



**THE IMPLICATIONS OF SCHOOL WELL BEING MODEL AS *BANYUMASAN* CHARACTER
STRENGTHENING FOR STUDENTS IN KINDERGARTEN**

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ABSTRACT

This study deals with the implications of the model of school well being to strengthen the character of Banyumasan for students in kindergarten. The implications of school well being model classified into four elements, namely having, loving, being and health status. The strengthened Banyumasan character is cablaka and egalitarian. The purpose of this study is to assess the implications of the element having, loving, being and health status to strengthen cablaka and egaliter character. This study used a qualitative research with phenomenological approach. Methods of data collection used observation, interviews and Focus Group Discussion (FGD). Analysis of qualitative data used an interactive model of Miles & Hubermas (1994). The results showed: 1) cablaka character was represented in the behavior of honest, assertive, thokmelong, blakasuta. Egaliter character was represented in the behavior of the pillars, worth, free friendship, 2) Elements of school well being, namely having, loving, being and health status were implicated in the method of folklore storytelling, establishing communication between students and teachers with blakasutha approach, playing creativity, and services personal counseling.

Keywords: strengthen, school well being, Banyumasan character, kindergarten