



Character Education Early Childhood: Brain-Based Teaching Approach

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Abstract

Character education for early childhood through brain based teaching approach is very urgent to give stimuli with neocortex and neuron. This research aimed to formulate early childhood character based through brain based teaching approach in kindergarten. It is started with local wisdom study, analysis of kindergarten vision and mission, analysis of kindergarten curriculum, test of brain-based teaching, evaluation, and drafting curriculum. Research sample is 59 kindergartens. Data collection techniques are participating observation, in-depth interviews, and documentation. Data analysis was performed with reduction, data display, conclusion drawing/verification. Component of brain-based teaching in kindergarten are social intelligence, emotional intelligence, cognitive intelligence, kinaesthetic intelligence, and reflective intelligence.

Key Words: Character education, early childhood, brain-based teaching, kindergarten.

1. Introduction

The character of education be the contemporary demands in Indonesia. Each educational activity are required to provide reinforcement of character as the nation's moral restraint generation. Therefore, it is very urgent character education conducted in children from an early age. Early Childhood Education (PAUD) is organized in the form of formal educational institutions, require the format and design curricula that are relevant to the conditions and dynamics of science learners (Hamalik, 2007). The concept of learning in kindergarten students are learning concepts that wants to offer to the public of the importance of character and behaviour of students in kindergarten by phase or stage of psychological development of children, such as the power of reason, language, gross and fine motor, and so on. The design of contemporary learning systems has spawned a wide variety of theories and concepts with a variety of approaches, among which is the brain based teaching. Brain based teaching is learning approach that examines the workings bases and reasoning power of learners in designing learning (Barbara K. Given, 2007). On the other hand, brain approach based teaching also see external factors as part of the preparation process of instructional design (D. Hamer and Copeland, 1998). Brain Based Learning is a Learning approach that is based on the structure and function of the human brain (Akyürek&Afacan, 2013). External factors identified as a trigger for the effectiveness of the learning interaction.

Through this research, the formulation will be done through character education models of brain-based teaching approaches that can be applied to the kindergarten in the city of Parepare. The specific objectives for long-term research are getting a character education curriculum in early childhood at kindergarten level to configure a brain-based teaching approaches. Brain-based teaching is the development of cutting-edge neuroscience findings are applied in the world of education and learning. It is an attempt to answer various problems of contemporary learning. With careful planning, knowledge of brain research findings, and a little creativity, teachers can offer engaging, brain-based activities that encourage exploration and learning and support learning standards (Ramakrishnan&Annakodi, 2013). Then, another goal is expected to be obtained from this study are: Getting character education system that is relevant to learning in early childhood; Improving the quality of learning in kindergarten as the main foundation for further educational development; Finding a learning model that is rooted in the working procedures of the brain as the center of human organs that require precise stimuli early in the development of children's potential.

The character will be formed as a result of understanding the relationship that must be experienced 3 every human being (triangle relationship), namely the relationship with oneself (intrapersonal), the environment (social relationships and environment), and the relationship with Almighty God (spiritual). Any result that relationship will provide interpretation / understanding of the values

and beliefs eventually become a child (<http://www.pendidikankarakter.com>, 2013). Other kindergarten or elementary school programs that focus on student social attitudes and behaviours have academic effects that surface only in middle and/or high school (Benninga, Berkowitz, Kuehn, & Smith, 2003). The character education which focuses on the teaching value mainly includes special values content, as well as various moral qualities such as honesty, generosity, and others to be learned and understood by the students (Agung, 2011).

The importance of early childhood education by Feldman argued that childhood is a golden period which will not be repeated, as it is the most crucial period in the formation of the fundamentals of personality, thinking, intelligence skills, and social skills (Asmani, 2009). Urgency character education from an early age will give color inherent in the minds of the formation of the basic character of the corresponding local wisdom. In brain-based learning, the brain cannot function (learn) when a child is experiencing stress or anxiety. That is why character education is useful in establishing a healthy emotional environment (Tannir& Al-Hroub, 2013).

Head with efforts for early childhood education, is expected to grow and develop basic character personality has superior capabilities include: (1) an independent character and superior, (2) commitment to the independence and freedom, (3) latent potential conflict is not, but monumental and local situations, (4) the significance of unity in diversity, and (5) prevent social stratification synonymous with ethnic and religious differences (Jalal and Supriya, 2001).

Concept Learning of Students in Kindergarten

Act No. 20 of 2003 on National Education System Chapter 1, Article 1, Item 14 stated that "Early Childhood Education is a development effort that is aimed at children from birth to the age of 6 years done through the provision of educational stimulation to assist the growth and development of the child physically and mentally in order to have the readiness to enter further education ". The law intends urgency for early childhood education to provide stimuli in order to adapt and be ready to enter the next level of education. To be ensured a safe and exciting learning environment in the classroom without any teasing and humiliation due to failures lead to encourage learners to attempt more in learning process (Valipour and Araghi, 2014).

Speed the development of a child is not always in line with his friends and with chronological age (Said, 2002). Learning for children is something that is earned, while the play is a vehicle for children to learn and work. Environment 'rich' will give a lot of mental stimulation can improve the learning ability of children. Design and methodology of learning must be tailored to the physical and psychological development of children, gifts and talents, as well as the potential that can be developed in children. According to Hurlock in Jamal (2009), that there are 10 aspects of development that could encourage the development of children through education in kindergarten, namely: "Health maintenance, training skills, develop the ability to speak, to manage emotions,

social behaviour training, teaching social attitudes, develop creativity, exercise discipline, to develop self-concept, and train children adjust to school.”

As for the physical and spiritual development of kindergarten children include: (a) Motor skills; crawling, walking, running around, using his hands to hold, throw, break, build, and so on; (b) Exercise observations with various tools such he is called upon; (c) Language development; (d) Social interaction (with parents, siblings, and friends); (e) Mental training / thinking, although still in a very simple form (counting with fingers, calling the names of goods, simple dialogue with parents, identifying pictures, letters, and numbers); (f) Emotional life coaching (highly dependent on psychological atmosphere created by parents and older siblings); (g) Sometimes children learn self-restraint, for example, when asking for something to their parents, while their parents are not always immediately allow this; (h) Aspect of ethical education distinguish between good and not good also started to be activated (Sadulloh, et al., 2010).

Below is an outline of the treatments according to the education levels of students' psychological development: (a) For students in the prenatal developmental stages are Sanitation maternal physiological environment, Maintenance of food (nutrients, proteins, vitamins), Maintenance of the behaviour of parents, especially mothers who were conceived to avoid hereditary traits that interfere with development of the baby's physiological functions, and Control of temperament and negative attitudes to the mother herself; (b) For students in vital developmental stages are Maintenance of a meal and child nutrition and Habituation for example regular life, in terms of eating, sleeping, and bowel movements; (c) For students in the developmental stages of memory are Exercise senses, Exercise of attention, and Exercise memories; (d) For students in the developmental stages of behaviour are Avoid pampering treatments, Avoid treatment is punishment, Guiding the child's adjustment to the environment; (e) For students in the development phase observations are Creating a healthy environment and pedagogical, Train the observation function, Give examples of positive living, and Provide stimulus and objective information: (f) For students in the stage of intellectual development are \Provide training to think, Giving intrinsic motivation for children to want to learn auto-active, Using evaluation as a means of motivation to learn, and Providing psychological counselling fair and flexible (Riyanto, 2010).

Brain-Based Teaching in Kindergarten

Brain-based teaching wants to expose the brain's natural learning system that involves five essential components. These five essential components will function when the brain is doing complementary learning activities, which is a component of social intelligence, emotional intelligence, cognitive intelligence, kinaesthetic intelligence, and reflective intelligence (Eric Jensen, 2008). Fifth intelligence is a major component of brain-based learning. Thus, each learning activity is always to the realm of the five components of the brain-based

learning. Brain Based Teaching Approach is one such learner centred and teacher facilitated approach that utilizes learner's cognitive endowments. It is on the brain-based learning principles (Thomas & Swamy, 2014).

Elkhonon Goldberg in Paul E. Dennisen (2008) states that the human brain is designed to constantly seek pollutes rules, patterns, structure, and terms of reference. When the organism is open to the outside world a new signal pattern, the strength of synaptic contacts gradually changed in a complicated constellation distributed, it represents learning. Thus, the learning system must be designed in accordance brain works in systematic and appropriate levels of student ability, by adjusting the dynamics of the development of society and science. Neuroscience, then, points to the need to develop a holistic view of the classroom, taking the physical and affective dimensions of learners into account if there cognitive side is to function optimally (Jane Arnold Morgan & M. Carmen Fonseca, 2004). Brain-based classrooms are called "brain friendly places." These classrooms are the learning environments where the brain's functions and their roles in learning are regarded in terms of teaching and learning process (Ozden & Gultekin, 2008).

In the implementation of brain-based learning activities, at least harmonize with the legal base of the brain. In general, there are ten basic laws relevant brain used in education and learning, namely: (a) The brain stores information in nerve cells; (b) The brain has a component to create habits of thinking and behaving; (c) The brain stores information in the form of words, images, and colours; (d) The brain does not distinguish fact and memory, the brain reacts to the fact exactly the same as the reaction to the memory; (e) Imagination can strengthen the brain and achieve what is desired; (f) Concepts and information in the brain are arranged in the form of patterns, the brain can receive and simultaneously reject the patterns, the brain and at the same time not bound by the pattern; (g) The tools sensory receptors and nerves connecting the brain to the outside world, sensory exercises and physical exercise can strengthen the brain (h) The brain never breaks. When the rational brain fatigue and cannot complete a job, 'intuitive brain will continue; (i) Brain and liver tries to get close, the brain continually honed to bring the owner to the road of virtue and wisdom, as well as soul; and (j) Brain power is determined by the physical food received brain (Pasiak, 2008).

Problems are often born in the learning activities is when and where the human brain started on, what strategies and techniques appropriate given if the brain had started on, stimuli such as what needs to be done so that the brain can last a long time on, and so on. The best way for educators to achieve results in the school is to prepare a variety of wide-ranging activities so that learners have the opportunity to try a variety of different patterns of abilities, discover the most powerful ability, and master it, as much as they are able (Sternberg and Grigorenko, 2010). Educators are required to understand the learner faced with a variety of his background. Knowledge educators to facilitate learners to design

and design learning, especially in the development of brain-based skills. Brain based teaching is all about smarter, more purposeful teaching that can reach a greater number of students (Kaur, 2013).

2. Method

This research is applicable in terms of the purpose and quasi-experimental descriptive of pre-test, post-test and follow-up design in terms of method.

The statistical population of this study included 20 adolescents with anxiety complaints to psychiatrists at the specialized clinic of the Kermanshah Health Centre in April and May 2012. The sampling method was available one and the sample size was 5 people.

The criteria for entry into this study include: Anxiety diagnosis based on clinical interviews by a psychologist and psychiatrist and confirmation with Beck Anxiety Scale, no other treatments (other psychological treatments and drug use) at least one month before entering the research, age range of 18-60 years old and having the minimum educational degree (middle school).

Exit criteria included: psychopathological symptoms, drug abuse, psychological disorders except for anxiety and depression and personality disorder and absences in two treatment sessions.

3. Research Tools

Implementation Research

The study was conducted in the form of a workshop with leaders or experts of various fields such as religion, socio-cultural, educators, politics, economics, and law to provide character concept to be addressed. Then, a review of the vision and mission of the institution for kindergarten has relevant with the concept of character formation to be achieved at the same time considering the available resources. After that, the study conducted to design curriculum wake up a curriculum based on the concept of character and vision-mission of the institution.

The curriculum is composed of material of the appropriate formation of character, competence standard, basic competencies, and indicators of each theme, learning tools, and so on. Curriculum and learning tools that no longer described brain-based teaching approach tailored resources, theme, curriculum, vision-mission of the educational unit, the intended character development. The concept of brain-based teaching in the learning activities conducted testing to measure the effectiveness of the implementation and achievement of objectives. Measurement and assessment was conducted to determine the strengths and weaknesses of the learning approach. After the evaluation and improvement, then it is drafted a concept of character education that uses brain-based teaching in kindergarten. The phase of the research are: first study of the local wisdom

are workshops for the determination of the concept of character; second is vision-mission analysis of kindergarten of Sync Vision-Mission and Character concept; third is curriculum study of kindergarten; fourth is brain based teaching test; fifth is evaluation of application; and sixth is compilation of the concept of curriculum.

The Data Collection Techniques

Data Collection can be done in a variety of settings, a variety of sources, and a variety of ways (Sugiyono, 2009). Data can be collected in a natural setting such as the conditions of learning activities in kindergarten in Parepare City, then from the discussion and other scientific activities related to character education and implementation of brain-based teaching kindergarten; terms of the data collected from the source, which is the primary source (data directly from principals and educators) and secondary sources (data extracted from documents and archives administration kindergartens in City of Pare-Pare); further in terms of method or technique, the data collected through observation, interviews, and documentation. The descriptive nature of qualitative research, the data collected using several methods, namely:

1. Observation participate made in kindergarten is learning atmosphere in school, relationships and interactions between educators by educators, between educators and students, and between educators and parents of students, and between educators and stakeholders. Learning environment, engineering services, learning orientation, and how to resolve the problem becomes accentuated in the observation.
2. In-depth interviews conducted in this study to the principals and educators in kindergarten in the town of Pare-Pare on the implementation of learning-based character in school. In obtain more accurate data, the interview also made to parents of students, the system response to applied learning in kindergarten, and the development of students during school in kindergarten. Then also to the local government agencies Parepare directly related to kindergarten, the Department of Education City of Pare-Pare. Interview to government institutions related to education policy in kindergarten, the curriculum is applicable, and the various aspects associated with the development of kindergarten education units in the City of Pare-Pare.
3. Documentation Studies document leads to data analysis based on school documents related to the design and learning activities. Document kindergarten, as object of analysis is the profile kindergarten, state educators and learners, Daily Lesson Plan (SKH) and Weekly Lesson Plan (SKM), and documents related to the academic and non-academic.

4. Data Analysis

The data analysis technique used in this study is the approach adopted Miles and Huberman, as in Sugiyono (2009), performed in three grooves which is an integral activity (inter-related), namely: (1) reduction of the word; (2)

presentation of data, (3) drawing conclusions. Efforts inferences are performed continuously while in the field. From the beginning of data collection, searching for the meaning of objects, noting the regularity of the patterns (in theory notes), explanations, possible configurations, causal flow, and propositions. The conclusions were also verified during the study, by means of:

Rethink for writing. Review of field notes; Review and peer exchange ideas to develop inter-subjective agreement, and extensive efforts to place a copy of the findings in the other data set. Activity in qualitative data analysis is done interactively and continues over time until complete, so the data is already saturated (complete). (Sugiyono, 2009).

5. Findings

Geographical

Brief Description of Parepare kindergarten. Kindergarten as a formal educational institutions is quite important to get an appreciation of the various parties. It is becoming urgent to be studied more deeply about the existence of the kindergarten in the City of Parepare in relation to the task of learning for educators that apply to brain-based learning approach (brain-based teaching). Kindergarten were enrolled in the Regional Education Office Parepare totalling 59 pieces spread over four districts, namely: 1. Sub district Soreang many as 19 pieces; 2. Sub district Edge 16 units; 3. Sub district West Bacukiki many as 20 pieces, and 4. BacukikiSub district 4 pieces. (Profile City of Pare-Pare, 2013).

Number 59 above kindergarten, one of which is a state school as a kindergarten builder, and the other is private and non-governmental status. Private status kindergarten managed by the Foundation for Community Organizations such as Muhammadiyah, Darul Dakwah wal Irsyad (DDI), Immanuel Church Association, as well as professional organizations such as the Foundation PGRI, Police and Armed Forces Foundation, Womens Organization Foundation, a private foundation, and so on. In order to improve the quality of kindergarten in the town of Pare-Pare, so established professional organizations as an effective coordination pathways, namely IGTKI (Association of Teachers of kindergarten Indonesia) Branch of Parepare, and so forth. Development of kindergarten education institutions in the City of Pare-Pare in accordance with the development of the total population in early childhood. Residents who entered early age category (5-6 years) for kindergarten in the City of Pare-Pare, can be seen in the following table:

Table 1: Population Category Early Childhood (5-6 Years) in Parepare

No	District	Gender		Number
		Male	Female	
1	Soreang	767	804	1571
2	Ujung	599	620	1219
3	Bacukiki Barat	744	780	1524
4	Bacukiki	263	316	579
Total		2373	2520	4893

Source of data: Profile Parepare Education Academic Year 2012/2013

Description of the above data, the high population Parepare in Early Childhood category. Total population of young children aged 5-6 years by 4893 the number of institutions kindergarten available as 59, meaning the average number of students are nurtured every kindergarten is 83 people.

Character education with the application of brain-based learning in kindergarten in the City of Pare-Pare is a new approach, which has not been formally implemented administratively, but technically already implemented partially operational indicators based learning brain (brain-based teaching). Therefore, character education in kindergarten Parepare need to be adapted brain-based learning course in accordance with local knowledge.

Character Education Early Childhood: Implementation Brain based Teaching in Kindergarten at Parepare

Parepare Learning in Kindergarten refers to the national curriculum, the learning themes consisting of self-theme, the theme of my environment, my need themes, animal themes, plant theme, the theme of water, air, and fire, the theme of the universe, the theme of the work, the theme of communication tools, the theme of my homeland, and recreation theme. These themes became material (material) ranging from study group A to group B. Then learn, in the presentation of the subject matter, educators in kindergarten using varied methods, approach-oriented students, as well as relevant strategies for early childhood.

Learning in kindergarten, used the system area, with the division 5 groups, students are directed to the existing area, such as art area, art area, the area of religion, area of the beam, and so on. Then ask the students who want to get into the area of art, and so forth, and five groups rotated to enter any area in the queue, and in overseeing the work required at least 3 groups of educators (Patimah Tombong, Interview, January 11, 2013). Character education has begun to be developed and implementation of brain-based teaching in kindergarten at Parepare still in the context of discourse. Character education can be developed on the younger children in kindergarten Parepare is a religious character, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, recognize excellence, friendship/communicative, peace-loving, fond of learning, environmental care, social care, responsibility (AUD Character Education Workshop, August 27, 2013). The components of brain-based teaching are social intelligence, emotional intelligence, cognitive intelligence, kinaesthetic intelligence, and reflective intelligence. Explanation of brain-based teaching, are as follows:

Social intelligence. Within learning in kindergarten, a fairly prominent aspects of the development of students' abilities is the ability to interact with the environment, including peers in school. Early childhood learning in kindergarten get about how to interact, work together, maintain unity, mutual respect, sharing, developing potential through interaction with friends, and so on. Social development for young children is very important because at an early

age a child knows the potential to channel the social environment. Early childhood with the introduction of a very passionate and intensely personal so younger children is affected by the social environment. Character education in a child's development of social intelligence is the character aspect of tolerance, friendship / communicative, social care, democratic, peace-loving.

Character education is developed form of interaction with the themes of learning, such as self-theme, the theme of my environment, my need theme, animal theme, the theme of the plant, the theme of water, air, and fire, the theme of the universe, the theme of the work, the theme of communication tools, the theme of my homeland , and recreation theme.

Application of brain-based teaching for early childhood, particularly related to the development of social intelligence, can be done by performing the task group, establish cooperation with friends, want to play with friends, and so on. Early childhood is very important to develop the ability or social intelligence through education in kindergarten, because the new early childhood develop their potential, and adapted to the working processes of the brain through reading behavior displayed in their interaction. The following are brain-based learning in the context of the development of social skills of children, namely: to carry out the task group; Can work together with friends; Want to play with friends; tells greeted with polite and courteous; and Praising the work of others.

Explanation of the development of social intelligence variables on learning in kindergarten, above, shows the urgency educators have the knowledge and commitment in educating students according to the procedure of early childhood brain works. The development of children's social intelligence is essential in early childhood in kindergarten, children need to understand and remember the power of reason for the importance of social live and maintain the integrity and friendship in the social life of the child. A child will receive a positive stimulus for the development of intelligence and massive brain if it can interact with her, because this moment can co-exist and explore higher.

Emotional intelligence.Character education in kindergarten on the emotional aspect is honest, peace-loving, responsible, and independent. In developing these characters, an educator is required to create an atmosphere conducive to learning. Ability of the students when developing emotional control, then developed to form the emotional themes of learning, such as neighbourhood theme, theme necessities, animal themes, theme plants, the theme of water, air, and fire, the theme of the universe, the theme of the work, the theme of communication tools , the theme of my homeland, and recreation theme.

Orientation learning which emphasizes the development of emotional intelligence abilities are very urgent and relevant applied since early childhood, because at this time that the child has since been given capital base for future personality formation. Related to the application of brain-based teaching, learning educators in kindergarten implement according to RKH and action

plans that have been prepared. The themes of learning in RKM adjusted to the level of the child's thinking ability, so that learning activities can work as outlined. The following are variable in character education aspects of emotional intelligence through brain-based learning approach, namely: Demonstrate tolerance; Expressing emotion in accordance with existing conditions; Know the etiquette and manners with the local socio-cultural values; Understand the rules; Demonstrate empathy; Having a persistent attitude (do not give up); Proud to the work itself; and Appreciate the benefits of others.

Character education through learning-based brain emotional intelligence variables in kindergarten, because the child can develop normally and positively by the processes of natural development. Developing emotional intelligence in early childhood kindergarten must be adapted to the absorptive capacity of the child, the child's developmental level reasoning, the ability to select a good and bad thing, the ability to classify each characteristic, and so on.

Cognitive intelligence. Character education on the development of cognitive intelligence is creative, curious, independent, and likes to read. Development of cognitive intelligence in kindergarten is associated with the themes of learning, namely the self theme, the theme of my environment, my need theme, animal theme, the theme of the plant, the theme of water, air, and fire, the theme of the universe, the theme of the work, the theme of communication tools, the theme of the land my water, and recreation theme. The theme of learning positive character developed through brain-based learning. The following are the variables weekly teaching plan cognitive learning in students in kindergarten, namely: Classify objects by function; Indicates explorative activity and investigate; Know the cause and effect on the environment; Demonstrate initiative in choosing the theme of the game; Solve simple problems in daily life; Know the difference based on size; Classify objects based on colour, shape, and size; Sort the objects by size smallest to largest or vice versa.

Character education in childhood Early in kindergarten with brain-based learning approach should be able to excite and delight the students participating in learning. However, that needs to be avoided is not to play the instrument at the centre of attention so that the main target is not reached, so the use of props in such a way to consider the relevance and urgency. Brain stimulus can be effective if the use of props and the way it is presented in accordance with the theme of learning and conditions of the students. Development of cognitive intelligence variables must match the ability of the brain of the students, then the materials, props, and methods applied can provide stimulation to the brain can work proportionately.

Kinaesthetic intelligence. Character education of hard work, creative, and independent kinaesthetic intelligence is the direction of development. Then the children still in the process of growth needed nutritional supplements are good, light exercise in a meaningful motor-movements, and also coordination between thought and movement. Target and development orientation kinaesthetic

intelligence include variable strength, endurance, dexterity, accuracy, speed, and flexibility of physical-motor, even the ability to do complex skills (dexterity). Development of such capabilities must be supported by a system of effective learning and appropriate for the physical development of young children. Kinaesthetic learning context in kindergarten depart from existing themes, namely Personal theme, the theme of my environment, my need theme, animal theme, the theme of the plant, the theme of water, air, and fire, the theme of the universe, the theme of the work, the theme of communication tools, themes my homeland, and recreation theme.

Here proposed development in which kinaesthetic intelligence implied by the model Brain Based Teaching positive character in kindergarten, namely: Moving the body and legs in order to balance, strength, agility, and courage train; To coordinate the movement of the hand-foot-heads in performing dance / gymnastics; Conduct regular physical game; Moving the hand to muscle tone and coordination; Conducting personal hygiene; Draw the corresponding idea; Exploring with a variety of media; Expressing self-portrait in detail.

Development kinaesthetic intelligence is very important for early childhood. Muscles are supple, well-coordinated, balance, strength, and mental courage needs to be developed in children, and so are the fine motor aspects should also be developed such as dancing, how to hold writing instruments, how to cut, how to comb hair, brush your teeth, and so on be an important aspect for further developments. Kinaesthetic intelligence should be a concern for educators because these variables can affect the development of other intelligence. When muscle or how to hold rigid body hair is not exactly going to affect the development of other intelligence. Kinesthetic intelligence will bear the corresponding character in the early childhood and kindergarten development synchronized with the level of ability of the students' reasoning or brain, resulting in harmonization between motor movement (course and fine) with brain development.

Reflective intelligence. Religious character education, tolerance, responsibility, and honest, can be developed through the development of reflective intelligence. In relation to learning in kindergarten, students often ask something that is abstract and requires students to be honest and reasonable answer is the power of reason. This aspect is sometimes confused educators want to answer honestly but worried students unreached power of reason. This phenomenon is often found in the kindergarten educators in developing reflective intelligence in kindergarten. Development of reflective intelligence, educators perform in accordance with the learning that is in the theme, that theme myself, my environment theme, the theme of my needs, animal theme, the theme of the plant, the theme of water, air, and fire, the theme of the universe, the theme of the work, the theme of communication tools, the theme of my homeland, and recreation theme. These themes can be used as an object lesson in the development of reflective intelligence in children in kindergarten.

The following are variables themes of religious learning and teaching approaches in relation to kindergarten, namely: Know the kinds of religions; Getting to know the place of worship; Know the scriptures adopted; Getting used to worship; Distinguishing good behaviour and bad; Know the rituals and religious holidays; Respect other religions; and Introduce the story of exemplary character. Brain-based learning on the development of early childhood reflective intelligence is quite urgent and relevant. The students can receive reflective learning oriented according to the power of his reason or appropriate work processes brain. If the introduction of a range of reflective themes in early childhood correlated with students how the brain works, will develop effective reflective intelligence. It was necessary skills and support facilities for educators in conducting brain-based learning on the development of variable reflective intelligence.

6. Conclusion

Early childhood learning is a brain-based approach is considered new to the world of early childhood education (ECD). It is considered to be very relevant for learning in kindergarten duly follow the patterns of work and brain development of students. Proper handling in early childhood learning will lead to significant brain development of children in a positive way. Educators are required to work in a professional, an annual program plan, the program weekly, and daily program, by looking at the development of students' reasoning power with variable social intelligence, emotional, cognitive, kinaesthetic, and reflective.

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