



Implementation of a Character Education Strategy in the Perspective of Permendikbud Number 23 of 2015 at Raudhatul Athfal

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ABSTRACT. This study is aimed at obtaining a description of the various habituation activities carried out to form the character of students that are relevant to Permendikbud Number 23 of 2015 concerning Cultivation of Character. The research approach used is qualitative with the type of phenomenological research. Data were collected by interview, observation and documentation then analyzed using data analysis techniques Miles and Huberman's model. The results showed that there are seven strategies in implementing character education based on Permendikbud Number 23 of 2015. First, cultivating moral and spiritual values through habituation. Second, developing national values and diversity through habituation. Third, develop positive interactions between students and teachers and parents through habituation. Fourth, developing positive interactions between students through habituation. Fifth, taking care of yourself and the school environment through habituation. Sixth, develop the full potential of students through habituation. Seventh, the involvement of parents and the community in schools through habituation. The seven strategy activities have been implemented optimally because each of the objectives in them can be achieved.

Keywords: *Character, Children, Habituation, Permendikbud*

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INTRODUCTION

From a policy perspective, namely in the Republic of Indonesia Law Number 20 of 2003, it is stated that education functions as a medium for develop the character and civilization of a nation with dignity in the context of developing the intellectual life of the nation. So in essence the function of national education is to develop the character of students. This shows how urgent character education is for students as the next generation of the Indonesian nation. The importance of character education for the nation's next generation has made several developed countries make character education a national education program, such as in Canada, the United States, and England. This was also followed by Indonesia with a national character education program. At first this national character education was called moral education (Hidayat et al., 2018).

The Indonesian character education program is certainly different from the character education program in other nations. This is due to the use of different philosophical foundations in developing and implementing the nation's character education program. The Indonesian character education program is based on the Pancasila philosophy. This means that

every character value internalized in students must be imbued with the five principles in Pancasila in a comprehensive and comprehensive manner, including religious values (principle 1), humanist values and justice values (principle 2), unity values and national values (principle 3), democratic values and tolerance values (principle 4), as well as the value of mutual cooperation (principle 5) (Isnaini, 2018).

According to Zainal Arifin, the character values in Pancasila can be summarized into two values, namely humanist-religious values. Humanist values are the basis for character education that respects the diversity of the nation. Meanwhile, religious values are the basis for character education based on the religious teachings of the Indonesian nation. Thus, from a management perspective, the output of the nation's character education program is graduates with humanist and religious characteristics (Arifin, 2012).

To produce graduates with character is certainly not an easy matter, it takes courage and a lifetime of hard work. This is because character relates to habits or habits that are continuously practiced and practiced. Human qualities relating to behavior are not innate, but are the result of early learning. That is why the national character education program must be started early. The Minister of Education also urged character education to start early. Early Childhood Education Teachers together with the education office must be able to collaborate with each other to create a young generation with character (Suratmi & Munhaji, 2015).

So that the nation's character education program can be carried out on a micro scale, namely in the scope of educational units such as at the Early Childhood Education level, the government makes various policies regarding the application of character education. From a policy perspective, character education has become one of the work program priorities at the Ministry of National Education. One of the policies of the Ministry of National Education which regulates the implementation of character education is Permendikbud Number 23 of 2015 concerning Character Development.

The Permendikbud describes various strategies for growing the character of students within the scope of the education unit. There are seven strategies for character building activities. First, cultivating moral and spiritual values through habituation. Second, developing national values and diversity through habituation. Third, develop positive interactions between students and teachers and parents through habituation. Fourth, developing positive interactions between students through habituation. Fifth, taking care of yourself and the school environment through habituation. Sixth, develop the full potential of students through habituation. Seventh, the involvement of parents and the community in schools through habituation.

The strategy of cultivating character in Permendikbud Number 23 of 2015 is implemented by using habituation activities to develop the character of students. Habitual activities that are continuously carried out will bring out the culture of a character education unit. The education unit is a place of interaction for its citizens with the ties of regulations, norms and ethics (Judiani, 2010).

The success of character education in the scope of the educational unit is strongly influenced by the positive culture of the educational unit. The culture of the educational unit is one of the factors that influence the development of student behavior. Meanwhile, the culture of the educational unit is influenced by the values believed in an educational unit. From the habituation activities carried out in the educational unit, actions will emerge which, if done consistently, will become a culture and will become the identity of the educational unit (Dewi, 2019). This makes habituation the main strategy that can be applied in developing the character of students.

Nurchaili in his research revealed that basically the right habituation strategy is used to develop the character of students when the students are aged 0 to 11 years. Habituation strategies are used accompanied by exemplary activities, reinforcement (gifts), and weakening (punishment) (Nurchaili, 2010). The results of this study provide a description that character building which is ideally implemented from an early age at the Early Childhood Education level and the Primary Education level is very appropriate if using the habituation strategy whose application has been regulated in Permendikbud Number 23 of 2015.

A study has revealed that habituation strategies will be more effectively used to develop the character of students at the early childhood education level when there is collaboration between educational institutions and parents. But unfortunately the cooperation has not been well established because of the busy factors of parents, both those who live in rural areas and those who live in urban areas. As a result, there is a lack of integration in the formation of children's character in the school environment with the family environment. This becomes one of the obstacles in the implementation of character education in early childhood education institutions (Suryono & Fauziah, 2015).

RA Diponegoro 153, which is located in Ajibarang Kulon village, Ajibarang sub-district, Banyumas district, Central Java province, has also experienced the problem of the lack of integration of children's character formation in early childhood education institutions. However, with the leadership of the head of the RA, who was exemplary, the problem began to be resolved. With his example, the head of RA familiarizes himself and accustoms teachers to carry out habituation activities as described in Permendikbud Number 23 of 2015.

From the results of research conducted by Syaefudin and Sedya Santoso, it can be seen that the typology of exemplary leadership practiced by a leader in an educational institution can not only encourage teachers to do good, but also encourage students to do good (Syaefudin & Santoso, 2018).

The researches and facts above made the author interested in conducting research with the title "Implementation of a Character Education Strategy in the Perspective of Permendikbud Number 23 of 2015 in RA Diponegoro 153 Ajibarang Banyumas". The purpose of conducting this research is to obtain a description of the various habituation activities carried out to develop the character of students that are relevant to Permendikbud Number 23 of 2015.

METHOD

This study uses a qualitative research approach that is naturalist in nature. In this study the authors did not engineer or treat the research study area. The data is taken by the author from the natural research study area setting. Then the type of research used is phenomenological research. In this study, the authors entered the research area to understand what and how a concept or understanding was developed by research subjects in the research area every day (Afifudin dan Saebani, 2010). The research subjects included the head of the RA and the teacher of RA Diponegoro 153 Ajibarang Banyumas. The author interacts with research subjects to find out and understand how they translate Permendikbud Number 23 of 2015 into various habituation activities in RA. At RA Diponegoro 153 Ajibarang Banyumas, there are 6 teachers and 65 children who study in class A and class B.

Based on the research subject, the data in this study were collected using interview, observation and documentation techniques. Interviews were conducted to find out data about the strategies of the RA heads and teachers in implementing the Permendikbud. Observations are used to obtain data about the implementation of strategies in implementing Permendikbud. The objects of observation include learning and habituation activities followed by children as

well as children's play activities during breaks. Meanwhile, documentation is used to obtain written data about the implementation plan of learning and habituation which is arranged in the daily learning implementation plan.

To test the validity of the data, a crosscheck was carried out between the data using the data source triangulation technique (Moleong, 2012). Then the data were analyzed using the data analysis technique of the Miles and Huberman model which consisted of three stages, namely data reduction, data display, and verification (Sugiyono, 2010). In data reduction, the authors carry out an inventory and sort data to obtain data that leads to the research objectives. In the data display, the writer describes the results of the research based on sorted data. Meanwhile, in the verification, the writer analyzes and draws conclusions from the data that has been presented.

RESULT AND DISCUSSION

Result

Permendikbud Number 23 of 2015 concerning the growth of character is a policy issued by the government through the ministry of education which replaces or revokes Permendikbud Number 21 of 2015 concerning the Movement of Character Culture in Schools. The policy was issued and enforced to ensure the implementation of character education at every level of education, where its implementation can produce a safe, comfortable and friendly school environment. The implementation of character education is carried out through seven strategies.

Based on the results of data collection, it can be seen that the implementation of the character education strategy from the perspective of Permendikbud Number 23 of 2015 in RA Diponegoro 153 Ajibarang Banyumas is carried out through the following seven strategies:

First, cultivating moral and spiritual values through habituation. The head of RA Diponegoro 153 Ajibarang Banyumas explained that moral and spiritual values are the basic values that will drive the activation of other values. The moral and spiritual character values instilled in children are obedience. Obedience is a basic character that results from the quality of a child's faith. Obedience is what will then bring out devotion in the child. So faith can generate obedience and produce devotion.

Teacher at RA Diponegoro 153 Ajibarang Banyumas revealed that obedient character as a moral and spiritual character value formed in children consists of four obedience, namely (1) obedience to Allah SWT; (2) obey the Prophet Muhammad; (3) obey their parents; (4) obey the teacher. The purpose of forming a character of obedience is to produce children who are willing to comply with Islamic law within the framework of *ahlussunnah wal jama'ah*. When this goal is achieved, the benefits obtained are that the child will become an individual who is willing and able to comply with religious norms, moral norms, and customary norms. Head of RA Diponegoro 153 Ajibarang Banyumas revealed that to achieve these goals and benefits, three strategies of habituation were determined, namely routine habituation strategy, spontaneous habituation strategy, and exemplary habituation strategy.

Routine habituation strategies to form obedient character include carrying out *tadarus* activities and memorizing the Qur'an, prayer activities, *dhuha* prayer activities, as well as *dhihr* and prayer activities (daily prayers). The routine habituation strategy is carried out every day before the thematic learning activities take place. There is one routine habituation activity which is carried out once a week, namely giving *infaq* and *shodaqoh*. There is one routine habituation activity which is carried out once a month, namely *istighosah* activity. Then there are four routine habituation activities that are carried out once a year, namely the giving of *zakat fitrah* and pilgrimage exercises.

Based on the observations it can be seen that efforts to develop moral and spiritual values through routine habituation are carried out based on *ahlussunnah wal jama'ah*. This can be seen from the implementation of prayer and *istighosah* habituation activities. Habitual activities are carried out before and after the core activities take place. The teacher serves as a companion in the implementation of habituation activities, while the head of the RA conducts regular monitoring activities and prepares or provides various needs needed in the implementation of habituation activities.

Meanwhile, spontaneous habituation strategies in an effort to develop moral and spiritual values are carried out through giving warnings, advice, punishment, gifts, and giving spontaneous corrections to children. A reprimand is given if the teacher finds children who behave not seriously when participating in habituation activities. Advice is given if there is no change in the child's behavior after being reprimanded by the teacher. If after being advised by the child not to change their behavior, the teacher will give punishment. Then if there is a change in behavior in the child, the teacher will give gifts in the form of congratulations, praise, asterisks and others. Meanwhile, corrections are given to children who make mistakes. For example, mistakes when praying, mistakes when reading the Qur'an and mistakes when praying.

Then the exemplary habituation strategy in an effort to develop moral and spiritual values is carried out by the teacher by being involved in each of the habituation activities. The teacher does not just tell the child to do various habituation activities but also gives an example to the child how to do it. It can be said that teachers provide more examples to children in a conscious and planned manner. From the results of interviews with the teacher, it can be seen that this is because the teacher believes that efforts to develop moral and spiritual values will be very appropriate if done through exemplary habituation strategies.

The Head of RA revealed that the supporting factors in the effort to develop moral and spiritual values through habituation include: (1) children who are easily conditioned to carry out habituation activities; (2) the existence of adequate facilities and infrastructure; and (3) the relevance of habituation activities in the perspective of Permendikbud Number 23 of 2015 with the RA curriculum from the Ministry of Religion of the Republic of Indonesia. While the inhibiting factors include: (1) when there is one teacher who is not present, the child will be difficult to be conditioned; (2) narrow RA area or land often limits children's movement when doing habituation activities; and (3) parents in the family environment have not implemented habituation activities in the school environment.

Second, developing national values and diversity through habituation. Based on the results of the study, it can be seen that the purpose of developing national values and diversity is to form a tolerant character in children from an early age. The head of RA explained that having a tolerant character is very important for children. With a tolerant character, the child will become a moderate Muslim. In the perspective of *ahlussunnah wal jama'ah*, the attitude of a moderate Muslim is termed the word *at-tawassuth* which means the attitude of the middle or not extreme. This is based on QS al-Baqoroh verse 143. The teacher reveals that a tolerant character now and in the future is important for every child to have. In terms of benefits, a tolerant character can make children as individuals who love the nation and state and can make children as individuals who are Pancasila.

Based on the research results, it can be seen that the teacher uses routine habituation strategies to instill the values of nationality and diversity. The activities carried out in this routine habituation include: (1) flag ceremony every 17th; (2) ceremonies commemorating national holidays; (3) participate in a competition to celebrate the Independence Day of the Republic of Indonesia; (4) celebrating Kartini Day; carry out visits to historical places and monuments such as the General Soedirman monument.

Routine habituation activities to instill the value of nationality and diversity are supported by three other activities, namely posterization activities, singing and dancing activities, and playing activities with traditional games. Posterization activities are carried out by placing posters of the national emblem, posters of the president and vice president and ministers, and posters of national heroes. During the singing activity children were introduced to national songs such as Indonesia Raya, Garuda Pancasila, Bandung Lautan Api, My Ancestor A Sailor, I Am a Captain, and others. The interesting thing that the writer found was that the teacher taught the song Yaa Lal Wathan, in which the song is a song composed by KH Wahab Hasbullah and has been sung since 1934. The song contains a love attitude towards the homeland by a Muslim. Then dancing activities are carried out by introducing traditional dances to children. This was done in order to grow and develop a love for the nation's culture in the children.

Based on the results of interviews with the head of RA, it can be seen that the supporting factors in the effort to instill national values and diversity in children include: (1) the relevance of habituation activities in the perspective of Permendikbud Number 23 of 2015 with the RA curriculum compiled and developed by LP Ma'arif NU who oversees RA; (2) children are easily conditioned when participating in ceremonial activities; and (3) there is an adequate budget to participate in activities to celebrate national holidays. While the inhibiting factors include: (1) the yard that is not too wide for carrying out the ceremony; (2) the teacher's ability to introduce traditional dances is still limited; and (3) the child psychologically does not understand the messages contained in the national songs so that sometimes the activity of singing national songs tends to be formalistic.

Third, develop positive interactions between students and teachers and parents through habituation. Based on the results of observations, it can be seen that positive interactions between students and teachers and parents are carried out through several habituation activities, namely (1) habituation of saying goodbye; (2) smiling, greeting and greeting habits; (3) habituation in Kromo Inggil; (4) habit of eating together; (5) welcoming arrival habits; and (6) home visiting customization. All these habituation activities are carried out with spontaneous habituation strategies.

The teacher explains that the habit of saying goodbye is done by children to their parents before leaving for school and by children to teachers before returning from school. The children said goodbye by shaking hands. The teacher's welcoming habit is carried out in order to welcome the arrival of children and parents. Teachers welcome children and parents with smiles, greetings and greetings. Children do the habit of smiling, greeting and greeting when they meet their friends and teachers. The habit of speaking Kromo Inggil is a habituation activity carried out by teachers, parents and children in using local languages with linguistic ethics rules. They use Kromo Inggil at certain times to interact with each other. Then the home visiting habituation activity is an activity when the teacher visits the child's home when the child is sick, when the parents are holding a celebration, and others. In these habituation activities, children are formed to become personal, friendly, polite, and caring characters.

Fourth, developing positive interactions between students through habituation. Based on the results of observations, it can be seen that efforts in developing positive interactions between students are carried out by making school rules and carrying out spontaneous habituation activities in the form of habituation of saying please, sorry and thank you. Children are taught to ask for help when asking for help. Children are taught to apologize when they make mistakes and children are taught to be grateful after being helped or after being given something by a friend.

The Head of RA revealed that positive interactions between students were carried out so that children had caring, helpful, cooperative, respectful, and peace-loving characters. Meanwhile, enforcement of school rules is carried out in order to develop the character of discipline in

children. All these characters are needed by children in living their daily lives both in the school environment, family environment, and community environment.

The teacher reveals that what makes it difficult to develop positive interactions between children is that at an early age children are in an egocentric phase. Children have a high ego towards their own things and the things they are wearing. Negative behavior is often shown by children in the form of fighting over toys. To overcome this problem, the teacher designed play activities for children to be carried out collaboratively and cooperatively. Togetherness will lead to a harmonious relationship between children which can have implications for creating positive interactions between children.

Fifth, taking care of yourself and the school environment through habituation. Self-care activities and the school environment in RA are carried out through routine habituation strategies. Habitual activities include: (1) examining nails; (2) hair examination; (3) wash hands; (4) ablution; (5) picket of class, (6) brushing teeth; and (7) immunization activities. The nail check and hair check is carried out once a week on Fridays. Hand washing activities are carried out before and after eating. Ablution activities are carried out before the Duha prayer. Class picket activities are carried out every day on a scheduled basis. The activity of brushing teeth is carried out together to teach about the procedures for brushing teeth for once a month. Meanwhile, the implementation of immunization activities is adjusted to the immunization activities carried out by the Ajibarang District Community Health Center. The Head of RA revealed that these activities were basically aimed at shaping the character of love for cleanliness and love of health in children.

Sixth, develop the full potential of students through habituation. Teachers believe that every child has potential. The teacher's job is to develop children's potential through various educational activities. Based on the observation, it can be seen that habituation activities carried out to develop children's potential are carried out through extracurricular activities such as marching band, dance, and painting. In these activities, children are not only given skills to play musical instruments, dance, and paint, but children are directed to have a resilient character. This resilient character is shown by children when they are studying to play music, learn to dance and learn to paint. Children who are resilient will get success in carrying out these three activities.

Seventh, the involvement of parents and the community in schools through habituation. Teachers are partners of parents and society in educating their children. Teachers are not only partners in the process of transforming knowledge and skills, but also as partners in shaping children's character. The head of RA revealed that most parents leave their children to the teacher because parents believe that the teacher is able to be a good partner in developing the child's character. The partnership between parents and teachers in developing children's character is carried out through habituation activities in the home or family environment that are relevant to habituation activities at school.

The teacher revealed that there were four efforts made so that habituation activities at home could be carried out properly, namely: (1) by creating a group of student guardians' whats up; (2) by opening guidance and counseling services for parents; (3) by making notes on the child's behavior development; (4) by organizing parenting activities. What's up group is used to socialize the schedule for implementing habituation activities at home as well as as a medium to report the implementation of habituation activities at home by parents. Parents report the implementation of habituation activities which have been documented in photos and videos. Then guidance and counseling services are intended for parents who want to discuss with teachers related to child development problems, especially the development of children's behavior in the family and school environment. So it can be said that guidance and counseling services are used as a medium for parents to discuss with teachers about problems encountered in educating children. Meanwhile, notes on children's behavior development are given to parents

by the teacher to report the development of children's behavior in the school environment. If the behavior displayed by the child tends to be negative, the form of the note is in the form of anecdotal notes. Then parenting activities are used as a medium to provide skills in educating children to parents by teachers, heads of RA, supervisors, and other sources.

The Head of RA revealed that basically involving parents in carrying out habituation activities in the family environment is not only so that there is continuity of habituation activities carried out in the school environment, but also to maintain and develop parents' attention in educating children. Whether we realize it or not, there are still parents who leave matters of children's education completely to the teachers. as a result, educational activities for children in the family environment are neglected. Parents forget that children in the school environment are only educated by the teacher for between 2 and 3 hours. The remaining children spend more time in the family environment with their parents.

Meanwhile, parents revealed that some of the difficulties experienced when carrying out habituation activities in the family environment were: (1) children who tend to be spoiled when in the family environment; (2) there was a difference of opinion in educating children between father and mother so that the habituation activity ended up not running; (3) parents do not have the heart to give punishment to children when they do something wrong or when displaying negative behavior; and (4) it is difficult to carry out habituation consistently due to busyness and fatigue from parents, especially fathers.

Discussion

The delivery of education services in Indonesia is always based on government policies (Yusuf & Taufiq, 2020). Permendikbud Number 23 of 2015 concerning the Growth of Character is a policy on a macro scale that must be followed by the formulation of policies on the meso scale and on the micro scale related to the growth of character. This was done to ensure that the Permendikbud can be applied in every educational institution.

Policies at the micro scale related to the development of character in children are carried out by each educational institution independently. Later this policy will be used as a reference basis for implementing character education programs. The form of policies made can be in the form of a School Principal Decree or a Foundation Chairperson's Decree. RA Diponegoro 153 Ajibarang Banyumas has not made this effort. However, the implementation of the character education strategy in RA has been implemented optimally. This is because every goal in various character education strategies can be achieved.

According to the author, so that the objectives of the character education strategy can be achieved, the head of RA should delegate a teacher to be the person in charge of implementing habituation activities. If needed, he can appoint several teachers to assist him. This is done so that there is clarity of duties and responsibilities in the implementation of the character education strategy. So later there will be no cases of mutual responsibility sheets by teachers to other teachers. Here the head of RA as a leader as well as a manager is required to be able to play his role as a party who can choose, decide and give confidence to teachers to innovate in implementing character education strategies. So far, every teacher can play an active role in the implementation of character education strategies. However, sometimes there is a miscommunication between teachers in its implementation when there are teachers who cannot go to school. The reason is that teachers who cannot enter school do not convey the agenda of habituation activities to other teachers. This is one of the obstacles in implementing the character education strategy.

Even though there are obstacles encountered, the implementation of the habituation strategy to develop children's character can still take place. Habitual activities are carried out routinely, spontaneously and by giving examples. Based on the research results, it can be seen

that the implementation of habituation activities carried out in a sustainable manner can generate and develop a school culture that is conducive to the formation of children's character. The results of other studies reveal that a conducive school culture can not only be formed and developed through habituation activities but also through the leadership style of the principal who is able to actualize character values and is able to be a role model for all school members (Abdullah, 2019).

Exemplary is one of the most vital habituation strategies. This is because basically the behavior displayed by children is a reflection of the teacher's behavior. The behavior displayed by the teacher is also a reflection of the behavior of the RA head as an institution leader. This made the head of the RA more lead the teachers by setting an example at work. The head of RA also directed that teachers can work on the basis of morality. By working on the basis of morality, a sincere and patient attitude will emerge and develop, as well as a friendly attitude at work so that teachers are able to create child-friendly PAUD services. The results of other studies indicate that the ability of teachers to work is influenced by psychological and social influences exerted by other parties, including their leaders (Wangid et al., 2020).

Having a sincere, patient, and friendly character at work is not only needed by teachers in shaping children's character but is also needed by teachers in establishing relationships with parents for the benefit of children's education. The teacher's sincere, patient and friendly attitude when establishing relationships with children and parents can create excellent educational services (Fauzi et al., 2019). Then from the results of other research it can be seen that basically a harmonious relationship between teachers and parents in educating children is created because of the ownership of the character of sincerity, patience and kindness to the teacher. Parents also position themselves as sincere, patient, and compassionate figures in educating children in the family environment. Teachers and parents must realize that character building is carried out by harmonizing positive social relationships between them and their children (Muhtar & Dallyono, 2020).

Then basically positive interactions between teachers, parents and children can be built when there is sincerity, patience and friendliness in establishing relationships. This will lead to RA Diponegoro 153 Ajibarang Banyumas to become a child-friendly educational institution. The results of other studies indicate that social skills in children can develop optimally when there is a positive relationship between the child and other individuals (Mahmudah et al., 2020). The results of other studies indicate that social skills can be optimally developed when carried out in a sustainable manner. This is because social skills are not formed and developed from an instance process (Irmansyah et al., 2020). Habit that is carried out regularly is considered appropriate as a strategy in developing social skills in children in a sustainable manner.

Then the interesting thing that the authors encountered when conducting the research was the relevance of Permendikbud Number 23 of 2015 with the RA curriculum compiled and developed by LP Ma'arif NU. This is shown by the implementation of religious habituation activities in accordance with the teachings of ahlussunnah wal jama'ah and the introduction of the song Yaa Lal Wathan to foster a national attitude in children from an early age. This shows that at RA Diponegoro 153 Ajibarang Banyumas children were formed to become religious and moderate individuals from an early age. This attitude is currently very important for someone to have from an early age in order to ward off radicalism in religion which can give rise to the seeds of terrorism (Marzuki et al., 2020). A moderate attitude can make an individual have a tolerant character so that he can accept every difference and not make it a source of conflict (Winarni & Rutan, 2020).

CONCLUSION

The implementation of the Permendikbud Number 23 of 2015 Character Education Strategy in RA Diponegoro 153 Ajibarang Banyumas has been running optimally. This is because every goal in the seven habituation activities can be achieved. This achievement was obtained because habituation activities both routinely, spontaneously and by example can be consistently carried out by the RA head and the teacher. This consistency arises because of the awareness of teachers and parents that the essence of educating children is to develop their character. In addition, this consistency arises because of the relevance of the Permendikbud with the vision and mission of RA as well as the relevance between Permendikbud and the RA curriculum that was compiled and developed by LP Ma'arif NU as the institution that oversees RA Diponegoro.

Based on the results of the research, it can be said that the implementation of character education in early childhood education institutions can be successful if the delivery of educational services both from the policy, managerial and learning curricula points of view on character building of early childhood. Then, based on this research, the authors recommend other researchers to carry out research related to the implementation of character education strategies in the perspective of *ahlussunnah wal jama'ah* in PAUD institutions under the auspices of LP Ma'arif NU.

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