

Implementation of Religious Character Education in Kindergartens (Multi Site Study of Ukhuwah Integrated Islamic Kindergarten and Baitul Makmur Islamic Kindergarten in Banjarmasin City)



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ABSTRACT: The purpose of this study is to describe religious character education both from the teacher's strategy, the involvement of the role of parents, as well as the supporting and inhibiting factors. The research method concerning the Implementation of Religious Character Education in Ukhuwah Integrated Islamic Kindergarten and Baitul Makmur Islamic Kindergarten is carried out through qualitative research methods, namely a method of observing, analyzing and describing phenomena that occur in the field. In carrying out this research, researchers conducted interviews, observations and documents to find out how to develop, implement, evaluate and impact religious character education. The results of the research data analysis concluded that: 1) The teacher's strategy in implementing religious character education learning in Ukhuwah Integrated Islamic Kindergarten and Baitul Makmur Banjarmasin Islamic Kindergarten starts from planning class management, giving direct examples, practicing to students, giving motivation to participants students, coordination between teachers and parents through contact books, planning class management and learning methods 2) Involvement of the role of parents which is carried out jointly between schools and parents in the implementation of religious character education is carried out through repetition of religious characters that have been taught at school, parents coordinate with teachers through contact books, whatsapp and meet in person, parents provide direct examples to children 3) Supporting factors in the implementation of religious character education in both schools are teacher motivation and parental support to work together in synergy, involvement of all family members. The inhibiting factors are the use of gadgets and children's viewing at home, friendships in the environment.

KEYWORDS: Implementation of religious character education, Ukhuwah Integrated Islamic Kindergarten, Baitul Makmur Islamic Kindergarten

INTRODUCTION

Character education in early childhood (kindergarten) is the foundation for human resource development. Schools that realize the importance of character education at an early age will provide an adequate portion of character learning. Early childhood education can be held through formal, non-formal and/or informal education channels in the form of kindergartens. Kindergarten education is a bridge between the family environment and the wider community, namely elementary schools and other environments. Kindergarten children are children who are in the age range of 4 to 6 years. These children still need a lot of extra attention and guidance so as not to do something bad. Therefore, early childhood must be taught character values both from the family, school and community environment.

The cultivation of strong children's character must be started early at an early age (Juanda, 2019), because early age is the golden phase in child development (golden age). During this period children need positive stimulus and nurturing for the formation of good character (Rosyadi, 2013). Early age when children begin to know the world around them is the right time to provide a foundation of good character in children. Character values include their relationship with God who is religious, character values in religious relationships are attitudes and behaviors that are obedient in carrying out the teachings of the religion they follow, tolerant of the implementation of worship of other religions, and always live in harmony with followers of other religions (Sulistiyowati, 2012: 30). Religion is very important because the value taught in religion is a truth from God's revelation and religious attitudes can improve every aspect of individual actions and behavior patterns that lead to truth and goodness.

Religious character shows an attitude of faith towards God in the form of practicing religious teachings and beliefs that are believed, respecting differences that exist between religions, tolerating worship and beliefs of other religions, getting along and peace with them. The value of religious character as described by the Ministry of Education and Culture (2017), includes several dimensions of relationships, namely the relationship or relationship between humans and their creators, humans with others, and

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humans with nature (environment). The value of religious character is shown in the behavior of loving and taking good care of God's creation.

The Ministry of National Education (2011:14) states that character is human behavior related to God Almighty, self, fellow humans, the environment and nationality which is manifested in thoughts, attitudes, feelings, words and deeds based on religious norms, laws of manners, culture and customs. Character is formed through the stages of knowing, action and habit. Character development in an education system is related to character components that contain behavioral values that can be done or acted gradually and are interconnected between knowledge of behavioral values with attitudes or emotions to carry them out, both towards God Almighty, himself, fellow environment, nation and State and the international world (Asmani, 2013: 85). Habituation which means the process of making something or someone become accustomed when associated with teaching in Islamic religious education. Habituation is a way that can be done to accustom students to think, behave and act in accordance with Islamic religious guidance (Arief, 2002). In habituation activities in kindergarten, children are expected to have good competence because activities are always carried out repeatedly and every day (Fadlillah et al., 2020; Purwanti et al., 2022; Safitri et al., 2018; Suriansyah & ., 2015).

According to Kesuma (2012: 9) the purpose of character education is to facilitate the strengthening and development of certain values so that they are manifested in children's behavior, both during the school process and after the school process. Reinforcement and development means that education in a school setting is not just a doctrine of values to students, but a process that brings students to understand and reflect on how a value becomes important to be realized in daily behavior. In fact, the purpose of national education cannot be separated from the conceptual foundation of its philosophy that is able to prepare a generation that can survive and successfully face the challenges of its time. Seeing the function of national education that is able to develop abilities and shape the character of the nation's civilization, of course, education must be able to have a significant impact on the character of humans / the Indonesian nation. In the context of character education, it can be seen that the abilities that must be developed in students through educational activities at school are various abilities that will make humans religious beings (obedient and obedient to the concept of divinity).

Based on preliminary studies conducted at Ukhuwah Integrated Islamic Kindergarten and Baitul Makmur Islamic Kindergarten, information was obtained that the two kindergartens are schools whose attention to cultivating religious character is very large. This is evidenced by the many religious programs that support the cultivation of religious character. Character cultivation in Ukhuwah Integrated Islamic Kindergarten and Baitul Makmur Islamic Kindergarten begins by realizing a conducive school environment in the dimensions of security, health, cleanliness, beauty, family atmosphere (ukhuwah islamiyah), learning and worship facilities. The religious character cultivation program developed is habituation that refers to rules and norms derived from Islamic values including the habit of praying, maintaining cleanliness by throwing garbage in its place, behaving politely, speaking polite words, dressing to cover the aurat, applying the rules of eating, drinking, going in and out of the bathroom, giving and returning greetings according to religious recommendations. The dynamism and creativity of the program built by this institution makes the public interest in sending their children to this institution very large.

Based on the results of the author's observations with the principal and observations in the field, the author can illustrate that the application of religious character education as described above still has shortcomings or gaps that can be corrected, including: It has not been monitored whether the application of character programs at home is practiced or not by parents at home. Student discipline is still lacking, this can hinder the achievement of the program and parental support is still weak, because not all parents carry out what has been programmed by the school. The aforementioned problems, can't be tolerated. If left unchecked, it will have an impact on students' motivation in carrying out good deeds (religious) in the future. The implementation of habituation of religious good deeds if they lack example and are not connected to parents at home what will happen is write – delete, in school the child is formed until the house is erased. According to researchers, this problem can be solved by making a program that is agreed with parents so that it is well connected between school programs and habituation at home.

METHOD

This research uses qualitative research methods, namely methods of observing, analyzing and describing phenomena that occur about religious character, then exploring the data of each element, indeed not solely seeking truth but rather subjective understanding of religious character education. This study is basically to describe the fact of the implementation of the cultivation of religious character in integrated Islamic schools as it is. From the approach used in this study, the data and information obtained are then organized and analyzed to get an overview (description) of the object of research.

RESULTS

Based on the results of data analysis using observation methods and technical data analysis, namely data reduction, data presentation, and conclusions were obtained:

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1. Teacher Strategies in the Implementation of Religious Character Education Learning

Educational activities are mostly directed at the cognitive, this habit can be seen from school activities that are often busy with quantitative things even though the value of the quality of a student is also important, because the relevance of students to their psychological state is also considered, the busyness given to students by teachers is often irrelevant to students (Sumriah & Purwanti, 2022). Based on the findings during observation of the learning process in the classroom, researchers found that in the delivery of religious character learning teachers often use interesting teaching strategies so that the religious character to be instilled is not only as a theory but can be practiced in everyday life. This phenomenon if we relate it to the theory developed by Anita (2018), namely the behavior and attitude of teachers is a role model for students. A teacher has an obligation to create a generation with personality, culture, and good morals in order to get students as expected. The teacher is an educator who becomes a role model for his students, so that a teacher is able to behave politely and wisely in solving problems in a learning activity, example is the basic initial nature. When teachers cannot do constructively, the learning process will not be effective. A teacher who cultivates religious character with various strategies such as through the stories of friends, giving examples directly will have an influence on the mindset, and behavior of students in the classroom and in the surrounding environment.

The research findings on teacher strategies in the implementation of religious character learning in Ukhuwah Banjarmasin Integrated Islamic Kindergarten are that the strategies carried out by teachers in instilling religious character education start from planning classroom management to be able to develop religious character, through giving examples directly, practice to students, motivation given to students, coordination between teachers and parents Through contact books, as well as the role of parents contribute to the cultivation of character education into an important part of the process of religious character education. The cultivation of religious character values is carried out in three stages, namely introducing, exemplifying and practicing together. This implementation activity is carried out in the daily learning process in morning activities, center activities, recitation activities and closing hours. In the implementation of character education activities, the teacher acts as a role model or example for students, the teacher as a motivator in activities, the teacher as a facilitator.

Research findings from TK Islam Baitul Makmur Banjarmasin on teacher strategies in the implementation of religious character education learning are: 1) Good example activities by teachers related to religious character applied in schools, 2) Direct practice of attitudes, words and deeds, 3) Teachers plan classroom management and learning methods that facilitate students to be able to develop religious character, Evaluate learning, and develop local content curriculum according to regional needs and characteristics before starting the learning activity process. Encouragement from the principal and cooperation with parents for the application of religious character becomes the enthusiasm and motivation of teachers in educating students to have good personalities and morals. The importance of religious character to be applied to students is actually in line with the strengthening of character education, namely: that Indonesia as a cultured nation is a country that supports noble morals, noble values, wisdom and ethics.

The cultivation of religious character values is carried out with three stages starting from design, implementation and monitoring / evaluation. In the implementation of character education activities, teachers act as role models or examples for students, teachers as motivators in activities, teachers as facilitators, teachers as friends and communicators. This is in line with the research of Noviyeni, Halida and Ali who explained that there was a significant increase in children's religious character after repeatedly being given a stimulus in the form of prayer habits. The similarities between ukhuwah Integrated Islamic Kindergarten and Baitul Makmur Islamic Kindergarten are: 1) preparing an activity plan to develop children's religious character, 2) both providing strategies by providing examples, 3) direct practice of implementing religious character in schools.

The differences are: 1) Ukhuwah Integrated Islamic Kindergarten coordinates with parents through a liaison book that is given to all parents and then checked by the teacher while at school, 2) communication is also carried out via whatsapp or telephone, and 3) conducts direct meetings scheduled by the school, while in Baitul Makmur Islamic Kindergarten does not provide a liaison book between teachers and students so that there are parents who repeat the implementation of religious characters that Instilled in schools and there are also some parents who do without coordination with teachers. 4) The stages of instilling religious character values in Ukhuwah Integrated Islamic Kindergarten are carried out in three stages, namely introducing, modeling and practicing together, in Baitul Makmur Islamic Kindergarten carried out with three stages starting from design, implementation and monitoring or evaluation

The similarities and differences are caused by several factors such as: Each school has different policies, vision and mission so that starting from planning, processing, controlling and evaluating the implementation of religious character learning to students and parents are different, because in essence the purpose of character education is to facilitate the strengthening and development of certain values so that they are manifested in children's behavior, Both during the school process and after the school process.

2. Involvement of the Role of Parents in the Implementation of Religious Character Education learning

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Religious character is the nature of virtue and values related to God. The character shows that thoughts, feelings and actions must always rely on that character. In the human soul, the seed of belief is actually planted that is able to perceive the existence of God. That feeling is a human instinct in every human being. This instinct is commonly called religious instinct (Mustari in Fatmawati, 2016).

Research findings to parents about parental involvement in instilling religious character education learning in Ukhuwah Integrated Islamic Kindergarten are; 1) parents are well involved in the implementation process by repeating religious characters that have been taught in school, 2) parents coordinate well with teachers through contact books provided by the school, besides that it can be through whatsapp communication and even meet directly, 3) parents also give direct examples to children of the implementation of religious characters such as carrying out congregational prayers, Be kind, polite and courteous to peers or elders. The research findings at Baitul Makmur Islamic Kindergarten Banjarmasin are; that parents are involved and play a role in the implementation of religious character education by repeating religious characters taught in schools, being a role model for children in habituating religious characters such as saying good and polite, coordinating with teachers related to religious character even though from the results of informants there are some parents who have not coordinated but run it at home.

The above findings are in line with Kurniawan's opinion (2013) stating that to foster religious values in the school environment requires cooperation between teachers as teachers and related parties. The involvement of parents in cultivating religious character values is a very important part to synergize in line with Saleh's opinion (2013), namely 1) Treat children according to the characteristics of children and understand that each child has unique benefits. 2) Meet the basic needs of children such as affection, nutritious feeding, security, and comfort. 3) Pay attention to the pattern of education taught by the teacher at the child's school and try to align the pattern with the pattern of education at home. 4) Provide support and reward when the child displays commendable behavior. 5) Provide environmental facilities that are appropriate to the age of development. 6) Be firm and consistent. The actions that can be taught to children through habituation are to accustom children to pray five times and other Sunnah prayers, and accustom children to always be in a good environment. Habituation carried out to children continuously will indirectly instill habituation. Habituation must be applied in the daily life of students, so that what is habituated, especially those related to religious character in children, will become a good personality that children have until adulthood.

The similarity is that parents are involved in the process of implementing religious character by doing repetition, being a role model at home in saying good, polite, polite and praying in congregation. The difference is that in coordinating parents of Ukhuwah Integrated Islamic Kindergarten can coordinate through contact books, whatsapp and meet directly with teachers, while parents of Baitul Makmur Islamic Kindergarten coordinate directly. The similarities and differences are caused by several factors such as: The religious character of children can be influenced by the family, school and community environment. This is as explained by Jalaluddin that the family environment is the first education where children get knowledge and understanding of religion from parents, so that the most widely received education by children is in the family (Jalaluddin, 2008). The findings of this study have implications for the involvement of the role of parents in the implementation of religious character education learning owned by students in life can be carried out properly if all environments have a role to form it, be it the role of parents as the first foundation, school, or people around.

3. Supporting and Inhibiting Factors in the Implementation of Religious Character Learning

Research findings on supporting factors in the implementation of religious character learning in ukhuwah Integrated Islamic Kindergarten are: 1) Motivation and support from parents to synergize with teachers, 2) There needs to be direct practice given by teachers when at school and repetition from parents at home, 3) A conducive and comfortable school environment, 4) The environment around the house and school, and 5) the involvement of everyone in the home not only parents but grandmothers, grandparents, siblings equally contribute to the process of implementing religious character. The inhibiting factors are; 1) Parents who do not continue their habits at home even though they have been given a liaison, the child's spectacle at home, 2) The friendship environment around the house so that they forget prayer and study times, and 3) consistency in the implementation of religious character education both at school and at home,

Research findings on supporting factors in the implementation of religious character learning in Baitul Makmur Islamic Kindergarten Banjarmasin are; 1) Motivation and enthusiasm of teachers, 2) Cooperation between teachers and parents, 3) support from colleagues, 4) School environment, and 5) Adequate facilities and infrastructure.

The inhibiting factors are: 1) Family factors that are the main in influencing children to be able to say good, polite and polite, 2) The environment of friends around the house, 3) Attitudes, behaviors and ways of speaking teachers that concern students, and 4) Excessive use of technology by children at home or with friends.

The above findings are in line with Zubaedi (2011) who states that there are several factors that affect the success of character education, namely: First, instinctive factors. Instinct refers to a set of characteristics that humans are born with. Psychologists explain that instinct plays a role as the driving force behind a person's behavior. All instincts or instincts act as the driving force behind a person's behavior. All instincts or instincts are an inseparable package of living with humans naturally without having to

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do research first. Such instinctive potential, humans can produce various patterns of behavior according to their own instinctive patterns. Second, habits. All the fighting and behavior that a person does repeatedly in the same way, makes it a habit, such as eating, sleeping, dressing, etc. Habits are formed because the tendency of the mind is accompanied by action. Repetitive actions that have become habitual will be completed in no time. Third, the factor that influences the success or failure of character education is the environment. One aspect that greatly supports a person's attitude and behavior to shape success is the environment in which the person is located. From the results of this study, there are similarities and differences in the process of applying religious character learning.

The similarities are good parental motivation and support, cooperation between parents and teachers, a supportive school and home environment. The difference is the consistency and active role of everyone in accompanying the implementation of character education at home, the social environment of students and controlling the use of communication media. The similarities and differences are caused by several factors such as parents' educational background, economic level, lifestyle, communication media facilities owned. Differences in the attitudes of people around children and social environments. The above findings are in line with Cahyono's opinion (2015), namely the cultivation of early childhood character can also be done with repeated and continuous learning, if we repeat good habits it will create a good character ability. Instilling character in early childhood is also considered to be the main key in building the fabric of society and the nation. Supporting factors for the implementation of character education in Ukhuwah Integrated Islamic Kindergarten and Baitul Makmur Islamic Kindergarten Banjarmasin include: 1) Curriculum, 2) Facilities and infrastructure, 3) Parental support, 4) Teacher enthusiasm, 5) Character content in the curriculum. Inhibiting factors in the formation of children's character include: 1) Factors of parents who do not continue the habituation built at school in daily life at home, 2) factors of the child himself, 3) the attitude of educators, 4) the environment where to play 5) spectacle and excessive use of communication technology (gadget). The child factor itself because in the cultivation of character formation the child factor needs to be considered. Every child has a different personality, between one child and another. Therefore, careful and proper understanding of the child will affect the cultivation of good character. The findings of this study have implications for supporting and inhibiting factors in the implementation of religious character education learning can be used as a reference for compiling religious character education curriculum in schools, increasing awareness and awareness of parents in providing gadget communication technology facilities wisely and choosing a good environment as a place for children to socially.

CONCLUSIONS

Based on the findings, it can be concluded that the teacher's strategy in implementing religious character education learning in Ukhuwah Integrated Islamic Kindergarten is through the cultivation of religious character education starting from planning classroom management to be able to develop religious character, through giving examples directly, practice to students, motivation given to students, coordination between teachers and parents through contact books, and the role of parents in the cultivation of religious character education. The strategy of teachers in Baitul Makmur Islamic Kindergarten Banjarmasin in the implementation of religious character education learning is through good example activities by teachers related to religious character applied in schools, direct practice of both attitudes, words and deeds, and teachers plan class management and learning methods to be able to develop religious character. The involvement of parents in the integrated Islamic Kindergarten Ukhuwah in the implementation of religious character education learning is that parents are well involved in the implementation process by repeating religious characters that have been taught at school, parents coordinate well with teachers through contact books provided by the school, via whatsapp and meet directly, parents also give direct examples to children of the implementation of religious characters. The involvement of parents of Baitul Makmur Islamic Kindergarten Banjarmasin is that parents play a role in the implementation of religious character education by repeating religious characters taught at school, parents become role models for children in habituating religious characters such as saying good and polite, parents coordinate with teachers related to religious character even though from the results of informants there are some parents who have not coordinated but run it at home. Supporting and inhibiting factors in Ukhuwah Banjarmasin Integrated Islamic Kindergarten in the implementation of religious character education learning are motivation and support from parents to synergize with teachers, the need for direct practice given by teachers when at school and repetition from parents at home, a conducive and comfortable school environment, the environment around home and school, And the involvement of everyone in the house not only parents but grandmothers, grandparents, brothers and sisters alike contribute to the process of implementing religious character. Inhibiting factors in ukhuwah Integrated Islamic Kindergarten are; Parents who do not continue their habits at home even though they have been given a liaison, children's spectacle at home, friendships in the environment around the house so as to make them forget prayer and study times, and consistency in the implementation of religious character education both at school and at home. Supporting and inhibiting factors in Baitul Makmur Islamic Kindergarten Banjarmasin in the implementation of religious character education learning are teacher motivation and enthusiasm, cooperation between teachers and parents, support from colleagues, school environment, and adequate facilities and infrastructure. Inhibiting factors in Baitul Makmur Islamic Kindergarten are family factors that will affect children to be able to say good, polite and polite, the environment of friends around the house, attitudes,

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behaviors and ways of speaking teachers that concern students, and excessive use of technology by children at home or with friends.

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