

Original Research Article **Validity, Practicality, and Effectiveness of Character Learning Model Based on Al-Islam Kemuhammadiyaan Values**

ABSTRACT

The main objective of this study is to determine the validity, practicality, and effectiveness of character-learning models based on the values of al-Islam Kemuhammadiyaan that have been developed to improve the character of early childhood. Departing from the results of preliminary studies and prototypes of models that have been developed, as well as the research methods used, namely research and development, researchers compiled expert test instruments, user tests, and rubric assessments of children's character as a data collection tool, which was then analyzed using the average of the scales used and inferential tests to determine their effectiveness. The validity test was carried out by two experts, the practicality test was carried out by 15 teachers, and the effectiveness test was carried out on group B children at Aisyiyah Kindergarten, Makassar City. The results showed that the learning model that had been developed was declared valid by experts because it was within the interval limit of $3.50 \leq V < 4.00$, and the results of the practicality test showed that teachers obtained the value of ease in implementing the product, while the results of the effectiveness test found that the results of the trial application of the model in as many as five meetings descriptively showed an increase in the character development of students with an average score. Students' ability was 3.7 (very well developed) with a very high category, so it is concluded that the character learning model based on the values of Al-Islam Kemuhammadiyaan is valid and practical and has also been shown to be effective for improving early childhood character. These results indicate that the character learning model based on the values of al-Islam Kemuhammadiyaan that has been developed is proven to be able to grow and strengthen the character of students in accordance with the values of al-Islam Kemuhammadiyaan namely justice, honesty, brotherhood, hard work, steadfast heart, king, ' , khauf, and ittiba' to the prophet. So in this way, students in group B at Aisyiyah Kindergarten in Makassar City in the future can grow and develop with the potential to become superior human beings as the aim of the Muhammadiyah association.

Keywords: Validity, Practicality, Effectiveness, Learning Model, Al-Islam Kemuhammadiyaan

INTRODUCTION

The formation of a child's character is not just born like that; there is a process that he goes through so that the process becomes an inherent character in a child—starting from the child being born and growing into an adult in the family environment, hanging out with friends in-game groups, schools, and the community. Parents, without realizing it, have a negative attitude toward their child will bring the child down. For example, when parents beat and exert pressure, the child is negative, inferior, timid, and dares not take risks, which these characteristics will carry until he grows up. This behaviour needs attention, especially at the level of early childhood education.

The above is relevant to the *Kemuhammadiyaan* learning method because teachers can use stories, songs, visits or tours, poems, and pictures. In addition, language and attitudes can also be used to develop several aspects of early childhood through storytelling, singing, role-playing, assignment, and demonstration activities (Shobahiya & Anshori, 2012). However, efforts to apply Al-Islam *Kemuhammadiyaan* (AIK) values in the context of character development, especially for early childhood, are still experiencing obstacles caused by the lack of appropriate AIK models, strategies, and learning methods, so it requires a new formulation of the AIK recognition strategy model for early childhood (Shobahiya & Anshori, 2015). It is corroborated by the results of research conducted by Hayati et al. (2019), which found that there is still a lack of interesting learning strategies in the cultivation of Al Islam and *Kemuhammadiyaan* values, so there is a need for a pattern and model of AIK learning strategies for kindergarten-aged children.

In addition, there are also the results of research conducted by (Ansori, 2021), which found that the components of character education that are carried out in an integrated manner have a positive effect on changes in the behaviour and attitudes of students, especially their honesty. The impact of the results of this study is that the cultivation of character values must be familiarized from an early age so that children are used to good things from an early age. The results of this research are also corroborated by (Billah, 2016), who in his research stated that character education that has been given from an early age would give birth to the next generation of people who have quality personalities so that they can support a great, resilient nation and play a role at the world level. Science learning can be used to develop cognitive, affective, and psychomotor abilities.

So, learning character is inseparable from values, attitudes, norms, and morals. A person's attitude is embodied in the person's behaviour, which will be seen by others, making others judge the person's character. Even from these attitudes and behaviours, others tend to judge them as a reflection of the person's character, although what others see is not necessarily true. So, in this case, the character of Al-Islam *Kemuhammadiyaan* gives its colour to forming early childhood attitudes, which leads to the development of a new character learning model, namely the character learning model based on Al-Islam *Kemuhammadiyaan* values for early childhood.

Overview of the Need for the AIK Learning Model

A learning model that is developed, of course, always departs from the results of the needs analysis so that the learning model can solve problems, as well as the character learning model based on al-Islam *Kemuhammadiyaan* (AIK) values, which departs from the problem of early childhood character building in Aisyiyah Kindergarten, Makassar City. From the observation results, the model developer found that the social attitudes of group B students have begun to form. However, it must be admitted that to form students' behaviour and attitudes in accordance with good character are not formed instantly but are the results of the learning process obtained by students in the family environment and the school environment. Early childhood education in Aisyiyah Kindergarten in Makassar City, especially in Group B, and developing basic skills such as writing, reading, and arithmetic, also emphasizes forming students' attitudes and behaviours or characters.

The application of good attitudes and behaviours in children is carried out through examples given by teachers and other school communities involved in the child's learning process, such as giving greetings when meeting, shaking hands with teachers, putting garbage in its place, storing shoes and bags in their respective lockers, and many other examples of behaviour. In contrast, teachers carry out character development efforts related to AIK through routine activities and programmatic. The character of students in Aisyiyah Kindergarten in Makassar City, especially in Group B, still needs to be further improved in accordance with the results of the observation of some initial attitudes as a form of habituation activities that have begun to be applied by teachers. Based on the data obtained when making observations of 15 students in Group B of Aisyiyah Kindergarten, Makassar City, on the development of honesty, curiosity, creativity, self-confidence, discipline, independence, cooperation, and responsibility, the following conclusions were drawn:

Table 1. Implementation of AIK Character Value Indicators

No.	Indicator	Category
1	Justice	High
2	Honesty	moderate
3	Brotherhood	moderate
4	Hard work	low
5	Steadfastness	moderate
6	King'	moderate
7	Khauf	Low
8	Ittiba' To the Prophet	moderate

In addition, in the classroom learning process, teachers refer to the Daily Learning Program Plan (RPPH) planned in the learning curriculum. Applying attitudes and behaviours remains the teacher's responsibility from beginning to the end of a learning activity. The character values to be taught to students are integrated through learning activities. For example, by doing prayers together before the learning process begins and after the learning process students have finished, by saying basmalah before eating together in class and hamdalah after finishing eating together; examples of such applied behaviour can help children develop moral and religious values.

The consideration that early childhood is a critical age phase that is very appropriate to apply the best values makes it a challenge for teachers to develop the learning process of students, one of which can be done through the development of learning models whose implementation remains on the

principle of ECCE, namely playing while learning without forgetting the learning objectives that have been set, namely the application of character based on the values of Al-Islam *Kemuhammadiyaan* for the early childhood level. If this can be realized, then role-playing activities are not only directed at children to understand how to play roles well, but children must also be able to pick up and inherit the expected character values.

AIK Values-Based Character Learning Model

Each learning model has a minimum component that must be contained in it, as well as a character learning model based on AIK values whose component arrangement is based on the model components proposed by Joyce (2010), which consist of 1) syntax or learning steps; 2) social system; 3) support system; 4) reaction principle; and 5) instructional impact and accompaniment impact of the AIK values-based character learning model. The prototype of the AIK values-based character learning model developed based on the results of the analysis of the needs of teachers and students to improve the character of students in accordance with the concept of AIK values is as follows:

1) Model Syntax /Learning Steps

- Exemplary
At this stage, the teacher gives an example directly to the learner of how to behave well in everyday life. Teachers must demonstrate behaviours that students can model.
- Delivering learning objectives
Teachers convey character learning objectives and motivate students to strive to achieve learning goals.
- Presenting information/ Teaching
At this stage, the teacher gives students knowledge, attitudes, and skills in acting about good character behaviour so that the child has a conceptual idea about the values that guide the protégé in behaving that can develop into character. The teacher presents the students with demonstrations, exemplary or through reading materials.
- Determining character learning priorities
With so many characters that must be developed, educators must determine a priority scale that can be used as the goal of character learning.
- Evaluation of character learning priorities
The teacher evaluates the learning outcomes of the material that has been learned, and each student is allowed to express his opinion about the learning that has been carried out.
- Rewarding and strengthening positive activities
The teacher appreciates every child who has carried out the learning process thoroughly without trying to discriminate in terms of the completeness of the learning process.
- Reflection
At this stage, the teacher evaluates the character development activities carried out thoroughly and sees the shortcomings and advantages of the character development process.

2) Social System

- Action, the teacher plans the actions to be performed at the time of learning to provoke the learner's reaction related to the development of the AIK character.
- Interaction, the process of interaction between the teacher and the student must be proportional. In developing the student's character, the teacher should not appear more dominant to the children. On the contrary, the student should instead be given space to accelerate himself under the supervision and guidance of the teacher.
- The transaction, the process of transferring knowledge to the child, does not lead to informative knowledge but must go through exemplary as in the learning step.

3) Reaction Principle

- Managers and teachers must build good communication with all teachers to integrate children's learning into forming children's character.
- Designer the teacher must design the entire process of learning activities by paying attention to the aspects of the achievement of the child's character that have been set.
- Facilitating the teacher as a facilitator means allowing students to determine their learning needs and objectives and utilize various learning resources.
- Moderator, the teacher must be able to be a moderator between the child's wishes and the parents' desire to cooperate in building students' character at school and home.
- Motivators and teachers provide convenience in learning and carry out learning as interesting as possible to raise students' spirits.

- Evaluator, the teacher must be a good appraiser, in accordance with existing instruments, and has been established as an important part of the learning model.
- 4) Support System
- Teaching manual containing the technical steps of implementing the learning model, from planning to assessing the child's character
 - A semester program that elaborates learning themes to sub-sub-themes for one semester refers to integrating AIK character values
 - RPPM, a derivative of a semester program that contains the elaboration of learning themes to sub-sub-themes for one week, refers to the integration of AIK character values.
 - RPPH is the final derivative of the semester and RPPM program, which elaborates learning themes to sub-sub-themes during one day of teaching and learning activities that integrate AIK character values.
 - Child Character Observation Sheet, containing child assessment indicators related to explicit scores from AIK
- 5) Instructional Impact and Accompaniment Impact
- The instructional impact on the AIK values-based character learning model includes setting learning objectives on prose, RPPM, and RPPH that match the AIK values.
 - The impact of accompaniment on the AIK values-based character learning model contains the achievement of all AIK values: justice, honesty, brotherhood, hard work, steadfastness, king', khauf, and ittiba' to the Prophet.

As the accompanying impact above, the AIK learning model was developed with the ultimate goal of forming the character of students in accordance with the values of Al-Islam Kemuhammadiyaan as follows:

1. The value of justice, a value that can shape the character of students so that they always behave correctly, side with the truth, and use the same standard in assessing the truth.
2. The Value of Honesty, a value that can shape the character of students so that they always convey everything in accordance with the reality, be it through words, writing, gestures and actions.
3. The Value of Brotherhood, a value that can shape the character of students so that they are always inclusive, open to interacting with everyone regardless of ethnicity, religion, race and class.
4. The value of hard work, a value that can shape the character of students so that they always behave in a way that embodies genuine efforts in dealing with various learning obstacles and assignments as well as possible.
5. The value of Steadfastness, a value that can shape the character of students so that they are always patient, not easily discouraged and broken-hearted or enthusiastic in facing all tests and problems.
6. Raja's value, a value that can shape the character of students so that they always expect the pleasure, mercy, and help of Allah SWT, and believe that this can be achieved.
7. Khauf value, a value that can shape the character of students so that they are always afraid of punishment which makes them always act or walk in a justified direction.
8. The value of Ittiba' to the prophet, a value that can shape the character of students so that they always follow the Sunnah of the prophet, both the words and behavior exemplified by him.

RESEARCH METHODS

The type of research used in this study was the Research and Development method, which should start with the needs analysis stage. However, because the results were known, and so was the design of the learning model, in this study, the stage immediately stepped into the expert test stage with as many as two qualified experts in the field of learning model development and experts in the field of early childhood education, which was then tested with the user, who in this case was a teacher at Aisyiyah Kindergarten, Makassar City. At this stage, data were collected using the module's validity assessment and practicality assessment instruments.

The collected data is then analyzed with the following stages:

- 1) For the score of the questionnaire data assessment using Likert scale guidelines, as shown in the following Table:

Table 2. Assessment Score

Category	Score
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Excellent	4
Good	3
Less	2
Very less	1

- 2) To calculate the average score from the questionnaire data using the following formula:

$$M = (\sum X)/N$$

Description:

M = Average Score

$\sum X$ = Average total

N = Amount of data

- 3) To convert the average score obtained into an assessment, use the following criteria:

Table 3. Conversion Criteria

Score Range	Criteria
$X \geq M + S_{bi}$	Highly Valid/Practical
$M + S_{bi} > X \geq M$	Valid/Practical
$M > X \geq M - 1 S_{bi}$	Less Valid/Practical
$X < M - 1 S_{bi}$	Invalid/Practical

Description:

X = Score obtained

M = Average Ideal Score

S_{Bi} = Standard deviation

- 4) To conclude the validity or feasibility of the developed modules and learning videos, use the following criteria:

Table 4. Conclusion Criteria

Score	Score Range	Category
4	$X \geq 3,0$	SV/SP (Highly Valid)/Practical
3	$3,0 > X \geq 2,5$	V/P (Valid)/Practical
2	$2,5 > X \geq 2,0$	KV/KP (Less Valid)/Practical
1	$X < 2,0$	TV/TP (Invalid)/Practical

Meanwhile, to measure the effectiveness of the character learning model based on the values of Al-Islam *Kemuhammadiyaan*, the data was collected through an observation process using a character assessment rubric and then analyzed using an inferential test.

RESULTS AND DISCUSSION

Validity Level of AIK Learning Model

In this section or stage of the validity test, the researcher presents the results of expert assessments related to the instruments used in this study as well as the assessment of the products developed to ensure that the results achieved are valid and feasible to be used according to their objectives so that the researcher's description of the results is biased to ensure objectivity. It is because every element of the research instrument and the product developed must be tested first by experts in their fields (Ihsan, 2016). Therefore, below, the researcher describes the validity test results from the instruments used for the product validity test developed as a character learning model based on AIK values.

To measure the feasibility of the product developed as a learning model, researchers also asked for an expert assessment to measure the validity of the product so that it is suitable for use in early childhood character education, both by teachers and students. In addition, the expert validation process is intended for researchers to get input from experts to be used as evaluation material for the products developed (Fatmawati, 2019). The product validity test resulting from this research and development shows that all products that have been developed have proven to be very valid based on the calculation of the average score of the two validators who are experts in the field of development and content of ECCE material. In accordance with the assessment aspects of the validation test, according to Rogayan Jr. and Dollete (2019), this can be done in various ways, such as adequacy, coherence, suitability, and usability. These aspects of the assessment have all been

contained in the expert assessment indicators so that the objectivity of the assessment results can be scientifically accounted for.

Overall, from the results of data analysis related to the level of validity of AIK values-based character learning model book products and AIK values-based character learning model teaching guidebooks and all learning tools contained therein, summarized through product validation result data as follows:

Table 5. Summary of Product Validity Analysis Results

No.	Product	VALIDITY	
		\bar{V}	Category
1.	Learning Model Book	3.71	Highly Valid
2.	Teaching Handbook	3.58	Valid
3.	Program Semester	3.62	Highly Valid
4.	Weekly Learning Program Plan (RPPM)	3.54	Valid
5.	Daily Learning Program Plan (RPPH)	3.51	Valid
6.	Learner Character Observation Sheet	3.73	Highly Valid

Based on Table 5 above, the validity value for all products developed from the research and development process of a character learning model based on AI-Islam *Kemuhammadiyaan* values is within the interval limit of $3.50 \leq V < 4.00$, which means that overall, it can be concluded to be in a valid category and worthy of use.

The practicality of the AIK Learning Model

The results of the target user test of the product developed, which in this case was a teacher, were used to measure the level of practicality of the character learning model book based on AI-Islam *Kemuhammadiyaan* values and the teaching guidebook for the character learning model based on AI-Islam *Kemuhammadiyaan* values that have been developed and equipped with all the learning tools needed, ranging from semester programs to student character observation sheets. The products that have been developed were assessed by 15 teachers as target users from kindergartens under the guidance of Aisiyah Ranting Makassar City. From the results of the practicality test by these users, this research and development are presented based on Table 6 as follows:

Table 6. Product Practicality Test Results of Model Book and Handbook

No.	Assessment Aspects	Average	Category
Model Syntax			
1	Exemplary	3.5	Practical
2	Delivering learning objectives	4	Very Practical
3	Presenting information	3,5	Practical
4	Prioritizing character learning	4	Very Practical
5	Evaluation of character learning priorities	3.5	Practical
6	Rewarding and strengthening positive activities	3,5	Practical
7	Reflection	4	Very Practical
Social System			
1	The teacher is responsible for starting the stages	3.5	Practical
2	Teachers guide students through activities at each stage	3.3	Practical
3	Teacher-student interaction	3.5	Practical
4	Student and student interaction	3.5	Practical
5	Teachers grow and encourage the spirit of implementing the AIK values of students	4	Practical
Reaction Principle			
1	Teachers respond positively to students' reactions	3,5	Practical
2	Teachers help children explore problem situations and compare alternatives	3,5	Practical
3	Teachers raise children's awareness of	3,5	Practical

	their views and feelings by making reflections, prescribing and summing up children's responses		
4	The teacher explains to the child that there are many ways or alternatives to solving a problem	4	Very Practical
Support System			
1	The selected learning resources/learning media can be used to achieve learning objectives	3,5	Practical
2	Learning resources according to the characteristics of students	4	Very Practical
3	The assessment system designed can measure the results of children's achievement from cognitive, affective and psychomotor aspects	4	Very Practical
Average		3.8	Very Practical

Based on the results mentioned above and the requirements related to the practicality of the product according to the expert's view, it can be concluded that the teacher, as a product user, has the authority to determine the level of practicality of the product developed according to the method used, states that obtaining the value of ease in implementing the product (a teaching guidebook along with learning tools) because the steps of the activity are presented practically in the guidebook, has been very practical and operational. In addition, the tools and materials used are also easy to obtain by teachers, so the AIK values-based character learning model and its products, in the form of a teaching guidebook for AIK values-based character learning models that researchers have developed, are very relevant to the needs of teachers today in schools.

It also refers to the view that a development product can be declared practical if it has met the aspects of user assessment, which states that the model can be applied with minor revisions. The model can be implemented because it has been adapted to the applicable curriculum format, time allocation, and university conditions (Jaedun et al., 2017). In addition, the researcher's conclusion says that the learning model is already practical, so it is suitable for use because it is supported by the view of Saputro (2011), which states that the model is said to be practical if it is more than $\frac{3}{4}$ or about 70% more users who give a positive response. The learning model can also be said to be practical if the model can be used in learning without a revision or with minor revisions, and can also be seen from how the data views the practicality of users when using the model when the learning process is ongoing (Rahmatin & Khabibah, 2016).

Effectiveness of the AIK Learning Model

After a trial of a character learning model based on AIK values, data were obtained on children's learning outcomes, namely from 15 existing children. In the justice aspect, the average score was four or very well-developed / very high category. In the honesty aspect, the average score was at a score of 4 or in the category of developing very well / very high. The Brotherhood aspect average value was at value three or in the category of developing according to expectations / high, hard work aspect average value was at value three or in the category of developing according to expectations / high. In the steadfastness aspect, the average value was at a value of 4 or in the category of developing very well/very high. The aspect of the king' average value was at a value of 4 or in the category of developing very well/very high, the aspect of khauf the average value was at a value of 3 or in the category of developing according to expectations / high, the aspect of ittiba' in the Prophet the average value was at a value of 4 or in the category of developing very well / very high.

From the results of the trial application of the model, as many as five descriptive meetings showed an increase in the character development of students' indicators of justice, honesty, brotherhood, hard work, steadfastness, king, khauf, and ittiba to the Prophet Muhammad SAW. The average value of students' ability was 3.7 (Very well developed (BSB) with a very high category. To determine the influence of the application of the Character Learning model Based on AI-Islamic *Kemuhammadiyaan* Values in Kindergarten Group B, descriptive and inferential statistical tests will be carried out.

The data obtained were then analyzed using parametric statistical tests for the t-test with paired sample t-test data analysis, namely data analysis to compare the average values of two interconnected data to see the difference in the influence of the application of the AI-Islam *Kemuhammadiyaan* Values-Based Character Learning model in Kindergarten Group B before and

after by comparing mean values and calculated t values with t tables before conducting a hypothesis test to determine whether there is a difference before and after the prerequisite test is carried out as a first step in the use of parametric statistics, namely data normality.

a) Normality Test

Normality tests determine whether the data obtained come from normally distributed populations or normal non-distributed data. The paired normality test of the sample t-test sample used Shapiro-Wilk statistics, which are categorized as normal if Sig > 0.05. Based on the normality test results for pre-treatment data, obtained 0, .365, it can be concluded that the distributed data are normal since Sig.0, 365 > 0.05. The normality test after treatment was obtained Sig.0.571, so it can be concluded that the distributed data is normal because Sig.0.200 > 0.071.

Table 7. Pre Test and Post Test Data Normality Test Results

Group	Sig. (2-tailed)	Conclusion
Experiment	0,365	Normal
Control	0,071	Normal

b) Inferential Test (T-Test)

After conducting a prerequisite test for parametric statistical analysis and meeting the requirements, it is continued with a hypothesis test. To find out the average differences before treatment and after applying the character learning model based on al-Islam *Kemuhammadiyaan* values in kindergarten group B by conducting a t-paired test sample t-test. The results of the t-test can be seen in the table below:

Table 8. The results of the t test before and after the implementation of the AIK model

Aspects of total development		t _{count} value	t _{table} value	Sig.	Conclusion
AIK Character	15	23.909	2.1447	0,00	H ₀ rejected/ H ₁ accepted

Testing this hypothesis using IBM's SPSS 23, with statistical hypotheses:

$$H_0 = T_{count} \leq T_{table}$$

$$H_1 = T_{count} > T_{table}$$

Table 8 above shows the calculation results of gross motor abilities t_{count} = 23,909 and t_{table} = 2.1447. From the data, it can be seen that t_{count} (23,909) > t_{table} (2,1447). It indicates that H₀ rejected and H₁ accepted, with a Sig.0.00 < 0.05. There is an average difference between activities before the implementation of 1.92 and after the application of the model, with a mean value of 3.70. As the basis for decision-making in the paired sample, the t-test showed a significant difference in the influence of applying the Al-Islam *Kemuhammadiyaan* Values-Based Character Learning model in Kindergarten Group B before the model was applied and after the model was applied. Thus, from all the results of statistical tests that have been carried out, it can be concluded that Character Learning Based on Al-Islam *Kemuhammadiyaan* Values in Kindergarten Group B affects the improvement of the character development of students by having different mean average data where the mean value after the application is higher than the mean value before the application of the model and the significance value of 0.00 < 0.05. So that the gymnastics activities of Character Learning Based on Al-Islam *Kemuhammadiyaan* Values Kindergarten Group B affect the improvement of the character development of students.

c) N-Gain Test

After a hypothesis test was carried out, it showed a difference in the average value between groups using experimental methods using conventional methods or control groups. The N Gain test was carried out to see the effectiveness of the experimental method in developing the cognitive abilities of Group B students of TK Aisyiyah Mamajang Makassar City.

Table 9. Descriptive Statistics N Gain Score

Descriptive Statistics					
N Gain	N	Minimum	Maximum	Mean	Std. Deviation
N_Gain_Score	15	.05	.08	.0591	.00929
N_Gain_Score_Persen	15	4.65	7.87	5.9141	.92913
Valid N (listwise)	15				

From the table above, the Mean N Gain Score value is 0.7591 based on dividing the gain score values in the high category with a range value of $g > 0.6$ with a medium category. While the percentage value is 5.9141%, rounded to 60% based on the estimated percentage, category N Gain is included in the effective category with a range of 56-75% (quite effective). This data shows that using a character learning model based on Al-Islam *Kemuhammadiyaan* Kindergarten group B is quite effective for improving students' character development.

According to Yusuf (2017), the learning process can be said to be effective if there are changes in children, be it changes in cognitive, behavioural, or psychomotor matters, as a result of the learning outcomes that children get from their own experiences and their environment that bring certain influences, meanings, and benefits to themselves. If referring to this view, the AIK values-based character learning model that has been developed has met the element of effectiveness in its use because, based on previous data on the results of the study, it was shown that there was a change or improvement in children's character after using the AIK values-based character learning model. This conclusion is corroborated by the view of Agustina Fatmawati (2016), who said that the assessment of the effectiveness of learning tools is measured based on children's learning outcomes, one of which is the child's character.

CONCLUSION

The validity value for all products developed from the research and development process of character learning models based on Al-Islam *Kemuhammadiyaan* values is within the interval limit of $3.50 \leq V < 4.00$, which means that overall, they can be concluded to be in the category of valid and worthy of use. Meanwhile, teachers, as product users who have the authority to determine the level of practicality of the product developed according to the method used, state that obtaining the value of ease in implementing the product (a teaching guidebook along with learning tools) is important because the activity steps presented practically in the teaching guidebook of AIK's values-based character learning models are already very practical and operational. In addition, the tools and materials used are also easy to obtain by teachers, so the AIK values-based character learning model and its products, in the form of a teaching guidebook for AIK values-based character learning models that researchers have developed, are very relevant to the needs of teachers today in schools. For its effectiveness, data was found that, from the results of trials of applying the model in as many as five meetings, there was a descriptive increase in the character development of students in indicators of justice, honesty, brotherhood, hard work, steadfastness, king, khauf, and ittiba to the Prophet Muhammad SAW. With the average score of the ability of students is 3.7 (Very well developed (BSB) with a very high category, it is concluded that the character learning model based on the values of Al-Islam *Kemuhammadiyaan* developed is not only valid and practical but also is effective for improving early childhood character.

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