



**Evaluation of the Suitability of the Learning Implementation Plan (LIP) in
Forming the Character of Kindergarten Children
(A Case Study at TK Atraktif Bunda Tami, Tasikmalaya Regency)**

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ABSTRACT

This research uses a qualitative approach with a case study method, located at TK Atraktif Bunda Tami, Tasikmalaya Regency. The research subjects include the School Principal and Class Teachers from group A and group B who are directly responsible for the preparation and implementation of the LIP. The objective of this research is to evaluate the suitability of the Learning Implementation Plan (LIP) compiled by Kindergarten (TK) teachers in integrating and implementing character education for early childhood, focusing on a case study at TK Atraktif Bunda Tami, Tasikmalaya Regency. This descriptive qualitative research uses a case study approach with eight class teachers and LIP documents as subjects. Data was collected through a documentation study of the LIP, classroom observation, and in-depth interviews⁸. The results show that the LIP at TK Atraktif Bunda Tami substantively meets the criteria for an ideal character-based LIP. In terms of planning, the Learning Objectives (LO) are explicitly formulated to contain character behavior verbs. In implementation, teachers consistently apply the method of moral discussion and positive interaction, which is effective in fostering empathy. In terms of assessment, teachers use four techniques (Anecdotal Records, Checklist, Observation, Interview) which exceed the ideal standard. However, a minor weakness was found in the administrative aspect, namely the absence of a teacher reflection column integrated directly into the main LIP. This conclusion recommends the need to strengthen reflection documentation within the LIP to ensure the continuity of the character program evaluation

Keywords: *Learning Implementation Plan, Character Education, Early Childhood Education, Kindergarten, Learning Implementation Plan Evaluation*

INTRODUCTION

Character education in early childhood is an essential foundation for the formation of an individual's complete personality (Suyadi & Ulfah, 2020). Based on Law Number 20 of 2003 concerning the National Education System, national education functions to develop abilities and form the character and dignified civilization of the nation. In the context of Early Childhood Education (PAUD), the role of the teacher is crucial, not only as an instructor but also as a role model and designer of a learning environment rich in moral values. The Learning Implementation Plan (LIP) Daily Learning Implementation Plan (DLIP) is a key document that serves as a roadmap for teachers to integrate character values into every learning activity. An ideal LIP does not only focus on cognitive and motor aspects but must explicitly include objectives, materials, strategies, and assessments aimed at the moral and social-emotional development of the child (Suyadi, 2020). Previous research, such as that conducted by Rahmawati and Hartati (2024), emphasizes that the close connection between planning (LIP) and implementation (classroom practice) is the determinant of successful character education. The incompatibility between what is planned in the LIP and what happens in the classroom can result in character education only becoming a "hidden curriculum" that is not measurable.

TK Atraktif Bunda Tami in Tasikmalaya Regency is known to have a superior program in the field of character habituation. This school implements a curriculum focusing on character building through center activities and routine habituation. Therefore, TK Atraktif Bunda Tami is an interesting case study location to evaluate the extent to which their LIP conforms to the indicators of an ideal character-based LIP, both in terms of design, implementation, and assessment.

Problem Formulation:

How is the suitability of the LIP/WLIP design of TK Atraktif Bunda Tami teachers in integrating character values? How is the implementation of the LIP/WLIP of TK Atraktif Bunda Tami teachers in forming children's character through interaction and classroom activities? How is the suitability of character assessment techniques in the LIP/WLIP of TK Atraktif Bunda Tami teachers with authentic assessment standards?

Research Objective: To analyze and evaluate the suitability of the LIP in the formation of children's character at TK Atraktif Bunda Tami based on three aspects: planning, implementation, and assessment.

METHODOLOGY

A. Type and Approach of Research

This research uses a qualitative approach with the type of case study. The case study method was chosen because it allows researchers to conduct in-depth, detailed, and holistic exploration of the context of planning, implementation, and

evaluation of character-based LIP in one specific educational unit (Creswell, 2014).

B. Location and Subjects of Research

Location: TK Atraktif Bunda Tami, Tasikmalaya Regency. This school was chosen because of its focus on the character habituation program.

Research Subjects:

1. Key Informants: Eight TK Class Teachers and the Principal of TK Atraktif Bunda Tami.
2. Documents: LIP, Initial Assessment, Process Assessment, and Final Assessment from class A and class B teachers for several subtopics

C. Data Collection Techniques

Data was collected through three main techniques:

1. Documentation Study: Analyzing the LIP document to assess the suitability of the design (Learning Objectives, material, media) with the indicators of an ideal character-based LIP.
2. In-depth Interview: Conducted with class teachers and the school principal to explore the process of preparing the LIP, strategies for character implementation in the classroom, and evaluation/reflection procedures.
3. Participatory Observation (on available data): Analyzing the Process Assessment and Final Assessment which contain records of observed events (Anecdotal Records) to verify the implementation of the LIP in the classroom, especially the teacher-child interaction in the context of character formation.

D. Data Analysis Techniques

Data analysis was carried out cyclically and continuously following the interactive model of Miles, Huberman, and Saldana, including:

1. Data Reduction: Sorting, selecting, and focusing data from documents and interviews relevant to the three aspects of evaluation (character planning, implementation, assessment).
2. Data Presentation: Presenting data in the form of descriptive narratives and comparative tables between the Ideal LIP Indicators (based on expert theory) and Findings at TK Atraktif Bunda Tami.
3. Conclusion Drawing/Verification: Comparing the findings with expert theory (Suyadi, Sujiono, Suparlan, Rahmawati & Hartati) to find a credible conclusion regarding the suitability of the LIP.

RESULT AND DISCUSSION

The research results are presented based on findings from the LIP documentation study, classroom observation, and in-depth interviews, grouped into three evaluation aspects:

A. Planning Aspect (LIP Design)

Findings: The analysis of the LIP shows a very explicit integration of character.

1. Learning Objectives (LO) Reflect Character Values (Consistent with Suyadi, 2020)

The Learning Objectives (LO) always contain behavioral verbs that explicitly describe character values. For example, in the Subtopic of Tongue (Block Center), the LO lists: "Students are able to cooperate and share blocks with their group friends" and "Students are able to show an attitude of responsibility by tidying up the blocks again". This character integration is also contained in the Achievement of Self-Identity Learning (Faith and Piety to God Almighty, Independence, and Citizenship) and KKTP. This shows that the LIP at TK Atraktif Bunda Tami has gone beyond the conventional LIP which tends to be passive, making it an active document guiding the moral development of children.

2. Material/Activities Contain Character Building (Consistent with Siti Mustaqimah, 2021)

Routine activities (habituation and transition) and core activities (free play) are used as a medium for character implantation⁶³⁶³⁶³. In the Subtopic "My Teacher is My Hero," the LIP specifically designs activities to instill the character of Honesty, Patience, Care, Discipline through imitating positive teacher behavior. This reinforces the view that the LIP must design contextual and role model-based activities.

3. Media and Learning Resources Support

The LIP lists media that has character stimulus potential.

4. Documentation Weakness

Although the teacher confirmed the use of character support books (for example, 10 Pillars of IHF Character), these books were not formally included in writing as learning resources in the LIP document, which is administratively less ideal (Suparlan, 2020).

B. Implementation Aspect (Implementation and Interaction)

Findings: The consistency of LIP implementation is very visible in the interaction method used by the teacher.

1. Strengthening Positive Interaction and Moral Discussion (Consistent with Sujiono, 2021)

In the Final Assessment (Subtopic "My Teacher is My Hero"), a conflict case was observed (Arsyad taking Arkana's toy). The teacher responded with moral discussion instead of direct reprimand. The teacher started with a reflective question: "Brother Arsyad, what did you do that made Brother Arkana cry?". This interaction facilitates the child to reflect on their behavior and develop empathy, politeness, and respect for the rights of others. This planned and executed moral discussion method is a very effective form of moral scaffolding in PAUD (Sujiono, 2021), as it involves children in the ethical decision-making process.

2. Routine Character Implementation

The character of Responsibility and Cooperation was observed through activities such as tidying up books in the reading corner and folding prayer robes/mats after

worship activities. The teacher ensures that the Steps After Play always include character reflection: "Discussing what good character the Child has done today". This aligns with the view of Rahmawati & Hartati (2024) regarding the close link between LIP and implementation.

3. Teacher Role Model

The teacher was observed to be consistent in providing positive role modeling (patience, politeness, warm greetings) which had been planned in the LIP.

C. Assessment Aspect (Evaluation and Follow-up)

Findings: Character assessment is carried out comprehensively, but there is an administrative weakness.

1. Variety of Character Assessment Techniques (Exceeding Suparlan, 2020)

The teacher uses four character assessment techniques: Anecdotal Records, Checklist, Observation, and Interview. The specific use of the Interview (for example, asking the child's understanding of honesty or empathy) increases the authenticity of the assessment, as it can measure the child's moral understanding, not just observed behavior (Suparlan, 2020)

2. Ideal Anecdotal Record Format

The Anecdotal Record format used by the teacher has met the ideal indicators by including the Time of the incident, Place of the incident, and specific observed Behavior (for example: sharing blocks, tidying tools, speaking kindly)

3. Follow-up/Reflection (Administrative Weakness)

Weakness: Although the teacher conducts daily reflection (evaluation of character implantation success and improvement plan) recorded in a separate document, not all of the main teacher LIPs include a reflection column or section that is integrated.

Discussion (Rahmawati & Hartati, 2024): Substantively, the reflection process runs well⁸³. However, administratively, the absence of an integrated reflection column is a minor shortcoming because an ideal LIP must be a single document that reflects the entire learning cycle, including evaluation and follow-up of the character program⁸⁴. This is important for the continuity and accountability of the LIP evaluation (Rahmawati & Hartati, 2024)

D. Synthesis Discussion

In synthesis, the results of this study confirm that TK Atraktif Bunda Tami has successfully implemented a character-based LIP effectively. The main strengths lie in the Explicit LO Planning (consistent with Suyadi, 2020) and the Positive Interaction Implementation Method (consistent with Sujiono, 2021). This mature planning is proven to result in classroom practices that actively form character, such as the use of moral discussion when conflicts occur

Table: Summary of LIP Suitability with Ideal Character-Based Indicators				
N o.	Evalu ation Aspect	Ideal Indicator (Expert Theory)	Findings at TK Atraktif Bunda Tami	Suitability
1	Plannin g (Learn ing Objecti ves/LO)	LO contains explicit character (Suyadi, 2020)	Daily LO explicitly contains character behavior verbs (example: cooperation, responsibility)	Highly Suitable
2	Implem entatio n (Interac tion)	Interaction uses moral scaffolding/posi tive discussion (Sujiono, 2021)	Teachers consistently use moral discussion when conflicts occur (example when children fight over toys) to foster empathy, politeness, and respect for the rights of others	Highly Suitable
3	Assess ment (Techni que)	Uses a minimum of two authentic techniques specifically aimed at character (Suparlan, 2020)	Uses four comprehensive character assessment techniques: Anecdotal Records, Checklist, Observation, and Interview	Exceeds Standard
4	Assess ment (Reflect ion)	LIP has an integrated teacher reflection column (Rahmawati & Hartati, 2024)	The reflection process (evaluation of character success and improvement plan) is carried out, but there is no column integrated directly into the main LIP (using a separate document)	Substantivel y Suitable, Administrati vely Lacking

The presence of administrative weakness in the reflection documentation becomes a focal point for subsequent LIP improvements, ensuring that the character evaluation process is included in the core planning document.

Factors and Efforts in Improving Character-Based LIP Suitability

Implementation of the character-based Learning Implementation Plan (LIP) at TK Atraktif Bunda Tami is strongly supported by four key factors. First, there is a strong commitment from teachers to ensure character focus through explicit planning in the Learning Objectives (LO). Second, direct intervention and role modeling by teachers are consistently practiced across all learning steps, which is considered the most effective method for character formation in PAUD. Third, the

utilization of formative assessment (reflection) facilitates a sustainable program improvement cycle, linking children's behavioral outcomes to modifications in the subsequent LIP (e.g., creating specific tidying schedules). Finally, the contextual integration of character values into various center activities and media (e.g., practicing queuing while using tablets or responsibility when clipping clothes) makes character learning more meaningful.

Despite the supporting factors, the study identified three administrative and operational obstacles that need improvement. The main obstacle is the lack of operational depth in the LIP, which does not detail specific teacher intervention steps or short dialogue examples to ensure a consistent response during critical moments, such as conflict resolution. Furthermore, there is an inconsistency in documenting learning resources, where actively used character books are not formally listed in the LIP, hindering program standardization. To address these challenges, teachers actively undertake efforts across three areas: Planning Improvement (explicitly and consistently integrating character into LO), Implementation Strengthening (using role-play, role-modeling, and contextual media to stimulate character, and reinforcing positive behavior in the "Steps After Play"), and Evaluation Optimization (employing varied assessment techniques like Anecdotal Records for authentic data and using the reflection results as direct feedback for the next LIP's character focus).

CONCLUSION

The implementation of the character-based Learning Implementation Plan (LIP) at TK Atraktif Bunda Tami has been supported by strong key factors, while also demonstrating the continuous efforts of teachers in overcoming existing obstacles. Implementation Strengths: The character LIP was successfully implemented due to the teachers' commitment to explicit character planning in the Learning Objectives (LO), the application of role modeling and direct intervention as the most effective methods, and the use of formative assessment (daily reflection) for sustainable program improvement.

Main Obstacles: The main constraint lies in the administrative aspects and operational depth of the LIP, specifically concerning: 1) Lack of operational detail (specific dialogue examples/intervention steps) in the LIP to ensure consistent teacher response during conflicts; 2) Inconsistency in documenting actively used learning resources (such as character books) within the LIP; and 3) Lack of clear procedural details regarding the use of consequences.

Improvement Efforts: Teachers have shown high initiative in improving the quality of the LIP through a continuous improvement cycle, including: Planning Improvement (explicit character integration and reflection-based LIP modification), Implementation Strengthening (application of role-play and character reinforcement in the "Steps After Play"), and Evaluation Optimization (using detailed anecdotal techniques as feedback for the subsequent LIP).

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