

Management of Religious Character Guidance for Early Childhood Education in Raudhatul Athfal Wonosobo

Hikmat Zakky Almubarog

Universitas Pertahanan Republik Indonesia

zakkyauri94@gmail.com

Abstract: Islamic religious education is education that is used as a human foundation to build a spiritual soul in the series. In addition, religious education will also improve human morals for the better. Islamic religious education is an education that must be intensified in the negative influence of the progress of globalization. Early childhood education is an important education, because early childhood is a generation that is still easy to accept all events and events. Thus the researchers carried out research on the management of religious character guidance at the early childhood level at RA Hidayatussyiban Lancar, Wadaslintang. The research was carried out with descriptive qualitative methods, and was supported through data collection techniques of observation, interviews, and documentation. And then the data is analyzed by data reduction, data display, and drawing conclusions. Through the techniques carried out, data were obtained related to the management of religious character guidance at RA Hidattusyiban which showed the results that the organization carried out in RA in the learning category was carried out with a cooperative pattern by RA teachers. Then as for the organization in the categories of programs consisting of: 1) Al-Qur'an Reading and Writing Program, 2) Islamic Story Program, 3) Knowing Arabic Program, 4) Worship Practice Program. The implementation stages found were through habits consisting of: 1) memorizing prayers and short letters, 2) praying and practicing ablution, 3) reading the Koran, and 4) Islamic stories. The evaluation stages carried out by the teacher are: 1) socialization to parents of students, 2) evaluation of children's abilities after following the applied learning.

Keywords: Management, Religious Character, Early Childhood

INTRODUCTION

The phenomenon of education in Indonesia is currently experiencing some significant progress, but it cannot be denied from progress that new problems arise that must be studied by educational institutions and other educational developers. From these problems, it certainly poses a challenge to educational institutions. Controlled challenges become a value for educational institutions to continue to revise systems and strategies to achieve the best quality. The revision can be scheduled through educational evaluation activities; this activity covers the concept of assessment and measurement. In essence, measurement in education is an attempt to understand an objective situation in the context that will be assessed (Maragustam, 2016). Measurement and assessment demonstrate a comparison of the results obtained from an activity, with the aim of obtaining an effective and efficient value in the implementation

of activities. Islamic education is the main education that helps each individual gain spiritual improvement; the effort is to build religious values in each individual.

Critical Islamic education at this time weakens the moral and spiritual values of individuals. Actually, the emergence of this criticism is not only based on the education system, but from social deviations that are now rife affecting children. Things that are not worthy of being absorbed and imitated are now a problem that must be removed from the child's view. One of the causes of these problems is driven by the progress of the era of globalization. So from the flow of progress, globalization does not only have a positive influence, but also encourages negative influences. The influence on the decline of children's character is one example of its negative impact. One opinion from Salsabilla stated that globalization affects the character of students and the quality of education in Indonesia so that it is easy for minors to follow negative shows on social media, one of which is bullying. This incident certainly should be evaluated by parents and educators. From this matter, a program is needed to generate good behavior in students (Syifa, 2022).

The negative symptoms given by the current era of globalization are a big responsibility for Islamic education, the implementation of the countermeasures that will be implemented is the answer to the challenges that have occurred (Makmur, 2020). These undeniable problems motivate education developers to continue to create educational institutions with a strategic vision. One of these strategic visions must be realized in providing experience and strengthening positive character knowledge for students. Character education is a guide to make quality human beings in terms of morality. Thus character education is an effort to improve each individual for a better way. So it can be concluded that character education is education that is closely related to the human self approach to God and the balance of behavior by cultivating mutual respect between each other. This is stated by Omeri (N, 2015) character education is the stage of fostering the value of commendable attitudes that are driven from knowledge, desire, and response in order to practice the purpose of coaching values. The action of character building values is applied in an approach to God Almighty, for oneself, establishing interactions with others, the community environment, to attitudes towards national life.

Early childhood education is an educational arena that is given to early childhood. So far, the level of character education for early childhood is very much supported because parents directly benefit and support in supporting education for children. As for research that mentions the importance of early childhood education in the growth and development of children, the purpose of

early childhood education is to improve children's abilities from an early age to equip children's readiness to live and adapt to their environment. In human growth, early childhood is categorized as a golden age. In the golden age, children easily absorb events that occur in their environment. Thus, this developmental period is used as an important period to start education for children (Ariyanti, 2016). Then in subsequent research, directing that the management of early childhood discipline character education begins with good learning, the conclusion is that learning at Al-Muna Islamic Preschool Semarang is carried out by implementing disciplined character education (Tabi'in, 2017). So the two studies indicate that character education at an early age (the golden age) is a matter that must be held in educational programs for early childhood levels, because the process of absorption in early childhood will be responded to and responded to more quickly.

The meaning of the above statement is supported by Lawrence and Maria Montessori who explain that mastery of learning with a fast process during the golden age is able to achieve high expectations in successfully learning everything. Because the achievement is caused by the absorption or absorbent mind, here the child's brain power in perceiving an event is like a sponge that is ready to absorb whatever it encounters (Dewi & Aslan, 2015). Because basically character education is education that brings children's future in building self-determination to be more stable. The Raudhatul Athfal educational institution is an educational institution that is now continuing to rush in providing education to early childhood. The highlight that makes this institution special is the Islamic/Religious program which is implemented for early childhood. The formation of Islamic education from an early age is an education that manifests the religious character education of each student. Islamic education for early childhood is the main capital for children to know God and all the elements that exist in Islam.

In line with the statement given (Ardiansari & Dimyati, 2021) planting religious education for early childhood becomes a fundamental tool in children so that they have a strong foundation, because the importance of religious values being brought into learning from an early age will later help the development of children's religious and moral values in learning. Walk his life. So from the above background, it encourages the author to conduct research at RA Hidayatussyiban Lancar, Wadaslintang, and Wonosobo Regency. RA Hidayatussyiban Smooth is a forum for early childhood education that continues to implement Islamic religious values to its students. Therefore, researchers are interested in knowing how the management of coaching is carried out at RA Hidayatussyiban.

Character Education Management

The role of management is a system that is already familiar in an agency, institution, or company. The process carried out with a management system will be a way of light for the success of an organization's goals. Management is a tool for scheduling activities that take into account the conditions of time and the environment. Cooperation is an urgent role to implement and carry out activities in management. In line with what was expressed by (Candra Wijaya & Rifa'i, 2016) that management is an activity that has dynamic stages. Thus the activity is the stage of regulating and utilizing human resources that directly act as organizations that carry out cooperation in realizing organizational goals optimally in terms of effectiveness and efficiency. Meanwhile, management in education is related to the explanation above, that education management is the process of human resources to regulate and manage the education system in accordance with the stages of management functions. The division of organizational tasks in regulating education is of course adapted to human resource management. One of the urgency of the role of human resource management is that it has an important effect on the level of competence and professionalism of the organization. So to obtain quality from the implementation of management activities, an organization must hold training and HR development programs aimed at increasing productive human resources (Suratman & Eriyanti, 2020).

The meaning of education management is the process of managing activities through the cooperation of organizational members in finding cutting-edge educational innovations. So the pattern of performance and development of the world of education requires sensitivity to the new system in the educational process. In a definition, education management is a science that directs coordination in terms of cooperative actions in realizing the vision and mission of education (Choir, 2016). The management stage is carried out with management functions. The functions in each field of activity of course use different functions, because the functions applied must be in accordance with the needs/means of the organization. Management functions that often appear used in organizations are: 1) Planning, 2) Organizing, 3) Actuating, and 4) Controlling. So the four functions that run as the art of the stages of management activities. As stated by Mickels and McHugh who define management as a process carried out to conquer organizational expectations by using a series of regular activities from planning, organizing, directing, and controlling in creating coordination between members of the organization (Nashar, 2013).

The real role of management is not only utilized in organizational systems. This point of view is clearly stated in the need for coordinated activities

from the management role. In the social view, character education is education that encourages people to consume something good in their lives. In the similarity of meaning, character is a science that has the same meaning as the science of morals and character. Character education brings people to improve their interactions with fellow humans and their environment. So it is better if management is involved in providing solutions to the human mind, so that management in character education can bring up positive expressions within oneself. In line with the statement expressed by (Hasibuan et al., 2018) character education is education that has a wider reach than moral education. This is because character education is not only discussing and fostering between something that is right or wrong, but about how to apply positive habits for the provision of life.

So from this purpose it has the aim that children have awareness and understand more deeply how to care about what they are facing. With the habits acquired, of course, the child will be committed to determining the virtues in the life he will go through. The management expression above can be concluded that character education management is an organized mental recovery activity through good attitude practices, an attitude that comes from mutual respect for others and deciding something that is good for their own interests. Management of character education is a process to provide good values in human life. So the management of character education is an important agenda to change bad attitudes in humans. Then character education management has management functions that come from the school management system, Umaedi said that the function consists of four stages, namely the POAC function (Planning, Organizing, Actuating, and Controlling) (Hambali, 2021).

Religious Character Education

Education is actually the main thing for every individual to have knowledge. The perspective of knowledge that is owned for its purpose is not only for oneself, but also for the benefit of the future, society, and generations. The influence of education and science is now widely accessible using technological facilities. The convenience that appears provides benefits for each individual to meet new educational innovations. In worldly goals (*Al-Ghardud Duniawi*), life coaching and modern technological advances move life now and in the future. However, the purpose of life from this statement is to place its values on its power to create the development of human life based on science and technology, without involving spiritual values and religious applications which are the background for the advancement of science and technology (Arifin, 2009)

In line with this statement, education cannot fully follow worldly progress, because quality education does not only explore the abilities of the world's interests but must be balanced through spiritual education. So religious character education is very important to be built in each individual. Religious character education is character education that is directly related to Islamic values. Marzuki explained that in the Islamic learning system there are three categories of Islamic teachings which include: 1) Aqidah (belief), 2) Sharia (legal rules in worship and muamalah), 3) Akhlak (character education) section (Marzuki, 2017) . So literally character education has become part of the teaching of Islamic religious education.

It can be classified that religious character education has a deep purpose to know the rules in Islam. In the scope of the school curriculum, the purpose of religious character education is to develop the potential of students to become human beings of faith and piety to Allah SWT, noble, orderly, disciplined in line with Islamic principles (Khusnul Khotimah, 2017). Akidah is the benchmark for Muslims to do things in an orderly manner, aqidah is one of the Islamic religious disciplines related to belief and faith, from the other side it is related to amaliyah (fiqh) (Ginancar, 2017). So broadly speaking, religious character education has become the goal of Islamic education. This can be seen from Al-Syaibany's statement, the purpose of Islamic education is to increase moral values to the best goal at the level of al-karimah morality (Hamruni, 2008).

Early childhood education programs

Early childhood education is education that can be implemented in family education and school education. The task of the family to ensure the education of children becomes a very important role, because the family is the process that initiates children to obtain education. This role will also be carried over to the child's acceptance of education at school. The family functions as an educational institution that initiates and is the main for a child, this primary education is also a very broad contribution to cooperating with children's growth towards a more complex life (Jamilah, 2019). Family education, especially for a mother has now been raised from a lot of socialization (parenting). Parenting education program is a program that provides socialization that aims to support families (parents) to equip them with the ability to carry out social functions in nurturing, caring for, protecting, and educating their children within the family scope. The benefits provided are so that children experience optimal growth and development, which are in accordance with the age and stage of child development (Friska Indria Nora Harahap, 2018). So parenting activities are a program that is now able to

improve the quality of knowledge for parents in carrying out their responsibilities in educating their sons and daughters.

Early childhood education is education that can be implemented in family education and school education. The task of the family to ensure the education of children becomes a very important role, because the family is the process that initiates children to obtain education. This role will also be carried over to the child's acceptance of education at school. The family functions as an educational institution that initiates and is the main for a child, this primary education is also a very broad contribution to cooperating with children's growth towards a more complex life (Jamilah, 2019). Family education, especially for a mother has now been raised from a lot of socialization (parenting). Parenting education program is a program that provides socialization that aims to support families (parents) to equip them with the ability to carry out social functions in nurturing, caring for, protecting, and educating their children within the family scope. The benefits provided are so that children experience optimal growth and development, which are in accordance with the age and stage of child development (Friska Indria Nora Harahap, 2018). So parenting activities are a program that is now able to improve the quality of knowledge for parents in carrying out their responsibilities in educating their sons and daughters.

The direction of education is education that provides solutions to families, in reducing the number of failures in dealing with educational problems given to children. Early childhood is an individual who is very active in following behavior, as well as conversation. Education that should be given to early childhood is education that will direct it to a good path. So with this statement, there are several abilities that children must have, the aim of which is for children to be able to adapt socially and personally. So a child will be able to experience change and face the challenges of changing times, these abilities include (Mansur, 2011):

- 1) The ability to communicate well, respect others including the ability to work together and be aware of differences of opinion, including the ability to function well as a team member.
- 2) Ability to analyze situations, make reasonable judgments and solve new problems encountered.
- 3) Ability to access various information through various means, including proficiency in spoken language, as well as being able to properly use tools and technology that continues to develop.

- 4) Ability to continuously learn new approaches, new skills according to changing needs.

So the needs of children above are educational needs that prepare children to face challenges in life. Especially that it will grow the spirit of courage and confidence in children. The creation of an attitude of self-confidence is very connected to the process of human development, because the attitude is formed from the experiences it goes through, one of these experiences is seen from the education given to parents (Priyadi et al., 2013). Courage and self-confidence are attitudes that are currently needed for children when they enter adulthood. Because in reality education is a program whose final target is to strengthen the readiness of students to conquer the conditions they face.

RESEARCH METHODS

The research is carried out by understanding the actual conditions that occur in the field. Thus the research was carried out with descriptive qualitative methods. The intended descriptive description is aimed at providing a clear picture (fulfilling the facts) accurately in the events that are being investigated (Abdullah, 2018). So, this research is phenomenological. In general, this research term includes science that studies something concrete and looks real or shows itself (Djamal, 2015). This research must be very intrinsic in corroborating the data that has been received. This qualitative research applies various methods to obtain data in the field (object of research). The research method technique used is also a material for interaction between researchers and research sources.

The implementation in initiating the research is using the observation technique. In observing the important process stages, namely observing activities by paying close attention to accurately, noting phenomena that arise, and considering the relationship between aspects of the phenomenon (Gunawan, 2017). Then the next technique is interviews with related parties who provide information about research problems. In the interview, the researcher included efforts to record, record, and save data, documents that support the ease of researchers in finding data. Due to the perspective of needs, interviews can result in researchers deepening of situations based on specific interactional events (Gunawan, 2017).

The final technique used is the collection of documentation. Documentation is a tool to store all the techniques that have been implemented. This step will assist researchers in remembering and reviewing data that will later be very important for research. Then in this documentation technique, it also draws various references from journals, books, and other internet media sources that strongly support the research process. After the research technique, the

data is analyzed with the following data analyzes (Djamal, 2015): 1) Data reduction, data reduction is an attempt to collect or categorize data, Data display is an analytical effort that helps researchers to present data according to its type . The data such as sequences, concepts, categories, patterns and others. The purpose of the analysis is to make it easier for readers to understand the meaning of the research results. The last analysis is drawing conclusions, so in this study must provide research answers briefly.

RESULTS AND DISCUSSION

Given that education is a program that is effective for a long period of time, it should be planned through appropriate strategies to optimize the results of educational goals. In line with the opinion given by Constance Kamii, education must be based on the long-term goal of the development of the whole personality, the thing that needs to be deepened is on intellectual and moral development (Dini, 2015). The learning process of early childhood is not only concerned with the results that will be brought to the next level of education, but the most important thing is that children must obtain physical-motor, intellectual, social, and emotional stimuli at the age level (Nuryati, 2017). So educational strategy planning must dedicate its program from every aspect of needs in child development. Every child's development certainly requires a different stage of accepting the learning process.

RA Hidayatussyiban is a formal educational institution that has programs to develop children's potential and talents towards understanding value education. In the research conducted by Suzzana & Zainal, it is explained that value education is education to provide good values that must be held in every educational activity, the goal is that the education obtained is truly understood and owned by someone. The view of value education is that it reaches several aspects of education including: religious value education, moral value education, and social value education. From the aspects found in the study, it means that value education is a very important education to build the personality of early childhood (Setiawati & Arifin, 2015). The RA (Raudhatul Atfhal) educational institution is an Islamic educational institution that stands under the auspices of the Ministry of Religion. Early childhood education institutions for RA are equivalent to education in kindergarten. However, the role of the RA institution is now further improving its quality through the religious education program it implements.

So from the research that has been carried out, the researchers found RA's efforts in realizing its role in religious education. Religious education that is focused on this research is the management of religious character guidance. RA

Hidayatussyiban is an early childhood education institution that was established in Lancar village, Wadaslintang district, Wonosobo regency. Until now, RA has provided solutions and facilities for access to early childhood education. Access is not only obtained from distance efforts to obtain education, but also access to advance education in the community. From year to year education for early childhood is looking for a level of education that is quite prestigious because it can restore education from an early age. RA Hiyatussyiban moves the children's learning system in two groups, namely group A (4-5 years) and Group B (5-6 years). From the observation, interview, and documentation techniques, the researchers found several management efforts to foster religious character at RA Hidayatussyiban Lancar.

The category of organizing religious character development is determined by educators who provide program teaching and efforts to organize Islamic programs. In terms of organizing the field of teachers at RA Hidayatussyiban, it is driven by cooperation between each teacher. This is supported by the scope of RA which is still relatively small and makes it easier for teachers to apply teaching to children through a cooperative pattern. RA Hidayatussyiban coordinates several programs in fostering the religious character of students, these programs include: 1) Al-Qur'an Reading and Writing Program, 2) Islamic Story Program, 3) Knowing Arabic Program, 4) Worship Practice Program. So these programs are scheduled and categorized according to the activities to be carried out. Thus the teacher will be more focused in creating the teaching model given to students.

According to the teacher, the purpose of the programs given to children is to avoid children, so they are not easily influenced by today's associations, even though RA children are still too early, inappropriate associations will affect children's attitudes and habits. In addition, providing advice and examples about Islamic education is the provision of appropriate knowledge to early childhood now so as not to be left behind on what is their obligation in Muslim life. The elements in Islamic religious behavior include one's belief in Islamic religious behavior including: 1) one's belief in religion (faith), complete surrender to Allah (Islam), and human relations with Allah, human relations and human relations with the surrounding environment. (ihsan) (Siti Naila Fauzia, 2015). Religious education is related to the development of mental-spiritual attitudes which can then be used as a human foundation in life in various fields (Natta, 2008). The implementation of guidance at RA Hidayatussyiban is carried out by applying the habits of Islamic religious education activities to students. From the information provided to the teacher, habits are carried out in the following activities:

1. Memorizing prayers and short letters

The purpose of providing the habit of memorizing prayers and short letters is so that students know that every activity will begin with prayer. This habituation is done before going through learning.

2. The practice of prayer and the practice of ablution

The habituation introduces students to be more active in worshipping Allah SWT and provides knowledge that it is their obligation as a Muslim to carry out the virtues of prayer. The habit of praying that is given to already includes the habit of praying five times a day. The habituation is given gradually every Friday.

3. Reciting

Recitation habituation activities are accompanied by methods that are quite cool so that children are not bored with learning methods as usual. The playing method used is by singing lyrics that include knowledge of Islamic education. These songs include: singing hijaiyah letters, singing the pillars of faith and Islam, singing the Apostle's creed, singing tahlil readings, and so on.

4. Islamic Stories

Habituation is carried out by telling the stories of the prophet. With this habituation step, the child will understand what is good and what is not. What can be done and what cannot be done. Islamic stories also provide activeness to students in improving their ideas and innovations in logical thinking.

From the habits above, the teacher connects children's education into moral education, faith education, and worship education. In preparing strategies and improving programs for early childhood, besides being required to pay attention to all aspects of child development, the program also needs to be adjusted to the needs, interests, and abilities of children (Mansur, 2011). So the statement is in line with education in the view of Islam, that Islamic knowledge is a way for humans to improve their quality in their relationship to Allah and as a way to control themselves from negative attitudes. Like the habit of praying given by the teacher, the prayer effort is an effort to train children to be close and ask for what is expected in their lives. Praying is also a stage of self-control, as stated by Brand Bushman, explaining that praying helps to calm anger, and reduce negative emotions. Prayer can be used to change the perspective in responding to negative events (Siti Naila Fauzia, 2015).. So, by practicing the

habit of praying to children, it will give a good control value to something negative experienced by children.

Then at the final stage of management there is an evaluation, the evaluation stage activities carried out by the teacher are by socializing to parents of students, the socialization is carried out to determine the assessment of the results of activities that have been given at school. Here the teacher will find less than optimal efforts to students. So in the socialization, parents will be given direction to apply and continue the guidance of habituation of Islamic education or religious character to children at home. In this evaluation room, the teacher also provides solutions and suggestions to parents. For teachers themselves, it can be said that this evaluation room is an effort to supervise/monitor students more exclusively and interactively. The next evaluation activity is to re-verify the child's ability after following the applied learning. In this evaluation stage, the teacher also motivates students about abilities that cannot be implemented smoothly. So far, the results of the religious education development program according to the RA teacher have been quite good, from the habits that have been implemented directly providing exemplary values, these results include: children can memorize short voices, children can practice prayers to others. both parents and other good prayers, and the characteristics of children are more polite with teachers and other friends, for example children have the habit of saying greetings when meeting with the teacher.

With the formation of religious character to students, it will directly lead children to good actions. Because of this, the child will know and understand about good actions and bad actions that he must avoid and not practice in everyday life. And of course these good habits develop and carry over in activities outside of school. The obstacles felt by teachers in providing learning to children include: 1) constraints from children, regarding the age of children being still early sometimes in the learning process children are not serious about taking education well, so from these obstacles when the teacher directs related to education there are several children who still do not understand so it takes longer to provide understanding to children, 2) through the association of children with friends who are too excessive in the use of gadgets / cellphones, from this obstacle it is easy for children to imitate things that are not natural for children their age. So that this makes children vulnerable to being affected by the impacts given through technological advances.

So according to teachers, technological progress has positive and negative sides in the world of education. Therefore, parents must be wise in giving freedom to children in using gadgets. Because if used excessively will affect the learning process, habits, and character development of children. So

the results of this study indicate that the management of religious character building at RA Hidayatussyiban Lancar has been running quite effectively. The level of habituation that is applied from the coaching management system is sufficient to provide understanding to students. The effectiveness of the education obtained is certainly supported by the habituation of other general education programs. Habituation activities also help children develop spiritually and improve the quality of knowledge on social culture and Islamic knowledge. So that it will also help students to build their readiness to enter the SD/MI level.

CONCLUSION

The purpose of character education is as an educational action and solution in the current era of globalization. Early childhood education is education that must be initiated using methods that explore children's participation. Because of this, it requires a systematic stage to determine the right programs to carry out education. The management stage is a process that can provide value for the effectiveness of an activity. Islamic religious education is education that must be applied from an early age. Because Islamic religious education also directs children to improve the value of religious character in themselves. From the results of the study answered various questions in the formulation of research problems. Thus, the results of the research on character guidance management at RA Hidayatussyiban consist of several management stages, including: 1) the organizing category in determining the learning field/program is carried out in collaboration with RA teachers. Then further organizing the efforts of the category of religious character guidance programs. The organization of the program consists of: 1) Al-Quran Reading and Writing Program, 2) Islamic Story Program, 3) Knowing Arabic Program, 4) Worship Practice Program. Furthermore, on the implementation of management through habits, according to the agenda of organizing programs that have been categorized, the implementation of these habits include: 1) memorizing prayers and short letters, 2) praying and practicing ablution, 3) reciting, and 4) Islamic story. Furthermore, the evaluation stage activities carried out by the teacher are by socializing to parents of students, besides that the evaluation stage is also carried out by re-verifying the child's abilities after following the applied learning. So from these activities the child will be more characterized in a good direction and understand in good actions and bad actions that should not be done.

REFERENCES

Abdullah. (2018). *Berbagai Metodologi dalam Kajian Penelitian Pendidikan dan*

Manajemen (p. 334).

- Ardiansari, B. F., & Dimiyati, D. (2021). Identifikasi Nilai Agama Islam pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 420–429. <https://doi.org/10.31004/obsesi.v6i1.926>
- Arifin. (2009). *Ilmu Pendidikan Islam Tinjauan Teoritis dan Praktis Berdasarkan Pendekatan Interdisipliner*. Bumi Aksara.
- Ariyanti, T. (2016). Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak The Importance Of Childhood Education For Child Development. *Dinamika*, 8, 50–58. <https://doi.org/http://dx.doi.org/10.30595/dinamika.v8i1.943>
- Candra Wijaya, D., & Rifa'i, M. (2016). Dasar Dasar Manajemen Mengoptimalkan Pengelolaan Organisasi Secara Efektif dan Efesien. In *Perdana*. <http://repository.uinsu.ac.id/2836/>
- Choir, A. (2016). Urgensi Manajemen Pendidikan Dalam Pengembangan Lembaga Pendidikan Islam. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 1(1). <https://doi.org/10.18860/jmpi.v1i1.3371>
- Dewi, N. C., & Aslan. (2015). *Psikologi belajar pada pendidikan anak usia dini*. 2, 39–48.
- Dini, strategi pembelajaran anak usia. (2015). Oleh : Nurmadiyah. *Al-Afkar, volume III*, 1–28.
- Djamal. (2015). *Paradigma Penelitian Kualitatif*. Pustaka Pelajar.
- Friska Indria Nora Harahap, F. (2018). Pengaruh Hasil Program Parenting Dan Pola Asuh Orang Tua Terhadap Peningkatan Motivasi Belajar Anak Usia Dini. *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial & Keislaman*, 3(1), 1–15. <https://doi.org/10.31604/muaddib.v1i1.367>
- Ginanjar, M. H. (2017). Pembelajaran Akidah Akhlak Dan Korelasinya Dengan Peningkatan Akhlak Al-Karimah Peserta Didik (Studi Kasus Di Madrasah Aliyah Shoutul Mimbar Al-Islami Tenjolaya Bogor). *Edukasi Islami*, 06(12), 101–124. <https://doi.org/http://dx.doi.org/10.30868/ei.v6i12.181>
- Gunawan, I. (2017). *Metode Penelitian Kualitatif Teori dan Praktik*. Bumi Aksara.
- Hambali, I. (2021). Manajemen Pendidikan Karakter Dalam Meningkatkan Disiplin Peserta Didik. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 4(1), 87–93. <https://doi.org/10.54371/jiip.v4i1.209>
- Hamruni. (2008). *Konsep Eduitment Dalam Pendidikan Islam*. Bidang Akademik.
- Hasibuan, A. A., Syah, D., & Marzuki, M. (2018). Manajemen Pendidikan Karakter Di Sma. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 4(02), 191. <https://doi.org/10.32678/tarbawi.v4i02.1230>
- Jamilah, J. (2019). Kemitraan Pendidikan Anak Usia Dini (Sinergi Tiga Pilar

- Pendidikan: Keluarga, Sekolah dan Masyarakat). *Simulacra*, 2(2), 181–194. <https://doi.org/10.21107/sml.v2i2.6045>
- Khusnul Khotimah. (2017). Model Manajemen Pendidikan Karakter Religius Di SDIT Qurrota A'Yun Ponorogo. *Muslim Heritage*, 1(2), 371–388.
- Makmur, A. (2020). Problematika Pendidikan Islam. *Jurnal Al-Qalam: Jurnal Kajian Islam & Pendidikan*, 6(2), 1–14. <https://doi.org/10.47435/al-qalam.v6i2.163>
- Mansur. (2011). *Pendidikan Anak Usia Dini Dalam Islam*. Pustaka Pelajar.
- Maragustam. (2016). *Filsafat Pendidikan Islam Menuju Pembentukan Karakter Menghadapi Arus Global*. Kurnia Kalam Semesta.
- Marzuki. (2017). *Pendidikan Karakter Islam*. Bumi Aksara.
- N, O. (2015). Pentingnya Pendidikan Karakter Dalam Dunia Pendidikan. *Nopan Omeri*, 9(manager pendidikan), 464–468.
- Nashar. (2013). *DASAR-DASAR MANAJEMEN*. Pena Salsabila.
- Natta, A. (2008). *Manajemen Pendidikan: Mengatasi Kelemahan Pendidikan Islam Di Indonesia*. Kencana.
- Nuryati, N. (2017). Perkembangan intelektual pada anak usia dini. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 2(2), 59–78. <http://jurnal.uinbanten.ac.id/index.php/assibyan/article/view/1346>
- Priyadi, U., Prabowo, W. A., Sari, D. M., Ilmu, J., Fakultas, E., Universitas, E., Indonesia, I., Teknik, J., Fakultas, I., Industri, T., Indonesia, U. I., & Indonesia, U. I. (2013). *Public Speaking Guna Persiapkan Generasi*. 2(2), 88–93.
- Setiawati, S., & Arifin, Z. (2015). Pendidikan nilai pada anak usia dini di kelompok bermain dan Taman Kanak-kanak Islam Terpadu. *Al-Athfal: Jurnal Pendidikan Anak*, 1(2), 103–117. <http://al-athfal.org/index.php/athfal/article/view/12>
- Siti Naila Fauzia. (2015). Perilaku Keagamaan Islam Pada Anak Usia Dini. *Pendidikan Usia Dini*, 9(2), 303–318.
- Suratman, & Eriyanti, E. (2020). Peningkatan Sumber Daya Manusia Melalui Pelatihan. *Jurnal Online Universitas PGRI Palembang*, 1(2), 274–282.
- Syifa, S. (2022). *Dampak Globalisasi Terhadap Karakter Peserta Didik dan Kualitas Pendidikan di Indonesia*. Kompasiana Beyond Blogging. <https://www.kompasiana.com/salsabillasyifa2517/62bdc207bb44866d3a2fe952/>
- Tabi'in, A. (2017). Pengelolaan Pendidikan Karakter Disiplin Anak Usia Dini Studi Kasus Di Al-Muna Islamic Preschool Semarang. *AWLADY: Jurnal Pendidikan Anak*, 3(1). <https://doi.org/10.24235/awлады.v3i1.989>

This page belongs to the Tadbir : Jurnal Studi Manajemen Pendidikan
Tadbir : Jurnal Studi Manajemen Pendidikan Vol. 6, No.2, November 2022
IAIN Curup – Bengkulu | p-ISSN 2580-3581; e-ISSN 2580-5037