

Implementation of Character Education Based on the 9 Pillars of Character of the Indonesian Heritage Foundation.

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Abstract: This research is based on TK Cahaya Rumah, which has been implementing character education based on the 9 pillars of IHF for 8 years and has been a coordinating school in the Limbangan District for 2 years. The purpose of this research is to explain the implementation of character education based on the 9 pillars of IHF character in children at TK Cahaya Rumah. This research uses a descriptive qualitative research type with an ethnographic method, employing data analysis techniques such as data reduction, data presentation, and conclusion drawing. The subjects of this research are school principals, teachers, and parents. The subjects of this research are school principals, teachers, and parents. The research results from the first problem formulation are (1) Planning, for learning planning, it is already provided by IHF. Starting from teaching modules, teaching media, supporting media, and much more. (2) Implementation, the implementation is already in accordance with what is in the IHF teaching module. There are 3 streams, namely a) special stream, b) integrated stream, c) co-parenting stream. (3) Evaluation, like planning, the evaluation is also already provided by IHF. The results of the questionnaire evaluation filled out by parents show that there is an influence from the implementation of character education based on the 9 pillars of character on children's character at TK Cahaya Rumah. The research results for the second problem formulation, namely supporting factors and inhibiting factors of the implementation of character education based on the 9 pillars of character IHF. There are two supporting factors, first, the competence possessed by educators and second, the cooperation between parents and teachers. The inhibiting factor of the implementation of character education based on the 9 pillars of character IHF at TK Cahaya Rumah is the child's home environment.

Keywords: Implementation, Character Education, 9 Pillars of IHF Character.

INTRODUCTION

Indonesia is the most populous country in Southeast Asia. According to a 2023 Worldometers report, Indonesia had a population of 273.52 million. Based on data (Indonesia - Statistics, 2023), Indonesia is not only the most populous country. Compared to neighboring countries, Malaysia and Singapore, Indonesia has the highest number of children aged 5-9, at 23,773,629.

Based on this data, we are capable of producing a large "golden generation." One way to achieve this is through early childhood education, particularly character education, so that our generation develops good character. Character education taught from an early age is more effective because this golden period, often referred to as the "golden age," must be utilized effectively by providing stimulation and encouragement appropriate to the child's development (Makarim, 2023).

Education is one of the rights that parents must provide for children (Wuryandani & Senen, 2018). Some of the rights that parents must provide for their children include civil rights and freedoms, the right to custody, the right to health, the right to education, and the right to welfare. Article 1 of the National Education System Law No. 20 of 2003 states that Early Childhood Education is an educational effort carried out from birth to six years of age. Providing educational stimulation to children from an early age is expected to foster their development and growth in preparation for further education (Pendidikan et al.,

2009).

According to Sri Latifah (2014), education is a human endeavor to acquire knowledge that will later serve as a foundation for attitudes and behavior. Every human being will inevitably undergo an educational process, which will ultimately influence their character, personality, and character.

Character education is closely linked to moral education, with the ultimate goal of shaping and training individual children's abilities to lead better lives. Character education is a planned human effort to educate and empower the potential of students by instilling certain character values which include components of knowledge, awareness, and actions to carry out these values (Fauziah et al., 2018).

Character development must be prioritized to create superior human resources, ready to face the globalization of information and future competition (Latifah & Hernawati, 2009). For character education to be fully realized, the role of parents and teachers is crucial. As stipulated in Law No. 137, Article 7, optimal child growth and development requires the involvement of parents and adults, as well as access to quality early childhood education services (Ministry of National Education, 2014).

According to Omeri (2021), character is the key to individual success. When someone possesses good character, they are naturally accepted by society. A study in the United States (Omeri, 2021) found that 90% of dismissals were caused by negative behavior such as irresponsibility, dishonesty, and poor interpersonal relationships. According to Mustari (2011), factors that contribute to the decline of the young generation's character must be addressed. He identified five key elements of good character education: family, self, government, school, environment (peers), and society.

Character building must be carried out systematically and continuously, involving aspects of knowledge, feeling, loving, and action (Yadnyawati & Winyana, 2020). Efforts to build character have a higher meaning than moral formation, because character building is not only related to things that are right and wrong, but how to instill good habits in life, so that children or students have a high awareness and understanding, as well as concern and commitment to applying virtuous values in everyday life (Atika et al., 2019).

Ms. Ratna Megawangi and Mr. Sofyan Djalil developed a new idea to revamp how to implement character education in Indonesia to make it more effective and applicable in every school. It is hoped that this will be easily understood by educators and students by developing a Character-Based Holistic Education (PHBK) model (Fauziah, 2012).

Starting from the question, "Why do people, even though they know that their behavior is inconsistent with existing rules and morals, behave inconsistently with what they know?" (IHF, 2020). The IHF then implemented a comprehensive character education model, the PHBK model, which can shape students' character. IHF created an educational strategy to create a creative and highly cultured generation. The nine pillars of character education are outlined in an educational model called Character-Based Holistic Education (PHBK).

Character-Based Holistic Education (PHBK) (Subakat, 2022) is education that develops all dimensions of human nature. Not only academic abilities but also physical, emotional, spiritual, creative, and other aspects of multiple intelligences in a holistic and balanced manner through the development of 9 pillars of character. The 9 pillars of character education developed by the IHF (Foundation, 2020): a) Love of God and All His Creation; b) Independence, Discipline, and Responsibility; c) Honesty, Trustworthiness, and Wisdom; d) Respect, Politeness, and a Good Listener; e) Generosity, Helpfulness, and Cooperation; f) Self-Confidence, Creativity, and Persistence; g) Good and Just Leader; h) Kindness and Humility; i) Tolerance, Peace-Loving, and Unity.

The concept of holistic education is an educational model that develops all human potential, encompassing socio-emotional, intellectual, moral, creative, and spiritual potential (Fauziah, 2012). There

are three streams of character; formal education (instilling the pillars of character), non-formal education (integrated with subjects), and co-parenting (shared parenting) (Fauziah, 2012). To encourage more schools to implement the Character-Based Holistic Education (PHBK) model, the Indonesian Children's Fund (IHF) held training for schools interested in implementing the PHBK model.

Based on the researcher's observations, Cahaya Rumah Kindergarten was the first school in Limbangan District to express interest in the PHBK model. In 2016, the school principal participated in training conducted by IHF. In 2021-2022, Cahaya Rumah Kindergarten served as the coordinating school for 32 family planning and kindergarten institutions in Limbangan and Boja Districts that wanted to implement the IHF PHBK program.

METHODS

This research was conducted at Cahaya Rumah Kindergarten. This study used a qualitative descriptive research method, with an ethnographic approach. Ethnography is an activity by the author to understand how people interact through phenomena observed in everyday life during teaching and learning at school. In other words, the author is directly involved with the object of writing in making meaning or interpretation of the writing done (Ramdiani, 2014). Participants in this study included the principal, teachers, and parents of students. The author used source triangulation and method triangulation techniques to obtain valid data. Data were analyzed using the Milles and Huberman model with data collection, data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

The research results below represent the data analysis of each source, which are then discussed in subsections to facilitate a clear understanding of the information in the research objectives.

A. Implementation of Character Education Based on 9 Pillars of Character at Cahaya Rumah Kindergarten

As the coordinating school for holistic, character-based schools in Limbangan District, Cahaya Rumah Kindergarten has been implementing character education based on 9 pillars of character since 2016. The principal of Cahaya Rumah Kindergarten was attracted to IHF's character education program because, according to him, it provides a comprehensive character education program, along with a support system.

"Initially, I saw that children at school and in the community had poor morals, so I considered incorporating character education into the curriculum. I was interested in using IHF's program because it is comprehensive. It includes modules, pillar books, and support systems such as storybooks, character dolls, and displays to support character education implementation." (CW.KS 2/24/2024)

Based on an interview with KS, his initial interest in IHF's 9-pillar character education stemmed from his concern for children with poor morals. Furthermore, IHF's 9-pillar character education aligns with the vision of Cahaya Rumah Kindergarten.

1. 9-Pillar-Based Character Education Planning at Cahaya Rumah Kindergarten

Before beginning lessons, educators must prepare a lesson plan, including what will be taught and what needs to be prepared. IHF has developed a comprehensive and well-structured character education concept, from planning to evaluation. Therefore, institutions collaborating with IHF to implement 9-pillar character education automatically eliminate the need to create teaching modules

or lesson plans. Institutions will be provided with 9-pillar character lesson plans, 9-pillar character lesson plans, character pillar books, literacy storybooks, character education series, posters, DVDs, and other materials free of charge.

2. Implementation of Character Education Based on the 9 Pillars of Character at Cahaya Rumah Kindergarten

The implementation of character education based on the 9 pillars of character at Cahaya Rumah Kindergarten is in accordance with the IHF teaching module.

a. Teaching and Learning Activities

The flow is divided into two: specific and integrated.

- 1) Specific flow is carried out using pillar books, character-based story books, and acting. The specific flow is implemented according to the existing schedule, which is written in the 9 Pillars of Character Lesson Plan module. The duration is 10-15 minutes each day.
- 2) Integrated flow is carried out from the time the children leave for school until they return home. Integrated flow is carried out by providing words of praise or advice based on the 9 pillars of character. Examples of integrated flow are also written in the 9 Pillars of Character Lesson Plan module. In addition, there are several activities or programs that support the implementation of character education based on the 9 pillars of character in accordance with the IHF PHBK (Character-Based Holistic Education) curriculum, such as sports, lining up at the front of the class, messages of kindness, prayers, drawing journals or selected journals, eating together, and reading books before going home. The following is an explanation of the implementation of character education based on the 9 pillars of character at Cahaya Rumah Kindergarten:

At 7:30, children exercise or engage in gross motor activities such as games or outdoor activities. At 8:00, the children are lined up, and the child in charge of leading the class will encourage their peers to say a positive word, such as "Let's be creative kids!" The others will then imitate the words before entering the classroom.

At 8:15, the children arrive, sit neatly in a circle, and pray before class. After the prayer, the children count and take attendance for those who are absent. They are reminded of the class rules, activity schedule, and the date and month of the day. After counting, the children are invited to sit close to the front and read aloud from the character pillar book.

At 8:40, the children will draw freely or use a drawing journal based on their interests. Upon completion, they will share their drawings and be encouraged to write a story about their drawings. In addition to the drawing journal, children can choose their preferred journal and choose toys prepared by the teacher. At 9:00 a.m., the children will eat. Once they're done, they'll tidy up the tables and chairs they've used as a show of responsibility before leaving for recess. After the main activity, at 10:15 a.m., before the children pray to go home, they'll be read a storybook.

The character education program, based on the nine pillars of character at Cahaya Rumah Kindergarten, is also supported by additional activities, such as cooking and the Dhuha prayer.

1. Cooking

Cooking is held every two months. Cooking is a routine activity carried out every two months with the goal of helping children become independent, brave in trying new things, responsible, able to work together, good listeners, confident, and persistent. This is illustrated in the field notes taken

on Friday, March 1, 2024.

(Today, children are encouraged to implement the character value of self-confidence by making getuk lindri. First, the children will be divided into several groups, each given the tools and ingredients for making getuk lindri. The children will mash the boiled cassava into plastic bags. They will mash the cassava using a pestle and mortar they brought from home. Once smooth, mix it with coconut milk and food. Once the mixture is completely blended and the texture is to your liking, grated coconut is added and topped.) (CL 1/3/24)

2. Dhuha Prayer

The Dhuha prayer is held every Friday before the drawing journal activity or the journal of your choice. The Dhuha prayer is performed in congregation, with the child who leads the prayer leading the day as the imam. If the leader is a girl, the teacher will offer a choice of who would like to lead. Children are taught to pray Dhuha in congregation at school with the goal of getting them used to performing obligatory prayers at home, understanding that prayer is only to Allah, developing faith, and developing discipline.

b. Co-parenting Activities

Co-parenting activities are flexible and can be done at any time. Communicating with parents is not limited to when a child is having problems, Rather, it can be conveyed by conveying that the child's development has improved or remained the same. Teachers also share parenting videos from social media and convey the pillars being discussed in the class WhatsApp group, with the goal of ensuring that what is taught at school can also be implemented at home.

3. Evaluation of Character Education Based on the 9 Pillars of Character at Cahaya Rumah Kindergarten

The IHF evaluation, including planning and implementation, is in place. This evaluation was conducted by distributing questionnaires to parents after each implementation of a character pillar. Based on the evaluation documents completed by parents of Kindergarten A and B, it can be concluded that the implementation of character education based on the 9 pillars of character has had an impact on the character of children at Cahaya Rumah Kindergarten.

B. Supporting and Inhibiting Factors of Character Education Based on the 9 Pillars of Character at Cahaya Rumah Kindergarten

The implementation of character education in schools involves many parties, including the principal, educators, students, parents, and the surrounding community. All parties involved in the implementation of character education in schools can be both obstacles and supporters. The following are supporting and inhibiting factors for character education based on the nine pillars of character at Cahaya Rumah Kindergarten:

a. Supporting Factors

The following explains the supporting factors for the implementation of character education based on the nine pillars of character at Cahaya Rumah Kindergarten.

1) Educator Competence

An educator should possess four competencies: personality competency, pedagogical competency, social competency, and professional competency. The competencies possessed by educators will influence the teaching and learning process and the education of children at school.

Educators at Cahaya Rumah Kindergarten possess all four competencies, as confirmed by interviews with the principals.

"Yes, some children sometimes have emotional instability. We also wonder why this happens, so we communicate with parents and provide tips on how to handle children with social and emotional problems." (CW.KS 2/24/2024)

From the interview notes by KS and the discussion above, we can conclude that educators at Cahaya Rumah Kindergarten possess one of the four competencies mentioned above: social competence. Educators possess calm and stable personalities when dealing with emotionally unstable children. Because they understand each student, educators are able to recognize changes in behavior or attitude. They then immediately communicate with parents and discuss these changes. In addition to communicating with parents, educators also provide tips and recommendations on what parents can do at home. Educators are able to provide tips and recommendations because of their mastery of the material. Therefore, educators' competencies can support the success of educational goals, especially character education.

2) Cooperation with Parents

Parents are a child's first school. Their knowledge and consistency in educating their children significantly impact their education. One such goal is character education. Character education cannot be optimally achieved without cooperation between teachers and parents. Parental commitment to helping implement character education at home is also a supporting factor in achieving character education goals.

Based on the interview notes with BE and KS, it can be concluded that without cooperation between parents and teachers, character education will not be optimally achieved. This is further supported by the interview notes with ID.

"At home, yes, at home, we teach my son, a boy, to go to the mosque at least twice a day. It's a habit for him, so it has to become a disciplined habit, and he eats. He also has to eat by himself, and he eats whatever is cooked at home. He doesn't complain much. That's all we teach him, like toilet training, so he can at least take care of himself." (CW.ID 2/20/24)

At home, parents serve as role models for their children, and there's more interaction between children and parents than between children and teachers. Therefore, the role and commitment of parents in helping implement character education at home can be a supporting factor for the success of character education at school.

b. Inhibiting Factors

The following is an explanation of the inhibiting factors in the implementation of character education based on the nine pillars of character at Cahaya Rumah Kindergarten. The home environment is one of the factors inhibiting the implementation of character education. Children often imitate what they see and hear in their home environment, and what they hear and see is then carried over to school and practiced.

The home environment can influence the success of character education. There will be differences in the behavior of children from broken homes, children who prefer to play with older children, and many others. An unfavorable environment will have a negative impact on children, and vice versa, making the home environment a factor hindering the implementation of character education based on the nine pillars of character at Cahaya Rumah Kindergarten.

Successfully implementing character education requires teachers to succeed; parents and the

community must participate, serving as role models for children from an early age on how to behave well. As Ki Hadjar Dewantara (Suparlan, 2015) argued, there are three concepts to achieve educational goals: the Three Centers of Education: family education, school education, and community education. This is because children spend more time at home and in the community than at school.

Family education is the first and most important source of education. Children receive their first education from their families, namely their mothers and fathers. Therefore, the task of educating children at home is not solely the mother's responsibility but a shared responsibility. According to (Alifah et al., 2021), good behavior, in accordance with norms, is more likely to emerge in children whose mothers and fathers instill positive character traits from an early age. Parental involvement in the formation of a child's character influences the child's ability to face the world in the future.

In addition to family education, there is also school education. Education at home is carried out with the mother and father, while education at school is carried out with the teacher. At school, children are equipped with knowledge and develop good habits. Especially for young children, teachers will teach good habits, such as greeting students upon entering the classroom, shaking hands with teachers, disposing of trash properly, being patient while waiting in line, and many more. According to Mustari (Anggraeni et al., 2021), children who are accustomed to discipline will adapt easily both at home and at school. Disciplined children will carry out the habits taught by teachers. However, the habits taught at school will not be fully realized if they are only practiced at school and not also taught at home by their parents.

Communication between parents and teachers is also key to the success of character education. Existing inhibiting factors can be addressed through the competencies possessed by educators. As educators, they should possess four basic competencies: personality competency, pedagogical competency, social competency, and professional competency (Pusparini, 2023). Based on the researcher's observations, teachers at Cahaya Rumah Kindergarten possess these four basic competencies:

1. Personality Competency

Based on the researcher's observations, teachers at Cahaya Rumah Kindergarten can serve as role models for their students, for example, by arriving on time. When teachers leave earlier than the students, this can serve as a good example for the children.

2. Pedagogical Competency

Based on the researcher's observations, teachers at Cahaya Rumah Kindergarten are aware of children who are having problems, such as those who like to bully their friends, who are unable to express themselves tactfully, who like to hit their friends, and so on. During teacher evaluations every Wednesday, teachers will find solutions for these problematic children. Thus, over time, children who were previously problematic can become well-behaved.

3. Social Competence

Based on the researcher's observations, teachers at Cahaya Rumah Kindergarten have strong social competence. Teachers consistently communicate with parents regarding all matters, such as providing parenting information, communicating any changes in their child's behavior, and thanking parents for their assistance in implementing character education at home. This competence can maximize the achievement of character education goals based on the nine pillars of character.

4. Professional Competence

Based on the researcher's observations, teachers at Cahaya Rumah Kindergarten have mastered all the material on the nine pillars of character. Teachers understand which pillars to

teach children first and understand the appropriate information to share with parents based on the character pillar being taught. Because teachers already understand The 9 Pillars of Character material ensures that what is taught to children is conveyed effectively.

In addition to family and school education, there is also community education. The community also plays a role in the success of education, particularly character education. The attitudes and behavior of adults around a child will determine whether these educational goals will be achieved. This is supported by the opinion of Fitri and Aljamaliah (2021) that it is important to pay attention to the behavior of others around children. This is because early childhood is still in the imitative stage. Children will imitate what they hear and see. This can be ingrained in children as they grow into adulthood and shape their character.

Cahaya Rumah Kindergarten's efforts to implement character education based on the 9 Pillars of Character certainly have supporting and inhibiting factors. The success of character education at Cahaya Rumah Kindergarten is determined by competent educators and collaboration between parents and teachers. As Setyariza et al. (2024) argue, in fostering a generation of quality and character, consistent efforts by parents are needed until they reach adulthood and become independent.

Cahaya Rumah Kindergarten educates children to develop character based on the nine pillars of character. However, this will be futile if parents don't support and implement it at home. Parents who send their children to school certainly hope that their children will develop good character. However, if they are inconsistent in implementing the nine pillars of character education at home, the results will be the same.

As Ramadhani et al. (2019) argue, all parents want their children to grow up to be people with good character. This must be balanced with how they guide their children, with patience, tenacity, and sincerity to achieve these hopes. Therefore, parents' consistency in implementing character education based on the nine pillars of character at home will influence whether or not their children will grow up to be good individuals.

Based on the results of research on the implementation of character education based on the nine pillars of character at Cahaya Rumah Kindergarten, has been implemented well. This is evidenced by appropriate planning and implementation. Based on questionnaires completed by parents and interviews with parents, the implementation of character education based on the nine pillars of character at Cahaya Rumah Kindergarten has had an impact on children's character.

The questionnaire results indicate the impact of the implementation of character education based on the nine pillars of character on children's character at Cahaya Rumah Kindergarten. Based on indicators of gratitude, compassion, and loyalty in pillar 1, and the questionnaire results, there is an influence of the flow of pillar 1 on children's character. The pillar 1 characters taught to children have frequently emerged, and several characters have been consistently demonstrated by children.

CONCLUSION

Based on the research results, we can conclude:

1. The implementation of character education based on the nine pillars of character education from the Indonesian Heritage Foundation has an impact on the character of early childhood children at Cahaya Rumah Kindergarten. The impact of the implementation of character education based on the nine pillars of character education from the Indonesian Heritage Foundation can be seen from the evaluation results and interviews with parents. The evaluation results indicate a change in children's character after the implementation of character education based on the nine pillars of character

education from the Indonesian Heritage Foundation. The interviews with parents also indicate the impact of the implementation of character education based on the nine pillars of character education from the Indonesian Heritage Foundation on children's character.

2. Supporting and Inhibiting Factors

a) Supporting Factors

There are two supporting factors: the competence of educators and collaboration between parents and teachers.

b) Inhibiting Factors

The inhibiting factor is the influence of the home environment.

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