



Teachers' Efforts in Implementing Multicultural Education to Strengthen the Values of Honesty, Tolerance, and Peace in Early Childhood

*Fidiah Ningrum¹, Ferdian Utama², Leli Fertiliana Dea³

¹Universitas Ma'arif Lampung, Indonesia



fidiahningrum14@gmail.com*

Abstract

This study aims to describe teachers' efforts in implementing multicultural education to strengthen the values of honesty, tolerance, and peace in early childhood at RA Nurul Muttaqin. This study uses a *qualitative descriptive approach* with field research. Data were obtained through observation, interviews, and documentation with teachers, students, and parent representatives. The results show that the instillation of character values is carried out through consistent daily habits and integrated into learning activities. Teachers act as *role models* in displaying honest, tolerant, and peace-loving behavior, as well as creating a safe, inclusive, and conducive classroom environment. The value of honesty is formed through the habituation of responsibility and openness, tolerance is developed through group activities and social interactions, while peace-loving is instilled through persuasive conflict resolution and *sociodrama activities*. Play activities are the main medium for internalizing values because they provide enjoyable direct experiences for children. In addition, multicultural education strategies implemented through the introduction of cultural diversity and collaborative activities can foster mutual respect and strengthen a sense of togetherness. The research findings confirm that the success of early childhood character formation is greatly influenced by the consistency of habits, teacher role models, and an inclusive and harmonious learning environment. Thus, the application of multicultural education contextually is an effective approach in shaping children's social character from an early age.

Keywords: Multicultural Education, Early Childhood Education, Social Character

ARTICLE INFO

Article history:

Received

September 04,
2025

Revised

November 01,
2025

Accepted

December 20,
2025

Published by

Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/bec>

<https://creativecommons.org/licenses/by-sa/4.0/>



INTRODUCTION

The process of helping children learn optimally is the primary responsibility of teachers, encompassing planning lessons, implementing learning activities, and evaluating children's development. This role extends beyond delivering material to creating a safe, comfortable, and conducive classroom environment for early childhood growth and development. A positive learning environment has been shown to influence children's ability to absorb values, form habits, and develop social and moral attitudes from an early age. This context emphasizes that early childhood education is not merely an academic

process, but also a continuous process of character formation through meaningful interactions between teachers and students.

The context of early childhood education places teachers as central figures in the character-building process because children are in a crucial early developmental phase. Early childhood children tend to learn through imitation, habituation, and direct experience in everyday life. Every attitude, action, and interaction demonstrated by teachers will serve as a reference for children in understanding what is considered correct and incorrect behavior. The role of teachers is not only to transfer knowledge but also to guide children in recognizing moral and religious values as the foundation for future social life. This strategic position requires teachers to be able to integrate character values into every learning activity systematically and consistently.

The development of an increasingly diverse society demands an educational approach that is able to respond to the reality of social plurality. Multicultural education is one relevant approach to be implemented from an early age because it provides space for children to recognize, accept, and appreciate differences, both in aspects of culture, language, and religious background. The introduction of the value of diversity through multicultural education is expected to be able to shape individuals who are open, tolerant, and able to live side by side peacefully in a pluralistic environment. The process of internalizing these values is carried out through simple activities close to the child's life, such as storytelling, singing, role-playing, and working together in groups, so that the values of honesty, tolerance, and love of peace can be instilled gradually and sustainably.

Instilling the value of honesty is a crucial aspect in character development in early childhood, requiring the active role of teachers through habituation and role modeling. Children more easily understand the meaning of honesty when teachers are able to provide concrete examples in everyday life, such as admitting mistakes, being fair, and appreciating honest behavior demonstrated by children. Habitual honesty can be fostered through simple activities, such as encouraging children to tell the truth, admit mistakes without fear, and keep agreements made together. A consistent and compassionate approach will help children understand that honesty is a positive value that must be upheld.

The values of tolerance and peace also play an equally important role in shaping the social character of early childhood. Tolerance helps children accept differences in opinions, habits, and backgrounds among their peers, while peace teaches children to live in harmony and avoid destructive conflict. Teachers can instill these two values through fostering habits of cooperation, sharing, waiting one's turn, apologizing, and resolving problems through dialogue. These habits contribute to creating a harmonious learning environment and supporting optimal social-emotional development in children.

The results of initial observations conducted by researchers during the Field Experience Practice activities on July 21, 2025 to September 20, 2025 at RA Nurul Muttaqin showed that the development of honesty values in some children had not yet emerged optimally. Some children still showed hesitant behavior in admitting mistakes, tended to hide the actual incident, and did not yet understand the importance of being honest with teachers and friends. This condition was seen in several observation subjects, such as Farhan Dwi Almusyafa who was still hesitant to admit his mistakes, Apriliana Dea who had taken things without permission and did not dare to admit it, and Mafaza Khoirunnisa who sometimes hid mistakes when playing with friends. This fact shows that the value of honesty as part of children's basic character still requires more intensive and directed guidance through the role of teachers in the school environment.

Field conditions also indicate that teachers at RA Nurul Muttaqin still require a more systematic strategy for integrating multicultural education into learning activities. Efforts made so far have been general in nature and have not specifically focused on strengthening the values of honesty, tolerance, and peace. Challenges in creating an inclusive learning environment are also still felt, resulting in not all children receiving learning experiences

that support them in appreciating differences and living in harmony. This issue emphasizes the need for a more in-depth study of how teachers effectively implement multicultural education to shape the character of early childhood.

Several previous studies have examined the implementation of multicultural education in early childhood using various approaches. Research by Putri and Hidayat (2021) shows that strategies for fostering the habit of sharing, cooperation, and peaceful conflict resolution are effective in instilling values of peace. Research by Hidayat and Putri (2021) confirms that multicultural education can build honesty, tolerance, and empathy through the introduction of cultural diversity and social interactions in children. Hartoyo (2022) found that group play and social interaction activities are effective media for internalizing multicultural values. Sari and Hartono (2020) emphasize the importance of strengthening teacher competencies in overcoming obstacles to implementing multicultural education. Wulandari (n.d.) shows that consistent habituation and social interaction can effectively instill values of peace and tolerance. These findings demonstrate that multicultural education has a significant contribution to the development of social character in early childhood.

The research gap *lies* in the absence of studies that specifically examine teachers' efforts to integrate multicultural education comprehensively to strengthen the values of honesty, tolerance, and peace within a single institutional context in depth. Previous research tends to discuss strategies in general terms without highlighting the implementation practices in a particular institution, along with their obstacles and effectiveness. The novelty of this research lies in its more contextual focus at RA Nurul Muttaqin, emphasizing a comprehensive analysis of teachers' efforts, the obstacles faced, and the effectiveness of strategies in shaping the character of early childhood.

The research problem is how teachers implement multicultural education to strengthen the values of honesty, tolerance, and peace in early childhood at RA Nurul Muttaqin. The purpose of this study is to determine and describe the steps taken by teachers to instill the values of honesty through habituation, foster tolerance through cooperation and respect for differences, and build a peaceful attitude through constructive conflict resolution. This study also aims to identify obstacles faced by teachers and assess the effectiveness of the strategies implemented in shaping children's character.

This research is expected to provide theoretical contributions to enriching early childhood education studies, particularly regarding the application of multicultural education in character development. Practically, this research can serve as a reference for teachers in developing more effective learning strategies, educational institutions in developing inclusive programs, and researchers and policymakers as a basis for developing education that is responsive to diversity.. The urgency of this research lies in the importance of character formation from an early age as the foundation of children's future social lives, so that the implementation of appropriate multicultural education is a necessity that cannot be ignored.

METHOD

This research is a field research that aims to obtain a real picture of the phenomena that occur directly in the early childhood education environment, especially related to teachers' efforts in implementing multicultural education. The approach used is *descriptive qualitative* which attempts to explain the problem based on data obtained in the field, then analyzed and interpreted in depth to find the meaning of the phenomenon being studied. The qualitative method is based on the philosophy of *post-positivism*, where the researcher acts as the main instrument, the selection of data sources is done purposively, the data collection technique uses *triangulation*, and the analysis is carried out inductively by emphasizing meaning rather than generalization. The research was carried out at RA Nurul

Muttaqin as a location that has characteristics of social, cultural, and economic diversity that are relevant to the focus of the study.

The research location is RA Nurul Muttaqin Penumangan Baru, Tulang Bawang Tengah District, West Tulang Bawang Regency. The location was chosen based on the consideration that this institution has students with diverse backgrounds, making it an appropriate context for studying the application of multicultural education in daily learning. The researcher's experience during the Field Experience Practice activities also strengthened the relevance of the location selection because the problems studied were found directly in the field. The research time refers to the results of field observations conducted on September 21, 2025, which showed that teachers had attempted to instill the values of honesty, tolerance, and peace through storytelling activities, group play, and peaceful conflict resolution, although there were still obstacles in children's understanding and consistency in implementing values outside of school.

The research subjects in the qualitative approach are referred to as informants, namely individuals who provide information related to the situation and conditions of the research. Informants in this study include teachers and students at RA Nurul Muttaqin who are directly involved in the learning process. The sampling technique used *purposive sampling*, namely a technique based on certain considerations according to research needs. Teachers were selected because they have a strategic role in instilling the values of honesty, tolerance, and peace through learning activities, while 23 students in group B1 and three parent representatives were involved to provide information regarding the impact of implementing multicultural education on children's character development.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly through interviews and observations of teachers and students as the main research subjects. Secondary data were obtained from various supporting documents such as books, scientific journals, lesson plans, child development records, and other relevant school documents. The use of these two data sources was carried out in an integrated manner because primary data provides an empirical picture in the field, while secondary data serves to strengthen the analysis to make it more comprehensive and valid.

Data collection techniques were carried out through observation, interviews, and documentation. Observation was used to obtain direct data regarding children's behavior and interactions in natural situations without intervention, so that the data obtained reflected actual conditions. Interviews were conducted directly with the principal and class teachers using a *semi-structured approach* to gather in-depth information regarding strategies and experiences in implementing multicultural education. Documentation was used to complement the data in the form of archives, photos of activities, and notes related to the learning process at school.

The research instruments in this study positioned the researcher as *the key instrument*, directly involved in the data collection process. Supporting instruments used included interview guidelines, observation sheets, field notes, and documentation tools to systematically record data. The observation sheets were used to observe aspects of honesty, tolerance, peace, and the role of teachers in implementing multicultural education. The interview guidelines served to gather information related to school policies, learning strategies, and teachers' experiences in instilling character values in children.

The validity of the data in this study was tested using *triangulation techniques* that utilize various sources and techniques to ensure data credibility. Triangulation was carried out by checking observational data with interviews and documentation to obtain valid conclusions. The time aspect was also considered in data collection because the informant's condition can affect the quality of the information provided. This approach allows researchers to obtain more accurate and reliable data.

Data analysis was conducted inductively through the stages of data reduction, data presentation, and drawing conclusions or *verification*. The data reduction process was

carried out by summarizing and focusing data on relevant things so that it was easier for researchers to understand the emerging patterns. The data presentation stage was carried out in the form of an organized narrative so that the relationships between data could be clearly understood. The final stage, namely drawing conclusions, was carried out gradually by verifying the collected data to produce credible findings. The inductive analysis approach allowed researchers to draw general conclusions based on specific facts found in the field, thus providing a deep understanding of teachers' efforts in implementing multicultural education to strengthen the values of honesty, tolerance, and peace in early childhood at RA Nurul Muttaqin.

RESULTS AND DISCUSSION

Teachers' Efforts to Cultivate the Habit of Honesty Through a Prevention and Development Approach

Teachers' efforts to cultivate honesty at RA Nurul Muttaqin demonstrate a structured process through daily learning activities integrated with character values. Observations indicate that teachers act as role models by displaying honest behavior in both speech and actions, thus serving as direct examples for young children. The classroom environment is created conducive to children feeling safe and not afraid to admit mistakes. Simple rules such as prohibiting lying and the obligation to admit mistakes are mutually agreed upon and consistently implemented in class activities. Positive reinforcement is provided through praise or appreciation to children who demonstrate honest behavior, thus encouraging the formation of sustainable habits. Learning methods are also designed to minimize dishonest behavior through role-playing activities, story-based learning, and assessments that emphasize process rather than results.

The results of field interviews reinforce these findings, as conveyed by Ms. Nuryanti, a class B1 teacher, who stated that honesty is cultivated through simple activities such as getting children used to return items to their original places and training them to express their feelings honestly, both when they are happy and sad. This statement shows that the value of honesty is not only taught theoretically, but is also practiced in the children's daily lives in the classroom. This approach provides space for children to understand the meaning of honesty concretely through direct experience.



Figure 1. Storytelling Method in Instilling the Value of Honesty

Research findings also indicate that storytelling is a key strategy for instilling the value of honesty. Teachers use stories containing moral messages about honesty, then engage children in interactive dialogue about characters in the stories who bravely tell the truth when they make mistakes or find someone else's belongings. Ms. Nuryanti explained that this method provides a gateway for children to understand the concept of honesty before they practice it in their daily lives. The use of storytelling has proven effective because it captures children's attention while conveying moral values in a simple and easy-to-understand manner.

A discussion of these findings indicates that teachers' efforts to instill the value of honesty are carried out through a consistent and contextual approach to habituation. The

learning process focuses not only on verbally conveying values but also emphasizes the real-life experiences children have in everyday interactions. A safe and supportive classroom environment is a crucial factor in encouraging children to speak honestly without fear of negative consequences. Teachers' exemplary behavior serves as *role models* that strengthen the internalization of honesty, as young children tend to imitate behavior they observe directly.

The preventative approach implemented through classroom rules, positive reinforcement, and learning designs that minimize opportunities for cheating demonstrates that teachers are not only working to correct behavior but also to prevent dishonest behavior from occurring in the first place. This strategy demonstrates that developing an honest character requires an integration of the environment, learning methods, and active teacher involvement in every interaction with children. Parental involvement, fostered through collaboration, is also crucial in expanding the habit of honesty beyond the school environment, so that the instilled values can continue in children's daily lives.

The results of this study confirm that cultivating honesty in early childhood will be more effective if implemented sustainably through a combination of role models, a conducive environment, and learning methods appropriate to the child's characteristics. This process not only forms honest behavior as a habit but also helps children understand the meaning of honesty as an important moral value in social life.

Teachers' Efforts to Cultivate Tolerance through Inclusive Environments and Group Activities

Teachers' efforts to cultivate an attitude of tolerance at RA Nurul Muttaqin are evident in the creation of an inclusive and harmonious learning environment from an early age. Observations show that teachers consistently display an attitude of mutual respect, do not discriminate against students, and are fair in every classroom interaction. The instillation of tolerance values is carried out through various methods appropriate to the characteristics of early childhood, such as storytelling, role-playing, and group activities. Group activities are the main medium in training children to interact with friends who have different characteristics and abilities, so that children are accustomed to working together, sharing, and respecting others. The classroom environment is also regulated by simple rules such as not teasing friends, being willing to take turns, and respecting the opinions of others, which are applied consistently in daily activities.

Field interviews indicate that tolerance has been effectively implemented in the social interactions of children in class B1. Ms. Nuryanti explained that teachers consistently encourage children to play and learn together without discrimination. Concrete examples are seen in block and puzzle play activities, where children are taught to share play equipment and not monopolize toys. This practice demonstrates that the value of tolerance is not only taught conceptually but is internalized through play activities that become part of children's daily lives. These direct experiences help children understand that every friend has the same right to play and learn.



Figure 2. Playgroup Activity Method in Instilling Tolerance Values

The research also showed that group play activities are an effective strategy for instilling the value of tolerance. Researchers observed that children were trained to work together, take turns using educational play equipment, and share roles fairly within the group. Ms. Nuryanti explained that through these activities, children learn not to impose their will and to appreciate differences among their peers. The interactions that occur in group activities provide a space for children to develop social skills and understand the concrete meaning of tolerance in everyday life.

The discussion of these findings indicates that cultivating tolerance in early childhood requires a supportive learning environment and experiential learning strategies. Group activities serve as an effective means of fostering mutual respect because children are actively involved in real-life social interactions. An inclusive classroom environment provides a sense of security for children to interact without fear or discrimination, allowing the internalization of tolerance values to occur naturally. The role of teachers as role models is also crucial in fostering tolerance, as children tend to imitate the behavior demonstrated by their teachers in their daily lives.

The approach applied demonstrates that fostering tolerance is not sufficient through explanation alone, but must be built through repeated and consistent habits. Activities such as playing together, sharing, and collaborating are effective ways to foster children's awareness that differences are part of social life and should be valued. Teacher intervention during minor conflicts also strengthens children's understanding of the importance of mutual respect and forgiveness. This process demonstrates that the value of tolerance develops through structured social experiences within the learning environment.

The results of this study confirm that cultivating tolerance in early childhood will be more effective when supported by an inclusive classroom environment, collaborative activities, and consistent teacher role models. This process not only forms tolerant behavior as a habit but also helps children understand the importance of respecting differences in social life from an early age.

Teachers' Efforts to Cultivate Peaceful Attitudes through Persuasive Approaches and Role-Playing Activities

Teachers' efforts to cultivate a peaceful attitude at RA Nurul Muttaqin demonstrate a systematic character-building process through positive habits in daily learning activities. Observations show that teachers act as role models by displaying a calm demeanor, not easily angered, and able to resolve problems wisely. The classroom environment is built in a conducive and harmonious manner by implementing simple rules such as no fighting, no teasing, and mutual respect. These rules are consistently implemented as a preventative measure against the emergence of aggressive behavior in children. The instillation of peaceful values is carried out through methods appropriate to the characteristics of early childhood, such as storytelling, role-playing, and group activities that involve direct social interaction.

Observations also show that teachers actively guide children in resolving minor conflicts through a persuasive approach. When disputes arise between children, teachers do not directly punish them, but instead guide them toward dialogue, mutual understanding, and forgiveness. This approach helps children understand that conflicts can be resolved non-violently and in a positive manner. This practice provides children with real-world experience in managing emotions and maintaining harmonious social relationships within the school environment.

Field interviews corroborated these findings, explaining that fostering the values of peace and love through creating a calm and loving classroom atmosphere. Children are encouraged to express their love for one another through simple actions such as greeting, shaking hands, and playing non-violent games. Teachers also employ role-playing or *sociodramas* to teach children how to resolve conflicts peacefully. This explanation demonstrates that the values of peace are not only taught theoretically but are also practiced through activities relevant to children's lives.



Figure 3. Role-Playing Method in Instilling the Value of Peace and Love

The research results showed that role-playing or *sociodrama activities* were an effective strategy for instilling the value of peace. Researchers observed that the classroom atmosphere was harmonious when teachers and children interacted calmly and with mutual respect. Ms. Nuryanti explained that these activities aimed to build a sense of brotherhood and compassion among each other. Through these activities, children learned not to fight, to forgive each other, and to create harmonious relationships within the school environment.

A discussion of these findings indicates that cultivating a peaceful attitude in early childhood requires an approach that emphasizes direct experience in social interactions. Role-playing activities provide opportunities for children to concretely understand conflict situations and practice peaceful resolution. A conducive and compassionate classroom environment is a crucial factor in fostering peaceful behavior, as children feel safe expressing their emotions and learn to manage them effectively. The role of teachers as role models is also crucial, as the calm and wise attitudes they demonstrate will be imitated by children in their daily lives.

The persuasive approach employed by teachers demonstrates that the development of a peaceful character is not achieved through pressure or punishment, but through gentle and understanding guidance. Interactions fostered through effective communication help children understand the importance of maintaining harmonious social relationships. Habits such as apologizing, forgiving, and avoiding conflict are part of the ongoing internalization of values within the learning environment.

The results of this study confirm that cultivating a peaceful attitude will be more effective when implemented through a combination of teacher role models, a harmonious environment, and learning activities that involve direct social experiences. This process not only forms a habit of peaceful behavior but also helps children understand the importance of maintaining harmonious relationships in everyday life from an early age.

Teachers' Efforts in Creating Play Activities Based on the Values of Honesty, Tolerance, and Peace

The efforts of teachers at RA Nurul Muttaqin instilling the character values of honesty, tolerance, and peace are evident through the creation of consciously designed and directed play activities. Research results show that teachers create a safe, fun, and open play environment so that children feel comfortable expressing themselves without fear. In the context of honesty, teachers create a non-oppressive classroom environment, so that children dare to be honest about what they feel and do during play. Observations show that children are more open in expressing feelings such as happiness, sadness, or disappointment when the learning environment supports honesty as part of daily habits.

The research also shows that teachers actively develop group games as a means of instilling the value of tolerance. Group play activities are designed to enable children with varying abilities to interact and collaborate. Children are taught to share, wait their turn, and respect the presence of their peers without discriminating based on background or ability. This situation reflects that play serves not only as a means of entertainment but also as an effective social learning medium for fostering tolerance in early childhood. This process occurs naturally through interactions between children in structured play activities.

Teachers' efforts to instill the value of peace are also evident in their active role in guiding children when conflicts arise during play. Observations show that teachers do not immediately impose punishment when fighting over toys occurs, but instead guide children to communicate effectively, understand each other, and resolve problems through dialogue. This approach helps children understand that conflict is part of social interaction and can be resolved peacefully. Teachers also provide direct examples of how to resolve problems with a calm and wise attitude, providing children with behavioral models to emulate in their daily lives.

Research results show that teachers assess not only the final outcome of play activities but also emphasize the process children go through. Teachers praise children who demonstrate honesty, sharing, and cooperation with their peers. Praise is given not for winning the game, but for the positive attitude displayed throughout the process. This approach helps children understand that character values are more important than the final outcome, thus encouraging them to develop consistently positive behaviors in every activity.

A discussion of these findings indicates that play activities play a strategic role as a medium for character-based learning in early childhood. A safe and open play environment allows children to develop honesty naturally without pressure. Heterogeneously designed group activities provide a space for children to learn tolerance through direct interaction with diverse peers. This process demonstrates that social experiences in play are a primary means of shaping children's understanding of the importance of respecting differences.

The teacher's role as both facilitator and role model is key to the successful formation of character values through play. Teachers not only direct the flow of play but also provide guidance when conflicts arise and demonstrate peaceful resolution methods. The approach used demonstrates that learning the value of peace is more effective when conducted through real-life experiences than through theoretical explanations. The interactions that occur during play provide a space for children to learn to manage their emotions, understand others' perspectives, and build harmonious social relationships.

The results of this study confirm that integrating the values of honesty, tolerance, and peace into play activities can be effectively implemented through appropriate learning design, a supportive environment, and active teacher involvement in every interaction between children. Consistently practicing these values in play activities not only forms

positive behaviors as habits but also helps children understand these values as an important part of their social lives.

CONCLUSION

The results of the study indicate that teachers' efforts in implementing multicultural education at RA Nurul Muttaqin have been carried out systematically through the habituation of the character values of honesty, tolerance, and peace in daily learning activities. The instillation of these values is carried out through consistent daily habits and concrete actions integrated into teacher-child interactions. Teachers act as facilitators and *role models* who provide direct examples in every activity, so that children can imitate positive behavior naturally. The value of honesty is formed through the habituation of responsibility for one's own and others' belongings, the value of tolerance is developed through attitudes of mutual help and sharing, while the value of peace is instilled through expressions of affection and activities that encourage harmonious social relationships, such as *the Circle of Love*. The internalization of character values is also strengthened through play activities, which serve as a fun and meaningful learning medium for early childhood. Teachers utilize various educational games to instill moral values without putting pressure on children. Honesty is instilled through games like guessing objects and chain messages, tolerance through cooperative games like large puzzles and forts, and peace through *sociodrama activities* on the theme of friendship. This approach demonstrates that play activities can be an effective means of helping children understand and practice character values directly in their daily lives. An inclusive learning environment is a crucial factor in supporting the successful development of children's character. Teachers successfully create a classroom atmosphere that embraces children's diverse backgrounds and abilities, allowing each student an equal opportunity to develop. Strategies implemented include creating a safe space for children to express themselves honestly, assigning roles fairly in group activities as a form of tolerance, and resolving conflicts peacefully without violence. This inclusive environment serves as an effective social space for shaping positive behaviors and attitudes in children from an early age.

The implementation of multicultural education strategies in learning helps strengthen character formation while fostering a sense of nationalism and patriotism in children. Teachers introduce the cultural diversity of the archipelago through various activities involving social interactions between children from diverse backgrounds. These collaborative activities not only help children understand the importance of respecting differences but also foster pride in Indonesian national identity. The integration of multicultural values into learning demonstrates that character education can be optimally implemented when linked to the real social and cultural contexts in children's lives. Based on the research results, teachers are expected to maintain consistency in providing positive role models to children and increase the variety of use of educational games based on local culture so that the process of internalizing multicultural values becomes more interesting and effective. Schools are expected to continue to support the creation of an inclusive learning environment by providing adequate facilities and infrastructure, and holding regular training for teachers in developing character education and inclusive education strategies. Parents are expected to be able to align the habituation of the values of honesty, tolerance, and peace in the family environment so that these values can be consistently instilled in children. Future researchers are expected to examine in more depth the effectiveness of collaboration between schools and parents in monitoring children's character development, especially for children with special needs in an inclusive education environment.

REFERENCE

- Anggito, A., & Setiawan, J. (2018). *Qualitative research methodology*. CV Jejak (Jejak Publisher).
[https://books.google.com/books?hl=id&lr=&id=59V8DwAAQBAJ&oi=fnd&pg=PP1&dq=Anggito,+Albi,+and+Johan+Setiawan.+Qualitative+research+methodology.+C+V+Jejak+\(Jejak+Publisher\),+2018.&ots=5IeCwwitEn&sig=BMIsHfISQyksAn3nUMHERrVvNYs](https://books.google.com/books?hl=id&lr=&id=59V8DwAAQBAJ&oi=fnd&pg=PP1&dq=Anggito,+Albi,+and+Johan+Setiawan.+Qualitative+research+methodology.+C+V+Jejak+(Jejak+Publisher),+2018.&ots=5IeCwwitEn&sig=BMIsHfISQyksAn3nUMHERrVvNYs)
- Anggraini, P., Rahman, A., & Putri, RY (2023). *Teachers' Strategies in Instilling Religious Character Values Through Dhuha Prayer Activities in 5-6 Year Old Children at Ra Al-Qur'an Ummatan Wahidah* [PhD Thesis, Curup State Islamic Religion]. <https://e-theses.iaincurup.ac.id/5278/>
- Anggraini, V., & Dea, LF (2025). Application of Worship Practices to Develop Morals and Religion in 5-6 Year Old Children at Permata Atlantic Kindergarten in 2024/2025. *Journal of Learning Technology*, 5 (1), 38-44.
<https://doi.org/10.25217/jtep.v5i1.6593>
- Anto, RP, Nur, N., Yusriani, Y., Ardah, FK, Ayu, JD, Nurmahdi, A., Apriyeni, BAR, Purwanti, P., Adrianingsih, NY, & Putra, MFP (2024). *Qualitative research methods: Theory and its application*. Tahta Media Publisher.
- Ardiansyah, Risnita, & Jailani, MS (2023a). Data Collection Techniques and Instruments for Educational Scientific Research Using Qualitative and Quantitative Approaches. *IHSAN: Journal of Islamic Education*, 1 (2), Article 2.
<https://doi.org/10.61104/ihsan.v1i2.57>
- Ardiansyah, Risnita, & Jailani, MS (2023b). Data Collection Techniques and Instruments for Educational Scientific Research Using Qualitative and Quantitative Approaches. *IHSAN: Journal of Islamic Education*, 1 (2), 1-9.
<https://doi.org/10.61104/ihsan.v1i2.57>
- Cholimah, N., Mutmainnah, M., Prayitno, P., & Cahyaningrum, E.S. (2025). The Formation of Moral Values in Early Childhood Education: Mapping, Challenges, and Teacher Requirements Based on Observations in 10 Kindergartens and Nursery Schools in Bantul. *Cakrawala Dini: Journal of Early Childhood Education*, 16 (2), 237-248.
<https://doi.org/10.17509/cd.v16i2.89823>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
https://books.google.com/books?hl=en&lr=&id=DLbBDQAAQBAJ&oi=fnd&pg=PP1&dq=JW+Creswell+%26+CN+Poth,+Qualitative+Inquiry+%26+Research+Design&ots=-it79cLUQA&sig=wmXuEg0ot_-vIKLOyh6y4GGLLqU
- Darmalaksana, W. (2020). *Qualitative research methods: library studies and field studies*. Pre-Print Digital Library, UIN Sunan Gunung Djati Bandung.
<https://digilib.uinsgd.ac.id/32855>
- Dini, J. (2023). Implementation of a Scientific Approach to Internalize the Value of Peaceful Love for Early Childhood. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7 (2), 1745-1753. <https://www.academia.edu/download/102019975/pdf.pdf>
- Fauziah, U., Hamzah, N., Farantika, D., Utama, F., & Anggia, D. (2025). *Basics of Islamic Education for Early Childhood*. EDU PUBLISHER.
[https://books.google.com/books?hl=id&lr=&id=bqh_EQAAQBAJ&oi=fnd&pg=PA21&dq=Fauziah,+U.,+Hamzah,+N.,+Farantika,+D.,+Utama,+F.,+%26+Anggia,+D.,+\(2025\).+Basics+of+Islamic+Education+for+Early+Childhood.+EDU+PUBLISHER.&ots=4lViryvY41&sig=tcSpO4vib3_ywMUyE_aJ9nu0lso](https://books.google.com/books?hl=id&lr=&id=bqh_EQAAQBAJ&oi=fnd&pg=PA21&dq=Fauziah,+U.,+Hamzah,+N.,+Farantika,+D.,+Utama,+F.,+%26+Anggia,+D.,+(2025).+Basics+of+Islamic+Education+for+Early+Childhood.+EDU+PUBLISHER.&ots=4lViryvY41&sig=tcSpO4vib3_ywMUyE_aJ9nu0lso)
- Gunawan, I. (2022). *Qualitative Research Methods: Theory and Practice*. Bumi Aksara.
- Hafidz, N., & Azizah, FN (2021). Strengthening Early Childhood Character Values in the Bawor Wayang Character. *Annual Conference on Islamic Early Childhood Education*

- (ACIECE), 5, 40–48. <https://conference.uin-suka.ac.id/index.php/aciece/article/view/631>
- Harahap, LH (2022). Strengthening Multicultural Attitude Intelligence (Sociological). *Journal of Islamic Education El Madani*, 2 (1), 53–59. <http://journal.marwah-madani-riau.id/index.php/JIEE/article/view/62>
- Imam, G. (2013). *Qualitative Research Methods: Theory and Practice*. Jakarta: Bumi Aksara, 80.
- Kaufman, J., Tuckerman, J., Bonner, C., Durrheim, D.N., Costa, D., Trevena, L., Thomas, S., & Danchin, M. (2021). Parent-level barriers to uptake of childhood vaccination: A global overview of systematic reviews. *BMJ Global Health*, 6 (9). <https://doi.org/10.1136/bmjgh-2021-006860>
- Miles, MB, Huberman, AM, Rohidi, TR, & Mulyarto. (1992). *Qualitative data analysis: A sourcebook on new methods*. Publisher: University of Indonesia (UI-Press).
- Moleong, LJ, & Surjaman, T. (2014). *Qualitative research methodology*. https://lib.unj.ac.id/slims2/index.php?p=show_detail&id=1832
- Muhammad, DH, & Tobroni, T. (2024). Policy to strengthen Islamic education for early childhood: An implementation analysis study and integrative model. *Benchmarking*, 8 (2), 157–168. <http://jurnal.uinsu.ac.id/index.php/benchmarking/article/view/23876>
- Munawaroh, M. (2024). *Implementation of the Habituation Method in Cultivating Religious Character in Early Childhood in Ra Diponegoro 117 Babakan Karanglewas Banyumas* [Master's Thesis, Saifuddin Zuhri State Islamic University (Indonesia)]. <https://search.proquest.com/openview/47423a3ee649088480af99bfe2306b91/1?pq-origsite=gscholar&cbl=2026366&diss=y>
- Researcher. (2025). *Pre-Research Observation* [Observation].
- Rahmawati, A., Halimah, N., Karmawan, K., & Setiawan, AA (2024). Optimizing Interview Techniques in Field Research Through Participatory Action Research-Based Training for Class IIA Tangerang Youth Prison Students. *Jurnal Abdimas Prakasa Dakara*, 4 (2), 135–142. <https://www.jurnal.stkipkusumanegara.ac.id/index.php/japd/article/view/2100>
- Ramandhini, RF, Rahman, T., & Purwati, P. (2023). The Role of Teachers and Parents in Early Childhood Character Education. *Khazanah Pendidikan*, 17 (1), 116–115. <https://jurnalnasional.ump.ac.id/index.php/khazanah/article/view/15951>
- Sadiah, D. (2015). *Research Methods of Da'wah*, Bandung: PT. Remaja Rosdakarya.
- Sleeter, C.E., & Grant, C.A. (2008). *Making choices for multicultural education: Five approaches to race, class and gender*. John Wiley & Sons. [https://books.google.com/books?hl=en&lr=&id=FAvWEAAQBAJ&oi=fnd&pg=PA1&dq=Sleeter,+C.+E.,+%26+Grant,+C.+A.+\(2008\).+Making+choices+for+multicultural+education:+Five+approaches+to+race,+class+and+gender.+John+Wiley+%26+Sons.&ots=dCh51Qaopc&sig=dY0YuodtNR3Chw6E5N9v0-iy3Cc](https://books.google.com/books?hl=en&lr=&id=FAvWEAAQBAJ&oi=fnd&pg=PA1&dq=Sleeter,+C.+E.,+%26+Grant,+C.+A.+(2008).+Making+choices+for+multicultural+education:+Five+approaches+to+race,+class+and+gender.+John+Wiley+%26+Sons.&ots=dCh51Qaopc&sig=dY0YuodtNR3Chw6E5N9v0-iy3Cc)
- Sugiono. (2013). *Educational Research Methods: Quantitative, Qualitative, and R&D Approaches* / Gresik University Library. Alfabet. http://digilib.unigres.ac.id%2Findex.php%3Fp%3Dshow_detail%26id%3D43
- Supiyardi, S., Andriyat, Z., Tjasmini, M., & Hasanah, A. (2024). Character Education: Building Moral and Ethical Foundations Through Early Childhood Education. *Action Research Journal Indonesia (ARJI)*, 6 (2), 76–87. <https://doi.org/10.61227/arji.v6i2.164>
- Tinambunan, RA (2017). *The role of Islamic Religious Education teachers in instilling multicultural educational values for students at Sionom Hudon State Elementary School, Parlilitan District, Humbang Hasundutan Regency* [PhD Thesis, IAIN Padangsidimpuan]. <http://etd.uinsyahada.ac.id/1821/>

Untara, IMGS, & Somawati, AV (2020). Internalization of Character Education in Early Childhood in Hindu Families in Timpag Village, Tabanan Regency. *Cetta: Journal of Educational Sciences*, 3 (2), 333–358.
<https://jayapanguspress.penerbit.org/index.php/cetta/article/view/458>

Copyright Holder :

© Fidiah Ningrum, Ferdian Utama, Leli Fertiana Dea., (2025).

First Publication Right:

© Bulletin of Early Childhood

This article is under:

CC BY SA