

CHARACTER EDUCATION MANAGEMENT PLANNING IN EARLY CHILDHOOD EDUCATION

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Keywords	Abstract
Character Education Early childhood Management Planning.	<p>This study aims to investigate character education management planning in the context of early childhood education. The main focus of this research is to design and implement an effective planning framework for character building at the early developmental stage of children. The methods used in this research included literature analysis, case studies, observations and interviews with educators. The results illustrate that character education management planning in early childhood education needs to consider children's developmental characteristics as well as the need for positive values formation. The planning model involves identifying relevant character values, developing interesting and developmentally appropriate lesson plans and implementing them through play and social interaction activities. The discussion highlights the importance of educators integrating character education in every aspect of early childhood learning. Planning that is tailored to children's characteristics helps shape positive attitudes, behaviors and interactions in the educational environment. The implications of this research support early character education efforts as an important foundation for children's personal development with integrity.</p>

INTRODUCTION

Character education is considered a very important element in shaping young people who have moral integrity and positive attitudes. In the early stages of development, children have a great ability to absorb values and norms that will form the basis of future behavior and views in character education at the early childhood education stage has a very crucial role in forming a moral foundation and good behavior (Dirsa et al., 2022).

The early childhood education stage, often referred to as the golden age, is a very important period in the formation of children's character. At this stage, children are

undergoing rapid physical, emotional, cognitive, and social development (Faisal et al., 2023). They begin to form perceptions of the world around them and absorb information quickly. The early childhood education environment must be well designed to provide experiences that support positive character development.

Educators and caregivers at the early childhood education stage have a central role in guiding children towards the formation of good character. Being in a strategic position to introduce values, norms, and ethics that form the moral basis of children with character education management planning that is structured and based on an understanding of child development is very important.

Through proper character education in early childhood, it is expected that children will internalize positive values, such as honesty, empathy, cooperation and responsibility. This will help them grow into individuals who contribute positively to society and the environment.

Integrating character education in early childhood presents challenges and considerations that need to be taken into account. The importance of appropriate approaches and engaging methods in teaching character values to young children must be balanced with a deep understanding of how children of this age learn and interact.

In this context, research on character education management planning in early childhood education is relevant and important. By understanding the dynamics of child development and the characteristics of the early childhood education stage, it is hoped that an effective approach can be produced in designing character education planning that can form a moral foundation and positive behavior in children.

In order to achieve the goals of character education in early childhood, collaboration between the educational environment, family and community also plays an important role. Coherence between the values taught at school and the values applied at home and in the social environment will help strengthen children's character building.

Given the rapid development of technology, the role of media and content accessed by early childhood must also be considered. With wide access to various types of media, educators and parents need to work together to ensure that children receive positive exposure and support good character building.

Limited resources and limited understanding in designing character education management planning in early childhood education is also a challenge in itself, this research is expected to contribute to formulating a planning framework that is practical, effective, and in accordance with the characteristics of child development (Muazis, 2022).

Against this background, this study will analyze various aspects related to character education management planning in early childhood education. An in-depth analysis will provide a more comprehensive insight into the factors that need to be considered in designing an effective approach to character education in the early stages of child development.

It is hoped that the results of this study can provide guidance for educational practitioners, educators, parents, and parties involved in early childhood education to design sustainable strategies in shaping children's character that is strong, positive, and dignified according to their development and needs(Putri, 2022).

Through this research, it is also hoped that there will be a better understanding of how character education management planning can be properly integrated into the early childhood education curriculum. Curriculum development that includes structured teaching of character values can guide educators in designing engaging and relevant learning experiences for young children.

The results of this study can be a valuable contribution to the academic literature in the field of character education and early childhood development. Research that focuses on character education management planning in the early stages of child development is still relatively limited, so the results of this study are expected to be a reference for further research in an effort to deepen understanding of character education in early childhood.

It is important to emphasize that developing children's character at the early childhood education stage is not a goal that can be achieved in a short period of time. Rather, it is a long-term endeavor that requires continuous commitment and cooperation between all parties involved in the child's education process. This research is expected to make a meaningful contribution in understanding how character education management planning can play an effective role in shaping the character of quality young people

METHODS

The methods used in the study were literature analysis and descriptive research. The literature analysis method was used to collect information and references related to character education, early childhood development and education management planning. The information obtained from the literature was then used to understand the theoretical basis and concepts relevant to the research.

This research uses a descriptive research approach. With this approach, the research will try to describe and analyze existing phenomena in the context of character education management planning in early childhood education. Case studies, observations and interviews with educators can be used to collect relevant data on existing character education planning practices.

Using literature analysis and descriptive research methods, this research is expected to provide a more comprehensive picture of how character education management planning can be integrated in early childhood education. The combination of in-depth literature analysis and understanding from field practice is expected to produce meaningful conclusions and practical recommendations for the development of character education in the early stages of child development.

RESULTS AND DISCUSSIONS

Character Education Management Planning is a planned and organized strategy to integrate character building in all aspects of education. The main objective of character education management planning is to support the formation of positive attitudes, values and behaviors in learners, so that they can become qualified, moral and ethical individuals in everyday life.(Indriarti et al., 2022).

Character education management planning is a comprehensive approach that is carefully designed to direct the process of character building at every stage of education. More than just teaching ethical values, it focuses on integrating character values into all aspects of learning and learner experience. The aim is to encourage the holistic development of learners, including moral, social, emotional and cognitive aspects(Sururiyah, 2022).

Behind character education management planning is a careful effort to design an educational environment that provides space for reflection, practice and internalization of positive values. In the designed character curriculum, learning materials do not merely present theoretical knowledge, but also seek learning experiences that bring the values to life in a real context.

The plan places an important role on educators, not only as conveyors of information, but also as living examples of the character values being instilled. Training that focuses on an in-depth understanding of character values and relevant learning methods is one of the main cornerstones for the success of this plan. Educators are expected to be guides, supporters and models for students in internalizing and applying these values.

In the context of character education management planning, evaluation should not only focus on academic achievement but also on learners' character development. Evaluation mechanisms should include indicators that measure learners' attitudes, morality, empathy, responsibility and social interactions(Lestari, 2022).

Through solid character education management planning, it is expected that students will grow into individuals who are more aware of ethical values, have moral integrity, and are able to make good and responsible decisions in various life situations.

Through character education management planning, schools or educational institutions have a broader responsibility than simply delivering academic information(Hidayat et al., 2022).Character education management planning is an important vehicle for the development of a balanced personality, preparing learners to face the challenges of an increasingly complex world. In this case, planning not only leads to the achievement of individual character values, but also to how those values can inspire social interaction, engagement in the community, and positive contributions to society.

One important aspect of character education management planning is the integration of character values into various extracurricular activities. Activities such as sports, arts, crafts, social services and others can be a platform to train learners in applying the values

they learn in more real and varied situations. This also helps to see the relevance of character values in various life contexts.

Collaboration with parents also plays a significant role in this planning. By involving parents in the character education process, the values taught at school can be applied consistently at home. Open communication between schools and parents allows for synergy in building a strong character foundation for students(Faisal et al., 2023).

The role of technology and media in character education management planning cannot be ignored. By utilizing the right media, schools can present stories, videos and other educational content that illustrate character values in a form that appeals to children. This can increase learners' fascination and understanding of the values(Ristianah and Munir, 2022).

In essence, character education management planning is not a simple task, but a long-term commitment involving all education stakeholders. With a structured holistic approach and awareness of the vital role of character building, it is expected that learners can grow into individuals who are not only academically intelligent, but also have integrity, responsibility, and have a positive contribution to the world around them.

It is important to recognize that character education management planning is also closely related to the establishment of school or educational institution culture. A school culture that encourages and embodies character values will create an environment that supports learners' character development consistently. This involves all members of the education community, including leaders, educators, education personnel and learners themselves.

In an effort to involve learners in character education management planning, active participation should be encouraged. Learners can be invited to develop initiatives, projects and activities that focus on practicing character values. By being directly involved in designing and running such activities, learners will feel more deeply involved in the character building process.

Along with the times, this plan also needs to be continuously adjusted and developed. Character values that are relevant in the digital and global era must be integrated wisely. Inclusive character building, respecting diversity and understanding the impact of technology are challenges that must be addressed in character education management planning.

Character education management planning not only impacts on individuals, but also on the development of society as a whole. Learners equipped with strong character values have the potential to become future leaders with integrity and are able to contribute positively to building a better society.

With commitment, collaboration and careful planning, character education management will be an important milestone in producing young people who have a positive

moral, ethical and attitudinal foundation. This will form the basis for a better future, where individuals can make a positive impact on their surroundings and the world as a whole.

Character education management planning also provides space to involve the wider community in the process of building learners' character. Schools or educational institutions can establish partnerships with social organizations, charities and the surrounding environment to provide immersive experiences for learners. This could be in the form of field trips, social service activities, or collaboration on projects that teach the values of solidarity, caring and empathy(Amalia and Zuhro, 2022).

Character education management planning also includes developing effective monitoring and evaluation mechanisms. Evaluation should not only focus on academic achievement, but also on character development. This can be done through behavioral assessments, observations and reflections from educators, parents and learners themselves. The results of these evaluations can provide valuable feedback to improve the effectiveness of planning and identify areas that need further attention.

In relation to information technology development, this planning should also include how technology can be used positively to support character building. The use of online learning platforms, educational apps, and other digital media can be geared towards presenting content that inspires, stimulates reflection, and invites learners to discuss character values.

In a changing era, character education management planning also needs to integrate global issues such as environmental sustainability, human rights and cultural diversity. Learners need to be equipped with understanding and skills that enable them to contribute to responding to global challenges in an inclusive and responsible manner.(Muazis, 2022).

Thus, character education management planning is a continuous and holistic effort. It requires cooperation and commitment from all parties involved in the education process. Through this approach, it is expected that the younger generation will grow into individuals who have solid moral roots, prioritize positive values, and have the capacity to create positive changes in society and the world(Hotimah et al., 2023). The following are the components included in character education management planning:

1. Identification of Character Values

The initial stage in character education management planning is to identify the character values to be instilled in learners. Values such as honesty, responsibility, empathy, cooperation, discipline and others can be the focus of this planning(Zain et al., 2023).

In the context of early childhood education (PAUD), the identification of character values has a deeper dimension. In addition to recognizing them conceptually, identifying character values is also related to understanding how these values can be applied in the daily lives of early childhood children, at this stage, educators must explore the meaning of character values in a context that is relevant to early childhood(Praja et al., 2022).

It is important to formulate character values that are appropriate to the cognitive and emotional development of young children. For example, the concept of honesty can be approached in a simple and concrete way, such as teaching children to speak the truth and not lie. In addition, values such as responsibility and empathy can be explained through activities that involve caring for the environment, animals, or classmates(Maharani and Syarif, 2022).

Character education management planning in PAUD is closely related to learning methods that are appropriate to the characteristics of early childhood, learning activities should be designed with a play and exploration approach. Play is a natural way for children to learn and internalize character values. Through play, children can learn about cooperation, mutual respect, emotional control, and conflict resolution(Sururiyah, 2023).

The role of parents has a significant impact on early childhood character building, so collaboration with parents needs to be emphasized in this plan. Educators can communicate with parents about the character values taught at school and provide practical suggestions for implementing these values at home. Parents' involvement in the character building process can strengthen consistency in the values taught.

Planning has a very important role in the process of character value identification in early childhood education (ECED). Here are some of the main roles of planning in character value identification:

Prioritizing Character Values Through planning, educators can prioritize the character values they want to instill in young children. By formulating the values that are the main focus, the teaching and learning process can be more focused and consistent.

Linking to Child Development planning allows educators to link character values to the developmental stages of early childhood. Each character value can be adapted to the cognitive, emotional, and social abilities of children, so that the messages conveyed become more understandable and relevant to children.

Designing learning activities assists educators in designing learning activities that can inspire children's recognition and understanding of character values. Activities such as role playing, interactive stories, and cooperative games can be used to teach character values in a fun and memorable way(Megawati, 2017).

The use of concrete examples in planning, educators can choose concrete examples that are in accordance with children's understanding and understanding. By providing natural, everyday examples, children can more easily relate character values to real situations.

Ensuring Consistency in Character Education Planning allows educators to maintain consistency in the delivery of character values. Through careful planning, character values can be taught sustainably and integrated in various learning activities.

Adapting to Cultural and Environmental Contexts Educators need to understand that character values can have different nuances in various cultural and environmental contexts.

Through planning, character values can be adapted to the local and cultural values around children(Argadinata and Majid, 2022).

Creating Meaningful Learning Experiences planning assists educators in creating meaningful learning experiences for children. By designing activities that present character values in a practical and relevant form, children can directly benefit from the application of these values.

Planning becomes a strong basis in identifying character values that are appropriate to early childhood development. With good planning, the character building process can be directed in a more structured and effective way, helping children understand, internalize, and apply character values in their daily lives.

2. Goal and Objective Setting

Set the goals and objectives of character education. These goals can include aspects of behavior, attitudes and knowledge related to the character values to be instilled in learners.

In developing character education management planning in early childhood settings, a critical step is to set clear goals and objectives. The determination of these goals and objectives has significant depth in directing the process of character building in early childhood.

Observable behavioral goals In setting goals, it is important to formulate concrete behaviors that you want to instill in children. These behavioral goals can be concrete actions that can be observed and measured, such as sharing toys with friends, helping friends in need, or saying thank you. By setting specific behavioral goals, educators can measure children's progress in applying character values in daily life.

Attitude goals and target values in terms of attitude include aspects such as responsibility, empathy, mutual respect and self-confidence. In addition, it is also important to determine a good plan.

Setting goals and objectives in character building in developing character education management planning in the PAUD environment, the stage of determining goals and objectives has an infinite role in guiding the process of character building in early childhood. The goals set should include aspects of behavior, attitudes, and knowledge related to the character values to be instilled in learners(Banawi, 2023).

The depth and significance of determining the goals and objectives of character development in early childhood is the foundation that forms the foundation for future personal qualities, the step of determining goals and objectives has significant depth. It is not just a technical process, but also a moral guide that guides each stage of a child's development.

Measurable behavioral goals In setting behavioral goals, it is important to formulate concrete behaviors that can be observed and measured. These behavioral goals include concrete actions such as sharing, helping and respecting. By detailing these goals, educators

have a concrete guide to track children's progress in internalizing and applying character values in daily interactions.

In-depth attitudinal and value targets include attitudinal dimensions such as responsibility, empathy, and self-confidence. In addition, targeting should also include aspects of knowledge about character values. Through the introduction of the concept and meaning of values, children can build a deeper understanding of why these values are important in life.

Relationship to child development characteristics Goals and objectives should be aligned with the developmental stages of early childhood. Educators need to understand children's cognitive and emotional developmental levels to determine appropriate goals. Goals for preschool-age children may focus more on basic understanding, while school-age children are more likely to be able to apply in more complex contexts.

The development of value understanding through target experiences and goals paves the way for creating powerful learning experiences. In teaching character values, educators can design real or simulated situations that allow children to experience character values in action themselves. This helps to experience the values personally.

Goals are at the center of all character education management planning. Every decision about learning strategies, activities and evaluation must be linked to the goals that have been set. Thus, all planning components go hand in hand in achieving the desired results(Safitri and Jarkawi, 2022).

Overall, setting goals and objectives in early childhood character building is not just an administrative step, but a moral and educational foundation that leads to meaningful personal development. With careful planning, educators can ensure that children grow up understanding and applying positive character values in life.

3. Character Curriculum Development

Character education management planning involves developing a specific curriculum that integrates character values into subjects and extracurricular activities. The character curriculum should be developmentally appropriate and support positive character development(Pratama et al., 2019).

Integrated character curriculum planning in the context of early childhood education (ECED), character education management planning involves developing a specialized curriculum that integrates character values into the entire spectrum of learning, including subjects and extracurricular activities. This character curriculum aims to create a learning environment that supports and facilitates positive character formation in young children.

Curriculum flexibility that respects children's development Character curriculum planning in ECD should be very sensitive to children's developmental stages. The curriculum should be designed with a flexible approach, respecting children's individual qualities and

accommodating the pace of development. This ensures that character values are taught contextually and relevant to children's experiences and abilities(Hidayat et al., 2022).

Integration in every aspect of learning The character curriculum is not only limited to specific subjects, but also integrated in all aspects of learning. Character values should be visible in every activity and situation at school, from learning activities in the classroom to playing outdoors. Thus, children can see and feel the application of character values in various contexts.

Application in extracurricular activities Within subjects, the character curriculum should also be applied in extracurricular activities. Activities such as arts, sports and drama can be a rich medium for developing character. For example, through drama exercises, children can experience how values such as cooperation and empathy can be applied in acting together.

Parental involvement in the curriculum The role of parents in character building cannot be ignored, character curriculum planning should also consider how to involve parents. By communicating the character values taught at school to parents, collaboration in the formation of children's character can be strengthened and continued at home.

Character-based evaluation Evaluation in character curriculum planning not only measures academic achievement, but also character development. Educators need to develop evaluation methods that cover aspects of attitude, behavior, and understanding of character values. This can be in the form of observations, child reflections, or creative portfolios that reflect character development.

Holistic personality development The character curriculum in ECD should lead to holistic personality development of children. This means combining character building with cognitive, social and emotional development. Thus, children will become balanced and qualified individuals in various aspects of life.

Character curriculum planning in PAUD should also consider how the character values taught can continue to be applied in further education. This curriculum should be a strong foundation for children's character development when they enter higher education.

With integrated and contextualized character curriculum planning, PAUD can be a strong vehicle for shaping children's character from an early age. A character curriculum that is tailored to children's development and applied in various aspects of learning ensures that children can internalize and apply character values in their daily lives.

4. Preparation of Learning Plan

Character-related lesson plans should be well designed. This includes the selection of appropriate learning methods, the development of teaching materials that support character values, as well as activities that stimulate reflection and discussion about values(Humaira and Azan, 2023).

Character-related lesson plans should be well designed. Here are some things to consider in designing lesson plans that support character values:

Selection of appropriate learning methods learning methods that can stimulate reflection and discussion on character values. Some methods that can be used include group discussions, case studies, role plays, and collaborative projects.

Develop teaching materials that support character values with teaching materials that integrate character values in their content. For example, include stories or examples that illustrate values such as honesty, cooperation, or responsibility.

Activities that stimulate reflection and discussion on values with activities that encourage students to reflect on and discuss character values. For example, ask students to write a reflection journal on how to apply character values in daily life(Fadillah et al., 2022).

By designing lesson plans that take into account the above, teachers can create a learning environment that supports the holistic development of student character.

Developing lesson plans that integrate character development is essential to forming quality individuals. In designing character-related lesson plans, several steps and principles need to be considered to ensure their success and effectiveness. Here are some guidelines that can enrich your explanation of the preparation of Learning Plans that focus on character development:

Choose appropriate learning methods to develop character. Interactive and collaborative methods, such as group discussions, case studies, simulations, or value-based projects, can help students apply character values in real situations.

Create teaching materials that stimulate understanding and reflection on character values. Use real-life examples, inspirational stories, or situations that require decision-making based on specific character values.

Include activities that encourage students to reflect on and discuss character values. Activities such as reflection journals, debates, or role plays can help students internalize and relate the values to personal experiences.

Involve students in the character self-assessment process. Ask them to evaluate how they have applied character values in their daily lives and in learning tasks.

Involving parents and the community in character education can provide broader support. Inform parents about the character values being taught and encourage them to support character development outside the school environment.

Teachers and school staff should set a real example in applying character values in daily interactions. Modeling positive behavior will reinforce the teaching of character through example.

Character-related lesson plans need to have flexibility to adjust to students' needs and development. Continuous evaluation of the effectiveness of the lesson plan is also important to make changes where necessary.

Character development does not have to be separate from academic learning. Try to integrate character values into various subjects, so that students can see the connection between character and subject content.

After a certain period, conduct a thorough evaluation of the character learning plan. Identify successes and challenges faced, and refine the plan based on the experience gained.

With these guidelines in mind, you can create a Lesson Plan that is richer in character development. These plans will not only help students achieve academically, but will also shape individuals who have strong and positive character values.

5. Educator Training

Educators need to receive sufficient training and understanding of character education. They must understand how to integrate character values into daily learning and how to provide positive examples to students.

In the context of Early Childhood Education (ECED), the role of educators is crucial in shaping the foundations of children's character and morals, it is important for ECED educators to undergo in-depth training and have a strong understanding of character education(Argadinata and Majid, 2022).

Educator training should provide a deep understanding of the concepts of character, ethics and moral values that are relevant to the developmental stages of early childhood. Educators need to understand the importance of character in shaping children's personalities holistically.

Educators need to be taught how to integrate character values into the entire ECD curriculum. This includes planning activities and learning experiences that support character development without compromising children's cognitive and motor development.

Training should enrich educators with a variety of learning methods that highlight character values. For example, the use of stories, games, role-playing and art as tools to teach character concepts to children(Sambah and Ramadhani, 2022).

Educators need to be given concrete examples of how they can set a positive example in their daily interactions with children. This involves loving communication, patience and respect for differences.

Training should enrich educators in developing empathy and social skills in children. Educators need to understand how to help children understand others' feelings, share, cooperate and resolve conflicts in a good way.

Training can emphasize project-based learning that engages children in real-life situations that require the application of character values. Educators need to understand how to design projects that build character and encourage problem solving(Wertisari, 2022).

Educators need to be given guidance on how to conduct character assessments on children. This includes observations of the child's daily behavior, interactions with peers, and responses to social situations.

The training should teach educators about the importance of involving parents in children's character development. Educators need to understand how to communicate with parents about their child's character development and how they can support it at home.

Training can stimulate educators' creativity in designing character teaching activities and strategies that appeal to children. This can include the use of songs, storytelling, role-playing and art activities that contain moral messages.

Training should emphasize the importance of ongoing support and access to resources that support character development in ECD. This includes access to books and character learning materials, as well as collaboration networks with other educators.

With enriching training, early childhood educators will become effective agents of change in shaping a young generation with strong character, ethics, and morals. Deep awareness

6. Establishment of Character Education Environment

The school environment or educational institution must create an atmosphere that supports character building(Dirsa et al., 2022). This includes consistent application of discipline, rewards for positive behavior, and close collaboration with parents(Sadiyah and Usman, 2023).

The environment within a school or educational institution has a very important role in shaping children's character. An environment that supports character building not only creates a positive atmosphere, but also stimulates students' moral and ethical development.

A character education environment requires consistent application of discipline. Educators and school staff should have clear rules and appropriate consequences for every action. Consistent discipline helps students understand the values of responsibility and accountability.

Teachers and school staff should model positive behavior. Actions and attitudes should be in line with the character values taught. Modeling good behavior will help students understand how the values are applied in real life(Mulyono et al., 2022).

Rewarding positive behavior can stimulate students to internalize character values. Rewards, such as praise, certificates of appreciation, or special recognition, will encourage students to continue behaving well.

The character education environment should promote a culture of acceptance and inclusion. Students need to feel accepted and valued regardless of background, ability or difference. This will help students understand values such as respecting differences and supporting each other.

Educational institutions can organize extracurricular activities that focus on character development. For example, charity clubs, social projects or art activities that contain moral messages can help students learn and internalize character values.

7. Evaluation and Monitoring

Character education management planning should also include an evaluation and monitoring system for learners' character development. This evaluation can be done through observation, assessment and reflection on learners' behavior and attitudes.

Character education management planning with evaluation and monitoring system an integrated evaluation and monitoring system is essential in planning effective character education management. It allows educators to actively observe, assess and reflect on learners' character development. Here is a further explanation of the role and components of an evaluation and monitoring system in character education management:

Observation is an important method of observing learners' behavior and attitudes. Educators can routinely pay attention to interactions in the classroom, outside the classroom, and during extracurricular activities. Observation provides a real picture of how character values are applied in real situations(Ristianah and Munir, 2022).

Character assessment involves a structured assessment of the desired aspects of character. This can be done through assignments, projects, written tests, or interviews. Educators can design an assessment rubric that describes the character criteria to be evaluated.

Students need to be given the opportunity to reflect on their own character development. This reflection process can involve journal writing, group discussion, or presentation in front of the class. This helps students understand how they have applied character values in various situations.

The evaluation system may include the creation of a character portfolio for each student. This portfolio contains a collection of work, assignments, and reflections that show how students develop character over time. This provides a holistic view of character development.

Planning the evaluation system requires developing clear and measurable character indicators. For example, indicators for a character value such as cooperation could include the ability to work in groups, listen well, and make positive contributions.

Formative evaluation is conducted throughout the learning process to provide ongoing feedback and guidance. Meanwhile, summative evaluation is conducted at the end of the period to provide an overall picture of students' character development.

The evaluation system should involve parents in observing and appreciating children's character development. Educators can hold special meetings with parents to discuss character development and provide feedback.

Character evaluation can include both qualitative (e.g., observation and reflection) and quantitative (e.g., rating scales or questionnaires) measurements. The combination of these two approaches provides a more comprehensive picture of character development.

Evaluation and monitoring results should be used to improve the character education program. Educators and school staff need to reflect on the evaluation results and identify areas for improvement in character building efforts.

Character evaluation results can be communicated to students and parents in a transparent manner. This involves a discussion of the student's character achievements, potential for improvement, and ways to support character development inside and outside the school environment.

With a solid evaluation and monitoring system, character education management can have a significant impact in shaping students' character. Through continuous monitoring, educators can design appropriate actions to strengthen character development and guide students towards better moral and ethical development.

CONCLUSIONS

Character education management planning in early childhood education is an important foundation in establishing a solid foundation of character and good morals in the younger generation. The steps described in this planning process are the foundation for creating a learning environment that supports children's character development. In drawing conclusions, some key points can be identified:

This planning process emphasizes the importance of introducing and developing character values from an early age. Early childhood education is not just about academic knowledge, but also about shaping the morals and ethics that will guide children throughout life.

This plan emphasizes that character education cannot be limited to specific subjects or activities. Instead, character development should be integrated in all children's learning experiences, both inside and outside the classroom.

The role of educators is crucial in implementing character education management planning. Educators must have a deep understanding of character values and skills in integrating them into daily learning.

The school environment or educational institution has an important role in shaping children's character. An environment that supports and promotes positive behavior will encourage students to internalize character values.

This planning process highlights the importance of developing self-awareness and empathy in children. By understanding themselves and feeling the feelings of others, children can learn to respect and interact better.

The evaluation and monitoring system implemented in this plan helps in monitoring students' character development. Continuous evaluation allows for adjustments and improvements to keep character education effective.

The role of parents in shaping children's character is also very important. Close collaboration between schools and parents can create a holistic and sustainable character education environment.

The concept of character education management planning in early childhood education is a valuable investment in shaping individuals with resilient character and strong morals. With a focus on character values, a supportive educational environment, and collaborative efforts involving educators and parents, young people can grow into responsible, empathetic individuals who are able to face a changing world with integrity and kindness

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