



Early Childhood Character Planting Based Education Curriculum Management

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Submitted: 14-08-2020

Revised : 19-10-2020

Accepted: 21-10-2020

ABSTRACT. The purpose of this research is to describe the management of a character-based education curriculum in early childhood. The research uses a qualitative approach. The main source of this research data is the head of Raudhatul Athfal (RA), educator, and education officer, foundation administrator, and student guardian in RA Hidayatut Tauhid Losari Lor Village, Losari District Cirebon Regency West Java. Data collection is conducted with interviews, documentation, and observations. The results of the study decrypt that: RA Hidayatut Tauhid implemented the 2013 curriculum and the characteristic curriculum; the process of preparing the curriculum of RA Hidayatut Tauhid involves the head of Raudhatul Athfal, educators and education personnel, and the community; the content of the curriculum developed is to achieve a vision of instilling the personality of children who are intelligent, creative, independent and Islamic character that is organized according to the achievements contained in the formulation of vision. All aspects of the character development of students are considered through the implications of achieving the objectives of educational institutions, the management of educational institutions that facilitate learning with concepts, methods, and media following the content of the curriculum, and the integration of the design of learning activities.

Keywords: *Curriculum Management, Character Planting*



<https://dx.doi.org/10.32678/tarbawi.v6i02.2927>

How to Cite Santoso, S. (2020). Early Childhood Character Planting Based Education Curriculum Management. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(02), 121-130. doi:10.32678/tarbawi.v6i02.2927.

INTRODUCTION

A good nation is a nation that pays attention to the quality of its people. The quality of the nation is determined by the quality of human resources (Mashudi, 2019). The quality of the nation will depend on the education that children are tasting now, especially through formal education received in school, what is accepted in school, what will be achieved in school, and determined by the curriculum. To form quality human resources is to provide quality education (Handarini, 2019).

Education is a process of helping people to provide life experiences (Juhji, & Rachman, 2015) that have a positive effect in various environments for human development itself. According to Masitoh and Setiasih (2007), education lasted from the children until it continued at a higher level of education. The education that people expect today is not only to optimize their children's growth and development, but they also hope that their children have the values of life behavior, way of thinking, and how to act better and have integrity ingrained in the child. This is the planting of character that has become a national movement, conducted over the years. Planting character in a child is not easy, so many problems, constraints, and obstacles are still

found in reality (Agustinova, 2015; Siswanta, 2017; Widodo, 2020). Therefore, character planting must begin since children have an early childhood education level (in Indonesia known as PAUD or RA).

Hermawan and Kintamani (2015) stated that PAUD is an education level held to serve the needs of children aged 0 to 6 years before they pursue primary education. This education is intended to help the physical and spiritual development and growth of students in order to have maturity in elementary education later as mandated by Law Sisdiknas No. 20 of 2003. PAUD strives to help stimulate the potential that children have in order to be able to develop optimally. Suyadi (2013), Ardy (2016), and Farhurohman (2017) assert that the nature of early childhood education is an educational organizer that focuses on the basic foundation towards growth and development. Therefore, early childhood education requires a curriculum that provides strong character planting to be used as a guideline in the learning process.

The curriculum is a set of plans and arrangements regarding the objectives, content, and materials of the lesson and the way used as a guideline for organizing learning activities to achieve certain educational objectives (Muhammad, 2013; Kusmana, 2017; Utami, 2018). Wafi (2017) limits the function of the curriculum as a guideline in carrying out the learning process. That way, the curriculum is designed to provide new experiences for students that can be developed as students develop. This is in line with Suyadi's view (2014) that the curriculum for teachers is used as a working guideline in compiling, organizing the learning experience of students, and evaluating the development of students and organizing teaching-learning activities. Thus, the curriculum is a very important part of the educational institution for the learning process to take place.

That way, the curriculum as a device, is heavily influenced by various components and aspects. One of them is empowerment in the field of curriculum management or management in educational institutions. Processes and mechanisms in various areas and aspects of life, especially in the field of education are certainly very directed into effective and efficient results, as well as in accordance with the expected objectives. Therefore, management science plays a very important role in the world of education, especially in curriculum management.

Management is an effort to manage, organize, and or direct the educational interaction process between students, teachers, and the environment on a regular, planned, and systemized basis to achieve the goal (Juhji, et al., 2020). While the management of the early childhood education curriculum is the effective and efficient management of a set of teaching materials that must be mastered by students to achieve optimal growth (Suyadi, 2014). Thus, curriculum management is one of the main substances in an educational institution. Broadly, the basic principle of curriculum management is to strive for the learning process to run properly, by benchmarking the achievement of goals by students, and encouraging teachers to develop and continuously refine strategies in learning.

According to Setiardi and Mubarak (2017) character education is a series of systems of planting values. Character education is a deliberate attempt to help people understand, care, and act on ethical values (Afryanto, 2014). Whereas according to Cubukcu (2012) character education is defined as a planned and systematic approach in terms of self-esteem, responsibility and honesty to be a good citizen. Referring to the opinion, character education can be interpreted as a deliberate human effort to realize good, namely good not only individually but also good for society as a whole. This character education must be understood as an effort to cultivate intelligence, delusion and practice in attitudes and behaviors that conform to noble values, manifested and interacted with God, himself, among others, and the environment. Those noble values include: honesty, self-reliance, manners, social glory, and intelligence of thought. Therefore, the planting of character education in students cannot be done through knowledge transfer alone or training certain skills to them, but there needs to be a process, such as exemplary, and habituation in their environment, both school environment, family and community. Thus,

character-based curriculum management is an effort to manage, organize and or direct a level of teaching materials to form students with optimal sublime values.

There are several studies discussing character planting including research from Sugiyo and Purwastuti (2017) that discussed the development of integrated character education models based on local wisdom of elementary school in Bantul, Yogyakarta, Indonesia. Other research shows art and design education as the basis for character building (Narawati, 2019). Besides, other research with an ethnographic approach from Tanto, et al., (2019) discusses the planting of early childhood characters in the traditional art of Tatak Sungging or shadow puppets. Other related research from Wahyu and Edu (2018) discusses the reconstruction of the value of character based on Manggarai culture. These studies lead more to the planting of character based on local culture.

From the above research, there has not been any research that discusses the management of curriculum based on character planting. The purpose of this research is to describe the management of education curriculum based on character planting in early childhood in RA Hidayatut Tauhid Losari Lor Village, Losari District Cirebon Regency West Java.

METHOD

This research uses qualitative research methods. This research aims to dig deeper into an existing event. The data source is retrieved from the primary data source and the secondary data source. The primary data source is obtained from the results of the interview. Secondary data sources, meanwhile, are obtained from observations and documentation. This research was conducted in Raudhatul Athfal Hidayatut Tauhid known as RAHITA which is located in Losari Lor Village Losari District Cirebon Regency West Java Province. The RA Hidayatut Tauhid has the characteristic in making his protégés not only individually pious but socially righteous.

The data analysis techniques are performed in several stages. Phase 1 is the planning stage, the 2nd stage of data collection, the 3rd stage of the data separation phase, the 4th stage of the data grouping that has been separated in accordance with the purpose of the research and the 5th stage is the analysis of the data and the withdrawal of the conclusions of the results of the study.

RESULT AND DISCUSSION

Result

The results highlighted: character planting-based curriculum planning management, curriculum organizing, character planting-based curriculum implementation, and character-based curriculum management implementation assessment instruments.

Based on the findings shows that: curriculum planning based on the planting of early childhood characters is backgrounded by the thinking that assesses, that early character planting is able to be the foundation of the foundation for early childhood in behaving better. As a pre-school educational institution, the RA Hidayatut Tauhid Losari Lor developed a mindset that promotes good behavior in its students towards individual piety and social piety, making its protégés in order to be independent. The school's vision makes children resourceful and mental in order to grow balanced and perfectly in accordance with humanitarian values, while the mission is to organize the education of children aged 4-6 years, organize the education of students by getting used to praying before and after activities and getting used to behaving manners, developing and facilitating social processes and self-reliance and getting used to behaving healthy and clean.

Curriculum planning is structured starting with its background, curriculum objectives, competency standards, and basic competencies that will be directly related to the learning process. This plan was made by involving many parties such as Raudhaltul Athfal Hidayatut Tauhid (Principal and RA teachers) by involving the school management team, madrasa supervisors, and

also invited by the school committee, and there were also representatives of the Hidayatut Tauhid Foundation.

The philosophical basis in the preparation of curriculum in the school is 1) The Qur'an and Hadith which are the source of Islamic education, want to examine the morality of the Prophet (s) in behaving and sayings in daily life; 2) Sociologist and Physicist-Pedagogical as the foundation of the curriculum, developed according to the nature of man as a social being so that it must adjust the social norms of the surrounding community. From the philosophical basis, the RA Hidayatut Tauhid made planning the first step to determine the next step in order to determine the progress of education.

Curriculum planning in the RA Hidayatut Tauhid has not been followed by material planning in the curriculum, while its implementation is still common and more realized through support programs. The follow-up to curriculum planning is to create a concept of previous planning results that is still in the form of curriculum structure. The way is to determine the objectives, core competencies, and basic complements that outline the core competencies.

Curriculum organizing is a pattern of curriculum program structure in the form of a general framework of teaching programs delivered to students to achieve the goals of education or learning set. Curriculum organizing is implemented thoroughly to realize the activities that have been planned into the structure of the task, authority, and determine who to do what in order for the organization's goals to be achieved.

Based on the results of the interview with the head of RA Hidayatut Tauhid that the organizing of curriculum in RA Hidayatut Tauhid is done through coordination between the head of RA and teachers. The role of teachers is very important in conditioning learning readiness, among others how a teacher prepares Educational Props that must conform to the theme, the learning space must be well organized and neat so that students feel comfortable during the learning process, then the teacher must understand the learning strategy so that students do not get bored so that the curriculum is implemented in its entirety. The involvement of students in organizing is very important because the child is the intended target.

The implementation of the curriculum in the learning process is carried out by educators who rely on planning composed by the education unit. Learning activities refer to the design of the learning process. The planned learning will be visible during the learning interaction in both the classroom and outside the classroom. This is as stated in Government Regulation No. 137 of 2014 on the National Standard of Early Childhood Education, that learning is the process of interaction between students, between students and educators by engaging parents and learning resources in the learning and playing atmosphere in the PAUD unit or program (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia, No. 137 year 2014).

The curriculum implementation activities in Ra Hidayatut Tauhid are included in the Weekly Learning Process Plan, further detailed in the Daily Learning Process Plan. Both are educators' guidelines for implementing the curriculum as a stimulation process to achieve the goals they want to achieve. The Draft Weekly Learning Process is outlined from the semester program consisting of (1) identity of the service program; (2) Core Components; (3) Indicators of developmental achievement; (4) Learning Materials; (5) Target achieved in one week; and (6) Activity plan. While the Daily Learning Process Plan is prepared and implemented by educators. RA Hidayatut Tauhid does not fit in the creation of an important daily plan format containing established components.

These components consist of (1) the identity of the program; (2) learning management strategies; (3) basic competencies; (4) learning objectives; (5) indicators of developmental achievement; (6) learning materials; (7) the content of Islamic Religious Education; (8) tools, materials, and learning resources; (9) opening activities; (10) core activities; (11) closing activities;

and (12) the preparation of assessment plan based on Basic Competency and Indicators of Development achievement and Assessment Competency.

Supporting factors in learning in RA Hidayatut Tauhid are (1) The head of RA encouragement and give freedom to educators in the implementation of learning; (2) Educators who are young and energetic and creative so as to adapt to new policies and changes in education; (3) The learning model used is central learning so that it is very in accordance with the curriculum model and approach applied that is with the scientific approach. While the inhibition is the administration is not neatly arranged so that it can make it difficult to implement learning and the facilities that exist are still limited. To overcome this, RA heads and teachers do their utmost to fulfill learning facilities by using materials around their environment so that learning can run properly. In addition, it seeks to spruce up the administration of learning so as not to impede the progress of learning.

The assessment done for early childhood is essential to get accurate information about the child's learning development, so that it will get the right service (Zahro, 2015). Thus, assessment is an activity conducted by educators or caregivers of PAUD institutions to know the extent of changes in attitudes and behaviors of students after participating in various activities organized by PAUD institutions that are loaded with character values. Based on the results of the interview with the head of RA Hidayatut Tauhid that the teacher conducts an assessment of the development and behavior of the students that appear in each activity. Teachers conduct assessments with several models provided by Raudhatul Athfal (RA) namely performance assessments, observations, anecdotal notes, and portfolios. The assessment is carried out periodically and there are criteria for the achievement of students in carrying out activities or any improvement in activities carried out by students. Assessments are carried out during the learning process and after learning directly, continuously, and integrated, comprehensively, and holistically-integratively containing all aspects of the learning objective.

Discussion

From the above research results, the planting of character as a learning process in RA Hidayatut Tauhid and the preparation of curriculum planning is in accordance with the definition of curriculum planning. It is based on Nasbi (2017) that curriculum planning is a learning opportunity planning intended to nurture students against the desired changes in their behavior and assess the number of changes that occur to them.

The selection of character planting aspects in students included in curriculum planning is judged to further influence student behavior to be better prepared in the face of further education, namely primary education. As the most important aspect in the development of excellence in RA, all school residents ranging from RA heads to teachers are expected to be able to understand the character education of their students, which is then applied in the learning process as well as outside learning. This is by Fadlillah and Khorida (2013) that characters are distinctive values (knowing the value of good, wanting to do good, living well, and having a good impact on the environment) are in-house and ejacified in their behavior. Thus, that the character is a personality that exists in a person who has formed into a habit or character that is enriched in his soul that is difficult to eliminate so that this character becomes a reflection of a person in behaving every day.

Curriculum planning implemented in RA Hidayatut Tauhid is very varied by looking at aspects of material content that develop dynamic learning models. This character becomes an aspect of curriculum development that realizes the process of creating graduates who are independent and have good morals. The curriculum implemented is the national curriculum and the signature curriculum that supports the national curriculum in the planting of the character of the protégé. This curriculum was developed by Hidayatut Tauhid Foundation and refers to the

vision and mission of making the protégé into a righteous child individually and socially, thus becoming a differentiation with other PAUD educational institutions.

The implementation of this characteristic curriculum is in the form of Islamic-based activities and learning activities held outside of school. This is all done for the planting of strong character in the students. The instilled character refers to 18 characters that have been established by the government, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, appreciating achievements, friendly or communicative, peace of mind, fondness for reading, environmental care, social care, and responsibility.

Religious, obedient attitudes and behaviors in carrying out the teachings of the religion he adheres to; *Honest*, Conduct based on efforts to make himself a person who can always be trusted in words, actions and work; *Tolerance*, Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of others that differ from his; *Discipline*, Actions that demonstrate orderly conduct and comply with various provisions and regulations; *Hard work*, Behavior that demonstrates earnest efforts in overcoming various barriers to learning and tasks and completing tasks in the best possible way; *Creative*, Thinking and doing something to produce new ways or results of what you already have; *Self-reliance*, attitudes and behaviors that are not easy depending on others in completing tasks; *Democratic*, How to think, behave and act that judges equally the rights and obligations of himself and others; *Curiosity*, Attitudes and actions that always seek to know more deeply and expand from what it learns, sees and hears; *The spirit of nationality*, how to think, act and insight that puts the interests of the nation above the self-interest and its group; *Love of the homeland*, How to think, behave and do that show high loyalty, concern, and respect for the language, physical environment, social, culture, economy, and politics of its people; *Appreciate achievements*, attitudes and actions that encourage themselves to produce something useful to society, and recognize and respect the success of others; *Friendly or communicative*, Actions that show a sense of pleasure talking, hanging out, and working high school with others; *Peace*, Attitude, words and actions that cause others to feel happy and secure for their presence; *Fond of reading*, the habit of providing time to read various readings that give him virtue; *Caring for the environment*, attitudes and actions that always seek to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred; *Social care*, attitudes and actions yng always want to provide assistance for others and communities in need; *Responsibilities*, Attitudes and behaviors of a person in carrying out his duties and obligations towards himself, society, environment (nature, social and cultural), State and Almighty God (Mulyasa, 2014).

Islamic-based character planting activities are carried out every morning before learning in class, starting with the introduction of Hijaiyah letters with Yanbu'a method; introduction of daily prayers; introduction of short letters; and the introduction of short hadiths. Every Tuesday and Friday, they are introduced with the right form of wudoo' prayer, and dawn prayer. On Friday, students of RA Hidayatut Tauhid were taught to share with others by inserting coins or banknotes into cans that had been provided by the school) whose size was not specified. Every year, RA Hidayatut Tauhid engages students to perform hajj rituals held with RA throughout Cirebon Regency. This activity is held in September or October. In every month of Syawwal, students from RA Hidayatut Tauhid are invited to speak to religious leaders and community leaders around the school. In addition, in the learning process in the classroom is often interspersed with religious content designed with fun learning methods such as clapping, singing, and so on. All of these learning processes are carried out, aiming for students to get used to worship, carry out positive activities, behave well and be able to socialize.

For out-of-school learning, RA Hidayatut Tauhid conducts Outbound and recreation to tourist attractions involving the role of their parents. Then the introduction of gardens and rice fields, goat farms, and the introduction of home industries that exist around schools; such as toy

making, doughnut cake making, and rengginang making. They are also invited to get to know public facilities and government-owned offices that serve the public such as train stations, traditional markets, supermarkets, fire stations, post offices, and police stations.

In addition, they formed a sense of nationalism with the holding of a flag ceremony every Monday, participating in national big day activities such as road movements held by the Losari Sub-District Government in commemoration of independence-day, kartini day commemorations, and participating in flag ceremonies in commemoration of the independence of the Republic of Indonesia every year. It is intended to stimulate aspects of child development and foster their creative spirit as well as plant nationalist flavors early on. All this was done by RA Hidayatut Tauhid as an effort to improve feelings and thoughts, namely by trainings to develop five senses. As stated by Dewantara that "educating young children is not or has not taught them, but is more focused on trying to support feelings and thoughts that is with exercises to develop the five senses" (Dewantara, 1977).

Assessment of learning in PAUD is an effort to collect, analyze, and interpret various information about the performance and progress of various aspects of development that can be achieved by children after participating in habituation activities within a certain period of time. Assessment is the process of collecting and processing information to determine the level of attainment of children's development. The assessment of students at RA Hidayatut Tauhid is conducted on a daily, monthly, and yearly level. There are five aspects of development that are assessed. These five aspects are aspects of religious and moral values, language, cognitive, rough and smooth motor, and art development. Assessment activities in RA Hidayatut Tauhid are doing well but there are still obstacles found in the assessment process because there are many indicators that are assessed especially the type of weekly and monthly assessments.

CONCLUSION

Based on the results of the study, it can be concluded that Raudhatul Athfal Hidayatut Tauhid Losari Lor District of Losari Cirebon District has implemented the 2013 Curriculum, which uses concepts, methods and learning media focused on preparing students who are intelligent, creative, independent, and Islamic. In planning a character-based curriculum in Raudhatul Athfal Hidayatut Tauhid, the RA principal presents teachers and stakeholders. While in the implementation of the curriculum is explained in the creation of Weekly Learning Process Plan, Daily Learning Process Plan, assessment model, and assessment criteria on aspects of the development of students.

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