



Instilling The Character of Nationality Through Pancasila Strengthening Model in Early Childhood

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Abstract

Planting character love of the motherland since early is step strategic in to form generation that has nationalism and love towards Indonesia. In children age early on, the values of Pancasila can applied through a simple approach however impressive, like activity play, stories, and interactions social. Problems regarding the decline attitude nationalism no can left alone so only. Furthermore, early childhood education is considered only for read and write just whereas important apply child - centered and learning projects while playing outside a class that fosters Pancasila values since age early through interest child. So from that, this research use methodology qualitative type studies case with technique data collection in the form of observation, interviews, and documentation that describes how to plant love of the motherland and nationality through the pancasila strengthening model for children age early. This research utilise method Miles and Huberman's interactive data model analysis in the form of data collection, data reduction, data presentation, description, and conclusion. Results of the study put into practice as a model for strengthening Pancasila in children age early, especially character Love of the motherland and nationality.

Keywords: early childhood, nationality, pancasila.

Introduction

In the era of education moment this, the emphasis on education character become attention main, especially in children age early. Strong character and good moral values become the basis that is not replaced in to form a person of integrity and giving impact positive in society (Mansur, 2022). Pancasila, which has role central in Indonesian context, becomes foundation state ideology. However, in practice, education the character and values of Pancasila are necessary integrated in a way effective in environment child age early.

Children age early own very high sensitivity to the surrounding environment and is able to absorb values through experience directly. Therefore that, the use of method proper learning, such as learning projects involving activity practical, creative and reflective (Maryani and Sayekti, 2023) which is related with Pancasila values, become very important in environment education child age early. Previous studies has prove that education character in children age early own positive influence to moral, social and emotional development they (Kusum, 2007). Learning the project also shows potential big in build understanding conceptual and values

character in children (Cahyaningrum and Diana, 2023). However, the limitations in research that is specific explore character Love of the motherland and nationality in children age early.

Character is method think and behave as you become characteristics typical each individual For Work same, good in environment family, society, nation and state. Age early is critical age For build character someone. Failure planting good personality at the age of early This will to form troubled person in the future adulthood according to Suyatno in Daryanto Suryatri (2013:9). Every individual have characteristics different characteristics. Characters can implement how method think and behave from every living individual For Work The same with Good in environment family, community, nation and state.

Character refers to a series of attitudes, behaviors, motivations, and skills according to Syamsul Kurniawan (2014). A person's character formed Because habits that are done, attitudes that are taken in respond circumstances, and the words spoken to others. The character then become something that sticks to the person concerned. Character education very much influential with creation character from an individual or participant educate.

Therefore, education character is also necessary given moment children enter environment school here it is the role of teachers is very much at stake. Not only done at school only, but at home and in the environment socially. In structural build character can started from environment family as environment informal education, next schools and colleges tall as environment formal education , and then in the environment public as non-formal environment (Syamsul Kurniawan, 2014).

Character development done with approach systematic and integrative with involving family, unit education, government, society civil, member legislative, mass media, business world and industrial world so that unit education is important components in development walking character in a way systemic and integrative together with component others. In order to realize function mentioned, it is necessary implemented mark character Spirit nationality and love of the motherland . Love for one's country is a love love and a feeling of love to place birth or land the water, the taste of love of the motherland, namely a sense of pride, a sense of belonging, a sense of appreciation, a sense of respect and loyalty that is possessed by every individual in the country where it is located Where He stay (Amalia S, 2020). Love for the homeland also includes method think, behave, and do things that show high loyalty, care and appreciation to nation, environment physical, social, cultural, economic and political nation (Daryanto and Darmiatun , 2013).

Love homeland must implanted since early to generation young, so can have a sense of pride to the Indonesian nation and state. Love for the homeland can interpreted as attitudes and behavior that reflect a sense of pride, loyalty, caring, and high appreciation towards language, culture, economy, politics, and so on so that no easy accept offer other nations that can harm nation themselves (Kurniawaty, et al., 2022). Strengthening character Love of the motherland can taught since early through parents and the environment around, besides that, children in Indonesia are required take 12 years of education, because with Through education children in Indonesia are taught For love the country of Indonesia and believe in Pancasila the basis of the state so that children can apply in life everyday (Maulita, et al ., 2023).

In context this, concept education the character and values of Pancasila have role important that can connected with existing theories (Dahlia, Khojir and Muadin, 2023). With involving generation superior to have character smart, effort This will to form base For bring up potential in growth and development children who have values goodness. This is covers phase from thinking into words, from words become action, from action become habits, and from habit become strength (Lestari et al. 2023).

In practice learning, goals main is create environment in which students can Study in a way effective and efficient (Syamsul, 2019). Learning efforts This involving implementation a designed plan For push behavior Study student (Nasution, 2005). Concept curriculum independence that encourages freedom thinking and learning in children, with prioritize needs and interests student (Nahdiyah et al., 2023), also support implementation education the character and values of Pancasila in general effective.

Learning No only refers to the aspect knowledge only, but also purposeful produce results learning that includes awareness to issues like climate, anti-radicalism, mental health, culture, entrepreneurship, technology, and democracy, according to Spirit profile Pancasila students. Implementation project profile Pancasila students, which is done outside timetable intracurricular and have more flexibility big, expected will push student For participate active in learning (Japar et al., 2023).

Learning based on project, with emphasis on use project as a learning medium, opening opportunity for student For delve deeper Topic in a way deep Good in a way individual and also in group. This method also provides encouragement for development process and outcome skills Study children (Asmi, 2017), which is relevant For growth and development child in face challenges in the 21st century.

In context Pancasila values, education No only covers understanding theoretical, but also application in life everyday. Education in Indonesia has objective more height , namely create students who are critical, comprehensive, and have a sense of pride as Indonesian children. Students this is also expected own global competencies and appropriate behavior with Pancasila norms (Spring, 2019). With develop profile Pancasila students are expected to student will become individuals who believe, are inclusive, cooperative, independent, think critical, and creative. This is will prepare they For face various challenges and make they contributor positive in the future.

Project strengthening profile Pancasila students, who are in accordance with directions Ministry of Education, Culture, Research and Technology No. 56/M/2022, is series activity co-curricular based on project that aims strengthen competence and character in accordance with profile Pancasila students (Cahyaningrum and Diana, 2023). Learning methods based on project, which invites student For delve deeper Topic certain in a way deep Good in a way individual and also in group, has proven can increase process and outcome skills Study student (Khoirina and Arsanti, 2022).

Children aged early in RA Diponegoro Karangtengah Purbalingga, Banyumas, which is located in range age four until six years, experienced a very important and fundamental period of development for the future them. In the period this, kids be in phase maturation critical

physical and mental (Susanto, 2010). Therefore that, the law The National Education System (UU Sisdiknas) of the Republic of Indonesia outlines education child age early as coaching through stimulus growth-focused education physical and mental health of children (Daulay, 2006).

Definition similar also found in Law of the Republic of Indonesia No. 20 of 2003 concerning National Education System. Children's education age early play role important in to form development child in a way comprehensive, equipping they For step to level next, and form individual independent and qualified that can give contribution positive in public (Susanto, 2010).

Study this aiming analyze planting character Love of the motherland through a strengthening model Pancasila in children age early in RA Diponegoro Karangtengah Purbalingga. This research is highly urgent and beneficial because the early childhood period is a critical phase in shaping a child's character, including their sense of nationalism and love for the homeland. Instilling the values of Pancasila and patriotism from an early age ensures the formation of a generation that not only understands their national identity but also actively upholds it in daily life. In the current global era, where cultural influences and external ideologies easily permeate society, reinforcing national values in children is essential to maintain social cohesion, national unity, and patriotism. Furthermore, this research provides practical insights and a concrete model for educators and parents in implementing character education rooted in Pancasila, tailored specifically for early childhood education settings. The findings will contribute to improving the quality of moral and civic education, fostering children who are equipped with strong national character, critical thinking, and social responsibility from the earliest stages of their development.

Literature Review

Character Education in Early Childhood

Character education aims to develop moral and ethical values that shape a child's personality into an individual with integrity and social responsibility (Lickona, 1992). Early childhood is a critical period for character formation as children are highly receptive to environmental influences and experiences (Santrock, 2007). Studies show that instilling positive character traits early contributes significantly to the emotional, social, and cognitive development of children. Developing love for one's country during this period can foster a strong sense of national identity and civic responsibility later in life (Yuniarni, 2012).

The Concept of Love for the Country (Patriotism) in Education

Love for the country, or patriotism, involves feelings of pride, loyalty, and emotional attachment to one's nation (Sabil et al., 2023). Educational efforts aimed at cultivating patriotism from an early age help children develop a sense of belonging and commitment to their nation's welfare (Harpiyani, Hendriana and Vinayastri, 2022). This form of education is

vital to preserving national unity and preparing future generations to defend and contribute positively to their country.

Pancasila as the Foundation of Character Education in Indonesia

Pancasila represents the ideological foundation of the Indonesian state, encompassing five core values: belief in God, humanitarianism, national unity, democracy, and social justice (Natalia, Pratama and Astuti, 2021). These values are instrumental in shaping the moral compass and national consciousness of Indonesian citizens. Integrating Pancasila into early childhood education fosters internalization of these principles, guiding children to develop character aligned with national ideals (Purbiyanto et al., 2025).

Strengthening Pancasila Values through Early Childhood Education

The Pancasila strengthening model employs experiential and child-centered learning methods such as play, storytelling, and social interactions to instill Pancasila values in young children. Research indicates that project-based and reflective learning enhances children's understanding and appreciation of these values by relating them to their daily experiences (Mukhtar et al., 2024). This model facilitates natural internalization of love for the country and promotes moral behavior consistent with Pancasila.

Role of Family and Educational Environment in Character Development

Family and educational institutions are pivotal in reinforcing patriotic character in children (Syamsul 2019). The family serves as the primary environment for early socialization and value transmission, while schools provide structured opportunities for further character development (Adriany 2024). An integrated approach involving both formal and informal educational settings is essential to nurture consistent attitudes of loyalty, respect, and care toward the nation (Syamsul Kurniawan, 2014).

The Urgency of Instilling Patriotism and Pancasila Values in Early Childhood

In the context of globalization and digitalization, children face significant cultural influences that may weaken their national identity (Sabil et al., 2023). Early education that focuses on strengthening love for the country through Pancasila is thus urgent and critical to counterbalance these effects. This approach not only preserves national heritage but also equips children with the competencies needed to be responsible citizens in a rapidly changing world.

Method

Study this conducted at RA Diponegoro Karangtengah Purbalingga during One month, namely September 2024. The population is child age early totaling 30. The formal object of research on planting character Love of the motherland through a strengthening model Pancasila (Zuriah, 2016) which was conducted at RA Diponegoro Karangtengah Purbalingga. From here, then study This use paradigm qualitative that focuses on data and information the main thing from statements, notes, texts obtained in the field and studies document (Moleong, 2018) so that

study This called as study field (*field study*). Data and information collected through interviews, observations, and documentation.

Interview done in a way direct to head school, deputy field curriculum, parents, and participants students involved direct in planting character Love of the motherland through a strengthening model Pancasila (Moleong, 2018). Observation carried out in activities planting character Love of the motherland through a strengthening model Pancasila in children age early identified through activity play, stories and activities project social. While documentation done with take notes text important related planting character Love of the motherland through the Pancasila strengthening model for children age early in existence in learning program documents, curriculum learning, and documentation activity.

The data that has been collected Then reviewed and analyzed with use three step important, namely data reduction, data classification, and data verification (Miles and Huberman, 1994). Data reduction is carried out through analysis conformity of the data that has been obtained through interviews, observations and documentation related planting character Love of the motherland through a strengthening model pancasila, data that is not in accordance so reduced. Data classification is carried out with do grouping data based on the emerging patterns. Data verification is performed with reviewing and analyzing data based on corner view theory character Love of the motherland and strengthening model Pancasila as well as discussion based on study relevant theories and results findings study previously so that can identified novelty in study This (Moleong, 2018).

Results and Discussion

Strengthening Model for Early Childhood

Each principle of Pancasila contains values that can be meaningfully integrated into the lives of young children. For example, the value of belief in God can be nurtured by inviting children to express gratitude and appreciate God's creations (Syamsul, 2019). The value of humanity is developed through attitudes of mutual help and kindness (Santrock 2007), while unity is promoted through group activities and cooperative play (Mansur, 2022).

In efforts to instill the character of love for the country, several learning models have proven effective: a) Play and Simulation Models. Role-playing games allow children to identify with professions that contribute to society and the nation, such as doctors, teachers, and soldiers. This method helps foster pride and a positive national identity by making abstract concepts tangible through play (Frost, Wortham, and Reifel 2012). b) Learning Story Based. Stories about national heroes or folklore emphasizing courage, cooperation, and sacrifice serve as powerful tools to develop patriotic attitudes. Narrative learning supports moral development by enabling children to understand and emulate positive character traits (Nikolajeva, 2014). c) Activity Project Social. Engagement in simple social projects, such as cleaning the environment or creating artwork themed on nationality, fosters a sense of belonging and responsibility to one's community and country (Bronfenbrenner, 2005).

Instilling the Character of Love for the Country Through the Pancasila Strengthening Model in Early Childhood

Embedding the character of love for the homeland in early childhood through the strengthening of Pancasila values is a strategic step in forming a young generation with a nationalist spirit. According to Lickona (1992), early childhood is a golden period for moral and character education, where values internalized at this stage tend to be retained into adulthood. Children at this age are in a highly sensitive developmental phase for absorbing character values (Santrock, 2007), making it essential to integrate these values into daily activities in meaningful and enjoyable ways.

Integrating Pancasila Values in Activity Daily

The implementation of Pancasila values in early childhood education can be carried out through simple and contextual activities that are appropriate to the developmental stage of children. Based on field findings at RA Diponegoro Karangtengah Purbalingga, these values are successfully embedded through routine activities and play-based learning integrated into the school environment. The following applications correspond to each of the five principles of Pancasila: a) First Principle (Belief in One God). Children are taught to pray together before and after activities, express gratitude for God's creations such as nature and family, and respect religious differences through story-telling and discussions about religious holidays. Who found that spiritual values can be effectively fostered through habitual religious practices and mutual respect in multicultural classrooms. b) Second Principle (Just and Civilized Humanity). Teachers encourage children to share toys and food, care for their peers, and practice apologizing and forgiving. In line with (Daryanto, 2012) such social practices help cultivate empathy and prosocial behavior. Observations at RA Diponegoro show that activities like cooperative games and role-playing situations of conflict resolution have a positive impact on children's interpersonal skills. c) Third Principle (Unity of Indonesia). National songs and cooperative traditional games are conducted daily, fostering unity and group cooperation among children. Singing patriotic songs and engaging in teamwork activities enhance children's sense of belonging to the Indonesian nation. Field data revealed that children enthusiastically participate in group games like Gobak Sodor and Engklek, which promote fairness and togetherness. d) Fourth Principle (Popularity Led by Wisdom in Consultation / Representation). Children are given opportunities to express opinions during class discussions, vote for games or activities, and learn to listen to others. Early exposure to democratic practices such as turn-taking and voting enhances children's understanding of decision-making and respect for differing views. Teachers at RA Diponegoro also reported improved peer tolerance and group cooperation after implementing group decision-making sessions. e) Fifth Principle (Justice) Social for All Indonesian People). Children are taught fairness in play, respecting others' rights, and avoiding favoritism. They learn to take turns and understand the importance of equal treatment. Field observations indicate that when teachers consistently enforce fair play rules, incidents of conflict and exclusion decrease significantly. This practice is supported by the

findings of Cahyaningrum and Diana (2023), who emphasize the role of fair play in fostering early awareness of justice and equality.

These integrative approaches not only support cognitive and social-emotional development but also strengthen national character from an early age. When applied consistently, Pancasila values become embedded naturally in children's daily behavior and attitudes, forming the foundation for lifelong nationalism and civic responsibility.

Creative Use of Educational Media

The second method applied by RA Diponegoro Karangtengah Purbalingga involves utilizing educational media creatively to instill a love for the country. First, national games and songs such as Gobak Sodor, Engklek, and Cublak-Cublak Suweng are used to reflect togetherness, cooperation, and national identity. According to Natalia, Pratama, and Astuti (2021), traditional games are not only entertaining but also effective character education tools for developing social values and cultural awareness in young children.

Second, picture storybooks illustrating national heroes and simple historical events relevant to children are integrated into learning sessions. Highlights the role of storytelling in introducing national identity, moral values, and heroism to early childhood audiences in an age-appropriate narrative format.

Third, educational videos and films that feature Indonesian culture, folklore, and the country's natural beauty are shown to stimulate children's curiosity and foster pride in their homeland. That audiovisual media is effective in enhancing character values in early childhood, especially when paired with teacher-guided discussions and reflective activities.

Field findings at RA Diponegoro confirmed that children showed increased enthusiasm for national songs and eagerly engaged in storytelling sessions about figures like Soekarno, Cut Nyak Dien, and Prince Diponegoro, as well as videos about Indonesia's islands and traditional dances.

Involvement of Children in Activity Nationality

The third method involves directly engaging children in simple national activities. This includes conducting flag ceremonies, singing Indonesia Raya, and respecting the national flag. That such activities foster nationalism and discipline when implemented regularly, even in simplified forms suitable for early childhood.

Additionally, children are involved in commemorating national holidays such as Independence Day, Pancasila Day, and Kartini Day through games, art competitions, and traditional performances. According to Japar et al. (2023), participation in national celebrations introduces children to the significance of these moments in history and nurtures a sense of national identity.

Furthermore, cultural and nature tourism activities, such as visiting museums, historical sites, or local cultural art studios, broaden children's understanding of Indonesia's cultural diversity. Field reports from RA Diponegoro indicated that after visiting a local cultural village

and watching a traditional dance performance, children expressed increased curiosity about traditional clothing and dances from other regions.

Provision Examples and Role Models

Both teachers and parents serve as primary role models. Their behavior — demonstrating politeness, discipline, honesty, and pride in Indonesian culture — profoundly influences children's attitudes and character formation. This is aligned with Lickona (1992) who stated that consistent adult modeling is one of the most effective strategies in character education. The field findings support this, as children at RA Diponegoro often imitate teachers' gestures, greetings, and participation in national songs and ceremonies.

Learning Program Development Collaborative

Involving parents in character education activities is essential to ensure values taught at school are reinforced at home. RA Diponegoro collaborates with parents through joint projects, family-based national song competitions, and storytelling sessions during parent meetings. That character development programs are more effective when involving both school and family environments, fostering consistency in value reinforcement.

Evaluation and Rewards

Finally, RA Diponegoro implements a simple but effective evaluation and reward system, recognizing children who demonstrate patriotic behavior such as remembering national heroes, respecting the flag, or participating actively in cultural events. Cahyaningrum and Diana (2023) recommend using tangible and verbal praise to reinforce positive behaviors in early childhood, as this boosts children's motivation and internalization of moral values. The field findings demonstrated that children who received praise and certificates during Independence Day events were more enthusiastic about participating in subsequent activities involving national symbols and traditions.

Discussion

The findings of this study indicate that the Pancasila strengthening model implemented at RA Diponegoro Karangtengah Purbalingga has proven effective in instilling the character of love for the country among early childhood learners. This is consistent with the view of Lickona (1992) who asserted that early childhood represents a critical period for moral and character formation. Through a series of structured and contextual activities, children are able to internalize core national values in a natural and enjoyable manner.

The integration of Pancasila values into daily activities aligns with the concept of experiential learning, where character values are embedded through meaningful, real-life experiences (Santrock, 2007). Activities such as group prayer, cooperative games, and class discussions reflect each of the five principles of Pancasila in practical and age-appropriate

forms. The field observations confirm that children readily engage in these activities and demonstrate improvements in social interaction, empathy, fairness, and national pride.

In terms of creative educational media, the use of traditional games, picture storybooks, and audiovisual materials effectively supports children's understanding of national identity. These findings affirm those of Natalia, Pratama, and Astuti (2021), who emphasized the role of traditional games and culturally relevant stories in fostering social and cultural values in early childhood. The enthusiasm children showed during storytelling sessions about Indonesian heroes and cultural videos suggests that multimodal media can enhance both engagement and internalization of character values.

The direct involvement of children in national activities such as flag ceremonies, national holiday commemorations, and cultural tours was also shown to significantly contribute to the cultivation of patriotism and civic awareness. This is in line with Japar et al. (2023), who found that participation in commemorative events fosters a sense of historical consciousness and national belonging in young learners. The increase in children's curiosity and knowledge after cultural visits further highlights the effectiveness of experiential learning approaches.

Additionally, the role of role models—both teachers and parents—is indispensable in this character education effort. The observations at RA Diponegoro confirm Lickona (1992) assertion that consistent adult modeling reinforces value transmission. Children tend to imitate the behaviors they observe, making it crucial for adults in their environment to exemplify the desired character traits.

The importance of collaborative program development involving parents was another key finding. Activities that engage both home and school environments, such as joint storytelling and family competitions, help create consistent value reinforcement. This supports the recommendation of Harpiyani, Hendriana, and Vinayastri (2022), who advocate for family-school partnerships in character education initiatives to ensure coherence and sustainability.

Finally, the implementation of a simple evaluation and reward system contributes to children's motivation and moral development. The field evidence aligns with Cahyaningrum and Diana (2023), who emphasized the importance of tangible and verbal recognition in promoting prosocial and patriotic behaviors in young children.

Overall, this study reinforces the relevance of integrating Pancasila values through play-based, experiential, and collaborative educational strategies in early childhood settings. It also underscores the necessity of active parental involvement and consistent role modeling by educators and caregivers to nurture a nationalist character from an early age.

Conclusion

Pancasila education for children age early is step important For to plant character Love of the motherland. RA Diponegoro Karangtengah Purbalingga has implementing the reinforcement model Pancasila values through activity play, stories and activities social, so that children Study love and appreciate their homeland. Instilling character Love of the motherland to children age early through the Pancasila strengthening model to become step strategic For to

form generation young at heart nationalist. RA Diponegoro Karangtengah Purbalingga has implement it with well, through six models of strengthening Pancasila, namely integrate Pancasila values in activity everyday life, use of creative educational media, involvement child in activity nationality, giving examples and role models, development of learning programs collaborative, and evaluation and reward. Implementation the six models that were carried out with a fun and appropriate way with age child capable to plant values in a way natural and become base character Love their homeland.

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