

Introspection of Superior Generations towards the Application of Innovations with the Character of Pancasila Student Profiles

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Abstract

Every parent certainly craves and wants to have a superior generation, namely pious children/shalihah/the next generation in good personality, obedient to parents, polite to others and blessed by ALLAH SWT so that a Superior Generation is realized with the character of the Pancasila Student Profile with a Quranic spirit. The purpose of this researcher is to find out the effectiveness of the concept of early childhood education and the extent to which the application of the Pancasila Student Profile character in the pious/shalihah generation can build the potential for intelligent character and quranic spirit as the translation of the Qur'an Surah Al-Luqman verses 12-17 is embedded in children aged early. This research is a library-research. The data collection is done by collecting sources from primary and secondary data which is applied to theoretical material and experimental learning patterns in NUSA INDAH Kindergarten education, Semampir District, Surabaya City. In studying and analyzing the data that has been collected, the author uses data analysis (content analysis), which is a qualitative research method that can be used by researchers in explaining the content of the Qur'anic verses from various aspects, as well as moral attitudes and religious values that can be practiced in context by taking into account the verses of the Qur'an as listed in the translated book and understanding the context of early childhood learning. Starting with mentioning the verses that will be interpreted and explaining the meaning of lafadz verses 12-17 contained therein. Then the meaning of the verses that are applied are clearly described and analyzed, so that it can be concluded that a superior generation can be realized if the application builds the potential for intelligent character which focuses on laying the foundation for the growth and development of a superior generation of Pancasila students. a motivator to explore the potential of all aspects of the development and growth of pious and pious children, efforts to keep thoughts because they will become words, guard words because they will become actions, take care of actions because they will become habits, and keep habits because they will become a potential for intelligent character and create human personality completely characterized by the profile of Pancasila students.

Keywords

effectiveness of superior generation; application of innovation with pancasila; student profile character



I. Introduction

Every parent must yearn for and want to have a superior generation, namely sholih / sholihah / next generation children in good personality, obedient to parents, polite to others and respected by ALLAH SWT so that a Superior Generation with the character of a Pancasila Student Profile with a Qurani spirit is realized. The purpose of this researcher is to find out the effectiveness of the concept of early childhood education and the extent of

the application of the character of the Pancasila Student Profile to the sholih / sholihah generation which can build the potential for intelligent, cheerful, healthy and quranic spirit character as translated by the Qurán surah Al-Luqman verses 12-17 embedded noble akhlaaq / ethics in early childhood. this research is a literature research. The data collection is carried out by collecting sources from primary and secondary data that are applied theoretical material and experiments on learning patterns in PAUD KB / TK NUSA INDAH education, Semampir District, Surabaya City. In studying and analyzing the data that has been collected, the author uses data analysis (context analysis), namely a qualitative research method that can be used by researchers in explaining the content of the Qurán verses is the foundation of the first phase for early childhood for the application of innovations with the character of pancasila student profiles from various aspects of ethical attitudes and moral moral religious values that can be practiced by paying attention to the verses of the Qurán as stated in the book of translation and understanding of the context of early childhood learning. It begins by mentioning the verses to be interpreted and explaining the meaning of lafadz verses 12 - 17 contained in it. Then the meaning of the applied verses is clearly described and analyzed, so that the conclusions of the superior generation can be drawn if the application builds the potential of intelligent character that focuses on laying the foundation for the growth and development of the superior generation with the character of pancasila students If teachers and parents as facilitators and motivators to explore the potential of all aspects of child development and growth that sholih and sholihah efforts to maintain the mind because it will be a word, keep the word because it will be a deed, keep the deed because it will become a habit, and keep the habit because it will become a potential intelligent character and create a whole human personality with the character of the pancasila student profile. Early childhood education is a form of education unit at the early childhood level which is essentially an education organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of children's personality. The government's efforts to develop aspects of children's personality are through character education activities that are applied in early childhood education institutions. PAUD (Early childhood education) is the provision of efforts to stimulate, guide, nurture and provide learning activities that will produce abilities and skills in children (Competencies).

Character Education is a good education and as a form of preventive measures that are mainly for the risk of bad behavior and can also build a positive character which requires active composition. Therefore, it is important to have a good or moral character education to build the stability of the progress of a nation that is resilient, independent, and has superior character. The main mission of education is to develop the potential of students as good learning (good knower). Good knower here means that education must focus more on the noble akhlaq process, rather than good results but obtained from immoral processes, and that becomes a component of character education in educational institutions. Character education carried out in EARLY CHILDHOOD must be carried out with fun learning based on the principles of early childhood learning, namely: oriented to the needs of children, learning designed in the form of play, learning activities designed to build work systematics / activities, learning activities oriented towards the development of children's life skills, learning is carried out gradually and repeatedly with reference to the principles of work / activity, learning activities are oriented towards the development of children's life skills, learning is carried out gradually and repeatedly with reference to the principles of work / activities child development. One of the learning methods that instill character education in every activity is child-centered learning and play centers. Children

will gain more knowledge if they get a foothold /support from the teacher during the game. The role of PAUD Anak Shalih educators in implementing character education through pancasila profile experiments and circles includes 18 aspects of noble values, through 6 dimensions, carrying out 9 learning steps and implementing 6 characters education strategies.

II. Research Method

This study aims to describe and analyze the implementation of character education through the application of Pancasila Student Profile Character Innovation in NUSA INDAH Kindergarten, Semampir, Surabaya City. Pancasila, Research using qualitative methods. Data collection was carried out using interviews, observations, content objectives and context, video evaluation and documentation. Data analysis is carried out in four steps, namely: Data collection, data reduction, data presentation / Theoretical Studies, and drawing conclusions. The results of the study revealed that: 1) the integration of strengthening character education through an independent curriculum with the application of innovation learning with the character of pancasila student profiles in NUSA INDAH Kindergarten is carried out every Monday to Friday. 2) Supporting factors for the application of character education in experimental learning are the provision of 4 main footings (Beginning, Before, Time and After) as well as a foothold when the circle and providing an explanation of goals, results, reviews, content, evaluation. 3) The inhibiting factor in the implementation of character education is the child's emotions that are still stable. 4) The results of the integrity of the cultivation of character education through experimental learning activities show satisfactory results, this is seen from the child's character embedded through habituation habituation when interactive and collaboration of the process of learning experimentation and playing together so as to create morals that are achieved as follows trust, collaboration, harmonious, loyal, adaptive and competence. as well as cultivating 5S (greetings, smiles, greetings, courtesy and courtesy).

III. Result and Discussion

The conventional process of Independent Learning, playing while learning and challenging, is democratic and students are only used as a predicate to accept and capture the imagination of existing knowledge to make learning goals achieved according to transition expectations. Practitioners and academics must accompany and assess children's development to innovate continuously in managing and developing learning. The innovation must be based on the goal of improving the quality of education, which ultimately aims to educate the nation's life and form competitive and dignified intelligent people to face industry 4.0

In this century, it is very necessary to have a paradigm of an independent learning curriculum in learning by making changes or reforms in learning in order to find new ways that are more effective, cooperative, collaborative, numeracy, literacy in learning. This is where the demand for the role of teacher creativity to find and implement innovative performance in improving the quality of education. This is a challenge that arguably not only focuses on what is taught, but also the way of teaching in which the education itself is based on the needs of the learner's interests as well as the development of his imagination to meet the needs that exist in the future.

It is common consumption that education is now seen as a lifelong process not just a stepping stone towards the professional world. Education 4.0 is considered independent

learning as an opportunity for schools that are ready to grow the readiness of their students to enter a new chapter in the world of education that is changing so quickly. Teachers are required not only to be able to change the way their students think in the face of all the obstacles they experience, but also to have a heroic role that is not easily replaced such as integrative holistic education; how important the role of the teacher is to the future of his students. The role of the teacher is more complex than in previous eras. The complexity is shown, for example, how a teacher must respond to the changing needs of students, technological developments that are so rapidly encroaching and filling the world, or the demands of gaining excellence from society, as well as changes in social construction in society and globalization (Setyowati & M. Arifana, 2004).

The busyness of parents among the early childhood environment, can also be deprived of children's play rights so that many early children are entangled in understanding games in gadgets such as tiktok, free fire, YouTube and other applications, while parents' attention is needed to simulate efforts to provide stimuli so that optimal development can realize the potential of children's moral intelligence through learning based on pancasila student profiles. as well as online and offline learning services are interactive and integrated that can be utilized by teachers, students / early childhood, parental information, resource tools to support and improve the quality of collaborative and cooperative learning of parents that can instill a sense of affection in children are concrete examples of the character of various environments so as to create compassion for an early childhood ability to develop the potential of intelligent character and active skills, creative in terms of skills in processing and understanding information when carrying out activities so that the capture power is like the case of children doing activities of observing, imitating, reading / writing and modifying.

The basis for building a form of habituation of the superior generation with the character of the profile of pancasil students, the nation's children from an early age that is harmonious, peaceful, in the bonds of brotherhood and socialization, namely the cultivation of ethical habituation, we can instill according to early childhood learning with the independent curriculum guidelines inaugurated on February 22, 2022 by the Ministry of Education, Culture, Research and Technology republic Indonesia, about overcoming the learning crisis or learning lost in early childhood during the covid 19 pandemic. At the same time, the character will also protect the superior generation of early childhood from the negative influences of information eraglobalization and socializing gadgets together. Such as the outbreak of violence, cyberbullying, crime or cybercrime, to the influence of radicalism-terrorism.

Education has a broad definition, which includes all the deeds or pseudo-efforts of the older generation to transfer values and delegate knowledge, experience, skills and skills to the next generation. And character education can be formulated as a guidance or conscious upbringing by the educator of the development of students, both meritorious and spiritual, towards the formation of the main personality. Ahmad tafssir defines education broadly, that is, personal development in all aspects, with the note that personal development includes education by oneself, the environment and others. While the word character from the KBBI (big dictionary Indonesian) is defined as character, nature of psychiatric nature, morals or ethics that distinguish a person from others. The concept of character education according to Ki Hajar Dewantara is seen as very necessary and even mandatory for children so that they will become personal and moral human beings. Forming character is a lifelong process. The child's child will become a person of character if he grows up in an environment that has character as well and this character education must be started early even from the time the child is still in the womb.

According to the Ministry of National Education, there are 18 noble values in character education, namely:

- Religious
- Honest
- Tolerance
- Discipline
- Strive.
- Creative
- Self-sufficient
- Democratic
- Curiosity.
- National Spirit.
- Love the motherland.
- Reward achievements.
- Friendly/communicative.
- Peace-loving.
- Love to read.
- Care for the environment.
- Social care.
- Responsibility.

So, a child if he is accustomed to something behavior both positive and negative then the behavior will be strong on him, at that time the behavior is called 'Character'.

In accordance with the Decree of the head of the standards, curriculum, and assessment body for education Number 008 / kr / 2022 concerning Learning outcomes in early childhood education, basic education levels, and secondary education levels In the independent curriculum The role of teachers and parents in the stimulation of early childhood is aligned with the thoughts of Ki Hadjar Dewantara, namely teachers and parents function as facilitators, mentors, and partners of children in the process of development. Furthermore, teachers need to work with parents to ensure harmony between education in paud units (TK/RA/BA, KB, SPS, TPA) and at home in children's daily lives. In general, it can be said that stimulation aims to make children grow optimally holistically and are ready to go to school. It is hoped that they will one day form a person who aspires to in the profile of Pancasila students, namely as lifelong students who are competent, have character, and behave according to Pancasila values.

In the application and strengthening of the profile of the learner pancasila the child can have the abilities that exist in the individual child himself or a group that allows them to make breakthrough ideas or certain approaches in solving problems in different ways and an ability to create new things or new ways that are different from something that already existed before. According to James R. Evans (1994), creative notion is the ability to find new relationships, see the subject from a different point of view, and combine several concepts that are already mindstreamed in society changed into a different concept. So that the work of creativity is created, which can change the ability to think at a high level which implies an escalation in the ability to think, characterized by succession, discontinuity, differentiation, and integration between stages of development. The characteristics of a creative person are as follows:

1. Often Imagining, Those who often imagine are most likely to fall into the category of creative people. Generally, people who like to imagine have a right brain that is more

dominant than their left brain. They are often also referred to as realistic dreamers because they are able to realize their imagination to be real.

2. Liking Challenges, For creative people challenges and difficulties are something that can spark passion. Generally, they face challenges with an optimistic attitude of daring to take risks. When they fail to face challenges, it is considered a lesson. And there is a certain satisfaction when they succeed through the difficulties encountered.
3. Adaptable, Creative people are individuals who can think quickly in finding ideas or ideas to overcome problems. This makes them easily adaptable to the environment and like to help in solving cases in groups
4. Easily Bored, Creative people often imagine and they are always open to new things around them. This is what then makes them tend to get bored easily towards something and always want to try new things
5. Mysterious Personality, Creative people are easily influenced by a rapidly changing mood so their personality is difficult to guess. Their sensitivity and sense of empathy are high, but often their attitude confuses others.

Critical Reasoning, Pancasila students who are able to objectively process information both qualitatively and quantitatively, build relationships between various information, analyze information, evaluate, and conclude it. Which becomes one of the soft skills necessary in increasing self-potential and leadership spirit in stakeholders .

1. Looking at masala from all perspectives In everyday life, it is important to understand the differences, problems, and problems that occur. If we think critically, it will be easy to appreciate the point of view of others in responding to an issue.
2. Reliable, The next benefit of critical thinking is that we can be relied on by the team or organization we follow, because we can complete tasks properly and correctly. Kita also has the ability to invite team members to work effectively and efficiently.
3. Independent in dealing with problems, so critical thinking is independent thinking. With this independent thinking, we are able to overcome problems quickly.
4. Finding new ideas or opportunities When we think critically, we can get the benefit that it is easy to come up with innovative brilliant ideas and be able to look for opportunities to realize them
5. Thinking clearly and professionally, If we are able to think clearly and rationally this signifies that a person is able to think well and can solve problems systematically. This ability is needed and as an asset to run a career in any field.
6. Adaptability is improving, The Times are developing so rapidly and change after change is happening. The existence of new knowledge and technology makes humans who have the ability to think critically adapt quickly. This is because people who have the ability to think critically can improve flexible intellectual skills, have the ability to analyze information skills, and integrate various sources of knowledge to solve existing problems.
7. Increased creativity , Critical thinking allows us to evaluate to the basis of the problem and generate relevant creative solutions. Thus, not only generating ideas, critical thinking also allows us to evaluate new ideas obtained, select and modify them if it is felt necessary.
8. Developing yourself, Critical thinking can certainly be a tool for self-evaluation that is constructive. This can be done by evaluating the decisions and actions that have been taken. Therefore, a person who thinks critically is very able to develop.
9. Language skills and achievements improved with critical thinking patterns can improve the ability to understand the logical structure of texts when studying and analyzing them. This can certainly increase the ability to express ideas and ideas.

Integrity Superior generation is a measure of the identity of early childhood potential in applying the character of the pancasila student profile is the formation of human beings with intelligent potential personalities in the application of ethical and moral values of religion aimed at the provision of early childhood life in the environment and the future. Parents are true educators and excel in the education of their children as quoted in the quran, luqman, verses 12 - 17 as follows : the concept of ECCE Al-Qurán as the holy book of muslims serves as a guide for people who are devout this instruction is of general meaning, meaning that the Qurán in addition to being a guide to the right path and in the ridhoi of Allah swt and will usher in happiness diakhirat is also meaningful as a guide in treading life in world. Because in essence Islam always teaches its people to always achieve happiness in the world and the hereafter.

Children are the hope of the future and the successor of survival and continuation of life. Therefore, the task of parents is to educate and direct their children according to their talents. Because in early childhood is full of great curiosity, they desire to become an individual who has adequate abilities according to his level of maturity. If from an early age, a child gets a good opportunity., then later he will become a creative person and get provisions for his future so that he can work and inspire colleagues.

Dai in the Qurán surah Al-Lukman verses 12-17 there are at least several concepts about early childhood educators, namely;

1. In verse 12, we can learn to always remain grateful to God. And whosoever is grateful for himself, he is grateful for himself. and whosoever is ungrateful, then indeed, Allah is All-Sufficient, Praiseworthy." Every learning there must be a lesson to feel gratitude when it is sad and easy.
2. In verse 13, we can learn and teach children about the education of tawhid as an almighty godhead, and man should not fellowship (Allah) because indeed fellowshiping (Allah) is really a great misery".
3. In verse 14, we can learn that Allah swt commands man (to do good) to his two fathers; his mother had conceived him in an increasingly frail state, and weaned him off in two years. Give thanks to Me and to your father's two mothers, only to Me will you return. As an educator in this case, it is very necessary to cooperate with parents to educate children to pour out sufficient affection and attention to their children.
4. In verse 15, we can learn if both force you to fellowship with Me something that you have no knowledge of, then do not follow both, and care for both in the world well, and follow the path of the one who returns to Me, then only to me will you return, and I will tell you what you have done
5. In verse 16, we can learn about "O my son, verily if there is (a deed) as heavy as a mustard seed, and is in stone or in the heavens or in the earth, God will undoubtedly bring him (repay him). Indeed, Allah is All-Subtle again All-Knowing. Education Parents should put and adjust things in place/with us teaching the child something that matches his child's interests, abilities and talents.
6. In verse 17, we can learn about "O my son, set up prayers and tell (men) to do good things and prevent (them) from doing bad deeds and be patient with what befalls you. Indeed, such things include mandatory things such as physical education such as inviting pilgrim prayers with children should start early.

The design of the learning stages in accordance with the abilities and interests / needs of each student based on Education 5.0 is:

1. Using formative assessments is that teachers help students identify students' own abilities and talents;

2. Placing teachers as mentors, trained to develop curricula and give students the option to determine their own way of learning;
3. Guarantee students not to be the same and not to be expected to be the same;
4. Education is a tujuan not a transfer of knowledge.
5. Continuous professional development is important because teachers have a central position in education. (PTP functional training materials, Bambang Warsita, M.Pd)

Efforts to improve the quality of education in Indonesia are continuously carried out both by the government through related institutions, ranging from central efforts that pivot on the performance of updating the educational curriculum, assessing the value of improvements in facilities and infrastructure, improving the quality of school management to various trainings to improve the quality of teacher professional competencies and public support.

The conventional Process of Freedom of Learning, playing while learning and challenging, is democratic and students are only used as a predicate to accept and the potential to capture the imagination of existing knowledge makes learning goals achieved according to transition expectations. Practitioners and academics must accompany and assess children's development to innovate continuously in managing and developing learning. The innovation must be based on the goal of improving the quality of education, which ultimately aims to educate the nation's life and form competitive and dignified intelligent people to face industry 4.0

Learning achievements in the application of the character profile of early childhood pancasila students, teachers can apply learning Cohesiveness, creativity, cooperation, activeness, responsibility, curiosity about new things, and foster self-motivation in morale. In the example of polite discipline with noble character, teachers can apply habituation activities honestly, intelligently, trusted, creatively, independently, children can apply freely choosing or learning for habituation of experimentation as well as cooperation activities in the words please, apologies, thank you various things attitude of faith / socializing (abbreviated as the word Tomato) and habituation 5S (greetings, smiles, greetings, politeness and santun_). These three approaches should be instilled in the habituation of children's attitudes from an early age and developed in three areas of spritual character cultivation, namely family, school, and community. This means that the process of exemplary, refraction, and teaching Pancasila values must be carried out intensely, both in the family, school, and community environment. So that early childhood can digital-based millennial activities, ranging from culinary recommendations, traveling to purchasing daily goods carried out online, with this behavior the millennial generation is ready to take Indonesia into the digital era to become an even more superior generation. These 21st century skills include: Life skills and a 21st century career, this can be seen in the following table.

Table 1. Life skills and a 21st Century career

Life skills and career	Description
1. Flexibility and adaptability	Students / children are able to adapt to changes and are flexible in learning and activities in groups
2. Have initiative and be able to self-regulate	Students / children are able to manage goals and time, work independently and become students who can manage themselves

3. Social and inter-cultural interaction	Students / children are able to interact and work effectively with diverse groups
4. Productivity and accountability	Students / children are able to manage projects and produce products.
5. Leadership and responsibility	Students are able to lead their peers and can be responsible to the wider community (Triling and Fadel, 2009)

The application of character education Pancasila Student Profile is a type of education whose ultimate hope is the realization of early childhood who have moral integrity and intelligent potential characteristics that can be reflected in daily life, both in interacting with God, the creator of the universe, as for three approaches, namely: cognitive approach, affective approach to language, and moral approach to religion. Like this, children can be warned to do some deeds from an early age / childhood as follows:

1. Accustom the child to take and give with the right hand, as well as when eating and drinking. This habituation should be carried out from the first months.
2. Make it a habit to put the right part first when dressing, put the left one first when taking it off. The child needs to be informed that this is one of the sunnahs of prophet Muhammad SAW.
3. Getting used to helping with light housework such as sweeping, washing rice / dishes, mopping, etc. children need to be aware that this job can help children be independent and responsible.
4. Girls should be avoided from short/revealing clothes.
5. Reading prayers and short letters is like basmalah when eating and reading hamdalah afterwards. Or get used to children in reading the stories of prophets and rosul stories about the history and culture of Islam.
6. Children should be accustomed to reading dhikr and shalawat to the Prophet Muhammad SAW, especially when hearing his name.
7. Children should be accustomed to being invited to pray in congregations with parents and read hamdalah when sneezing and saying tasymit to the person who sneezes.
8. Accustom the child to thank for the good services of others, even if it is of little value.
9. Should get used to saying salam when entering and leaving the house.
10. Let the child be kept away from the use of gadget
11. Should get used to the activity of sending warm messages to friends, write a list of gratitude, complain less, forgive others and yourself
12. You should get used to donating unused used goods, be a good listener, leave positive comments, and find a calmer way to live.

IV. Conclusion

1. Relationship The role and function in the involvement of parents, teachers, or families and the public support of the community in nurturing and teaching character education to children must be very close and there are obstacles for parents who seek to be able to help through parenting discussions with fellow parents as well as consultations with early childhood education experts who need and are facilitated or managed by ECCE institutions. As an educator, it is mandatory to know and be able to apply innovations to develop the learning process to be more conducive so that the results obtained can be

maximized very well and the results are as expected. So that learning output is very influential on the progress of educational institutions, so that real recognition will arise from parents, society and also students and can answer the challenges of life in the future

2. The value of the Pancasila character value must be embedded from an early age because this value is the value of the ancestors of the Indonesian nation which is the character value of Pancasila and it is hoped that superior seeds of the nation's children will be born who can realize the nation's ideals for their own future.
3. The introspection of the superior generation to the application of innovations with the character of the Pancasila student profile includes matters related to the components of the local education system both in the sense of the school system and the system in a broad sense, for example the national education system. so as to create innovative teachers who make students inspired who are polite and have a good character
4. Learning innovation occurs in educational components such as innovation in personnel development, innovation in the number of personnel in a work area, innovation in physical facility problems, use of time, formulating educational objectives, innovation of procedures (for example: the use of an independent learning curriculum, how to make teaching preparations when children / students can already spark ideas, individual teaching, groups etc.), innovations in methods, strategies, and models of early childhood learning, and so on. Learning innovation in education as an effort to change education cannot stand alone, but must involve all related elements in it, such as innovators, innovation organizers such as inspirational teachers, inspirational classes and inspirational students. In addition, the success of educational innovation is not only determined by one or two factors, but also by the public support of the community and the completeness of its facilities so that the character of the Pancasila student profile is realized.
5. The implementation of character education through experimental innovation learning is carried out every Monday to Friday. The supporting factor is very supportive in the application of character education in experimental innovation learning is the provision of 4 components, namely learning objectives, video content, reviews and evaluation results in the independent learning curriculum that applies the Pancasila student profile
6. The inhibiting factor in the implementation of character education is the child's emotions that are still stable. The results of the cultivation of character education through central learning show satisfactory results, this is seen from the character of children embedded through habituation habituation in the context of learning and play activities taking place.

Basic education in Indonesia has undergone various curriculum developments. Currently, the 2013 Curriculum is becoming the main curriculum implemented in schools. However, there are several Driving Schools initiated by the Ministry of Education, Culture, Research and Technology that are fostered to implement a special curriculum, namely the Driving School Curriculum or known as the Merdeka Curriculum, as a program to realize Merdeka Belajar. Even this year, all schools are given the choice of implementing the Merdeka Curriculum in accordance with the readiness of the school concerned. This curriculum is implemented at all levels of schools, including Paud Schools in the city of Surabaya.

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