Actualization Of Parenting and Teacher Collaboration in Instilling the Character of Early Childhood Responsibility

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Doi: 10.31316/gcouns.v8i3.6110

Abstrack

This study aims to analyze more deeply about the actualization of parenting collaboration between parents and teachers in instilling the character of responsibility in children. A phenomenological approach was utilized to delve into the perspectives of the participants involved. Data were analyzed using the model proposed by Milles, Huberman, and Saldana, encompassing data collection, data condensation, data presentation, and drawing conclusions. The research findings indicate that collaboration between parents and teachers in instilling a sense of responsibility in early childhood can create an environment conducive to the formation of responsible values in children. Through close cooperation, children can comprehend the importance of being accountable for their actions and decisions, with parents serving as primary role models at home and teachers reinforcing these values in the school environment.
Keywords: parent and teacher collaboration, character education parenting, responsibility, early childhood

Abstrak

Penelitian ini bertujuan untuk untuk menganalisis lebih dalam tentang aktualisasi kolaborasi pengasuhan orangtua dan guru dalam menanamkan karakter tanggung jawab pada anak-anak. Jenis penelitian yang digunakan adalah kualitatif untuk mengeksplorasi dinamika kolaborasi ini melalui observasi dan wawancara kepada orang tua dan guru. Pendekatan fenomenologi digunakan untuk menggali perspektif partisipan yang terlibat. Data dianalisis dengan menggunakan model Milles, Huberman dan Saldana yang mencakup pengkoleksian data, kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukan kolaborasi antara orang tua dan guru dalam menanamkan karakter tanggung jawab pada anak usia dini dapat menciptakan lingkungan yang mendukung pembentukan nilai-nilai tanggung jawab pada anak. Melalui kerjasama yang erat, anak-anak dapat memahami pentingnya bertanggung jawab atas tindakan dan keputusan mereka, dengan orang tua sebagai contoh utama di rumah dan guru sebagai penguat nilai-nilai tersebut di lingkungan sekolah.
Kata Kunci: *kolaborasi orang tua dan guru, pola asuh pendidikan karakter, tanggung jawab, anak usia dini*

INTRODUCTION

Character education is one of the main focuses in quality human development in this modern era (Setyowati &; Ningrum, 2020). Entering the era of rapid social and technological development, the challenge to form a strong character, including the character of responsibility for children is also increasingly urgent (Kurniawaty et al., 2022). So that accessing information at this time should make it easier for children to obtain literacy, and children are required to be able to increase the character of responsibility in completing tasks both at home and school.

However, data in the field shows that the ease of access to information is inversely proportional to the character of Indonesian children. According to Kompas.id data, the number of cases of violence committed by adolescents in 2023 will reach 3,547 cases. Of that number, sexual violence reached 1,915 cases, an increase of 54 percent compared to last year. Furthermore, physical violence reached 985 cases, an increase of 27 percent compared to the same period last year (Jati, 2024). The most dominant number of cases of violence occurred according to the following data:

Graphic 1.
Number of Child Violence Cases Reported by Komnas Perlindungan Anak
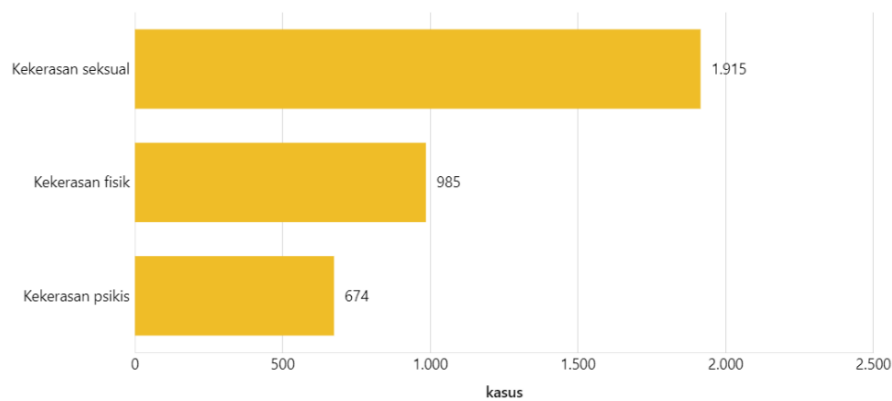
(Muhammad, 2023).

Based on data from the National Commission for Child Protection, as explained in figure 1 above, the most dominating cases are sexual violence with a total of 1,915 cases. Furthermore, physical violence with 985 cases and psychological violence with 674 cases (Muhammad, 2023). Looking at this data, it shows that Indonesian adolescents experience a decline in character and a reduced sense of responsibility for the actions they have done. There is a need for prevention, one of which is the cultivation of the character of responsibility from an early age in children.

In addition, the reality on the ground, there is often a gap between hope and reality. Most parents feel less involved in their child's development in a formal education environment (Aziz et al., 2021). Differences in understanding of the importance of children's education at an early age, different educational methodologies between parents and teachers, and limited educational resources and support in some environments are factors that influence collaboration between parents and teachers in guiding children (Kusnan et al., 2022). This can hinder the teaching-learning process and overall growth of children.

Teachers as parents in the school environment are faced with challenges in understanding the individual needs and family background of each child (Rahmatullah et al., 2023). Such cultural, social, and economic differences can also affect the dynamics of cooperation between parents and teachers (Aminah et al., 2022). As observed in TK Muslimat NU Jeruksari, researchers found that parents and teachers who are less cooperative instill the character of responsibility in early childhood. The assumption of parents that instilling their child's character is entirely the job of a teacher. Parents do not understand their role as the main educator in their children's lives while teachers also have limitations which require parental involvement in monitoring their students.

Therefore, it is important to create open channels of communication and build strong relationships between parents and teachers to achieve the common goal of supporting children's holistic development and learning. In the process of character building, collaboration between the two is key in ensuring that children can internalize the values of responsibility in everyday life. The role of parents as the first agent in parenting because they have a unique emotional closeness with their children, as well as playing a role in forming the foundation of character from the beginning of life (Safari &; Munri, 2021). On the other hand, teachers act as authority figures in formal education environments. They have the opportunity to provide a broader view of the various values and skills required in social and academic life (Munjidah & Hanif, 2022).

Supporting a child's development is not only the responsibility of parents at home or teachers at school, but also involves active collaboration between the two. Actualization of collaboration in parenting activities is the main essence in presenting a holistic learning environment for children (Wahyuni &; Putra, 2020). Through synergy between parents and teachers, children's potential can be better optimized. One effective way is through the preparation of *parenting* programs designed jointly by both parties (Ismaniar, 2022). In this program, parents and teachers can share knowledge, experience, and the best strategies in educating children (Nuryatmawati &; Fauziah, 2020).

The character of responsibility is important to be instilled early in children (Hidayah et al., 2021). At an early age, the development of responsible characters not only has an impact on themselves, but also on the surrounding environment, be it family, school, or community (Kusnan et al., 2022). Children need to be given an understanding of the importance of carrying out their duties and obligations on time and independently, without relying on the help of others (Mahdi & Shadiqin, 2023).

This kind of collaboration is not only about exchanging information, but also about building mutual understanding and trust between parents and teachers. This shows the need for efforts to increase parental awareness and involvement in the early childhood education process (Mazrur et al., 2023), as well as strengthen cooperation between parents and teachers through various collaborative programs and activities (Sabani, 2019). Thus, children will get consistent support both at home and at school, which will ultimately have a positive impact on their overall development and achievement (Haloho, 2023).

This study brings more deeply the actualization of parenting collaboration between parents and teachers in instilling the character of responsibility in children. By considering differences in social, cultural, and educational contexts, this research is expected to make a significant contribution in the development of more effective and sustainable character education strategies. Through a deeper understanding of the dynamics of collaboration between parents and teachers in the context of character nurturing, it is hoped that this research can make a meaningful contribution to stakeholders in the field of education at school.

METHOD

The type of research used in this study is qualitative research. Qualitative research can uncover and understand something behind the phenomenon and gain insight that is not yet known (Strauss, A., 2017) about the collaboration of parents and teachers in instilling the character of children's responsibility. The approach applied in this study is phenomenology, where the goal is to explore general explanations or theories about processes, actions, or interactions that arise from the perspective of participants involved in the collaboration. The research location is in TK Muslimat NU Jeruksari, Pekalongan, Central Java. The identity of the source is detailed in the following table:

Table 1.
List of Research Participants

No.	Name	Information
1	NEG	Parent
2	CMI	Parent
3	HP	Teacher
4	SL	Teacher

The use of qualitative methods with research design presented several stages, including pre-field, field activities, and post-field. Data collection was carried out through observation and interviews with several parents and kindergarten teachers. The data is then analyzed with an interactive model that follows the format from Miles & Huberman which includes: Data collection, data condensation, data presentation and conclusion drawing (Miles et al., 2014). The results of this study to explore the meaning contained in the experiences of individuals involved in parent and teacher collaboration and the parties involved aimed to find common patterns that may arise from the interactions that occur.

RESULT AND DISCUSSION
Parenting and Teacher Collaboration at NU Jeruksari Muslim Kindergarten

Actualizing collaboration between parents and teachers in instilling the character of responsibility in children is a crucial process in the formation of a strong personality. Through close cooperation between both parties, children can be taught to understand the importance of being accountable for their actions and decisions. Parents serve as a prime example of responsibly at home, while teachers help reinforce these values in the school environment. This is as revealed by NEG as one of the parents when interviewed as follows:

"*Previously, we parents had concerns about child delinquency that occurred recently, so we collaborated with teachers in building the character of child responsibility. As parents, we provide examples of responsible behavior, and in schools it is strengthened again by providing knowledge to have a responsible character*" (NEG Interview, 2024).

Effective collaboration between the two allows for consistent message delivery, reinforcing children's understanding of the importance of respecting their obligations to themselves and others. Open discussion between parents and teachers about child development is also key in evaluating and improving the approach used to instill the character of responsibility. Collaboration is categorized into two forms, namely formal

and informal forms of collaboration (Suyudi et al., 2023), which are applied in Muslim Kindergartens to build cooperative relationships between parents and teachers.

In addition, it is important for parents and teachers to set a good example and reinforce the responsible behaviors shown by children. Giving praise and appreciation when children show an attitude of responsibility, and giving appropriate consequences when they fail to perform their duties, will help form a positive pattern of behavior. Thus, through an integrated approach between teaching, habituation, and example, early childhood can develop a strong character of responsibility, which will bring benefits to both them and the surrounding environment. In accordance with what was conveyed by HP when interviewed as a teacher as follows:

> "*As teachers, we have discussed with parents in building the character of children's responsibilities at school. In the school environment, we as teachers give more values of responsibility to children, one of which is by giving praise to children who have completed their tasks well. This means that the child has completed his responsibilities from the task given. The opposite is also true. We do this to continue to provide stimulus to children to be more responsible with activities during class*" (HP Interview, 2024).

Formal efforts in instilling the character of responsibility in early childhood are actions that are carried out deliberately, planned, directed, and systematically (Hamdani et al., 2022). In addition, it involves various programs, activities, and approaches that have been specifically designed to facilitate the process of forming values of responsibility in children at an early stage of development (Aminah et al., 2022). Some forms of business that researchers found in presenting the characteristics of child responsibility in parenting collaboration between parents and teachers include:

1. Parents and teachers can make a formal commitment to work together in instilling a character of responsibility in children. This commitment can be in the form of a written agreement that contains the responsibilities of each party and the collaboration goals to be achieved.
2. Team collaboration, the formation of a collaborative team between parents and teachers whose job is to design, implement, and evaluate character education programs responsibility. This team may consist of representatives of parents, teachers, and related schools.
3. Coordination meetings, scheduling regular coordination meetings between parents and teachers to discuss child development, evaluating character education programs, and planning further collaborative activities. This meeting can be a forum to unite vision and strategy in instilling values of responsibility in children.
4. Formal parenting program, the development of formal parenting programs that involve parents actively in the child's education process at school. This program can be designed in a structured and scheduled manner, involving parenting training, workshops, or seminars attended by parents regularly.
5. Evaluation of collaboration, periodically evaluating the effectiveness of collaboration between parents and teachers in instilling the character of responsibility in children. This evaluation can be done through surveys, interviews, or observations to evaluate the impact of collaboration on child development.

Implementation of Character Education Responsibility for Children at Muslim Kindergarten NU Jeruksari

The purpose of collaboration between parents and teachers is to unify approaches in teaching and reinforcing the values of responsibility in children's daily lives. Through this collaboration, it is hoped that children can gain a consistent and deep understanding of the importance of being responsible in all aspects of their lives. The expected benefit of actualizing this collaboration is to form early childhood children who have an awareness of their responsibilities towards schoolwork, social interaction, the surrounding environment, and build a solid foundation for independent and responsible personal development in the child's future.

The above is as revealed in an interview with CMI as one of the parents of students and SL as a teacher at TK Muslimat NU Jeruksari, that:

"*With this kind of collaboration, we will always fully support the future of children. As parents, we hope to provide the best education for children, so that children have a responsible soul with their obligations at home and at school. This is important to do as early as possible so that when they grow up, children can be responsible for the choices they choose*" (Wawacara CMI, 2024).

"*Both teachers and parents will definitely support each other to build the character of responsibility as early as possible in children. This will form a strong foundation in the development of children to become a more independent and responsible person for themselves*" (Wawacara SL, 2024).

The results of the field findings data that the researchers found that the form of informal business in cultivating the character of student responsibility is a business that is held intentionally, but not planned and not systematic. The form of these efforts is a support for students' formal activities at school. The forms of informal collaboration that can be done are described in the following figure:

Figure 1.
Informal Efforts Build Children's Responsible Character

1. Informal communication. Informal communication between parents and teachers outside of school hours, for example through text messages, phone calls, or social media. This communication can be used to exchange information, provide updates on child development, or even just share experiences and parenting tips.
2. Family activities together. Hold joint family activities between parents and teachers, such as picnics, social gatherings, or other social events. This activity can be a means to strengthen the relationship between parents and teachers, so that collaboration in educating children can run more smoothly.
3. Personal consultation. Parents can conduct personal consultations with teachers regarding children's development outside the school environment. This consultation can be done informally, for example after school hours or through special appointments, to discuss problems faced by the child and strategies that can be applied at home.
4. Participation in school activities. Parents can participate in various school activities that are not only related to academics, for example participating in arts, sports, or social activities. By participating in school activities, parents can better understand the child's educational environment and support the character education process outside the classroom.
5. Group discussions. Hold group discussions between parents and teachers to discuss topics related to children's education, such as parenting strategies, child development, or current education issues. This discussion can be a forum for exchanging ideas and experiences in educating children.

Overall, informal efforts in building the character of responsibility in children are closely related to the daily interactions and experiences they experience in family, community, and mentor relationships. By creating a supportive environment, providing opportunities to learn and develop, and setting a good example, adults can help form a strong sense of responsibility in children that will benefit them throughout life.

Instilling Character Responsibility in Children at NU Jeruksari Muslim Kindergarten

Indicators of responsibility attitudes in early childhood (Ardila et al., 2017) include their ability to focus and be consistent in carrying out their daily tasks. By helping children to understand the concept of responsibility and giving them opportunities to perform simple tasks independently, parents and teachers can help build a character of responsibility in them. In addition, engaging children in activities that teach values such as craft, cooperation, and gratitude can also help them understand the importance of being responsible for themselves and others.

Field data findings regarding character-building activities for children at TK Muslimat NU Jeruksari were instilled through activities including cleaning and tidying up classes. Children are routinely involved in cleaning and tidying up classes every day before and after class hours. Children are divided into groups and given the responsibility to sweep the floor, arrange tables and chairs, and maintain the cleanliness of the classroom environment.

Furthermore, the character value of responsibility can also be done through caring for plants in the school environment. Children are given responsibility for caring for plants on the school grounds, including watering, fertilizing, and weeding. Students learn about the importance of environmental care and responsibility in caring for other living things. In addition, children are encouraged to participate in school community activities,

such as environmental hygiene events, social activities, and greening programs. Children learn about the importance of being part of a community, as well as the responsibility to participate in improving the surrounding environment.

Another way to cultivate the character of responsibility in children can be done by the division of tasks and roles in groups. Teachers organize group activities in which each child is assigned specific tasks and roles. Children learn to work together, share responsibility, and support each other in completing their tasks. In addition, sometimes parents are invited to participate in activities at school related to character building, such as seminars on children's education or collaborative activities between parents and children. This provides an opportunity for parents to support and reinforce character learning taught in schools.

Each essay carried out the activity, the children were asked to reflect on their experiences and provide feedback on how they faced the responsibilities given. This process helps children to understand the meaning of responsibility and how they can continue to improve their performance in the future. Involving children in various practical activities, assigning responsibilities appropriate to their level of development, and involving parents in the learning process, TK Muslimat NU Jeruksari succeeded in building the character of responsibility in early childhood. These activities provide a solid foundation for children's development as responsible individuals in their daily lives.

Supporting and Inhibiting Factors for Character Management of Responsibility for Children through Parenting and Teacher Parenting Practices

The success of school institutions in providing educational stimulation to early childhood depends largely on the role and participation of parents. Parental participation in school programs can also be an opportunity for them to learn to improve children's growth and development and develop relationships with other parents at school (Purwaningtyas, 2020). The efforts made by teachers in education will be more effective if parents help in the implementation of planned educational programs.

Conversely, if parents realize that school activity programs have a positive impact on child development. Parental involvement in children's education can also provide benefits for teachers or schools where children learn (Shobihah &; Walidah, 2021). The involvement of parents will create a better school atmosphere because parents will actively participate in monitoring the development of their children at school (Saputra &; Yani, 2020).

This can strengthen the relationship between parents and teachers so as to increase trust and open communication between the two. In addition, the role of parents in educating children can also help teachers in overcoming some behavioral and attitude problems that may be faced by children at school (Hairiyah &; Arifin, 2020). Parental involvement can help improve the quality of education in schools and provide positive benefits for all parties involved in children's education.

In the research conducted by Dede Nurul Qomariyah explained that there is an orientation of parents collaborating with teachers in instilling the character of responsibility by relying on the opinions of Hoover-Dempsey & Sandler (Qomariah et al., 2022), namely: First, understanding parents and teachers about their role in educating children and understanding the stages of child development can help them understand the right way to instill character responsibility in early childhood through parenting practices. Second, the beliefs and expectations of parents and teachers about parenting can also play

an important role in determining an effective approach in instilling a character of responsibility in children.

Third, the success rate of parents and teachers in their education can also influence the extent to which they can help their children achieve success in internalizing the values of responsibility. Parents and teachers who are successful in guiding their children can set an example and help their children understand the importance of values such as responsibility. Fourth, parents' perceptions of wanting to be involved also play an important role in collaboration with teachers in instilling the character of responsibility in children through parenting practices. If parents feel encouraged and invited to engage in parenting activities by teachers and schools, they are likely to be more open to working together in creating an environment that supports character building responsibility in children.

In addition, researchers found from the results of field data that contextual factors in life such as socioeconomic status, knowledge, skills, time available for engagement, and family culture can also influence collaboration between parents and teachers in instilling character responsibility in children through parenting practices. Parents and teachers who have sufficient knowledge, skills, and time may be better able to work together in instilling a character of responsibility in children, whereas factors such as socioeconomic status and family culture can influence how parents and teachers engage in parenting practices.

However, there are quite complex challenges in implementing character education through parent and teacher collaboration. The results of observational data in the field, researchers found that differences in values, understanding, and parenting patterns are often obstacles in uniting the efforts of both parties. In addition, changes in communication patterns and parenting styles reflected in modern life are also factors that need attention.

The Relevance of Instilling Responsible Character in Children with a Behavioristic Theory Approach.

In the context of character development of responsibility in early childhood, the efforts made by parents and teachers can be represented in a behavioristic perspective. Behavioristic theory is to provide stimuli and responses to subjects through interactions in the environment (Aziz et al., 2022). Both parents and teachers can provide stimulus to children in cultivating responsible character with collaborative parenting and education at home and school. The application of Behavioristic Theory using the principles of behavior modification developed by B.F Skinner (Asfar, 2019) includes:

1. Through this approach, unwanted behaviors can be removed (inhibition) by removing their reinforcers and replacing them with desired behaviors through positive reinforcement.
2. Flooding involves exposing a child to situations or triggers that can cause anxiety or unwanted behavior, so that the child realizes that his anxiety is unfounded. It aims to develop self-control.
3. Aversion therapy. In this context, the regulation of aversive conditions is carried out by the therapist to change behavior. Aversion therapy in the cultivation of the character of responsibility in early childhood is to show pictures about the negative impact of irresponsible behavior, such as broken or damaged items because they are not maintained properly. In addition, children are also given examples of direct

experiences, such as observing sad reactions from friends or family due to irresponsible treatment.

4. Selective reward/punishment is a way to improve children's behavior by involving authority figures such as parents and teachers in providing positive reinforcement or punishment depending on the child's behavior.

5. Social skills training. Through this exercise, children are taught to interact more easily socially and adapt well to the surrounding environment.

6. Valuable cards. This technique is based on operant conditioning that aims to change learner behavior. It can be used both at home and at school, especially for children with special needs such as slow learning, autism, or delinquent behavior. Valuable cards are given as rewards if individuals exhibit desired behavior (Hidayat, 2011).

In the journey of exploration and discovery that the child is undergoing, it is very important to instill and develop an attitude and sense of responsibility through example and repetition of discipline patterns. Thus, if children are accustomed to a disciplined routine that trains awareness of responsibility, they will feel the need to carry out and show these attitudes and behaviors as a necessity (Rochmah, 2016). A responsible discipline character based on a strong discipline pattern will lead to an understanding of deep self-control, as well as success in positive self-adjustment and achievement in learning, including in overcoming every developmental task at every stage of development.

Implications of Instilling Student Responsible Character through Parenting and Teacher Collaboration

The dream of instilling a character of responsibility in early childhood is an important step. This research has significant implications in the context of education and community development, providing an in-depth understanding of the important role of collaboration between parents and teachers in shaping children's character. In this effort, schools and families are not only considered as separate entities, but as partners in guiding children toward ongoing responsibility.

Then this research encourages the development of character education programs that are more holistic and integrated. By considering the findings from this study, schools and other educational institutions can design more effective strategies to strengthen the character of responsibility in early childhood. This can include curriculum development that integrates lessons on responsibility, training for teachers and parents, and the establishment of a supportive school environment. In addition, this study strengthens awareness of the importance of parents' active role in children's character education. Parents are expected to be more actively involved in their child's education at home, not only as material providers but also as good role models in showing responsibility.

The results of this study can trigger changes in education policy that are more supportive. Governments and educational institutions can use these research findings as a basis for developing policies that promote collaboration between schools and families in early childhood character education. This research also aroused public awareness about the importance of prioritizing character education in children's future. Thus, it can help shift the paradigm of education that is too focused on academic achievement alone to a more holistic education, which includes the development of children's character as an equally important aspect.

CONCLUSION

Collaboration between parents and teachers in instilling the character of responsibility in early childhood is an important factor in the formation of a child's personality. Effective collaboration processes enable consistent message delivery and reinforce children's understanding of the importance of respecting obligations towards themselves and others. The implication of this collaboration is the need for mutual commitment between parents and teachers in shaping an environment that supports character learning responsibility in children. With good collaboration, children can develop a strong attitude of responsibility, which will bring benefits to both them and the surrounding environment. Therefore, efforts to improve the effectiveness of collaboration between parents and teachers need to be continuously improved to ensure optimal development of children in the early stages of their lives. However, there needs to be a special program from the school to collaborate with parents, namely formulating together collaboration in instilling children's responsible character that can be done at home and strengthened again in the school environment.

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