering the material, all children are put into one place, ranging from pre-school children to grade 6 elementary school children. Which of course presents an imbalance because of the difference in their age.

In addition to the limitations of place and space as described above, this BCM method is also difficult to deliver some materials that require full attention and in-depth explanation. For example, teaching about makharijul letters in reading the Koran, which requires assistance and in-depth attention to each child.

4. CONCLUSION

Character education is very important, especially for children. One of the learning methods used to instill character in children is the BCM learning method, also known as the happy learning approach. The BCM method is a learning method applied by teaching staff to students related to learning material with a more pleasant atmosphere and reduces

boredom. This can be seen in the learning process carried out at TPA Al-Fatah Buluhrejo Hamlet which applies the BCM learning method to instill character education in children. The activities carried out include: collaborative play, moral stories, singing, discussion and reflection,

In its implementation, the BCM learning process (Playing, Storytelling, and Singing) is considered quite effective as a method of learning for children in TPA. This can be seen in the enthusiasm of children in participating in the learning process at TPA. Children who follow the learning process seem like they are playing, but indirectly the material presented is able to be absorbed well. On the other hand, the BCM learning method needs evaluation, especially regarding the delivery of material that requires in-depth explanation and extra assistance.

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