

## The Role Of Teachers In Instilling Discipline Character Values In Children At Tk It Al-Kiswah, Bengkulu City

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### ABSTRACT

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This study aims to describe the role of teachers in instilling discipline character values in children at TK IT Al-Kiswah, Bengkulu City. A qualitative descriptive approach was employed, with research subjects comprising class teachers, the principal, and Group B students. Data were collected through observation, in-depth interviews, and documentation. Data validity was established through source and technique triangulation, and analysis followed the Miles and Huberman interactive model of data reduction, data display, and conclusion drawing. The results revealed that teachers at TK IT Al-Kiswah have carried out five comprehensive roles in instilling discipline character values: (1) as a role model (uswah hasanah) by demonstrating disciplined behavior in daily learning; (2) as a guide in forming disciplined habits through consistent daily routines; (3) as a motivator providing positive reinforcement for disciplined behavior; (4) as an evaluator continuously monitoring character development; and (5) as a facilitator of a conducive learning environment for discipline formation. Discipline character values were instilled through habituation, exemplary behavior, moral guidance, and integrated supervision within daily learning activities. The findings carry significant implications for the development of character education programs in Islamic early childhood education institutions.

**Keywords:** Teacher's Role Discipline Character

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## Introduction

Early Childhood Education (ECE) is the primary foundation for shaping a child's personality and character from the earliest stage. Early childhood is often referred to as the golden age, a period during which brain development occurs with exceptional rapidity, forming the basis for future cognitive, affective, social, and spiritual development. For this reason, instilling positive character values in early childhood is an imperative that cannot be deferred (Yusuf et al., 2023)

Among the many character values that must be instilled from an early age, discipline stands as one of the most essential. Discipline is not merely the ability to follow rules; it represents the internalization of order, responsibility, and self-control, which constitute the foundation of individual success throughout life. It asserts that discipline is the primary key to success, and its formation must begin in early childhood before poor habits become permanently established (Amiludiyah et al. 2019)

In the context of Islamic education, the instillation of discipline carries a profound spiritual dimension. Islam teaches that discipline is part of worship, as exemplified by the five daily prayers that demand a high degree of regularity and commitment. Teachers at Islamic ECE institutions, such as TK IT Al-Kiswah in Bengkulu City, hold a central role in integrating Islamic values into efforts to cultivate discipline in their students. The National Education Law No. 20 of 2003 stipulates that national education aims to develop learners' potential so they become individuals who are faithful, pious, noble in character, healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens. Discipline character values are integral to this national educational aspiration (Isma, 2021)

Teachers are the central figures in the educational process, particularly at the ECE level. Their role extends far beyond the delivery of academic content to encompass modeling, guiding, motivating, evaluating, and facilitating learning environments conducive to character formation. In Islam, this multifaceted role is encapsulated in the concept of *uswah hasanah* excellent exemplary conduct as demonstrated by the Prophet Muhammad (peace be upon him) in every aspect of his life. TK IT Al-Kiswah in Bengkulu City is an Islamic ECE institution firmly committed to integrating Islamic values throughout all aspects of its educational process. The institution's curriculum is designed not only to develop cognitive abilities but also to build comprehensive Islamic character, including a strong sense of discipline in every child (Basyori, 2022)

Nevertheless, instilling discipline in young children is not without its challenges. The characteristic traits of early childhood high activity levels, short attention spans, impulsivity, and a tendency to become easily bored present inherent difficulties for teachers. Effective strategies and approaches are required to instill discipline in a manner that does not compromise children's natural right to play and holistic development (Asrima & Sitorus, 2024)

Prior studies have consistently demonstrated that teachers' roles are highly determinant in the success of character education at the ECE level. Kurniawati and Suyadi found that the quality of teacher-child interactions has a significant positive correlation with the degree of character value internalization in early childhood (Priskila et al., 2021). Furthermore, Rahmawati confirmed that teachers who consistently model disciplined behavior are more effective in forming discipline in children than those who rely solely on verbal instruction (Kharisma & Suyatno, 2018).

Against this background, this study undertakes an in-depth description of the teacher's role in instilling discipline character values in children at TK IT Al-Kiswah, Bengkulu City. The study focuses on five dimensions of the teacher's role: (1) as a role model (*uswah hasanah*), (2) as a guide in habituation, (3) as a motivator, (4) as a character evaluator, and (5) as a facilitator of a learning environment conducive to discipline formation. These dimensions are

analyzed within the framework of Islamic character education theory and child development theory (Faiz et al., 2021)

## Method

This study employs a qualitative approach with a descriptive research design. The qualitative approach was selected because the study aims to develop a deep understanding of the phenomenon of teachers' roles in instilling discipline character values in early childhood within a specific social and cultural context. Qualitative research is defined as research that intends to understand the phenomena experienced by research subjects such as behaviors, perceptions, motivations, and actions holistically, through descriptive narrative in the natural context in which they occur (Fauzi, 2021)

The research was conducted at TK IT Al-Kiswah, located in Bengkulu City, Bengkulu Province. This institution was selected as the research site because it has a structured, consistently implemented character education program integrated within an Islamic educational framework. The research was conducted over three months, from February to April of the 2025/2026 academic year. Research subjects were determined using purposive sampling—the selection of informants based on specific considerations and research objectives (Sugiyono, 2019). The subjects consisted of: (1) the principal of TK IT Al-Kiswah, who holds comprehensive knowledge of the institution's character education program; (2) three Group B class teachers who directly interact with children in daily learning activities; and (3) eight Group B students selected based on variation in ability and personality characteristics (Sugiyono, 2019)

Data were collected through three primary techniques: participant observation, in-depth interviews, and documentation. Observation was conducted during learning activities, morning routine programs, and other activities at TK IT Al-Kiswah. The researcher systematically documented all teacher behaviors and actions related to the instillation of discipline character values (Sitorus et al., 2023). In-depth interviews were conducted with the principal, class teachers, and co-teachers using a semi-structured interview guide. This technique was chosen to elicit deeper and more comprehensive information regarding strategies, challenges, and experiences in instilling discipline values. All interview sessions were recorded with informants' consent and subsequently transcribed for analysis (Hamdani, 2025)

Documentation was gathered from a range of supporting materials, including Daily Lesson Plans (RPPH), Weekly Lesson Plans (RPPM), child development records, photographs and videos of learning activities, and school program documents related to character education. Data were analyzed using interactive model, comprising three components: data reduction, data display, and conclusion drawing/verification. The analysis process was conducted simultaneously and continuously throughout the research, not merely upon the completion of data collection (Istiyati et al., 2025). Data trustworthiness was established through source triangulation (comparing data from multiple informant sources) and technique triangulation (comparing observational data with interview and documentary data). Member checks were also conducted with primary informants to ensure the accuracy of the data obtained (Nur Jadidah, Mukhlis, 2025)

## Results and Discussion

### 1. The Teacher as Role Model (Uswah Hasanah)

Observation and interview results demonstrate that teachers at TK IT Al-Kiswah consistently practice discipline values in their daily teaching as a form of tangible exemplary conduct for children. Over 10 effective observation days, the researcher

documented that all teachers arrived punctually before the school start time (07.00 WIB), dressed neatly in accordance with Islamic standards, and consistently commenced and concluded learning activities according to the established schedule.

Teacher Adinda Galuh stated in an interview: "We are very aware that children learn far more from what they observe than from what they are told. Therefore, we strive to always be a good example in matters of discipline arriving on time, queuing, putting things away, keeping clean. This is a great trust placed upon us as teachers (Amrullah Sita Awalunisah, 2022)

**Table 1.** Teacher Exemplary Indicators for Discipline

No.	Exemplary Indicator	Observed Frequency	Percentage
1	Arriving on time	10/10 days	100%
2	Starting class on schedule	9/10 days	90%
3	Dressing neatly in Islamic attire	10/10 days	100%
4	Queuing and orderly during activities	9/10 days	90%
5	Organizing teaching materials	8/10 days	80%
6	Ending activities on time	8/10 days	80%

Source: Research Observation Data (2026)

Teachers at TK IT Al-Kiswah play a crucial role as guides in building children's disciplined habits through a structured and consistent daily routine. Observational findings reveal that the school maintains a strict yet child-friendly daily schedule that incorporates various habituation activities designed to instill discipline values progressively and enjoyably (Nurkhalizah, 2023).

The daily routine begins with the children's reception at the school gate from 07.00–07.30 WIB, during which teachers greet each child with the Islamic salutation, check the neatness of their uniforms, and ensure they have brought their complete learning materials. This activity represents a critical moment for teachers to introduce and habituate children to discipline from the very moment they enter the school.

**Table 2.** Daily Routine Schedule of TK IT Al-Kiswah

Time	Activity	Discipline Values Instilled
07.00–07.30	Reception & Class Duty	Punctuality, responsibility
07.30–08.00	Pledge, Prayer & Memorization	Orderly worship, concentration
08.00–09.00	Core Learning Activity	Focus, following instructions
09.00–09.30	Break & Snack Time	Queuing, maintaining cleanliness
09.30–10.30	Continued Activity & Play	Sharing, respecting turns
10.30–11.00	Evaluation & Dismissal Prep	Tidying up, farewell prayer

Source: Research Observation Data (2026)

## 2. The Teacher as Motivator

Research findings indicate that teachers at TK IT Al-Kiswah actively motivate children toward disciplined behavior through a variety of positive reinforcement strategies. Teachers employ a reward system adapted to the developmental characteristics of early childhood, including star stickers, specific verbal praise, applause, and small end-of-week prizes for children who consistently demonstrate disciplined behavior.

Teacher Adinda Galuh explained: "We use a discipline achievement board in the classroom. Each day, children who complete tasks on time, queue orderly, and tidy up their toys receive a star sticker. At the end of the week, the child with the most stickers gets a special reward. This is very effective in motivating children to stay disciplined (Hidayat et al., 2025).

### 3. The Teacher as Character Evaluator

Teachers at TK IT Al-Kiswah conduct continuous monitoring and evaluation of children's discipline character development through various assessment instruments and techniques. Evaluation is not confined to the end of semester but takes place on a daily basis through structured observations recorded in child development assessment sheets.

Documentation reveals that each teacher maintains an anecdotal record book that is completed daily with notes on disciplined or undisciplined behaviors observed during the learning process. These records form the basis for character development assessments reported to parents monthly through parent meetings and communication books (Jadidah, 2025)

Principal Iis Muzaqiah, Spd stated: "We have integrated discipline character assessment standards into the child development report. There are four main indicators assessed: compliance with school rules, the ability to complete tasks on time, the ability to self-regulate, and responsibility for personal belongings and school facilities. Assessment is conducted weekly and compiled monthly (Hasibuan & Lubis, 2021)

**Table 3.** Discipline Character Development of Group B Children

Discipline Indicator	BB	MB	BSH	BSB
Compliance with school rules	5%	15%	45%	35%
Completing tasks on time	8%	22%	40%	30%
Self-regulation ability	10%	20%	42%	28%
Responsibility for belongings	6%	18%	44%	32%
Queuing and taking turns	4%	14%	48%	34%

Source: Research Observation Data (2026)

Teachers at TK IT Al-Kiswah actively create and maintain a learning environment conducive to the formation of discipline values in children. This role encompasses the physical organization of the classroom, the establishment and enforcement of classroom rules, and the creation of various visual media supporting the internalization of discipline values.

Observational findings indicate that every classroom at TK IT Al-Kiswah is equipped with: (1) illustrated classroom rules easily understood by children; (2) clearly labeled storage areas with pictorial labels for each type of toy and material; (3) an attractive daily activity schedule with pictures; (4) a star reward board for discipline motivation; and (5) easily accessible rubbish bins positioned at various corners of the classroom.

Classroom rules were established participatively, involving children in the drafting process at the beginning of each semester. Teacher Nur Hidayah explained: "We invite children to discuss what rules are needed for our classroom to be a comfortable and enjoyable place. Rules that emerge from the children themselves are far more readily complied with than rules we impose (Fauziah, 2018)

The finding that teachers consistently demonstrate disciplined exemplary conduct aligns with the Islamic pedagogical principle of *uswah hasanah*. Allah (SWT) declares in the Holy Qur'an, Surah Al-Ahzab (33:21): "Indeed in the Messenger of Allah you have an excellent example." This principle serves as a powerful pedagogical foundation for teachers at TK IT Al-Kiswah in positioning themselves as living models for their students (Afnan, Aswir, 2021)

From the perspective of social learning theory, children learn through the process of observational learning directed at models in their environment. Teachers, as authority figures in the school setting, occupy a strategic position as the most influential behavioral models. When children consistently observe their teachers behaving with discipline, modeling occurs naturally, and children tend to internalize that behavior as a desired behavioral standard. This affirms that teacher exemplarity is the most determinant factor in children's character formation (Anggraeni & Mulyadi, 2021). The teacher's guiding role in habituation aligns with Lickona's character formation theory through habituation. Lickona posits that good character is formed through three interrelated components: moral knowing, moral feeling, and moral action (Mahruf et al., 2026). The consistent daily routines at TK IT Al-Kiswah contribute to the development of all three components simultaneously.

In Islam, the concept of habituation (*ta'wid*) is one of the most emphasized educational methods. Ibn Miskawaih, in his work *Tahdzib al-Akhlaq*, explains that good character (*akhlaq*) is formed through the repetition of good actions until they become deeply ingrained habits. The daily practices of orderly communal eating, queuing, praying before and after activities, and tidying materials at TK IT Al-Kiswah represent a concrete implementation of this *ta'wid* principle. The use of the reward system and positive reinforcement by teachers at TK IT Al-Kiswah can be explained through Skinner's behaviorist theory of operant conditioning. Behavior that receives positive reinforcement tends to be repeated. The award of star stickers, verbal praise, and prizes for disciplined children constitutes effective positive reinforcement for motivating children to sustain and improve disciplined behavior (Bustanul & Kemranjen, 2020).

However, teachers at TK IT Al-Kiswah do not rely solely on extrinsic motivation. The Islamic-values-based motivational approach aligns with Deci and Ryan's intrinsic motivation theory within Self-Determination Theory. When children understand that being disciplined is part of obedience to Allah (SWT) and constitutes the noble character (*akhlaq mulia*) beloved by the Prophet (peace be upon him), the motivation to behave in a disciplined manner develops organically from within the child. (Anisa, 2016). The character evaluation system at TK IT Al-Kiswah reflects teachers' sound understanding of assessment principles in ECE. Evaluation is conducted authentically through direct observation in the context of daily learning, not through formal tests inappropriate to early childhood developmental characteristics.

The use of anecdotal records as the primary assessment instrument aligns with the recommendations of ECE experts such as Morrison (2022), who asserts that assessment in early childhood must be ongoing, holistic, and based on naturalistic observation. The daily records maintained by TK IT Al-Kiswah teachers enable longitudinal and comprehensive monitoring of children's character development (Pribadi et al., 2023). The character development data presented in Table 6 show that the majority of children (75–82%) have reached the Developing as Expected (DM) or Developed at High Level (DH) stage on all assessed discipline indicators, providing concrete evidence of the effectiveness of TK IT Al-Kiswah's character education program (Priskila & Ramadhani, 2025)

The teacher's role as facilitator of a discipline-conducive learning environment can be analyzed through the concept of the hidden curriculum, as theorized by Giroux and Purpel (1983). The physical and social environment of the school implicitly teaches certain values to children through spatial arrangements, rules of order, and prevailing social norms (Hamdani, 2025). The physical organization of classrooms at TK IT Al-Kiswah reflecting values of order

and cleanliness constitutes an effective hidden curriculum for instilling discipline. When children daily inhabit an environment that is organized, clean, and governed by clear rules, these values are gradually internalized as their normal environmental standard. Tresearch demonstrating that school physical environments reflecting character values exert a significant influence on early childhood character formation.(Yulianti, 2023).

One of the most distinctive strengths of TK IT Al-Kiswah's character education program is the strong integration of universal discipline values with a foundation of Islamic spirituality. This approach creates a deeper meaning for children in understanding why they must behave in a disciplined manner not merely as compliance with social rules, but as an expression of obedience to Allah (SWT) and the practice of Islamic character (Afnan, Aswir, 2021). Komaruddin Hidayat argues that character education grounded in spiritual-religious values produces deeper and more enduring impacts than secular character education. The research findings confirm this thesis: children at TK IT Al-Kiswah demonstrate a more comprehensive understanding of discipline because they understand it within the context of faith and piety (Riset et al., 2025)

### Conclusion

Based on the results of the research and discussion presented, it can be concluded that teachers at TK IT Al-Kiswah, Bengkulu City have carried out a comprehensive and effective role in instilling discipline character values in children. The five dimensions of the teacher's role identified as role model, habituation guide, motivator, character evaluator, and facilitator of a conducive learning environment complement one another and operate synergistically to build strong discipline character within the students. The success of discipline character instillation at TK IT Al-Kiswah is supported by several key factors: first, the strong commitment of all teachers and the principal to character education as the institution's core mission; second, the robust integration of Islamic values throughout every aspect of learning and habituation; third, the use of diverse strategies appropriate to the developmental characteristics of early childhood; fourth, consistency in the implementation of the character monitoring and evaluation system; and fifth, the active involvement of parents in supporting the discipline character program at home. Data on children's discipline character development shows that the majority of children (over 75%) have reached the DM and DH stages on all assessed discipline indicators.

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