

Disciplinary Character Education At Early Age

Sri Rahayuningsih¹, Sholikhan²

^{1, 2} (Kanjuruhan University Indonesia, email: sholikan_mz@yahoo.co.id)

Abstract : *The purpose of conducting this research is to explore the special overview about the implementation of disciplinary character building in IT As Salam Kindergarten School Malang Indonesia in depth starting from the planning of disciplinary character education, the implementation of disciplinary character education until how IT As Salam Kindergarten School Malang conduct the evaluation related to the disciplinary character education. This research used qualitative approach with a case study method. The results show that the planning, the implementation and the evaluation of disciplinary character building in IT As Salam Kindergarten School has been well concept. The method used by the teacher of IT As Salam Kindergarten School in disciplinary character education was effective and encourage the students getting used to discipline.*

Keywords: *Character Building, Discipline, & Early Childhood*

I. Introduction

Basically, discipline is a basic requirement for the development of children's behavior because this period is very effective to create the moral behavior. Every child has a potential to understand the rules that is developed at every stage of their lives. Discipline is needed to help the child's personal and social adjustment. Through discipline, children can learn to behave through manner approved by the social environment [10]. Discipline has important influence in the process of forming children's behavior. Discipline needs to be instilled from the early age because it would affect the moral development of the children. For learners at the early age, the skill that is important for the success of their school and life originated from the children basic ability to learn discipline [12]. This is in line with the Rimm's opinion that the discipline needs to be instilled from the early age [14]. Discipline is not a children restraint or giving an absolute freedom to children. Discipline leads the children to learn about good things that become their preparation for their adult lives later on.

The disciplinary needs to be instilled at the early age starting from the family environment, education field, and social environment. Vladimir explained that parents and teachers have significant roles in instilling the discipline towards children because parents and teachers are the closest children neighborhoods [18]. The disciplinary rules that were implemented must form a new agreement between house and school. Thus, the rule that was already implemented should be consistent and well-organized in order to become a clear guidelines for children to behave.

There are three basic characters that should be owned by every individual, they are: generous, honest and discipline [16]. All the three must be existed and cannot be negotiated because they are the basic principles. According to him, if one characteristic is not fulfilled, then the individual will fail to be a character individual. If the individual is a selfish person, then he will become a destroyer in a group; the individual who is dishonest would destroy the trust; and the individual who does not discipline will affect the delays that undermine the system in his environment. Giving a character education should go through a process. The process of character education consists of operative score, which is a value that affects individuals. Lickona split the three processes in the formation of characters that are interrelated each other, namely: (1) Moral knowledge, (2) Moral feelings, and (3) Moral behavior [10].

Education at the early age is the most effective education. Beginning with the character education at the early age is expected to create an individual with strong character and intelligent so he/she can become a human who faith and devoted to the God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become a democratic and responsible citizenship. At this time, education is expected to be able to create a human with a strong noble character. Thus, the character education is needed to be implemented concretely at the early age.

Early Childhood Education and Development is important in developing individual characteristic. It is proven by the study conducted by University of Otago in New Zealand who observed more than 1000 children at the aged of 3 for 23 years. The result of the study found that from the age of 3 years, the future character of a child could have been predicted from the influence of character education given in school and at home. Children who have received the character education at the early age will grow into a teenager with character and it will avoid the common problems faced by teenagers like a mischief, rebellious, drugs, alcohol and free sex [11].

The same case also revealed by Gultom who stated that Early Childhood Education and Development plays an important role in building the character of children [7]. Early Childhood Education and Development is

the initial education which can create Indonesian children to have a strong believe, piety, discipline, independent, and have awareness on society, nation and state.

Realizing the condition, the Ministry of National Education held a character education to all levels of education including Early Childhood Education and Development Institutions. One of the characters that the appearance is hoped to be prioritized is the discipline code. The character education in the Early Childhood Education and Development Institution emphasize the daily habitual with character nuanced. In other words, the character instilled at the early age is not on its own form, but it is inserted in children's daily activities [9].

One of Early Childhood Education and Development Institutions that implement the character education at the early age is IT As Salam Kindergarten School Malang. It is obtained from the result of the preliminary study in the field by doing the observation and prior interview to the school principal, one of the curriculum editorial team the teacher itself. The researcher found the fact that IT As Salam Kindergarten School is one of Early Childhood Education and Development Institutions in Malang that has character education. One of the characters that are expected to be aroused in children is the discipline code.

II. Research Methodology

The research design chosen is research qualitative approach using case study method. This research was conducted in IT As Salam Kindergarten School addressed in Bendungan Riam Kanan Street No.13 Malang. IT As Salam Kindergarten School is one of the Early Childhood Education and Development that instills character education in the learning process. Participants in this study consisted of students, teachers and school principals. The sampling technique used was purposive sampling.

In this study, the research instrument used is the researcher himself, in which the researchers act as a natural information seeker in collecting the data that rely on himself that is a data collection tool. Collecting data in this study conducted through interview and documentation techniques. The data in this study is analyzed qualitatively by doing the data analysis in the form of field notes, records, documents, and the results of in-depth interviews.

III. Results

1. Disciplinary Character Education Planning

Everything have a process for sure, the most basic stages of the process is planning. Planning is particularly important as it is used as a benchmark in achieving the goal. In the planning stage, there are many things that need to be prepared by the school in order to achieve the effectiveness of learning. Some of them are learning curriculum, lesson plan, school schedules, and the establishment of programs that support the learners. As for the exposure of some of these plans are as follows.

1.1. Curriculum

The basic thing that should be known before drawing any lesson plan is the curriculum. The curriculum used by IT As Salam Kindergarten School at this point is the curriculum 2013. In the daily lesson plan, IT As Salam Kindergarten School emphasis more on setting the character's pillar. The setting character's pillars in IT As Salam Kindergarten School is a cooperative program with the IHF (Indonesia Heritage Foundation). The learning menu in IT As Salam Kindergarten School consists of nine pillars of character: (1) love the God and all of His creation, (2) independent, discipline, and responsible, (3) honest, trustworthy, and wise words, (4) respect, well-mannered, and a good listener, (5) generous, helpful, and cooperative, (6) confident, creative, and persistent, (7) a good and fair leader, (8) kind and humble, (9) tolerant, peace lover, and united. They are delivered by the Principal through interviews, as follows:

Curriculum 2013. All the same as what the government given but the one that is different is the RPPH in which we put more emphasis on setting the character's pillars. We present the learning menu which includes nine pillars of character. At first, we had a lot of books but it was difficult to adapt to the government program. So I was connected to the IHF by the eyes of the heart. IHF allows six-days training for two teachers, and we recorded it so I can learn with my friends. There is one that I think this is what we were looking for, because it is very appropriate to the field of Early Childhood Education and Development Program namely books about 9 pillars of characters.

Disciplinary character education is in the second pillar together with the independent character and responsibility. Besides lying on the second pillar, disciplinary character education is still intertwined with K4 material covering the hygiene, grooming, health, and safety. It also was the presentation of the Principal through the interview as follows:

Through the teaching of book of the character's pillars. Discipline is on the character's pillar book 2 and in the concept of discipline are translated into points that is closely related to the

children's lives. In addition, there is also to do with the book K4, like for example the neatness in restoring the toy into its place. It also disciplined but more on the neatness.

From the several interviews' exposure with the principal, it can be concluded that the curriculum used is the curriculum in 2013 with the drainage system pillars of character, especially related to the discipline code.

1.2. Lesson Plan

Lesson plan is a major requirement that must be prepared by the teacher before teaching in the classroom. Lesson plan is the learning scenarios design which will be implemented by the teacher in the classroom. So that all teachers in IT As Salam Kindergarten School will prepare the lesson plans as part of the learning, especially in jetting the pillars of discipline code character. According to the results of interviews with the principal at point one about the curriculum, that the lesson plan in IT As Salam Kindergarten School is a little bit different due to their program of jetting the character's pillars. This shows that each teacher has to make well-done planning before the jetting the pillars of disciplinary character is delivered.

1.3. School Schedule

In the planning stages of learning, the schedule arrangement also greatly affects the effectiveness of the delivery of material. The neat and consistent schedule implemented will help the children to learn about discipline and responsibility. Schedule in IT As Salam Kindergarten School are compiled and displayed in each class with a visual model. As we know that early childhood is quickly to respond everything that is visual. So although there are students who are not able to read yet, they will understand their schedule.

1.4. Establishment of The Supporting Programs for The Learners

Besides the planning that is related to the effective learning in the classroom, IT As Salam Kindergarten School also has other programs in order to increase the positive characters in children, especially the discipline code. One of them is an orientation program during the first two weeks of learners entering the school. The purpose of this orientation activity is helping the children of IT As Salam Kindergarten School to have the concept of good and regular behavior. Realizing the importance of character education, IT As Salam Kindergarten School creates drainage program character's pillars, character pillar mapping program in each semester, daily character building programs, as well as upgrading program for teachers. In addition, it also formed a good meeting schedule for evaluation and discussion of a special program in order to improve the quality of teachers' performance.

2. The Implementation of Disciplinary Character Education

The implementation of character education is essential in the process of character education. A well-done planning that has been described previously was implemented based on the procedure. Realizing the importance of the implementation of character education, it requires a good system so that the character education can run optimally. In the implementation of disciplinary character education, there are some points that has a purpose to affect the learners' comprehending, both directly or indirectly. The implementation of disciplinary character education in IT As Salam Kindergarten School is as follows

2.1. The Orientation

The implementation of the orientation week held in the first two weeks. The orientation is aimed to strengthen the discipline character of the child since the beginning. Here are the excerpts from the interview with the principal related to the orientation program.

We have been arrange to strengthen the character from the beginning, from the first day such as teaching to kiss the teachers' hands and greeting, the second day is putting the shoes in its place, the teacher gives an example and look at them one by one until the child can do well and if it is not, then the teacher will remind and give the direction. In the first two weeks, the orientation requires the consistency of the teachers to perform those two things until the child is automatically do it well. Moreover, in a classroom, like how they positioned the bag. Before entering the classroom, the children line up first and the kids are ready to go to class because the door is expensive. So if they want to go to class, they must be ready to obey all rules in the classroom, but this rule must be delivered with fun language unlike in military system but the discipline is still running.

According to the information delivered by the Principal above, it can be concluded that the orientation is very important to be implemented and have a tremendous influence on children's discipline. The orientation is also directed with fun languages so the learners can be easier and faster to adapt the school environment with all of the rules. In addition to child discipline training, the orientation is also directed to the independence of the learners in order not to depend on parents all the time. It is already included in the system in which the child's

parents should wait for their children or the students may ask their parents to wait them for one week on the maximum time. When there are learners who do not want to be left by their parents in more than one week, it is the job of the teacher to let the parents to come home and guide the learners to gather with their friends. By doing the actions like this, the learners are getting used to be independent and discipline by themselves.

2.2. The Teacher's Teaching Method

The teachers' teaching methods affect the delivery of learners' disciplinary character education the most. In terms of teachers' teaching methods, teachers act as a model and as a reminder. The teacher as a model is the teachers who diverts the pillars of character and not only instill the characters. Basically, the learner in early childhood is a stage in which children are easier to accept the things visually rather than in audio. When the children see the teacher explain with practice or giving the sample directly, the children will be easier to apply according to the example given. This following is the exposure related to teachers' teaching method in disciplinary character education.

2.2.1. Before the Learning Activities Begin

Teacher acts as a model, this occurs even if the learning has not yet begun. Teachers in IT As Salam Kindergarten School had to go to school early and greet the students and parents who came. The following are excerpts taken from the field notes that describe the atmosphere of the class before the learning process begin.

At 07.00 A.M, the teachers of IT As Salam Kindergarten School began to arrive, some parents started to come. If by the time the teacher come, there are parents of learners who already come first, then the teacher has to shaking hands with parents of learners as well as the learners themselves. In addition, there are some teachers who clean the classroom and then at 7:20 A.M, all of the teachers getting ready to start the first lesson.

Thus, it is proven that the teachers of IT As Salam Kindergarten School really apply the principle of teaching methods that teachers act a model. Moreover, from the observations, the teachers look very friendly in communicating both to students and to their parents.

2.2.2. In the learning process

The learning process was started by making line or teachers called it strengthening the character in 15 minutes. The following text was the excerpt noted from the field notes that described the situation of the strengthening the character in 15 minutes.

The researcher examined that what noted in the schedule had been accomplished well by the teacher, especially the implementation of learners' discipline. Before going in the class, learners were asked to make the line and instructed to have gross motor skill. At that time, the learners automatically made the line according to their own class; eventhough not all learners did it well, but for learners in that age, they had self awareness of discipline by making line on time. In that activity, the teacher always reminded the learners who do not pay attention by using polite and gentle language. As the result, the learners became responsive without feeling pressured. After making line, learners put off their shoes and took them in the shoe rack before going into the classroom.

Seeing from the situation, it could be concluded that teacher truly became an example and a reminder. Strengthening the character in 15 minutes very emphasized on the implementation of the discipline character. The learners had been accustomed to being discipline; it was a good thing and this was one of the benefits of their orientation period.

In learning process in the classroom, character education would be taught using books of character's pillars as a learning medium. Material of character's pillars was arranged into nine books containing examples of each theme in the daily life of children, for instance in the book of the second character's pillars which the themes were independent, discipline, and responsibility. In those books, the concept was divided into 15-10 stories illustrated with pictures, for example the concept of discipline was divided into 15 stories. The implementation in the field, all nine books had to be delivered within two years.

The system of the implementation of character's pillars in TK IT As Salam included three things: knowing, feeling, and acting. Those three stages were conducted in each theme in the character's pillars. The learners only learned one concept where it would often be repeated within 15 minutes, and the opposite of the concept which was an unacceptable behavior only mentioned one time in learning. The method was done so that the learners' mindset would lead to the positive things such as discipline, independence, and responsibility. More explanations given by the Principal in interview were showed as follows.

This is a process of knowing and feeling, knowing is finding the information by themselves, for instance, the concept of philanthropists in 15 minutes is repeated many times, but we just mention the opposite of it which is stingy. Well, for feeling, we explore it by asking the learners, for example, how if you (learners) have been able to bathe by yourselves? Ofcourse, that question will be explored by the learners. Later, there will be an acting such as the teacher brings two food only, we will test them whether the material of sharing food has been absorbed by the learners. In addition, there is a book of pillars of cooperation with parents. For example, the teacher in this month teaches the second pillar book which is independence, discipline, and responsibility. Then, there will be parents' assessment naturally in their house.

From the interview previously, it could be seen that the system was very simple, but it had a deep meaning for learners. Based on the observation of the researcher in the field, the system was proven as effective in the implementation of the characters to the learners.

2.2.3. After learning process

After learning process ended, the teacher always monitored the learners. At that time, before leaving the classroom, the learners shook the teacher's hands one after another. The teacher would monitor the learners at the back of the class until all learners completely put on their shoes. This was done by the teacher to make the learners accustomed to discipline and being on time.

2.3. Cooperation with the Parents of the Learners

Parents are the first and main environment for children so that parents have a very essential role towards the character building of the learners, especially the discipline character. In the implementation, TK IT As Salam had cooperation with the parents. It was delivered by the Principal in the following interview.

There is a new meeting to deliver all existing school programs and parenting meeting once a month. The parents will also get educational material about the character building, and the indicator so that the parents can help their children at home in building their character.

From the previous explanation, it could be concluded that the cooperation between the school and parents were not only conducted in the school like a meeting, but also in parents' house. By giving the explanation to the parents, it was very helpful for them to control and help their children in building the discipline character.

2.4. Utilization Infrastructures

Some cases affected the learners' understanding were infrastructures such as classroom and instructional media. Seeing from the classroom and the setting of the class in TK IT As Salam, they had been set according to the needs. The colors used to paint the wall were bright colors and applied in the form of pleasant picture. If the atmosphere in the classroom was comfortable and fun, what the teacher said would also be conveyed properly. Moreover, the schedule and the rules in the class were formed by visual model so that even the learners had not been able to read, but they still could understand. The next one was the explanation related to that situation which was exposed by the principal.

Later, there will be a discipline schedule in the class, and each class will have that schedule.

For example, in 07.30-07.45, suppose the schedule is making a line, so there will be a picture of clock and learners who make a line. So, they will know the schedule; this theory is got from IHF (Indonesia Heritage Foundation).

The instructional media such as schedule and classroom pledge was learning media to train discipline to the learners. However, training the learners would not be separated from the guidance of the teacher. Therefore, it could be concluded that the teacher should be able to use the instructional media well and in an optimal way.

3. Evaluation of the Character Education of Discipline

Evaluation was an important stage in the process. Evaluation was used as monitoring the implementation that had been implemented and used as a base future planning. In the process of character education in TK IT As Salam, there were two ways to evaluate that evaluation through internal meeting and evaluation using a questionnaire given to the parents once a month.

Internal evaluation meeting of the teachers was held every Friday. The evaluation meeting was conducted to evaluate the teaching and learning process for a week. Another purpose of the evaluation meeting in every week was correcting quickly for any shortcomings in teaching and learning process. In addition, the

questionnaire given to the parents was aimed at seeing whether the learners had implemented the habits taught in school or not. The results of the questionnaire would be used as monitoring and planning for further learning.

IV. Discussion

1. Planning to Teach Discipline as Character Building

Preschool is one of the first formal educations given to children in their early childhood prior to entering primary education. Parents now consider preschool to be substantial for their children. Children are significant segments in the society because they will carry on the future of the society itself, hence learning starting from early childhood may secure the human resources, and it is considered to be crucial [8]. During their preschool period, children are in their golden age period which is known as the most potential period in children's life [1]. As the government regulations No. 27 in 1990 Chapter II Article 3 states that the purpose of preschool education is to establish the basic of attitude, knowledge, skills and creativity needed for children to adjust themselves with their surroundings, growth and their later development [13].

One of the programs in preschool is developing the children's social discipline as stated in PP No. 27 in 1990 Chapter V Article 9 (1) [13]. According to *Kamus Besar Bahasa Indonesia*, "Discipline is being obedience towards rules". This is in line with Almerico which says that educational instances have great responsibilities in children's social development and their emotional growth [3]. Therefore, preschool or kindergarten is ought to have a well-organized and systematic school programs.

Kindergarten as one of the formal educations has to have well-organized curriculum as a beginning of a good lesson plans. The curriculum used in IT As Salam Kindergarten is the 2013 curriculum. The most crucial program to be taught in preschool is character buildings particularly discipline. This has been one of the primary purposes of kindergarten as stated in PP No. 27 in 1990 Chapter V Article 9 (1). One of the ways to bring character buildings into the existing curriculum is to make it into the school program by embedding character buildings in reading and language arts instruction through children's high-quality literary mobilization [3]. This matter has also been sought as As Salam kindergarten's strategy to conduct the character buildings through fundamental books of character, where the language and illustration employed can be easily understood by children.

Besides the planning related to curriculum and the instructional material of Discipline as character building, teachers also have to prepare the lesson plans so that the instructional purpose can be achieved well. Promoting learning competence in education world is able to be conducted by planning the lesson plans as the lesson plans are essentially aimed to plan the learners' experience in order to achieve the purpose of learning [15].

Related to teaching discipline as character buildings, schedules, rules and regulations are important to prepare. As everyone knows that schedule is a routine rule for learners whilst rules and regulations are the concept which the learners have to obey. Other special programs related to teaching discipline for character buildings must not be neglected by the Kindergarten such as the teachers' working quality, fundamental character mapping, and evaluation schedule. This is because planning is the basic of an action and a good planning may lead to a good action.

2. The implementation of teaching discipline as character building

Implementation is the most important step to determine whether a plan works well or not. The implementation of teaching discipline as character building leads to the method that teachers employed in the classroom or how teachers taught discipline to learners. According to Vijayan, a teacher's action is able to influence various situations such as classroom's environment and it is also able to influence the learners' behavior either direct or indirectly [17]. Therefore, the role of teachers has a great influence in implementing discipline as characters building.

As the subjects of the research were children in their early childhood, the method employed in implementing characters building was by giving examples and being memorizer. The implementation of this method was quite effective to use. This method was effective for both methods could give effects to the learners. There was a positive change towards the children's discipline trait, such as they started positioning themselves in a good line during the ceremony, they were able to put on and off their own shoes and put them on the shoe rack, they could read and follow the school's rules and regulations. This is in line with Asmani's statement that teachers are able to shape their students' behavior by exposing them to good behavior, ways to talk, or by delivering good materials, tolerance and so on [5].

In addition to giving good examples and reminder, teachers also used friendly language in implementing character building towards the learners as this method was also one of the ways which Asmani had stated [5]. The use of friendly language paired with the use of decent instructional was likely to result to a more effective learning purpose to teach discipline as character building for instance, the use of wall clock, schedule medium, and regulations in the classroom. Mulyasa also stated that teachers have to be able to organize

the school facilities, time allocation and the content of teaching and learning process as effective as possible as well as to connect the purposes and the procedures towards the whole purposes of the subject [15].

The system used in IT As Salam Kindergarten in implementing the basic discipline to the learners consists of three things, namely, knowing, feeling and acting. The three steps was done in every theme in the basic character especially discipline. In the first step, knowing, the learners were given an illustration of the basic concept of characters until they understood the definition of that particular illustration. On the second step, feeling, the learners were given questions regarding the illustration by imagining them as the main characters, and the imagination would help them to answer the questions based on what they felt. On the last stage, acting, the teachers would make the situation back to normal and connect the learners' prior concept so that the teachers could perceive whether the learners' behavior had reflected the concept or not. This is in line with Lickona and Muslich that there are three characters which are dependant towards each other (triangulation) and they are formed from habituation process encapsulated in character building, namely knowing the good, feeling the good and acting the good [4]. A good system has a great contribution towards the successfulness of the implementation of teaching discipline as character building, however as it's already known that the learners in this research were children in their early childhood who were still highly dependent towards their parents. A constructive work relation between teachers and parents are able to increase the children's knowledge, comprehension and chances of them to learn at home [2]. Therefore, a strategy to make character building does not only apply in kindergarten but also at home. A good relation with parents had been established in IT As Salam Kindergarten in terms of character building by having a conference to discuss all the school programs and parent-teacher conference every once in a month. In addition to parent-teacher conference program, teachers would also get materials related to building children's characters which would be learnt every month as well as the indicators so that parents are able to help their children to build their characters at home especially discipline trait. The result of the research shows that the implementations of teaching discipline as character building towards the children in IT As Salam kindergarten had been conducted really well.

3. The Evaluation of Teaching Discipline as Character Building

Evaluation is the last step after the implementation of teaching discipline as character building. The evaluation step is used to measure how the purpose of the research was achieved and the effectiveness of the implementation and the planning. This was also stated by Damayanti as follows.

Particularly, monitoring and evaluating are conducted to identify: (1) any deviation in the process of implementing character building, which later will be acted as feedbacks towards the planning, implementing and evaluating; (2) the level of performance achievement in accordance with the key working indicators set in every working unit [6].

Corresponds to the purpose of the evaluation as stated above the evaluation step of the implementation of teaching character building in IT As Salam Kindergarten was categorized in two forms of evaluation. The first form is internal conference between teachers. The internal evaluation conference was conducted every Friday. This conference was conducted to evaluate the teaching and learning process in a week including teaching discipline as building character. Another purpose of the evaluation conference every once in a week was to quickly reorganize any weaknesses within the teaching and learning process.

The second way is by giving questionnaire towards the learners' parents. The questionnaire contained the indicators of discipline with options in the form of checklist. This questionnaire was aimed to see whether the learners had implemented every good habit they developed during school period or not. The result of the questionnaire could be turned into monitoring material and planning to teach in the near future. At last, it can be concluded that the evaluation in IT As Salam Kindergarten was intensive and conceptualized.

V. Conclusion and Suggestions

1. Conclusion

Based on the result of the research, it could be perceived that the planning of implementation and evaluation of teaching discipline as character building in IT As Salam Kindergarten had been conceptualized very well. The method employed by the teacher of IT As Salam Kindergarten in teaching discipline as character building had been proven effective and was able to get them used to discipline.

2. Suggestions

Based on the result of the study, there are several advice towards:

- 2.1. The teachers, to continue the work of teaching discipline as character building as it is a critical aspect to develop in children's life.
- 2.2. The learners to keep on doing their good action and to stay active in every teaching and learning process.
- 2.3. The future researchers to use this research as an inspiration to conduct further research on the learners of other kindergartens.

References

- [1] Aisyah, S., dkk, *Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini*, (Jakarta: Universitas Terbuka, 2010).
- [2] Alkhalwaldeh, M.F., Teachers Degree of Acceptance for the Parental Kindergarten Participation Program and its Impact on the Educational learning process, *Journal for Education and Practice*, 6 (34), 2015.
- [3] Almerico, G.M., Building Character through Literacy with Children's Literature. *Research in Higher Education Journal*, 26, 2014.
- [4] Asmani. J.M., *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, (Yogyakarta: Diva Press, 2011).
- [5] Arifin, A.K. & Fardana, N.A., Peran Pendidik PAUD dalam Mengimplementasikan Pendidikan Karakter Melalui Metode Pembelajaran Sentra dan Lingkaran. *Jurnal Psikologi Pendidikan dan Pengembangan*, 3 (3), 2014.
- [6] Darmayanti, S.E. & Wibowo, U.B., Evaluasi Program Pendidikan Karakter Di Sekolah Dasar Kabupaten Kulon Progo, *Jurnal Prima Edukasia*, 2 (2), 2014.
- [7] Gultom, Lisonda, Aemi, *Implementasi Pendidikan Karakter Pada Pendidikan Anak Usia Dini dan Sekolah Dasar, Proseding Konfrensi Pendidikan Anak Usia Dini dan Pendidikan Dasar SPS UPI Menyongsong Generasi Emas 2045*, Universitas Pendidikan Indonesia, Bandung, 2013.
- [8] Haris, M.A. & Jarrar, A., Parents, Teachers and School Administration Degree of Acceptance for the Parental Kindergarten Participation Program and its Impact on the Educational Learning process - Jordanian Sample. *Journal for Education and Practice*, 5 (9), 2014.
- [9] Kemendiknas, *Pedoman Pendidikan Karakter Pada Usia Dini*. Jakarta: Direktorat Pendidikan Usia dini, Kementrian Pendidikan Nasional, 2012.
- [10] Lickona, T., *Educating For Character: Mendidik Untuk Membentuk Karakter*, (Jakarta: PT. Bumi Aksara, 2013)
- [11] Megawangi, R., *Pendidikan Karakter di PAUD Melalui Pendidikan Holistik Berbasis Karakter*, (<http://nagaripetualang.wordpress.com>), 2011.
- [12] Morrison. S. G., *Dasar-Dasar Pendidikan Anak Usia Dini: Edisi Kelima*, (Jakrata: PT. Indeks, 2012).
- [13] *Peraturan Pemerintah Republik Indonesia Nomor 27 Tahun 1990 tentang Pendidikan Prasekolah*, (www.hukumonline.com), 2016.
- [14] Rimm, S., *Mendidik dan Menerapkan Disiplin Pada Anak Prasekolah*, (Jakarta: PT. Gramedia Pustaka Utama, 2003).
- [15] Setyawanto, A., S, SH., & Basuki, I.A., Rencana Pelaksanaan Pembelajaran (RPP) Guru Bahasa Indonesia Tingkat Smp Di Kota Malang, *Jurnal Pendidikan*, 2012.
- [16] Sudewo, E., *Best Practice Character Building: Menuju Indonesia Lebih Baik*, (Jakarta: Republika, 2011).
- [17] Vijayan, P., Chakravarthi, S., & Philips, J.A., The Role of Teachers' Behaviour and Strategies in Managing a Classroom Environment, *International Journal of Social Science and Humanity*, 6 (3), 2016.
- [18] Vladimir, *A Caring Place for Your Toddler Families and Teachers*, (<http://families.naeyc.org/accredited-article/caring-place-your-toddler>), 2012.