



Enhancing Early Childhood Character Through Parent-Teacher Collaboration

¹ Saudah , ² Ali Iskandar Zulkarnain, ³ Sri Hidayati, ⁴ Dwi Puspita.

¹²³⁴ IAIN Palangka Raya, Kalimantan Tengah, Indonesia

Email: ali.iskandar.zulkarnain@iain-palangkaraya.ac.id

History

Received Januari

Revised

Accepted Februari

Publish Juni

DOI:

Abstract

Early childhood character education is a challenge amidst the moral decline of the nation's children. This study highlights the importance of collaboration between parents and teachers in shaping children's character. This quantitative research with correlational method analyzes the relationship between parent collaboration, teacher collaboration, and early childhood character development. The study population consisted of early childhood, parents, and teachers in several PAUD and TK institutions, with a sample of 20% of the total population. Data collection was conducted through a structured questionnaire with indicators of communication, involvement, and moral support from parents, as well as planning, implementation, and evaluation by teachers. The analysis showed that collaboration between parents and teachers significantly contributed to children's character development, including cognitive, affective and psychomotor aspects. Teacher collaboration has a greater influence than parents. This study emphasizes the importance of synergy between families and schools in creating a learning environment that supports early childhood character development.

Keywords: *Parents and teacher, character development, early childhood*

Kolaborasi Orang Tua dan Guru dalam Pengembangan Karakter Anak Usia Dini

Abstrak

Pendidikan karakter anak usia dini menjadi tantangan di tengah merosotnya moral anak bangsa. Penelitian ini menyoroti pentingnya kolaborasi antara orang tua dan guru dalam membentuk karakter anak. Penelitian kuantitatif dengan metode korelasional ini menganalisis hubungan antara kolaborasi orang tua, kolaborasi guru, dan pengembangan karakter anak usia dini. Populasi penelitian terdiri dari anak usia dini, orang tua, dan guru di beberapa lembaga PAUD dan TK, dengan sampel sebesar 20% dari total populasi. Pengumpulan data dilakukan melalui kuesioner terstruktur dengan indikator komunikasi, keterlibatan, dan dukungan moral dari orang tua, serta perencanaan, pelaksanaan, dan evaluasi oleh guru. Hasil analisis menunjukkan kolaborasi antara orang tua dan guru secara signifikan berkontribusi terhadap pengembangan karakter anak, meliputi aspek kognitif, afektif, dan psikomotorik. Kolaborasi guru memiliki pengaruh lebih besar dibandingkan orang tua. Penelitian ini menegaskan pentingnya sinergi antara keluarga dan sekolah dalam menciptakan lingkungan pembelajaran yang mendukung pengembangan karakter anak usia dini.

Kata Kunci: Orang tua dan guru, pengembangan karakter, anak usia dini

INTRODUCTION

The decline in the character of the nation's children in this era is due to the failure of character education. The number of cases involving early childhood to adolescence is evidence of the lameness that occurs in the world of education. Among the cases that occurred in 2020 was the beating of a teacher by a student, this case is an illustration of the decline in student morals and the result of a paradigm shift between education and punishment.

However, it needs to be understood that, the formation of children's character does not just happen. There is a long process to go through, and it is this process that eventually forms the personality that is inherent in the child (Arsana et al., 2020; Prasanti & Fitrianti, 2018; Arnita

et al., 2022). The process of forming children's character starts from birth, growth, and development. This happens through the influence of the family environment, interactions with friends while playing, education at school, and socialization in the community (Kurniasari et al., 2021; Astuti, 2019; Permata, 2022). Without realizing it, parents' negative attitudes towards children can make children lose confidence. For example, when parents hit or put excessive pressure, children can grow up with negative attitudes such as low self-esteem, inferiority, fear, and not taking risks. These characters tend to stick with them until they grow up (Yandrizal et al., 2023; Efendi et al., 2024; Suhartono et al., 2020).

The formation of children's character is strongly influenced by the role of parents, the school environment, and the surrounding community (Feranina & Komala, 2022; Sugilar et al., 2020). As expressed by one of the educational figures who has contributed to the development of educational theory and practice, Ki Hadjar Dewantara, the idea of the basis of education is reflected in the motto *ing ngarso sung tulodo*, which means that educators must be in front to set an example (Musanna, 2017); the motto *in madyo mangun karso* teaches that educators must always be present in the midst of students to continue to motivate and encourage (Sirwan, 2020), and *Tut Wuri Handayani* means that one must provide moral encouragement and motivation from behind. This means that a teacher not only encourages, but also acts as a facilitator to support the implementation of school programs (Pribadi et al., 2024).

The idea above illustrates that teachers must be able to set a good example, especially for their students (Napratilora et al., 2021). Character education in children can be provided through learning carried out in the family, community, and school environment, so that good behavior can be embedded in children. According to Subianto, children who have good character tend to have higher achievement motivation due to the combination of well-developed intellectual, emotional, and spiritual intelligence (Subianto, 2013: 337). Therefore, the character of responsibility needs to be instilled in the right way in children from an early age so that it can develop well in them (Rahardi et al., 2023). This habituation is important so that they can get used to responsibility. This opinion is supported by research conducted by Anggraeni (2021), which shows that the habituation method to instill discipline and responsibility characters at RA Daarul Falaah has proven to be effective. This can be seen from routine, programmed, and incidental activities at school that can shape the values of discipline and responsibility in children.

Training good habits in early childhood is very effective through habituation, because this method helps children get used to doing positive things since childhood (Cahyaningrum et al., 2017). In addition, the wider community environment has an important role in instilling aesthetic and ethical values that help shape a person's character (Santika, 2018). Character education requires the right method so that learning objectives can be achieved well (Permata, 2022). Based on the initial exploration, it can be seen that there is still a lot of collaboration between parents and teachers in developing the character of early childhood is still not balanced, this can be seen from the habituation of children's discipline that is not synchronized between people and teachers, where parents give more leeway to children's discipline, so that the discipline given by the teacher cannot be implemented properly.

Therefore, the title "Collaboration between Parents and Teachers on Early Childhood Character Development" was chosen because of the importance of synergy between the roles of parents and teachers in shaping children's resilient and moral character. Early childhood character is not only influenced by education at school, but also by habituation at home and support from the community environment. The imbalance of collaboration between parents

and teachers, especially in terms of discipline habituation, is one of the factors that hinder the optimal development of children's character. This research is expected to provide solutions to create harmony between families and schools in building the foundation of early childhood character.

METHODS

This research is a quantitative study that uses correlational methods to analyze the relationship between parent collaboration, teacher collaboration, and child character development. According to Sugiyono (2023) correlational research is a type of research that aims to see the relationship between two or more variables. The correlation method is used to analyze the relationship between parent and teacher collaboration and early childhood character development. The variables in this study include two independent variables consisting of the level of parents (X1) and teachers (X2) and one dependent variable, namely early childhood character development (Y).

The population in this study includes all parents, teachers, and early childhood children enrolled in PAUD and TK educational institutions in a particular area. The population consists of a number of early childhoods as the subject of character development, parents who act as the main educators at home, and teachers who act as educators at school. This population data was taken from several educational institutions, such as PAUD A, TK B, PAUD C, TK D, and PAUD E, with a total population of 150 young children, 300 parents, and 25 teachers.

Table 1 Research Population

No	School Name/PAUD	Number of Early Childhood Children	Number of Parents	Number of Teacher
1.	PAUD A	30	60	5
2.	TK B	25	50	4
3.	PAUD C	20	40	3
4.	TK D	35	70	6
5.	PAUD D	40	80	7
	Total	150	300	25

Source: Author's Processed Data, 2025

This study used stratified random sampling techniques to provide equal opportunities for all members of the population of parents, teachers, and early childhood in PAUD and TK to be sampled. The sample taken was 20% of the total population, namely 150 children, 300 parents, and 25 teachers, with a total population of 475 people with the calculation of $20\% \times 475 = 95$ people.

Table 2. Sampling Distribution of Early Childhood, Parents, and Teachers by School/PAUD

No	School Name/PAUD	Number of Early Childhood Children	Early Childhood Sample (20%)	Number of Parents	Parents Sample (20%)	Number of Teacher	Teacher Sample (20%)
1.	PAUD A	30	6	60	12	5	1
2.	TK B	25	5	50	10	4	1
3.	PAUD C	20	4	40	8	3	1
4.	TK D	35	7	70	14	6	1
5.	PAUD D	40	8	80	16	7	1

	Total	150	30	300	60	25	5
--	--------------	------------	-----------	------------	-----------	-----------	----------

Source: Author's Processed Data, 2025

This study collected data using a structured questionnaire based on variable indicators. The indicators include parent collaboration (communication, involvement in learning, and moral support), teacher collaboration (planning, implementation, and evaluation), and early childhood character development (cognitive, affective, and psychomotor).

Table 3. Indicators and Descriptions of Parents Collaboration, Teacher Collaboration, and Early Childhood Character Development

No	Variabel	Indikator	Deskripsi
1.	Parents Collaboration	Communication	The intensity and quality of communication between parents and teachers regarding child development.
		Engagement in learning	Active participation of parents in supporting children's learning at home or through school activities.
		Moral Support	Parents' efforts in providing motivation, positive values and encouragement to children to learn and behave well.
2.	Teacher Collaboration	Planning	Learning planning that involves input from parents and focuses on developing children's character.
		Implementation	Implementation of learning methods that suit children's needs and involve synergy between teachers and parents.
		Evaluation	Assessment of learning outcomes and children's character that is conducted jointly with parents.
3.	Early childhood character development	Cognitive	Children's ability to understand moral values, rules and concepts that support character building.
		Affective	Children's attitudes, feelings and values in responding to learning and social interactions.
		Psychomotor	Children's actual behavior in applying character values, such as discipline, responsibility and independence in daily activities.

Source: Author's Processed Data, 2025

The validity test was carried out using the product moment correlation formula, as explained by Arikunto (2013) as follows.

$$r_{xy} = r_{xy} \frac{N \cdot XY - (\cdot X) (\cdot Y)}{\sqrt{\{N \cdot X^2 - (\cdot X)^2\} \{N \cdot Y^2 - (\cdot Y)^2\}}}$$

r_{xy} = Correlation coefficient between variable X and variable Y.

N = Many respondents.

Σ_x = Total score of the independent variable.

Σ_y = Number of scores of the dependent variable

Second, the reliability test in this study was conducted using the Cronbach Alpha technique. The data were then analyzed by multiple regression to determine how much each independent variable contributed to the dependent variable, using the regression equation $Y = a + b_1x_1 + b_2x_2 + e$ where Y is character development, X1 is parent collaboration X2 is teacher

collaboration, a is the constant b_1 and b_2 are the regression coefficients, and e is the error term. All data were processed using statistical software, and the results were presented in tables and in-depth interpretations in accordance with the research objectives.

RESULTS AND DISCUSSION

1 Result

The descriptive analysis showed that the average score of parental collaboration (X1) was 75.4, with a standard deviation of 8.2. The minimum value is 60, and the maximum value is 90. This shows that most respondents have a fairly good level of parental collaboration in supporting children's learning. The average score of teacher collaboration (X2) was 80.6, with a standard deviation of 6.5. The minimum and maximum scores were 65 and 95 respectively. This score indicates that teachers have a very good level of collaboration in planning, implementing and evaluating learning with parents. For early childhood character development (Y), the average score is 78.9 with a standard deviation of 7.8. The minimum score was 62, and the maximum was 92. This indicates that the early childhood children in this study have fairly good character development, both from the cognitive, affective and psychomotor aspects.

The research instrument has been tested for validity using product moment correlation. All questionnaire items have a correlation coefficient (r) value ≥ 0.30 , which means they are valid for measuring indicators of each variable. Thus, this instrument can be used to collect data accurately. The reliability test shows that the Cronbach Alpha value for all variables is greater than 0.70 (Parent Collaboration = 0.85; Teacher Collaboration = 0.88; Character Development = 0.87). This indicates that the instrument has high internal consistency, so the measurement results can be trusted.

The results of multiple regression analysis show that both independent variables, namely parent collaboration (X1) and teacher collaboration (X2), contribute significantly to early childhood character development (Y). The resulting regression equation is

$$Y = 20,45 + 0,35x_1 + 0,40x_2 + e$$

The regression coefficient of parental collaboration ($b = 0.35$) indicates that each one-unit increase in parental collaboration will increase early childhood character development by 0.35 units, assuming other variables remain constant. Meanwhile, the regression coefficient of teacher collaboration ($b = 0.40$) shows a greater influence than parent collaboration. The Adjusted R^2 value of 0.62 indicates that 62% of the variation in early childhood character development can be explained by parent collaboration and teacher collaboration. The remaining 38% is influenced by other factors not examined in this study.

2 Discussion

This research shows that collaboration between parents and teachers has a significant effect on early childhood character development. Good cooperation between the two can create a supportive learning environment, so that children can develop character values optimally, both in cognitive, emotional and motor aspects. The results also reveal that teacher collaboration has a greater contribution than parent collaboration, although both complement each other in shaping children's character. Because character or morals and manners have a very important role in human life. It is a concept about the rules of human behavior in establishing life together. It can come from religion or other sources of value that are agreed upon by a group of people (Pertiwi, 2022; Mazrur, et al., 2023).

This is supported by the opinion of Nisa (2019) in her research which states that the role of teachers in guiding students is very important. In addition to teaching academic knowledge, teachers are also role models, mentors, and motivators for students. Teachers help students

develop character, values, social skills, and independence to be ready to face various life challenges. Therefore, shaping and developing good character from an early age is very important.

The as role of parents is important as the role of teachers. The opinion of Ren et al (2021) supports this research which shows that parents' participation in early childhood education (ECD) is very important to support children's optimal growth and development. Children's growth and development is influenced by parental involvement in various aspects, such as social resources, family financial conditions, environment, life experiences, as well as social-emotional, cognitive, academic and educational development at school.

PAUD teachers are not only in charge of academic aspects. Teachers also have an important role in learning, from planning, implementation, to evaluation. In addition, teachers are responsible for managing classroom administration and paying attention to the psychological aspects of children, such as preventing problems, handling, and helping the recovery process. Character building is also part of the teacher's responsibility in this psychological aspect. Teachers need to prevent the emergence of bad traits, instill good character, and improve the character of children who have been influenced by negative things. (Maryatun, 2016). Therefore, teachers must be able to foster the ability to believe in themselves (self-efficacy). Self-efficacy is an individual's belief in his or her ability to achieve desired results in a particular context (Sarifah et al., 2024)

Parents also need to realize the importance of responsibility in educating children. To help shape the character of early childhood, parents can provide appropriate stimulation and provide games that are appropriate to the child's developmental stage (Widianto, 2015). Every child has the potential to show both positive and negative behavior. If parents start shaping positive character from an early age, then positive behavior will develop. Conversely, if not done, negative behavior can emerge and develop (Darmawanti, 2023). Then, education focuses on the goal of maturing students to help students become competent enough to carry out their own tasks (Surawan et al., 2022; Hamdanah et al., 2023)

Children at an early age need direction and support from adults, both teachers and parents (Jamiatul et al., 2020; Khaironi & Ramdhani, 2017). Parents' involvement in the child development process can determine the extent of the child's development and abilities in the future (Pujawardani, 2019). In an effort to shape the character of the younger generation through formal education, teachers have a very important role. In addition to teaching knowledge, teachers are also responsible for educating students to become noble individuals (Wally, 2022). Therefore, the collaborative role between teachers and parents is very important in jointly instilling Islamic religious values in children. This is very basic to create a superior and noble generation, namely a generation that is able to carry out Allah's commands and stay away from all His prohibitions (Rangkuti & Harahap, 2024).

CONCLUSION

The conclusion of this study shows that collaboration between parents and teachers has a significant influence on early childhood character development. Good collaboration between the two parties can create an environment that supports the formation of children's character, including cognitive, affective and psychomotor aspects. Teachers have a greater contribution than parents in developing children's character, but the role of parents is still important to complement the education process at home. The synergy between family and school has

proven to be key in ensuring consistent habituation of positive values, so that early childhood character development can be optimally achieved.

REFERENCES

- Anggraeni, C., Elan, E., & Mulyadi, S. (2021). Metode Pembiasaan Untuk Menanamkan Karakter Disiplin Dan Tanggungjawab Di Ra Daarul Falaah Tasikmalaya. *Jurnal Paud Agapedia*, 5(1), 100–109. <https://doi.org/10.17509/jpa.v5i1.39692>
- Arikunto, S. (2013). Prosedur Penelitian Suatu Pendekatan Praktik Penelitian : Suatu Pendekatan Praktik. In *Jurnal Universitas Udayana. ISSN* (Vol. 2302). Rineka Cipta.
- Arnita, I., Wati, S., Husni, A., & Sesmiarni, Z. (2022). Pola Asuh Orang Tua Dalam Membentuk Karakter Religius Anak Usia Dini (5-6 Tahun) Di Jorong Parit Batu Kenagarian Ladang Panjang Kabupaten Pasaman. *KOLONI: Jurnal Multidisiplin Ilmu*, 1(3), 721–729. <https://doi.org/10.31004/koloni.v1i3.231>
- Arsana, I. W., Irnawati, & Suyono. (2020). Pembentukan Karakter Anak Melalui Pelatihan Parenting Di Desa Kauman Kecamatan Sedayu Kabupaten Gresik. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, 1(3), 241–246. <https://doi.org/10.31949/jb.v1i3.349>
- Astuti, E. P. (2019). Kontribusi Orang Tua Dalam Membangun Karakter Anak Sejak Usia Dini. *Surya Abdimas*, 3(1), 21–26. <https://doi.org/10.37729/abdimas.v3i1.505>
- Cahyaningrum, E. S., Sudaryanti, & Purwanto, N. A. (2017). Penanaman Nilai-Nilai Karakter Anak Usia Dini Melalui Pembiasaan Dan Keteladanan. *AT-THUFULY: Jurnal Pendidikan Islam Anak Usia Dini*, 6(2), 60–65. <https://doi.org/10.37812/atthufuly.v2i2.579>
- Darmawanti, R. R. (2023). Pola Asuh Orangtua Dalam Membentuk Karakter Anak Usia Dini. *IJAGAED: Indonesia Jurnal Of Islamic Golden Age Education*, 3(2), 64–78. <https://doi.org/10.32332/ijigaed.v3i2.6669>
- Efendi, D. N., Nurkhalisa, S., Ramadhani, T., & Febrianti, Z. (2024). Strategi Pembentukan Karakter Pada Siswa Sekolah Dasar Melalui Sosialisasi di SDN 01 dan 03. *Proceedings UIN SUnan Gunung Djati Bandung*, 1–14.
- Feranina, T. M., & Komala, C. (2022). Sinergitas Peran Orang Tua dan Guru dalam Pendidikan Karakter Anak. *Jurnal Perspektif*, 6(1), 1. <https://doi.org/10.15575/jp.v6i1.163>
- Hamdanah, H., Surawan, S., & Fahmi, N. (2023). Cartoon Film As A Medium of Moral Education for Early Children. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(4), 4421–4430.
- Jamiatul, J., Maghfiroh, M., & Astuti, R. (2020). Pola Asuh Orang Tua dan Perkembangan Moral Anak Usia Dini (Studi Kasus di TK Al-Ghazali Jl. Raya Nyalaran Kelurahan Kolpajung Kecamatan Pamekasan Kabupaten Pamekasan). *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 1–9. <https://doi.org/10.19105/kiddo.v1i1.2973>
- Khaironi, M., & Ramdhani, S. (2017). Pendidikan Karakter Anak Usia Dini. *Jurnal Golden Age*, 1(2), 82. <https://doi.org/10.29408/goldenage.v1i02.546>
- Kurniasari, A. D., Nasucha, Y., Al-Ma'ruf, A. I., & Sabardila, A. (2021). Pemerolehan Bentuk Bahasa Anak Di Lingkungan Keluarga Terdidik Perkotaan. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 12(1), 73–82. <https://doi.org/10.17509/cd.v12i1.28293>
- Maryatun, I. B. (2016). Peran Pendidik Paud Dalam Membangun Karakter Anak. *Jurnal Pendidikan Anak*, 5(1), 747–752. <https://doi.org/10.21831/jpa.v5i1.12370>
- Mazrur, M., Surawan, S., & Malisi, M. (2023). Moral Education in Early Childhood: The Existence of TPA Darul Amin in Urban Communities. *Jurnal Obsesi : Jurnal Pendidikan Anak*

- Usia Dini, 7(3), 2791-2800. <https://doi.org/10.31004/obsesi.v7i3.4492>
- Musanna, A. (2017). Indigenisasi Pendidikan: Rasionalitas Revitalisasi Praksis Pendidikan Ki Hadjar Dewantara. *Jurnal Pendidikan Dan Kebudayaan*, 2(1), 117–133. <https://doi.org/10.24832/jpnk.v2i1.529>
- Napratilora, M., Mardiah, M., & Lisa, H. (2021). Peran Guru sebagai Teladan dalam Implementasi Nilai Pendidikan Karakter. *Al-Liqo: Jurnal Pendidikan Islam*, 6(1), 34–47. <https://doi.org/10.46963/alliqo.v6i1.349>
- Nisa, A. K. (2019). Peran Guru Dalam Pendidikan Karakter Peserta Didik Di Sdit Ulul Albab 01 Purworejo. *Jurnal Hanata Widya*, 8(2), 13–22.
- Permata, R. A. (2022). Peran Orang Tua dalam Membentuk Karakter Anak Usia Dini di Taman Kanak-Kanak. *Jurnal Basicedu*, 6(1). <https://doi.org/10.31004/basicedu.v6i1.1969>
- Pertiwi, E. M. (2022). Morality Values of Gurutta Ahmad Karaeng in the Novel Rindu by Tere Liye. *PROSIDING SINAR BAHTERA*, 61-69.
- Prasanti, D., & Fitrianti, D. R. (2018). Pembentukan Karakter Anak Usia Dini: Keluarga, Sekolah, Dan Komunitas. *Pembentukan Anak Usia Dini : Keluarga, Sekolah, Dan Komunitas*, 2(1), 15. <http://dx.doi.org/10.31004/obsesi.v2i1.2>
- Pribadi, R. A., Mutakarikah, M., Putra I., A. F., & Nurhazizah, N. (2024). Implementasi Konsep Ing Ngarso Sung Talado, Ing Madya Mangun Karsa, Tut Wuri Handayani Dalam Perspektif Kepemimpinan Kepala Sekolah. *Transformasi : Jurnal Penelitian Dan Pengembangan Pendidikan Non Formal Informal*, 10(1), 60. <https://doi.org/10.33394/jtni.v10i1.9981>
- Pujawardani, H. H. (2019). Pendidikan Karakter Melalui Internalisasi Nilai-Nilai Agama Islam Pada Anak Usia Dini. *Media Nusantara*, 16(1), 77–90. <https://doi.org/10.30999/medinus.v16i1.683>
- Rahardi, M. M. O. P., Haryanto, & Siregar, M. (2023). Implementasi Metode Pembiasaan Dalam Menanamkan Karakter Tanggung Jawab Pada Anak Usia Dini. *Ijit : Indonesian Journal of Instructional Technology*, 4(2), 1–8. <https://doi.org/10.49056/ijit.vi.610>
- Rangkuti, E. S., & Harahap, A. S. (2024). Kolaborasi Guru Dan Orang Tua Dalam Menanamkan Karakter Disiplin Anak Usia Dini Di Paud Nurul Falah Penyambungan Barat. *Jurnal Raviwew Pendidikan Dan Pengajaran*, 7(1), 2122–2127. <https://doi.org/10.31004/jrpp.v7i1.25544>
- Ren, Y., Zhang, F., Jiang, Y., & Huang, S. (2021). Family Socioeconomic Status, Educational Expectations, and Academic Achievement Among Chinese Rural-to-Urban Migrant Adolescents: The Protective Role of Subjective Socioeconomic Status. *Journal of Early Adolescence*, 41(8), 1129–1150. <https://doi.org/10.1177/0272431620983459>
- Santika, T. (2018). Peran keluarga, guru, dan masyarakat dalam pembentukan karakter anak usia dini. *JUDIKA (Jurnal Pendidikan UNSIKA)*, 6(2), 77–86. <https://doi.org/10.35706/judika.v6i2.1797>
- Sarifah, S., Hamdanah, H., & Surawan, S. (2024). Self-Efficacy: In-Depth Study of PAI Students' Teaching Readiness Through Teaching Practices 1 (Microteaching). *Ideguru: Jurnal Karya Ilmiah Guru*, 10(1), 593-599. <https://doi.org/10.51169/ideguru.v10i1.1525>
- Sirwan, L. B. (2020). Evaluasi Penerapan “Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani” Dalam Pengajaran Bahasa Inggris. *Seminar Nasional Pendidikan*, 1–10. <https://www.jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7203>
- Subianto, J. (2013). Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 8(2), 331–354. <https://doi.org/10.21043/edukasia.v8i2.757>

- Sugilar, H., Dedih, U., Anwar, C., & Darmalaksana, W. (2020). Analisis Kemampuan Tahsin dan Tahfizh Mahasiswa Matematika, Ilmu Pengetahuan Alam (MIPA) dan Pendidikan Agama Islam (PAI). *Atthulab: Islamic Religion Teaching and Learning Journal*, 5(1), 1–12. <https://doi.org/10.15575/ath.v5i1.7244>
- Suhartono, S., Atnuri, A., & Lestari, B. B. (2020). Peningkatan kesadaran pentingnya pendidikan keluarga melalui pelatihan parenting di Desa Kauman Kecamatan Sedayu Kabupaten Gresik. *Transformasi: Jurnal Pengabdian Masyarakat*, 16(1), 85–94. <https://doi.org/10.20414/transformasi.v16i1.2238>
- Surawan, S., Anshari, M., & Sari, L. (2022). Islamic Education Teacher Learning Strategy At Smk Karsa Mulya Palangka Raya During The Pandemic Through E-Learning Model. *Jurnal At-Tarbiyat :Jurnal Pendidikan Islam*, 5(1). <https://doi.org/10.37758/jat.v5i1.362>
- Wally, M. (2022). Peran Guru Dalam Pembentukan Karakter Siswa. *Jurnal Studi Islam*, 10(1), 70–81. <https://doi.org/10.33477/jsi.v10i1.2237>
- Widianto, E. (2015). Peran Orangtua Dalam Meningkatkan Pendidikan Karakter Anak Usia Dini Dalam Keluarga. *Jurnal PG- - PAUD Trunojoyo*, 2(1), 1–75. <https://doi.org/10.21107/pgpaudtrunojoyo.v2i1.1817>
- Yandrizal, D., Kustati, M., & Gusmirawati. (2023). Pendampingan Pendidikan Karakter Anak Melalui Kegiatan Mahardika Mengajar di Nagari Sariak Alahan Tigo Kabupaten Solok. *Jurnal GEMBIRA (Pengabdian Kepada Masyarakat) Vol.*, 1(6), 168.