

Improving Early Childhood Character through Strengthening the Implementation of Character Education

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Abstract

The purpose of this thesis is to analyze the concept and implementation of character education in early childhood, particularly in preschool education settings. The research approach used is qualitative, with a case study method applied to several early childhood education institutions in Indonesia. Data collection was conducted through observation, in-depth interviews, and documentation of learning activities. The research findings indicate that the success of character education in early childhood is influenced by various factors, including the role of educators, the learning methods applied, and support from the family and school environment. Educators play a central role in introducing character values through positive behavior modeling and approaches tailored to the child's developmental stage. Play-based and storytelling learning methods have been found to be effective in helping children understand and internalize these values. This journal also identifies challenges in the implementation of character education, including educators' lack of understanding of basic principles of character education and limited time to fully implement a character curriculum. This highlights the need for better training programs and support for educators to help them understand and develop effective character education strategies. In conclusion, character education in early childhood requires a collaborative approach between schools and families to ensure children receive consistent and sustainable character learning. Thus, this study recommends strengthening partnerships between schools and families, as well as adjusting the curriculum to be more flexible so that character values can be taught optimally.

Keywords: Childhood Character, Character Education, Early Childhood

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INTRODUCTION

Character education is the main foundation in forming a generation with moral integrity, good personality, and adequate social skills. In early childhood, namely the development period between the ages of 0 and 6 years, children are at a crucial stage in their emotional and social growth (Birhan et al. 2021). so that at this age it is an important stage in the formation of characteristics or personality.

Next, at the stage of forming these characteristics, children will begin to recognize basic values. These basic values must be built from honesty, responsibility, tolerance, and empathy, which play an important role in helping them. Therefore, character education at

an early age is very important, so it requires special attention (Xu and Guo 2024). This attention is not only borne by the school, but also becomes the responsibility of the family and society.

This character education will then have a great impact both in the short term and in the long term for the child's life now and in the future. Therefore, when children who receive good character education tend to grow into individuals who are more empathetic, independent, and better able to interact with their social environment (Tadege, Seifu, and Melese 2022). so that a person's growth and development are greatly influenced by the development of character education.

However, the implementation of character education in early childhood is not without challenges. These challenges include the lack of understanding of educators and parents regarding the basic principles of character education, as well as limited methods and time to include character education comprehensively into the curriculum (Jhon 2021). In addition, environmental factors and technological advances also influence children's behavior and attitudes (Syarnubi et al. 2021). Therefore, effective collaboration between parents, educators, and the school environment is needed to support children's character development.

This journal aims to examine the concepts, implementation, and challenges in character education for early childhood. This study uses a qualitative approach to analyze various methods and strategies applied by early childhood education institutions in Indonesia (Riinawati and Ngalimun 2021). It is hoped that the results of this research can provide valuable insights for educators, parents, and policymakers in designing and developing effective character education programs that align with early childhood development.

The weakness of education in Indonesia today is still very much influenced by market demand and global currents, so that it often ignores moral values and character development of children. This condition only prioritizes students who are academically intelligent but lack moral integrity (Riinawati and Ngalimun 2021; Singh 2019). Therefore, this situation is a challenge for the education system to become a container that fosters a young generation with strong character (Mokodompit et al. 2023). This is very contrary to the vision and mission of education which should be built in the development of national character, morals, moral values, ethical values, and religion will be the focus of the world of education in the future.

Then, the 4.0 revolution which operates sophisticated digital technology, from the term internet of things to big data analysis and the term 5.0 which has peeked into the role of artificial intelligence (AI), ready to replace human roles. However, technology cannot replace the role of teachers, especially in building character (Styowati, 2020). In order to enter the era of globalization, Early Childhood Education/ Pendidikan Anak Usia Dini (PAUD) is one of the fundamental strategies for preparing a generation of people with quality and character. Undang-Undang No. 20 year 2003 about the National Education System (Sutarman & Asih, 2016, hal. 46) define :“.....Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education”.

Early childhood is a phase of life where individuals experience significant improvements in their development. So the basis and aim of implementing the PAUD program is to develop all the potential and creativity of children in accordance with their developmental characteristics so that they are able to adapt to their environment (Sutarman & Asih, 2016, hal. 48).

Early childhood development encompasses various aspects, including religious and moral values, socio-emotional, cognitive, language, physical-motor skills, and arts. In the 2013 Early Childhood Education (PAUD) curriculum, there are four core competencies

that are stimulated through children's play activities, two of which are attitudes and social skills. Attitudes relate to the behaviors displayed by children when taking action, while social skills are associated with interacting with others, whether peers, younger individuals, or older and more mature people.

Character education instilled in children from an early age is not only acquired from teachers in educational institutions, but parents, as the primary role models for their children, must also set an example of positive character. Through habituation and exemplary behavior, the values of goodness become the foundation for the further development of a positive personality.

The character traits that must be developed through character education in anticipation of Indonesia's golden age include honesty, discipline, leadership capabilities, teamwork and collaboration, emotional intelligence, decision-making skills in any situation, a service-oriented mindset, as well as the ability to speak, negotiate, create and market products, and respond and adapt to changing circumstances (Styowati, 2020).

However, the current reality is that there are still many incidents where children's character education is lacking, such as incidents of school children and adults throwing rubbish carelessly, not understanding how to queue, being indifferent, even lacking respect for parents and teachers, lack of sensitivity, and fights between residents or even students, bullying, even intolerant attitudes at school and in society. Then there are changes in behavior in the millennial era which leads to symptoms of reduced socialization and interaction between individuals directly, as well as a tendency to want everything instantly, even though everything can go through a process, namely doing hard work, discipline, focus, and being full of patience and not giving up easily, (Styowati, 2020).

These various issues are caused by several constraints, one of which is the low level of education among parents, especially mothers, which also results in poor quality of care for early childhood. In addition, the low economic status of society affects the quality of early childhood education institutions. Another constraint is the limited number of early childhood education institutions, both formal (Kindergartens/RA) and non-formal (KB/TPA), with an uneven distribution across regions compared to the target for early childhood education itself. The final barrier is the low quality of early childhood educators who have not met the minimum standards. To become an early childhood educator, one must have at least a diploma equivalent to a D-2 PGTK (Early Childhood Education Teacher Training) program. As the quality of teachers improves, the quality of the teaching process and the quality of the students also improve, (Sutarman & Asih, 2016, hal. 47-48).

Furthermore, according to Ali Ibrahim Akbar, educational practices in Indonesia tend to be more oriented towards education based on hard skills (technical skills) which are more developmental in nature intelligence quotient (IQ) but does not develop the soft skills contained in it emotional intelligence (EQ), and spiritual intelligence (SQ) (Hadisi, 2015, hal. 51).

Many teachers have the perception that students who have good competence have high test/exam results. This assumption is indeed a quite serious mistake. This is because the development of affective areas in the education system really requires conducive conditions. This means that we need to seriously plan moral learning. On the other hand, if character education is not designed seriously, the results will be disappointing, (Lubis, 2008, hal. 6).

In line with the opinion above, many teachers think that character education is only a complement so that students are given more academic lessons to the exclusion of character education. Many teachers still think that character education is just knowledge (kognitif) (Styowati, 2020).

On this basis, it is necessary to instill children's character values in maximizing children's potential and abilities. Therefore, as parents and teachers can take advantage of

children's golden years in instilling character values and character formation. It is hoped that this will be able to form a generation as the nation's successor who has strong character that reflects the character of Indonesian children and as preparation for entering the next level of education, instilling early childhood character education is very important.

METHOD

This research uses a qualitative descriptive approach and the type of research used is a library research approach, namely collecting data or scientific work related to the research object. According to Mustika, the library approach or library study is a series of activities relating to methods of collecting library data, reading, and recording and processing research materials, (Zed, 2003, hal. 6). Based on this, data collection in this research was carried out by reviewing or exploring several journals, books and documents (both printed and electronic) as well as sources of data or information that were considered relevant to this research.

RESULTS AND DISCUSSION

Early childhood aged 0-6 years have a complex and very unique phase of growth and development. Its growth and development has developed very rapidly and cannot be repeated in the future. At an early age it is also said that the golden age, where children at an early age can easily imitate and absorb various knowledge in their environment, both positive and negative, so that at an early age it is very good to be given positive knowledge.

According to Gardner (1998) as cited by Mulyasa (2012), early childhood plays a very important role because the human brain undergoes rapid growth and development, reaching up to 80%. At birth, a child's brain has developed 25%, by the age of 4, it reaches 50%, and by the age of 8, it reaches 80%, with the remaining development occurring until the age of 18.

Therefore, the role of education is crucial for the instillation of character from an early age through character education. According to Megawangi, children will grow into individuals with character if they can grow up in an environment with character, so that the nature of every child who is born pure can develop optimally.

This also remembers that the child's environment is not only a micro family environment, all parties - family, school, mass media, business community, and so on take part in the development of the child's character. The Ministry of National Education launched a national movement in the form of character education (2010-2025) through a decision by the government of the Republic of Indonesia by President Susilo Bambang Yudhoyono on May 11 2010 regarding the national character education movement. It is hoped that the national character education movement will be able to provide a solution to the fragility of the nation's character so far, (Zuchdi & dkk, 2011, hal. XV).

Education in Indonesia also makes a clear decision, that a person's character can be formed through education. Like one of the learning theories from expert Wiliam Stren with the Convergence theory which states a person's character is influenced by innateness and environment or education.

Character education comes from two words, education and character. Education is a conscious and planned effort in the process of guidance and learning for individuals to grow and develop into independent, responsible, creative, knowledgeable, healthy, and morally upright humans. The National Education System (Sisdiknas) emphasizes that :

“National education functions to develop abilities and shape the character and civilization of the nation in order to enlighten the life of the nation. Its goal is to develop the potential of students to become individuals who are devout and obedient to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic citizens who are responsible (Republik Indonesia, 2003).

According to the Great Indonesian Dictionary, education is the process of changing the attitudes and behavior of an individual or group of people in an effort to mature humans through teaching and training, the process, method, or act of educating (Tim Penyusun Pusat Bahasa, 2005, p. 263). Meanwhile, character is defined as the universal values of human behavior that encompass all aspects of life, including those related to God, oneself, others, and the environment, manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs (Suyadi, 2013, p. 5). Furthermore, according to the Great Indonesian Dictionary, character is defined as nature, disposition, temperament, habit (Partanto, Al-Barry, & Al-Barry, 1994, p. 306).

In the explanation of character above, it is closely related to an individual's personality, which has distinctive features related to temperament, character, attitude, behavior, morals, and ethics that differentiate one person from another.

Furthermore, regarding character education, according to Lickona, character education encompasses three things : knowing the good, desiring the good, and doing the good. In line with this, Frye (2002) explains that character education is "a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through universal values that we all share."

It can be concluded that character education can be understood as a conscious and planned effort made by an individual regarding goodness, loving goodness, which can be developed into a positive personality, noble character, and positive attitudes and behaviors as expected, so that they can be carried out and applied in daily life. Therefore, an educational institution, especially one focused on Early Childhood Education, should introduce and instill character values from the very beginning of the learning process, which can then be applied in the child's life. The purpose of character education is to provide direction in the implementation of education within an institution. Character education is extremely important in human life, especially for the young generation who are the future of Indonesia, as it is currently challenged by moral decay in various institutions, including the educational system (Sahlan, 2013, p. 139-149).

The Ministry of National Education (2010) outlined 18 character values compiled by the Research and Development Agency of the Curriculum Center :

- a) Religious: Obedience and compliance in understanding and carrying out the teachings of the religion (or belief system) followed, including tolerance towards the religious practices (or belief systems) of others, as well as living harmoniously and side by side.
- b) Honesty: Attitudes and behaviors that reflect the unity between knowledge, words, and actions (knowing what is right, saying what is right, and doing what is right), making the individual trustworthy.
- c) Tolerance: Attitudes and behaviors that reflect respect for differences in religion, belief systems, ethnicity, customs, language, race, opinions, and other differences, with awareness and openness, and the ability to live peacefully amid these differences.
- d) Discipline: Consistent habits and actions in adhering to rules or regulations that apply.
- e) Hard Work: Behaviors that show serious efforts (fighting to the last drop of blood) in completing various tasks, problems, jobs, and others to the best of one's ability.
- f) Creativity: Attitudes and behaviors that reflect innovation in various aspects of problem-solving, always finding new ways, even better results than before.
- g) Independence: Attitudes and behaviors that show self-reliance in completing various tasks or solving problems. However, this does not mean one should never delegate tasks or responsibilities to others.
- h) Democratic: Attitudes and ways of thinking that reflect equality in rights and obligations fairly and equally between oneself and others.

- i) Curiosity: Ways of thinking, attitudes, and behaviors that reflect a desire to explore and learn more deeply about everything that is seen, heard, and studied.
- j) National Spirit or Nationalism: Attitudes and actions that place the interests of the nation and the state above personal or individual and group interests.
- k) Love for the Homeland: Attitudes and behaviors that reflect pride, loyalty, care, and high appreciation for the language, culture, economy, politics, and so on, making it difficult to accept offers from other nations that could harm one's own nation.
- l) one's own shortcomings without diminishing the spirit to achieve greater success.
- m) Communicative, Friendly, or Proactive: Attitudes and actions that are open to others through polite communication, fostering collaborative teamwork effectively.
- n) Loving Peace: Attitudes and behaviors that reflect a peaceful, safe, calm, and comfortable presence in a specific community or society.
- o) Fond of Reading: The habit of willingly setting aside time to read various information, such as books, journals, magazines, newspapers, etc., to gain wisdom.
- p) Environmental Awareness: Attitudes and actions that always strive to protect and preserve the surrounding environment.

According to Nuraeni (2014), the character values for early childhood are :

- a. Honesty: One of the character traits that an individual must possess, as honesty will affect their relationship with others. The more honest a person is, the more they will be liked by others and their environment. On the contrary, people with dishonest or deceitful behavior will not be liked by others. The attitude of honesty needs to be instilled in children from an early age, through words and actions demonstrated by adults, including teachers and parents, and carried out continuously.
- b. The results of instilling the attitude of honesty will not appear in a short time, but will require a long process in order to produce children with honest character. Therefore, character education should begin at an early age, so that when they grow up, children become a generation with strong character.
- c. Discipline: Discipline is an important behavior that must be possessed by someone if they desire a good life. A disciplined attitude will help a person to manage everything that will discipline is essential for a person if they want to lead a good life. Everything is planned and executed on time, which results in better outcomes and adherence to rules. A disciplined attitude is not formed immediately; every individual requires a process to become a disciplined person. Discipline can be nurtured in children from an early age. The cultivation of discipline cannot be done just once or temporarily; it must be carried out continuously from early childhood. Discipline can be instilled in children through the implementation of simple rules, the teacher's punctuality, and other actions that demonstrate that the teacher does not delay any activities
- d. Tolerance: Tolerance is an attitude of caring for others, giving others the opportunity to develop themselves, and other forms of concern related to humanity. The attitude of tolerance will grow if a child is raised in an environment that instills tolerance within its community. Therefore, children also need models or examples to imitate in order to develop an attitude of tolerance.
- e. Independence: Independence is an attitude that is highly necessary for individuals. Independence helps a person to develop themselves through their own initiative. The independent attitude that a person possesses can reduce their dependence on others. The attitude of independence in an individual must be instilled from an early age through various activities, whether at home or in early childhood education institutions.

According to (2014), character education must be instilled from an early age and through a process that is adapted to the child's developmental stage. This shows that in the formation of a child's character, patience and persistence from educators are required,

which should be supported by a balance between parental education at home and education at school.

- a. Furthermore, education that begins at home, particularly the education provided by parents, also influences a child's character. As stated, parents are the primary and first educators for their children because it is from them that children begin to receive education.
- b. Therefore, parents need to be cautious in their actions and words, as everything that is heard and seen from parents will be imitated (Taubah, 2015). Thus, both parents and educators play an important role in shaping a child's character. Instilling character in children from an early age, whether starting from home or from formal institutions, must have a clear method and be carried out as best as possible according to the developmental phase. It is expected that this will make it easier for children to receive the education.

According to Abdullah Nashih Ulwan in (Atabik & Burhanuddin, 2015), some methods that should be implemented by parents and educators are :

- a. Education through Role Modeling Parents who have set a good example for their children should not feel that they have fulfilled their educational responsibilities. This means that role modeling should be continuous, so that it can help shape the child's character.
- b. Education through Repetition Both parents and educators can ask a young child to repeat what they have learned from the educator, such as practices they have done together previously.
- c. Education and Advice Education and advice can be given through storytelling. This method is very effective in educating young children because they have a high level of curiosity, so when they hear something new, they will pay close attention to what the educator (teacher or parent) is telling them. At the end of the story, the educator can point out the moral lessons behind the story, thus instilling educational values from an early age.
- d. Education through Attention and Supervision Giving attention to the child and monitoring their actions is the fundamental principle of education. When the child does something good, they should be encouraged to continue. If they do something wrong, it must be stopped, a warning should be given, and the consequences should be explained.
- e. Storytelling Method Storytelling is a method used to capture the attention of children. It is a way to convey learning material through stories that can attract the attention of students.
- f. The benefits of the storytelling method for early childhood education include building an emotional connection between the child and their parents or educators, serving as a medium to deliver messages to the child, fostering imaginative or fantasy play, training the child's emotions and feelings, helping the process of self-identification, enriching inner experiences, providing entertainment, and shaping the child's character.
- g. Field Trip Method Field trips serve as a teaching method that gives children the opportunity to observe. Through this method, children can listen, feel, see, and do. Field trips activate all of the senses. Additionally, field trips can spark children's interest and curiosity about things. This is possible because children are directly involved in real and authentic experiences. During field trips, children can also be trained to be disciplined, learn to recognize and appreciate nature, respect their friends, build a positive attitude toward their environment, and work together. Field trips can also encourage creativity and active learning in children.
- h. The character education that is needed by early childhood is not only education that is only at the level of knowledge and doctrination but also one that is able to

reach children's emotional areas (Andrianto, 2011, p. 121). Character education is related to the process, where the process must be carried out continuously with the help of the people around it. A soul with character is not only influenced by genes but also influenced by the environment, namely education

CONCLUSION

Character education in early childhood plays a crucial role in shaping individuals who are not only intellectually intelligent but also possess noble character and morals. The instillation of character values from an early age helps children develop essential social and emotional skills that will benefit their future lives. Through various methods applied in family and formal educational settings, such as role modeling, habituation, storytelling, and other activities, children can learn important values like honesty, discipline, tolerance, responsibility, and independence. Character education in early childhood needs to be continuous and carried out with consistent role modeling by parents and educators, who serve as the primary examples for the child. By habituating children to practice character values in their daily lives, character education becomes a solid foundation in the formation of the child's personality. This process requires patience, perseverance, and consistency for the values to be deeply ingrained in the child. Through effective character education, children can develop not only in cognitive aspects but also in social, emotional, and moral aspects, preparing them to face future challenges as individuals who are not only intelligent but also virtuous and responsible. Thus, character education in early childhood plays a vital role in creating a generation of future citizens who are of high quality, possess noble character, and are capable of making positive contributions to society and the nation.

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