

The Implementation of Character Instructional in Kindergarten

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Abstract—The aims of this study are to describe: (1) organiz strategy, (2) delivery strategy, (3) management strategy, (4) supporting and opposing factors in implementation of character instructional in kindergarten. This study was conducted in Al-Fatah Kindergarten, Kesugihan District, Cilacap Regency. qualitative descriptive method. The subjects of this study consisted of headmaster, teachers, students, and parents. Data were collected through observation, in-depth interviews and documentation. The data was validated by perserverance of observations and triangulation data. Data were analyzed continuously from the beginning. The process of data analysis was data reduction, data presentation, and conclusions. The result of the study indicated that (1) organizing strategy of character instructional was appropriate to the objective learnings based on character education criteria, through example, habits, advice, attention and punishment (2) delivery strategy of instructional in the classroom has tried to achieve the learning objectives through the use of suitable learning methods and media, but the use of instructional media was still less varied and interesting (3) management of character instructional was appropriate to the criteria of character instructional in develop character through teaching and learning process (4) supporting and opposing factors in character instructional were managed well by good collaboration and communication between headmaster, teachers and parents.

Keywords—Character instructional, Kindergarten; Implementation.

I. INTRODUCTION

The disruption era was an era marked by the rapid movement of the order pattern that was able to change the old order pattern to create a new pattern. This condition push certain parties to be able to adjust to new conditions. The challenges of education in the disruption era are producing students who have creative thinking skills, critical, and innovative, and interdisciplinary sensitivity, and multidisciplinary. Further explained by Mayling Oey-Gardiner, et al. in [1], the challenge of education in Indonesian in disruption era to produce students who had the accepting attitude and appreciate to multiculturalism. Students need to understand of shared values of multiculturalism, such as good behavior towards others, justice, peace, tolerance, etc. Through this understanding, someone will be able to anticipate the possibilities that will occur such as stereotyping and the potential for bias against certain ethnicity, religion, or race [1].

Indonesia is a large country that has very heterogeneous conditions in character and culture. This heterogeneous situation makes Indonesia has crisis such as tribal issues that lead to national disintegration [2]. The problem of national disintegration must get serious attention because it determines the fate and future of the next generation and the survival of the Indonesian nation itself. The nation's problems due to disputes between tribes need to be watched out. The conditions of Indonesian society are heterogeneous and diverse so that relations between tribes need to be maintained as a preventive effort to prevent the emergence of riots and acts of violence. The efforts is needed for peace, coaching, conditions and facilities, in order to create a culture of peace, respect for human rights and independence of each individual, but also to ensure the strengthening of social ties [2].

Other moral problems that are currently rife such as the use of narcotics as well as illegal drugs, pornography, rape, damage to other people's property, deprivation, fraud, abortion, abuse, gambling, prostitution, murder, and others [3, 4]. These things have become a problem in the social field which until now has not been overcome. The consequences are serious enough that they cannot be considered as simple problems, because these actions have already begun to lead to criminal actions. This situation is very worrying for the community, especially parents and teachers, this is because the perpetrators and victims are teenagers who are the next generation of the nation.

Therefore, it becomes an urgent need to teach children about the fundamental values of humanity and noble character, as well as develop faith and a sense of nationality so that children have love and attention to the nation's culture and mutual respect. Moral development as early as possible for children so that moral messages in particular love the homeland and mutual respect, with the hope that children can grow and develop with good moral conditions.

Children are the next generation who need to get the right attention and education, so that they have personality, morals and skills. One of the concerns in the world of education is moral problems. Moral is a very important aspect to note its development in individuals, especially children. The education world must be able to facilitate moral development through the learning process in school. This is because it will determine the next life, the child's actions towards friends, teachers and parents. The ideal moral of children is having awareness and being able to distinguish between good and bad things, permissible and not permissible and ethical and

unethical [3]. Moral importance in children is not just having knowledge about good and bad, permissible and not permissible and ethical and unethical, but also in actions that are consciously carried out by children. Responding to the importance of morality, it is necessary to develop character and moral education for children as early as possible through the learning process so that awareness of good can develop well.

Good moral development cannot develop in a child by themselves. Moral learning is needed for children optimally so that good moral values can be owned by a child. Moral learning in children is an obligation of the world of education through the learning process carried out by students. The role of education through learning activities that develop moral course with the hope that children do not just know good and bad, have the desire to do good, but are also able to implement in daily life. Therefore, in addition to the role of the family, it is also necessary for the role of the educational institution that is responsible for providing various kinds of learning processes in the form of methods and media as learning resources that are suitable with the objectives of moral learning so that they can form moral future generations.

The efforts to stimulate and facilitate the moral development of early childhood begin in kindergarten. Kindergarten is a level of early childhood education that is 6 years of age or below in the form of formal education. This is in line with the statement that the government seeks guidance for children from birth to the age of six through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education [5]. The government's attention to moral learning is because of the importance of awareness that the development of a moral aspect that is good for someone can be optimal if given as early as possible.

To Improve the moral for students is being pursued is the value of love for the country, noble character, honesty, fairness, empathy, compassion, mutual respect, forgiveness and humility. Moral issues that are very urgent to be overcome immediately for the Indonesian people today are love of the homeland and mutual respect. The moral problem must certainly get serious attention because the feeling of love for the homeland is related to the love of national unity. Moreover, Indonesia has a high cultural diversity, so that differences arising from cultural diversity are potential as strengths in developing the nation [6]. The low love of the motherland can arise due to a lack of understanding of national cultural values that can trigger conflict. Further explained by Widiastuti in [6] the love of the homeland is the first step in building unity. Unity can be realized if various parties work together well. In the face of an era of disruption, differences in Indonesian culture are a challenge to respond to and manage the competitiveness of local and global cultural values so as to maintain the local culture they possess. If this problem is left unchecked, it will further reduce the love of one's own culture and be dangerous to the emergence of national disintegration. Therefore, there needs to be special attention by the school as an institution that has a major role in educating students, especially relating to the issue of cultural diversity.

Character and moral instructional needs to be done as early as possible, according to the stages of children's moral development. This is important because in early childhood has a portion in developing morals reaching 75% while the portion for general education is 25% [7]. Further explained by Yamin in [7] stated that early childhood has a brain development reaches 80%, therefore the development stage in this golden age must be optimized through learning activities in developing children's morals. The learning process using the right methods and media will facilitate the child's moral development at the optimal stage of development.

Character and moral instructional of early childhood occurs through interactions between children and teachers, and children with other children. Therefore, it is important for children to get the learning process using learning models that are appropriate to the stages of their moral development. The learning process in early childhood, especially kindergarten (TK) is a learning model that leads to the development of cognitive, language, social, emotional, physical, and motoric aspects [8]. This is in line with the goal of UNESCO in [9] concerning the purpose of early childhood education, namely for the initial foundation in improving children's ability to complete higher education. Therefore, the process of developing children's morality must begin in early childhood education through learning activities carried out by children.

The stages of moral development for early childhood, especially kindergarten students, that is in the heteronomous stage means that children do not have a strong stance in determining attitudes and behavior [3]. This shows that early childhood children have the nature of imitating things they see. Further explained by Degeng in [10] stated that student characteristics are one of the variables in the variable learning domain which is used as a foothold in the development of moral learning programs. The importance of information about the characteristics of early childhood is related to how to develop learning resources or media and the appropriate moral learning process.

Character and moral learning in early childhood must be facilitated using learning processes and resources that match the characteristics of children [11]. Child morality is facilitated through the internalization of moral education through story messages heard by early childhood. This story message as a learning resource that must be packaged as interesting as possible in order to get the attention of students. By paying attention to the contents of the story, the hope is that students are able to understand the moral message that is internalized through the story they hear. Learning technology plays a role in choosing the right method and learning resources in conveying the moral learning message.

These various things become an urgency that it is important to examine the implementation of character and moral learning in early childhood. After knowing the implementation of character learning in kindergarten, all aspects of supporting and inhibiting can be anticipated for the advancement of character education. Observations found that schools that applied character learning gradually in Kesugihan District, Cilacap Regency, namely Al-Fatah

Kesugihan Kindergarten. The selection of Al-Fatah kindergarten as a location for character learning study is that this school applies character learning in stages and sequentially from before and after learning. In addition, this school has special and routine programs to develop children's character and morals.

This study will describe the implementation of character learning in kindergartens and describe the supporting factors and inhibitors of character learning on childhood sports. The aspect of this study refers to two components of the learning variable namely the initial conditions and the learning method. Aspects of the initial conditions that need to be revealed are the objectives and characteristics of the study area, constraints in the implementation of the field of study, and the characteristics of students. As for the learning method variables, the study aspects are organizing strategies, delivery and management of learning. These two variables are interconnected in order to achieve the learning objectives of developing children's morals.

It is the analysis of each of these components that is expected to be able to reveal the implementation of character learning in childhood sports. An in-depth description of the findings of the relationship of two variables in the implementation of character learning will be able to explain the question of how to implement character learning.

Various descriptions explain that the purpose of this study is to describe: (1) organizing strategy of character instructional in kindergarten, (2) delivery strategy of character instructional in kindergarten, (3) management strategy of character instructional in kindergartens, (4) supporting and opposing factors in implementation of character instructional in kindergarten.

The rest of this paper is organized as follow: Section II describes the proposed research method. Section III presents the obtained result and following by discussion. Finally, Section IV concludes this work.

II. PROPOSED METHOD

A. Study Method

This research approach is qualitative research. The research method was descriptive qualitative. The data obtained analyzed by qualitative approach and presented by using descriptive narrative type. The study was beginning by developing research instruments namely interview instruments, and in-depth observation. The research was conducted on February 22, 2018 as a survey and the study continued until August 18, 2018, the research subjects were 25 students and 2 teachers of Al Fatah Kindergarten in Kesugihan District, Cilacap Regency. The object of this research is the implementation of character learning at Al-Fatah Kesugihan Kindergarten.

The focus of the study is to find out the implementation of character and moral learning in the learning technology perspective by revealing two learning variables namely the initial conditions and learning methods. Research focuses on learning variables related to moral learning [10].

Data collection are carried out by collecting primary and secondary data. The techniques used were interviews, observation, and documentation. Primary data was obtained

through interviews with the teacher council regarding the implementation of character learning at Al-Fatah Kesugihan Kindergarten. Observations are intended to collect data related to implementation before, medium, and after learning and collect data related to other activities related to character learning. While secondary data sources are archives, papers, books, official or non-official letters at Al-Fatah Kesugihan Kindergarten. The documentation study was carried out by examining documents in the form of school profiles, as well as activities carried out by schools related to character learning.

The results obtained by Miles and Huberman were analyzed by three data reduction paths, data presentation, and conclusion drawing. The next step is triangulation technique. Moleong in [12], explained that there are four types of triangulation techniques as examination techniques that utilize the use of sources, methods, investigators and theories. With the triangulation technique, the data obtained will be more reliable and avoid bias.

III. RESULTS AND DISCUSSIONS

A. Results

Study on the implementation of character learning in the Al-Fatah Kesugihan Kindergarten in Cilacap District revealed the implementation of character learning based on the learning conditions of the initial conditions and learning methods and revealed the supporting factors and inhibitors of character learning. Following are the results of study related to character learning at Al-Fatah Kesugihan Kindergarten.

B. Initial Conditions of Learning

Learning conditions are defined as the initial factors that influence the effect of methods in improving learning outcomes [10]. The results of the study in the initial conditions consist of aspects that are studied, namely, the objectives and characteristics of the field of study, the constraints and characteristics of the field of study, and the characteristics of students. As a material consideration and reference regarding the implementation of character learning, the learning objectives and characteristics of kindergarten study areas based on the 2013 PAUD curriculum are as follows:

1. Optimizing child development

Facilitated child development consists of various aspects such as religious and moral values, physical, motoric, cognitive, language, social emotional, and art. These various aspects are stimulated in a balanced manner in order to achieve optimal development. The purpose of kindergarten learning should support the implementation of holistic-integrative services through a combination of education, nutrition, health, care, protection and child welfare services.

2. Optimizing thematic learning with scientific approaches in providing educational stimuli

Thematic learning model is expected to accommodate the introduction of content of religious and moral values, nature, life, people, culture, and symbols with integrated and

contextual activities to realize maturity according to the level of child development.

3. Use authentic assessment in monitoring child development

Assessment in kindergarten uses an authentic approach. Assessment is useful to measure the development progress that has been achieved by the child after following a program designed in the curriculum.

4. Empowering the role of parents in the learning process

The purpose of PAUD learning can place parents as partners in educating children. Parental involvement is an important part of the learning process and encourages children's success in the next level of education.

5. The curriculum is developed with the principle of diversification

Educational development requires education in accordance with regional characteristics. The objectives of kindergarten learning are developed and implemented contextually to respond to the needs of children and regions in the present and future.

The structure of the field of study at the level of early childhood education carries the main task to develop the child's personality. The field presented in early childhood education should be able to accommodate the needs of children in order to achieve the main goal. Based on the basic framework and structure of the 2013 early childhood education curriculum by the Ministry of Education and Culture [13] describes the Standard of Developmental Achievement Level (STPP) that qualifies child development for aspects of religious, moral, motoric, cognitive, language, socio-emotional values, and art.

Based on the classification of learning variables in the initial conditions of learning are divided into three types, characteristics of the field of study, constraints and characteristics of the field of study, and characteristics of students. The results of the interviews with Al-Fatah Kesugihan kindergarten teachers regarding the purpose of character learning in the kindergarten are in line with the vision, mission, and goals of the kindergarten which have reflected the character's learning objectives that is to produce students who are devoted, faithful and have a noble character. The school has tried to accommodate character learning through various activities that support learning goals in accordance with the demands in the 2013 curriculum.

The constraint variable in the implementation of character learning in Al-Fatah Kindergarten is the relationship with the strategy of presenting learning which consists of the use of learning methods and media. The findings show that there is still a lack of learning media used by teachers in the learning process. In terms of learning methods, the teacher has applied the learning method according to operational standards. The procedure for implementing character learning is to educate by example, habits, advice, attention and punishment.

Characteristics of students in Al-Fatah Kesugihan Kindergarten have their own uniqueness in being in different social conditions with other children. Some students are

children left by their parents working abroad, so that they only get attention from their father or mother, even raised by their grandparents. It can be said that the characteristics of Al-Fatah kindergarten students are students who lack of full attention of both parents. This requires teachers to increase their attention as parents to their students.

C. Character Instructional of Method

Learning methods are the ways used to achieve the expected learning outcomes. In this study, the expected results of learning are the development of character and morale of kindergarten students. Based on the standard of attitude development in the 2013 curriculum for PAUD, the learning method that is ideally used is to facilitate students through civilization which is carried out by the following processes:

- Knowing the good,
- Thinking the good,
- Feeling the good,
- Acting the good,
- Habituating the good

Habituating character and moral learning are arranged in such a manner as standard operating procedures (SOP) in the 2013 curriculum aimed at teachers, managers, and all those who work with children at PAUD institutions. This is similar to what was conveyed by Lickona in [14] regarding character education which has several steps that must be taken, namely giving moral knowledge, moral feelings and moral action.

Based on the variable calcification the learning method is divided into three aspects of study, namely organizing, delivering and managing strategies. The study results from the aspect of the learning method which are translated into three study aspects regarding character and moral learning methods are as follows:

1. Organizing Strategy

This organizing strategy variable is closely related to the characteristic variables of learning objectives. This variable aims to choose the right strategy to achieve learning objectives. Organizing learning strategies are related to the selection, arrangement of sequences, making summaries, and synthesis of parts of interrelated fields of study [10]. The strategy of organizing character learning in Al-Fatah Kesugihan Kindergarten is to provide examples through activities that teachers do as figures imitated by children. The activity carried out is to pick up students in front of the school by shaking hands with students to check the neatness of students and exemplify discipline to students. Another thing the teacher does is to clean the yard and classroom. In the Al-Fatah kindergarten, there is also a shoe that has a serial number based on the arrival of students at school. A special book is also provided for student attendance so that students practice honesty and writing.

The strategy of organizing the learning of the character of the Al-Fatah Kesugihan Kindergarten is the existence of rules and regulations using pictures and posters to always remind students to throw garbage in its place, how to wash hands, perform ablutions, pray, tidy up toys, and others.

Routine activities carried out by Al-Fatah Kindergarten in order to develop the character of students namely by carrying out routine activities to commemorate religious holidays and Indonesian holidays through the activities of Maulid Nabi, commemoration of isra mi'raj, manasik hajj, Independence Day ceremonies, carnivals, and visits to various historic and important places around the school.

Al-Fatah Kesugihan Kindergarten has routine activities carried out namely joint eating activities led by the teacher. The teacher provides examples of good and right ways to wash hands and provides an understanding of how to eat well and behavior after eating. In addition, there are also morning gymnastics, healthy walks, toothbrushes and health checks that work with local health centers.

The general organization of character learning in character learning at Al-Fatah Kesugihan Kindergarten has fulfilled the criteria in developing the character and morals of students namely educating with exemplary, habits, advice, attention and punishment.

2. Delivery Strategy

This delivery strategy variable is closely related to the constraints faced by the field of study. The strategy of delivering learning content is a variable component of the method to carry out the learning process [10]. Further explained by Seel and Richey in [15], in facilitating student learning processes and learning resources are needed to convey learning messages.

The Al-Fatah Kesugihan kindergarten learning strategy is viewed from the learning process, namely the teacher uses the scientific approach and cooperative learning models in providing moral knowledge to children. The storytelling method is carried out when telling examples of the prophets, heroes, and other exemplary stories. Another way to develop the character of students by the teacher is to use pious children pat, songs related to character and provide opportunities for each student to lead prayers according to the schedule.

Learning resources used by teachers in teaching character and morals are using the media and the environment around the school. The environment around the school as a source of learning is through visits to historical and important places. While the learning media used by the teacher in conveying moral messages are like story books, pictures, origami paper, and others.

In general, the implementation of learning in the classroom has been going well, but there were some students who were less interested when listening to the teacher's story. This is because the use of instructional media by teachers is less varied and interesting because it is limited to the use of story books and pictures.

3. Management Strategy

Management strategy variables are closely related to the characteristics of students in the initial conditions. A good management strategy is to pay attention to the characteristics of students so that learning objectives can be achieved. Moral learning strategies emphasize the importance of attention to the three main elements in developing moral values, namely: moral understanding, moral feelings and

moral actions [3]. Character and moral learning activities can be described as follows:

a. Opening Activity

At the beginning of learning, the teacher motivates students through activities such as checking neatness, praying together. Other additional activities include pat the pious child, singing national and religious songs by making circles by students.

b. Main Activity

When the core activities of the teacher internalize the character and moral good in accordance with the theme being taught. Through various examples of examples and story messages presented in each activity.

c. Closing Activity

When closing the lesson, the teacher provides a reflection of students' learning and motivation through the activities carried out such as checking neatness, praying together. Other additional activities include pat the pious child, singing national and religious songs by making circles by students as a cover. Management of character learning in Al-Fatah Kesugihan Kindergarten has fulfilled the criteria in developing student character education through example, habits, advice, attention and punishment.

D. Supporting and Opposing Factors of Character Instructional

1. Supporting Factors

The supporting factors of character and moral learning in Al-Fatah Kesugihan Kindergarten are as follows:

- Principals and teachers always give good examples and habits to students.
- The principal and the teacher work professionally as a figure imitated and exemplified by students, principals and teachers try to get used to doing various things politely both words and deeds.
- The enthusiasm and curiosity of students seen in the learning process takes place.
- Parental participation in monitoring children's development and in supporting every activity held by the school.

2. Opposing Factors

The opposing factors of character and moral learning in Al-Fatah Kesugihan Kindergarten are as follows:

- Teachers were less varied in the use of instructional media because of the limitations of available learning media so that students' attention is less to the material messages delivered by the teacher.
- Most students were lacking attention from their parents so that they were easily affected by the conditions of the surrounding environment, either from friends or adults around them.
- There are parents who give full education to the school so that they do not provide positive feedback to the school regarding the development of the character and morality of the child.

E. Discussions

Based on the presentation of the data, the following are the results of data analysis based on facts found when revealing the implementation of character learning in Al-Fatah Kesugihan Kindergarten. The analysis is carried out on the learning variables of the learning initial conditions which are divided into three types, namely: characteristics of the field of study, constraints and characteristics of the field of study, and characteristics of students. The analysis is closely related to the learning method variable which consists of organizing strategies, delivery and management of learning.

Interfaith relationships according to Degeng in [10] are characteristics of learning objectives closely related to learning organizing strategies; the constraint variable is closely related to the learning delivery strategy; Student characteristic variables are related to learning management strategies. The discussion of this study is to reveal the relationship between the initial condition variables and the method used. The suitability of these two variables will make the implementation of character and moral learning in the classroom good and will achieve good results.

The relationship between the objective variables and the characteristics of the study area with the organizing strategy can be explained through several findings. Al-Fatah kindergarten has the vision, mission, and goals of the kindergarten which has reflected the purpose of character learning that is to produce students who are devoted, faithful and have noble character. The school has tried to accommodate character learning through various activities that support learning objectives in accordance with the demands in the 2013 curriculum. Efforts made by the school to achieve these goals by organizing learning as follows are by giving good examples in accordance with the principles of character education namely developing moral knowledge, feelings moral and moral action. Routine activities carried out by the school have led to the principle of achieving character learning goals.

The relationship between the variables of constraints and characteristics of the field of study with the delivery strategy can be explained through several findings. Teachers have tried to use learning methods that are appropriate to the learning objectives, but the use of media is still limited to story books and images available in schools.

The relationship between characteristic variables of students and learning management strategies can be explained through several findings. The teacher has tried to manage the learning activities in such a way as to develop the character and moral of the students, this can be seen through the activities presented in the learning process.

The supporting and inhibiting factors found during the study showed that the school had tried optimally to utilize what was as a support and minimize the inhibiting factors in the implementation of character learning in schools.

IV. CONCLUSIONS AND RECOMENDATIONS

A. Conclusions

Organizing character learning is in accordance with the objectives of character learning in Al-Fatah Kesugihan

Kindergarten according to the criteria in the development of student character education that is educating with exemplary, habits, advice, attention and punishment. Organizing strategy of character instructional was appropriate to the objective learnings based on character education criteria, through example, habits, advice, attention and punishment. Delivery strategy of instructional in the classroom has tried to achieve the learning objectives using suitable learning methods and media, but the use of instructional media was still less varied and interesting. Management of character instructional was appropriate to the criteria of character instructional in develop character through teaching and learning process. Supporting and opposing factors in character instructional were managed well by good collaboration and communication between headmaster, teachers and parents.

B. Recomendations

Related to character and moral learning at Al-Fatah Kesugihan Kindergarten are: (1) In terms of learning media, teachers should use a variety of learning media and in accordance with the characteristics of students in conveying good moral messages so that students are interested and attentive; (2) There needs of cooperation between the school and parents in developing children's character. Furthermore, this study is needed to be deeper until to the results variables in order the effectiveness of character learning.

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