



The Management of Character-Based Holistic Education Program in Early Childhood Education (PAUD) Anak Cerdas Ungaran

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Abstract

A holistic human is indicated by the growth of all development aspects. If the stimulation of early age growth and development is not optimal, it will influence the unpreparedness of entering the next education and the incomplete use of all children's competencies. The aims of this study are to deeply describe and analyze the planning, the implementation, the supervision and the evaluation as well as the implementation of character-based holistic education program in early childhood education (PAUD) Anak Cerdas Ungaran. This research used qualitative research method with case study design. The data collection techniques used in this study namely, observation, in-depth interview, and documentation. The research subjects include in this study: managers, coordinators, teachers, character coordinators, parents, students. To ensure the validity of the data this research used triangulation technique on the sources, the methods, and the theories. Data analysis was done through data reduction, data presentation, and drawing conclusion. The results showed that the planning program was based on the results of the previous year's evaluation, the implementation program was carried out through the division of teacher tasks as coordinator such as character, human resources, public relation and partnership, learning and curriculum, as well as those in charge of activities determined at the beginning of the year. The supervision was carried out during learning and teaching activities and at the end of the activities directly or in a written report. The evaluation was carried out at the end of the activities' program by the teacher with the principal, each trimester and semester by the teacher, the principal and the manager then the final year evaluation was carried out with the coach and the expert team. The implementation program based on the Curriculum 13 PAUD combined with 9 character pillars during one school year through the several services, namely education, care, health, and protection.

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INTRODUCTION

Early childhood is the most important and fundamental initial period along the range of growth and development of human life. The foundation of PAUD is the basis for sustaining further education. If the growth and development of early age are not optimal, it will give impact on the imperfect utilization of all competencies in the one's self so that in the end it affects his life quality. The Law of National Education System, Number 20 Year 2003 in Article 1 states that early childhood education is an effort aimed at providing guidance to children from their birth to the age of six years through the provision of educational stimuli to support physical and spiritual growth and development so that the children are ready to enter further education.

In fact, the rampant violence and negative behavior by high school students indicated that the results of basic level education have not optimized the overall development aspects (multiple-intelligence) because it have not produced an intact holistic generation which has intellectual, emotional, and spiritual intelligence. Musfah (2012: 3) today's education is the result of past education 10-15 years ago. According to Megawangi (2009: 5) the low level of human resources is the result of the goal of education which more emphasis on cognitive abilities of children or more emphasis on left brain stimulation (memorization) while the stimulation on the right brain gets less attention, finally, the multiple intelligence stimulation is not well stimulated.

Based on data center and education statistics 2017, the number of elementary students as much as 25.62 million, there are 361.000 students study over again and 290.000 students repeat in low classes (1, 2, and 3) while the number of students who repeat in class 1 is the highest one, as much as 150.000 students and the number decreased in the next class. (<http://publikasi.data.kemdikbud.go.id>).

This indicated that the stimulation of all aspects development of children is not optimal. PAUD as preschool education has not been successful in preparing students to enter further

education. According to Wulan, Santoso & Akbar (2018: 60) one of the factors causes the students in repeating the class is the imperfect optimization of preschool to the students. Pramudyani, Kurniawan, Rasyid, Sujarwo (2017: 94) there are still many educators who have not applied an integrative holistic approach due to the lack of understanding in managing learning activities that integrate the six development aspects. The readiness of entering further education is measured by the ability to read, write, and count. In line with Fitri in Musfah (2012) education is generally interpreted as 3R (writing, reading, arithmetic). Megawangi, et al (2010: 3), the main cause of errors in educating children is that many parents and teachers are not aware of and know how to educate children appropriately, that is based on the age, the psychological development and the children's needs. Consequently, the children are not really ready mentally and physically to follow the learning process in elementary school.

It is necessary to develop an effort to realize healthy, intelligent, cheerful and noble Indonesian children. One of them is in the aspect of character education which carried out in a holistic and integrated manner. Holistic education is an alternative education as an effort to produce quality education. Education actually forms a whole person, which means it develops students' potential through physical, emotional, social, spiritual, and academic aspects through moral knowing, moral feeling and moral acting approaches.

The implementation of Early Childhood Education should prioritize the needs and the stages of children development by referring to DAP (Developmentally Appropriate Practice), namely the planning that is meaningful and in accordance with the stages of development. Megawangi, Dona, Yulisinta, & Dina (2010: 47) revealed that the results of the study about the effects of DAP on children's social emotional development showed that kindergarten children whose schools applied DAP had lower levels of stress and anxiety than those who entered traditional kindergarten (overemphasizing cognitive abilities). In addition, Barnawi & Arifin (2013: 54) pointed out that holistic education aimed to help individuals in

developing their potency in more fun, exciting, democratic, and humanist learning environment through experience in interacting with their environment.

Early childhood education (PAUD) Anak Cerdas is one PAUD that integrates learning with character based on the characteristics and the stages of child development. This is contrary with the expectations of parents in general about PAUD that is mastering the three abilities (reading, writing, and counting) at the early age.

It is interesting to do the research about the phenomenon of character-based holistic education when many emerging PAUD are demanded to provide attractive and qualified service programs which integrate integrative holistic services. Therefore, it motivates the researcher to examine more deeply the management of integrative holistic education program by integrating 9 character pillars in PAUD Anak Cerdas.

There are several factors that determined the successful of character-based holistic education in school, namely curriculum, teachers, the role of parents, and infrastructure. According to Mulyasa (2014) PAUD which has good management has indicators including: curriculum, the quality of the program, and parental involvement. Sole & Anggraeni (2017: 102) we can say that the student character building is successful when the following this are available, namely the availability of character-based curriculum and modules, a comfortable and pleasant environment, competent and characterized teachers. In addition, Armstrong, Hustvedt, Lehew, Anderson, & Connell (2016) revealed that a holistic curriculum pays attention to the interrelationships with students' life experiences.

Regarding the importance of parental participation, the study conducted by Mei Ju, Chen Sin, Pin Chen, (2014), Pelayo, Mallari, Capili, (2017) about holistic education and character is emphasizing the importance of building positive relationship between parents, teachers, children which creates safety feeling on children when interacting and exploring with their friends and their environment. The availability of school facilities and infrastructure supports the implementation of character education.

The Availability of school facilities and infrastructure supports the implementation of character education. In line with the research conducted by Pekdogan & Kanak (2016: 237), Ndirangu, Thinguri, Chui (2016: 195) revealed that the physical facilities and environmental management determine the success of holistic education besides the other factors such as prepared teaching resources, teacher skills and educational curriculum which based on the interests and needs of the children.

Character education on early age is a strategic issue for several reasons. First, PAUD as an agent of change has strong enough potency in building children's character as well as integrating learning strategies which can develop children development aspects in making children as a whole human (holistic). Second, make the teacher as a model and their peer who will become a standard of children's behavior. The teacher plays a role as a friend, mentor and facilitator in learning activities. Third, the support and cooperation of students' parents is very necessary. Parents play an important role in planting character values and daily habits.

The aims of this study are deeply describe and analyze the character-based holistic education program (PHBK) which has been carried out by the school including: planning, supervision and evaluation, and the implementation of the PHBK program in PAUD Anak Cerdas Ungaran.

METHOD

This study used qualitative approach with case study design to obtain a more depth description revealing all the variables that cause the case from various aspects (Sugiyono 2015: 9) then analyzes the effectiveness of the management of integrated character-based holistic education program in PAUD Anak Cerdas Ungaran. By doing in-depth analysis of a case, program, event, activity, process, and individual or more. Then, the researcher collects complete information using various procedures for collecting the data based on a predetermined time. (Cresswel 2016: 19).

The subjects included in this research are manager, Head/PAUD Coordinator, Teacher,

Character Coordinator, Parents and Students. The object of this study is the management of integrated holistic education program towards the formation of students' character in PAUD Anak Cerdas Ungaran. Data collection techniques used in this research are interview, observation and documentation. Interview was conducted with manager, coordinator, character coordinator, teachers, and parents. Observation was carried on students at formal learning hours and special hours of education character. Documentation was done through learning administration documents of annual activity program, and coordination Meeting.

Checking the validity of the data using triangulation, both sources, methods and theories. Source triangulation is done by comparing data obtained from various subjects studied. Triangulation method is done by comparing data collected through interviews, observation and documentation. Triangulation theory compares data found in the field with existing theories.

The data obtained then were processed and analyzed using interactive analysis techniques from Miles and Huberman in Sugiyono (2015: 337) which divide the analysis activities into several stages, namely: (1) data reduction, at this stage the researcher sort the data by selecting which one of the data is interesting, important, and useful to set aside irrelevant data that are not in line with the focus of the research (2) data presentation, where the researcher explains the results from observation, interview and documentation related to the focus of the research, and (3) drawing conclusion is interpreting the meaning of the data presented, leading to the answer of the research problems.

RESULT AND DISCUSSION

The Planning of Character Based Holistic Education Program in PAUD Anak Cerdas Ungaran.

The planning of character-based holistic education program in PAUD Anak Cerdas includes several planning components, they are: curriculum, program activities, facilities and infrastructure, teachers, students, character

references, and funding. In line with the school curriculum planning which has covered the entire program, the learning management which has prepared by the school at the beginning of the year. In line with Dhieni & Wulan (2016: 79) the curriculum should cover the learning content that will be implemented in each school including lesson plan for learning activities and materials, learning object, culture, learning method, learning media, and evaluation.

The planning of program activities and character building activities have been planned by linking the components of the activities. According to Wibowo (2013: 140), the planning concept of character education was emphasized in the two things, namely program and activity of character building. In constructing the program is based on the relationship of planned character elements with the development of character values in the curriculum and learning activity; educator and education staff; coaching the students; educational facilities and infrastructure; and education funding. It can be said that the planned program in PAUD Anak Cerdas well planned which can be seen from the planning which includes several components needed for the sustainability of the program.

The objectives of the program become the consideration in planning the program, including: students, educators, and parents. First, the students, referring to the school motto that is serving with heart. It is a concrete form that PAUD Anak Cerdas always provides services which are appropriate for the children needs, pays attention to the stages of growth and development of the children and also as child-friendly schools with learning characteristic (Developmentally Appropriate Practice), that is learning planning that refers to the stage and age of child development. In accordance with Puspitasari (2017: 116) which suggests that child-friendly school pays attention to growth and development of the children supported by the environment and adequate infrastructure. Additionally, Yulianto (2016: 143) states that child-friendly school is supported by a fun, creative, active and integrated learning system as well as supported by complete educational facilities that will create children who have both intellectual and spiritual intelligence.

Secondly, educator planning has not been optimally which can be seen from the majority of educators who are not yet allied or meet PAUD qualifications. Educator preparations are still strived through human resources improvement activities including training as well as up-grading character education at IHF Depok including training, training and seminars and doing discussions with other educators to prepare character references through pillar books, pat affirmations and songs. Because, educators play an important role in shaping children's behavior at the early age through daily habituation. On the other hand, the institution as a model and labsite makes educators motivated themselves to always improve their self and strive to be consistent in character habituation. Suryaman & Karyono (2018: 15) revealed that the teacher has a very strategic role as a figure who directly faces students at the age of PAUD through habituation 90% and knowledge 10%.

Third, parents play a role as partner in making successful school's program. The planning program at PAUD Anak Cerdas begins with the evaluation activity by considering the suggestions from all parties, including the suggestions from parents as educational consumers also considered. Qodriyati, Raharjo, Ustman (2018) mentioned that in the preparation of school curriculum, parents participate and contribute to its' planning and give contribution in the form of ideas to the development of the school.

The Implementation of Character Based Holistic Education Program in PAUD Anak Cerdas Ungaran

The implementation of character based holistic education program of PAUD Anak Cerdas begins with socialization aimed at providing instructions and explanations about design, strategy models and forms of learning and programs that will be implemented in the next year. The parents orientation is held a week before the beginning of the school year. Then, it is followed by the activity of parenting perceptions with the school in the next week. Sobarna & Hakim (2017: 70) said that the management of character education in kindergarten character

education programs is integrated as a whole. The stages are made by the school in planning program which is integrated in the curriculum that begins with the socialization of character education programs for all stakeholders (school residents, parents, and teachers). The aim of this activity is to build school trust with the parents to create partnership cooperation so that the goals of the school can be achieved together and to create positive school culture. Moreover, Ritonga & Basri (2016: 76) pointed out that building capacity means building cooperation, trust and community groups so that they have the same perception then they can work together to realize the goals. Building school level capacity includes; developing vision and mission, school leadership and management, school culture, and involving parents, alumni and the community.

Organizing programs is done through the task division of each coordinator / sections and guarantor activities. The coordinator is determined by the Manager which covers: character coordinator, public relation and partnership coordinator, curriculum and learning coordinator, coordinator of human resources. While, the person in charge is determined thorough voting and agreement. Then, everyone is responsible for big events and small events. In line with the results of Mukminin & Cahyani (2017: 48) research, which state that curriculum, student affairs, personnel, infrastructure, finance, public relations, marketing, school-based management are all substances in a school management. The organizing that related to classroom learning through central activities and the existence of SOP which help the procedures for implementing learning activity show that the organizing function is structured and well organized.

In the implementation of the program, it can be seen from how the teacher's ability to deliver learning material, themes and sub-themes which are raised from the part of children daily life. The role of teachers in making comfortable atmosphere to the children should in line with the concept of integrated learning. A cared teacher is a teacher who has close relationship with the children and is sincere to give their best. In line with Pupala (2016: 70) states the quality of PAUD related to the

carrying capacity possessed such as adequate institution, facilities and infrastructure as well as supporting factors in it such as the role of teacher qualification, and curriculum.

The involvement of parents in the school programs at PAUD Anak Cerdas can be seen from their activeness in attending parenting activities held by the schools, being active in communication networks both face to face and online, participating in committees / Parent Meeting Groups (KPO) through mentoring, and providing input and advice for the progress of the school. The involvement of parents is also can be seen thorough applying character education at home as well as from filling in the questionnaire. It is indicated that the potency of the family supports character-based holistic education. In line with the opinion of Persada, Pramono, Murwatiningsih (2017: 106) who argued that the highest level of participation of parents is called the level of empowerment where the parents are not only attending meetings but are also involved in the school activities both on the side management and participating in constructing school policy as well as teaching and learning activities.

The Supervision and Evaluation of Character-Based Holistic Education Program in PAUD Anak Cerdas Ungaran

The supervision activities in PAUD Anak Cerdas run well but it is not really optimal because of the limited educators so that the Principal as supervisor is constrained by his responsibilities as a teacher and homeroom. The supervision carried out by the principal assisted by the manager and curriculum and learning section. Learning activity at PAUD Anak Cerdas aims to make the program and learning activities more controlled and to ensure that the program runs well. Without conducting such an evaluation it is impossible for the teachers to improve their competence and professionalism in teaching. Referring to the purpose of supervision, at the beginning of the school planning program has been made then in its implementation the principal makes a report made in the trimester about the implementation of the program by referring to the planning that has been made. The obstacles that occur during the

implementation of the program are notes for future improvement. In accordance with Wibowo's (2013) said that supervision is carried out as an effort to ensure that all activities carried out are in line with established policy, strategy, planning and objective.

The principal in carrying out the supervision is hampered because he has the responsibilities as an educator and homeroom teacher. However, the principal continues to work on the control function through learning administration reports of the planning (RPPH, RPPM) made by the educators, daily and weekly assessments which are accumulated in monthly assessments. The principal in carrying out the control function, he used the reports from each person in charge of the activity and the coordinator then compares with the implementation of the character education program to the prescribed standards, and corrects the occurred errors. In line with Slamet, Sudana, Suminar, (2017: 120) states that the evaluation is a planned activity to determine the condition of an object using instruments and the results are compared with benchmarks to obtain conclusions.

Supervision activities relate to the evaluation of each supervision activity which is followed by the evaluation. The evaluation is carried out at the end of each activity, every semester and evaluation at the end of the school year to determine how far the program run and how the program is implemented. Evaluation program is inseparable from measuring the success of the program. The evaluation of PAUD Anak Cerdas is by looking at the successful standard of the program, indicators of success referring to the positive responses of parents and children as well as the activities held by the schools have a positive impact on children. Nuruddin (2017: 87) confirmed that the evaluation is a systematic and continuous analysis to see the effectiveness of the program given and the influence of the program on children. A note for schools is that if the activities carried out receive positive and useful appreciation, it is possible to become the agenda of the activity program on the next year.

The Implementation of Character Based Holistic Education Program in PAUD Anak Cerdas Ungaran

The implementation of character based holistic education is included in the good category but it is not really optimal in improving children's understanding about positive values, because the school community is still not consistent in carrying out character values. However, the educators continue to strive to make positive habituations every day and to be mutually open and heartened "*legowo*" if they are reminded.

The implementation of character education in PAUD Anak Cerdas was done through habituation by being taught in special hours but integrated in learning through moral knowing on Monday-Tuesday, moral feeling on Wednesday and moral acting from the beginning until the children return to their home and it is integrated with the learning activities in school and then students get a real experience to practice character. Character education is not necessarily taught theoretically, not only provides knowledge about bad behavior and good, children are also given an understanding of the purpose of having to apply these character values through the formation of habits routinely vague with the daily lives of children so that character values unknowingly internalize children's behavior, do it as a habit, and the teacher is able to give a good example. Karyono (2015: 290) revealed that a potential learning is to make children become social beings is by learning children through the process of observing what others do.

The procedures for implementing children's character learning are asked to read pictures on the character pillar book and the teacher invites the children to tell the picture according to the children's understanding, the teacher explores the children initial knowledge by giving open questions so that the children actively think and link character values with the experiences of children in their daily life. In integrated learning the teacher must be able to link one subject to the others, linking one concept to another. Furthermore, Fakhrudin & Ustman (2016: 5334) states that school programs allow students to use their environment to build knowledge as well as the

character of children by linking the material taught with the real world.

Referring to the goal of the character based holistic education program at PAUD Anak Cerdas is to form a superior generation as school jargon, namely brilliant generation, brilliant teacher and brilliant parent, then, the researcher analyzes that the output of character-based holistic education program that is the graduates students of PAUD Anak Cerdas will be able to become not only intelligent children but also applying good character so that they will be a generation that is able to face challenges in the future. Waluyo, Handayani, Diana (2018: 137) revealed that early childhood education should be prepared in a planned and holistic manner as a basis for children entering further education.

CONCLUSION

Based on the results and discussion it can be concluded that the planning includes the planning components which are well determined based on the results of the program evaluation as well as suggestions and input from all parties considered. The implementation begins with the socialization of equal perception a week before entering the beginning of the school year. Organizing programs include the task division of the coordinator/section and the person in charge of the activities. The coordinator determined by the manager includes: character coordinator, public relations and partnership coordinator, curriculum and learning coordinator, human resources coordinator. Supervision is carried out by the principal with the help of the learning section and manager. Then, the supervision is done through oral and written reports. Supervision is carried out on a scheduled basis and as needed. Program validation is carried out together, input from the school community. The evaluation is carried out at the end of each activity, every semester and at the end of the year. The implementation of a holistic based education program runs well which can be seen from the learning activities program which is integrated with 9 character pillars. There are some suggestions which can be given based on the results of this study, they are: on the planning of school

collaboration programs through KPO as more effective partner, in implementing programs the school should routinely provide information to parents about the material being taught. Supervision & evaluation, the school should make assessment form to measure indicators of the successful program, and the school should make more posters, displays, and SOP in strategic places to consistently apply character.

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