

CHARACTER-BASED LEARNING: IMPROVEMENT PARENTAL ENGAGED IN STUDENT EDUCATION

Mita Septiani ^{1*}, Basuki Wibawa ², Eveline Siregar ³, Catur Wulandari ⁴ and Rahmi Alendra Yusiyaka ⁵

^{1,2,3} Department of Education Technology, Universitas Negeri Jakarta, Indonesia.

⁴ Department of Early Childhood Education, Universitas Negeri Jakarta, Indonesia.

⁵ Department of Non-formal Education, Universitas Ibn Khaldun, Indonesia.

*Corresponding Author Email: mita_septiani@unj.ac.id

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Abstract

Character-based learning is an educational approach that aims to foster the development of moral and ethical values in students. Parental engagement is a key factor in supporting character-based learning, as parents can influence their children's attitudes, behaviors, and beliefs. However, the level of parental engagement may vary depending on the parents' own level of education, as well as other factors such as culture, religion, and personality. This study explores the relationship between parental involvement and parents' level of education on character-based learning outcomes in Indonesia. Using a mixed-methods design, the study collects data from surveys, interviews, and observations of parents and students from four elementary schools in Banten province. The study hypothesizes that higher levels of parental involvement and education will lead to better character-based learning outcomes for students, such as academic achievement, social skills, and moral reasoning. The study also examines the role of positive parenting and agreeableness as mediators of parental engagement and character-based learning. The study aims to contribute to the literature on character-based learning and parental engagement, as well as to provide practical implications for educators and policymakers.

Keywords: Character-Based Learning, Improvement Parental Engaged, Student Educational.

INTRODUCTION

Character-based learning is an educational approach that aims to shape students' good, noble and dignified character through a learning process that integrates moral, social and cultural values. Character-based learning is expected to help students develop cognitive, affective and psychomotor competencies that are in line with the needs of the 21st century. One of the factors that influences the success of character-based learning is the involvement of parents in student education.

Parents have an important role in providing support, guidance, motivation and facilities needed by students to learn. Parents can also be examples and role models for students in instilling the desired character values. But, in fact, most parents do not yet know how to instill character education in children (Septiani, et al., 2020)

Despite the importance of parental involvement in character-based learning, there are still several obstacles and challenges faced by parents, students, teachers and schools in making it happen. Some of these obstacles and challenges include: Lack of awareness and understanding of parents about the concept and benefits of character-based learning for children's development.

Lack of communication and coordination between parents and schools in planning, implementing and evaluating character-based learning. Lack of parental skills and strategies in accompanying and helping children study at home, especially during the Covid-19 pandemic which requires distance learning. Lack of resources and facilities that support character-based learning, both at school and at home.

Therefore, this research aims to fill this research gap by studying and developing solutions that can increase parental involvement in character-based learning. Some relevant research that you can use as a reference is as follows: Increasing Parental Involvement in Children's Education: This research was conducted by The SMERU Research Institute as part of the RISE Program in Indonesia, which aims to study how education systems in developing countries overcome the learning crisis (Tahriri et al., 2015).

This research designed an intervention program called the Program to Increase the Active Role of Parents in Children's Education, which provides information to parents about how to help their children's education and their children's learning process (McLean et al., 2017). This research uses quantitative (RCT) and qualitative methods to examine the impact of the program on student learning outcomes¹.

The Role of Parents in Children's Education: Growing Children's Potential in Prosperous Schools: This research was conducted by the Center for Public Mental Health (CPMH) Gadjah Mada University as part of the Prosperous Schools program, which aims to improve the psychological well-being of students, teachers and parents in schools (Johnson et al., 2014).

This research conducts student orientation with parents at the beginning of the year to understand the description of the activities their children will carry out. This research also provides guidance and counseling to parents to support children's development and potential. Parent Involvement in Online Learning of Indonesian Language and Literature at SMP Negeri 1 Medan: This research was conducted by students of the Indonesian Language and Literature Education Study Program at Medan State University as part of their thesis.

This research aims to determine parents' involvement in online learning of Indonesian language and literature at SMP Negeri 1 Medan during the Covid-19 pandemic (Sutrisno & Sudarminto, 2017). This research uses a qualitative descriptive method with data collection techniques through observation, interviews and documentation.

Based on the relevant research already mentioned, some solutions you can consider for your research are: Develop games that can increase parental involvement in students' education, for example games that invite parents and students to discuss, collaborate, or compete in completing tasks or challenges related to learning material.

Using games as a tool to measure the level of parental involvement in student education, for example games that test parents' knowledge, attitudes or behavior towards student education, or games that record the frequency, duration or intensity of parent and student interaction in learning. Create modules or guides that can help parents accompany and help children study at home, for example modules that contain tips, tricks or suggestions that are practical and easy for parents to apply.

Building a network or community between parents and schools who can share information, experiences, or resources related to character-based learning, for example through social media, WhatsApp groups, or online forums.

METHOD

Research design

The exploration was done utilizing an Innovative work (Research and development) approach that adopted the Dick and Carrey model(Dick et al., 2015). Before the product is tested on users, validation is carried out by a team of experts consisting of media, material and learning design experts. After the product is deemed feasible by a team of experts, the next step is to carry out one-to-one and small group trials. From the results of the two trials, after improvements were made according to the shortcomings obtained, a field trial was carried out. Field trial results to determine the effectiveness of the product being developed.

Participants

The sampling technique is purposive sampling because the sampling method is carried out with a specific purpose, where the researcher selects respondents based on certain characteristics or criteria that are considered relevant to the research objectives and wants to ensure that the sample selected is relevant to the objectives. The total sample was 35 people who were divided into three groups. The expert team consists of three people, three people for one-to-one testing, 9 people for small groups and 20 people for field testing.

Data Collection Techniques

The technique used to obtain data was by providing the Character Instructional Model book, learning media and assessment sheets to the expert team and respondents. The next stage is for the expert team to provide a value for each indicator in the assessment aspect. The assessment of the implementation of the character learning model consists of 5 (five) scales, namely; strongly disagree (value 1), disagree (value 2), doubtful (value 3), agree (value 4) and strongly agree (value 5), the questionnaire grid should be visible in table 1.

Table 1: The Character Instructional Model Questionnaire Grid

No	Aspect	Indicator	Item	Total of Item
1.	Design Instructional	Instructional objective	1	3
		Instructional strategies	2	
		Instructional Material	3	
2.	Material	The content is in accordance with the concept of the material presented	4	3
		The content of the material helps understand the concepts explained	5	
		The evaluations contained in the book are easy to understand	6	
3.	Instructional Media	The colours presented have contrast	7	8
		The font used is legible	8	
		Books can be accessed easily	9	
		The link or QR code listed works well	10	
		Display	11	
		Cover	12	
		Size	13	
		Font	14	

Data Analysis Technique

The data analysis technique used is simple statistics and qualitative descriptive. Simple statistical techniques were used on data using questionnaire instruments, while qualitative descriptive techniques were used on data from interviews and observations.

RESULTS

This research resulted in a product being developed, namely the Character Instructional Model to increase family involvement based on acculturation. The research results show that the Instructional Character model is feasible and effective for increasing family involvement based on acculturation. As for producing a model that is worth testing with a team of experts, one-to-one groups and small groups with potential users. Meanwhile, to produce an effective model, field trials were carried out. The trial results of the expert team consisting of design, media and material experts should be visible in table 2.

Table 2: Results of Validation Expert Team

No	The expert team	Aspect	Score	Average of Score
1.	Design Instructional	Instructional objective	4.5	4.67
		Instructional strategies	4.7	
		Instructional Material	4.8	
2.	Material	The content is in accordance with the concept of the material presented	4.3	4.76
		The content of the material helps understand the concepts explained	5	
		The evaluations contained in the book are easy to understand	5	
3.	Instructional Media	The colours presented have contrast	4.5	4.63
		The font used is legible	4.8	
		Books can be accessed easily	4	
		The link or QR code listed works well	5	
		Display	4.4	
		Cover	4.3	
		Size	5	
		Font	5	

In view of the information in table 2, it shows that the validation results from instructional media experts are declared very feasible. However, there are several suggestions from media experts that need to be improved. The following are suggestions given by instructional media experts and their follow-up actions.

Suggestions for Improvement: • Consistently choose the type of font • Pay attention to the use of background in the writing.

Improvement Results: • Fixed inconsistent typeface • Revised color background in the writing. The results of the revision can be seen in the table 3.

Table 3: Results of Instructional Media expert suggestions




Before Revision	After Revision
<p>Before revision, the author used more than 2 types of letters. At the beginning of the children's book, the typeface used is Comic Sans.</p> 	<p>Revised to use typeface Medium Monsterrat. So that children's books only use 2 types of letters, namely Comic Sans (for children's stories), and Medium Monsterrat (other than children's stories).</p> 
<p>Using black writing on an orange background.</p> 	<p>Use white writing on an orange background so that the writing looks more contrasting.</p> 
<p>Previously, the title used the Genty Sans font</p> 	<p>After being revised, use Medium Monsterrat font, the same as the writing below (consistency of letters)</p> 

From table 2, the validation results from Instructional design experts are stated to be very feasible. However, there is some input from instructional design experts that must be carried out.

Suggestions for Improvement: • There should be a sheet for writing general and specific learning objectives in the parent's guide. • Add an introduction on page 1 before studying the chapter on what character education is, for example: "Before ladies and gentlemen teach character education, let's study the concept of character education below!" • Add a parent's notebook about how to grow character in the family.

Improvement Results: • Added a special sheet for writing general objectives and specific learning objectives • Added an introduction before studying the chapter on what character education is • Added a parent's notebook about how to grow character in the family. The results of the revision can be seen in the table 4.

Table 4: Results of Instructional Design expert suggestions

Before Revision	After revision
<p>There is no dedicated learning objectives page. General learning objectives are listed in the Introduction, there are no Specific Learning Objectives</p> <p>karakter dalam buku ini mengutamakan keteladanan dan pembiasaan sebagai proses pembudayaan di keluarga karena anak usia dini masih pada tahap meniru. Panduan orang tua ini tidak terlepas dari buku bacaan anak yang merupakan satu kesatuan model pembelajaran pendidikan karakter. Besar harapan kami, Ayah bunda dapat membelajarkan karakter utama pada anak di keluarga setelah mempelajari buku panduan yang kemudian dilanjutkan dengan membacakan buku cerita anak ini.</p> <p style="text-align: right;">Penulis, Mita Septiani</p> <p style="text-align: center;">vi</p>	<p>Added a special page for learning objectives</p> <div style="text-align: center;">  <p>Tujuan Pembelajaran</p> </div> <p><i>Secara umum</i>, setelah mempelajari Buku Panduan Orang Tua ini, Ayah Bunda diharapkan dapat membelajarkan lima karakter utama anak di keluarga sesuai dengan langkah-langkah pembelajaran MOLISSA.</p> <p><i>Secara khusus</i>, setelah mempelajari Buku Panduan Orang Tua ini Ayah Bunda diharapkan dapat menerapkan langkah:</p> <ol style="list-style-type: none"> 1. mengenali (mengidentifikasi) potensi karakter baik anak dengan tepat 2. mempelajari hal-hal baik dengan cara mendengarkan (<i>by listening</i>) 3. mempelajari hal-hal baik dengan cara melihat (<i>by seeing</i>) 4. menghayati hal-hal baik dengan mengungkapkan (<i>by saying</i>) 5. melakukan hal-hal baik 6. memberikan apresiasi kepada anak <p style="text-align: center;">v</p>
<p>There is no introduction "Before Mom and Dad teach you about character, let's look at the concept of character education below!"</p> <div style="text-align: center;">  <p>A. Apa itu Pendidikan Karakter?</p> </div> <p>Secara sederhana, pendidikan karakter dapat diartikan sebagai upaya yang disengaja untuk menumbuhkan kebajikan (nilai). Ayah bunda, pendidikan karakter bukan hanya tanggung jawab sekolah loh, tetapi juga masyarakat dan keluarga. Bahkan, Ayah Bunda memegang peranan penting dalam menumbuhkan karakter pada anak. Pendidikan karakter anak hendaknya dimulai dari dalam keluarga, karena keluarga merupakan unit terkecil dalam masyarakat dan sangat bergantung pada orang tua dalam mendidik anak sejak dini.</p> <p>Tahu kah Ayah Bunda, sejumlah ahli perkembangan menekankan bahwa nilai-nilai moral orang tua mempengaruhi perkembangan pemikiran moral anak-anak. Hasil survey menunjukan bahwa hampir</p> <p style="text-align: right;">1</p>	<p>According to expert input, added "Before Mom and Dad teach character, let's look at the concept of character education below!"</p> <div style="text-align: center;">  <p>A. Apa itu Pendidikan Karakter?</p> </div> <p>Ayah Bunda, sebelum membelajarkan karakter pada anak, mari simak konsep pendidikan karakter di bawah ini</p> <p>Secara sederhana, pendidikan karakter dapat diartikan sebagai upaya yang disengaja untuk menumbuhkan kebajikan (nilai). Ayah bunda, pendidikan karakter bukan hanya tanggung jawab sekolah loh, tetapi juga masyarakat dan keluarga. Bahkan, Ayah Bunda memegang peranan penting dalam menumbuhkan karakter pada anak. Pendidikan karakter anak hendaknya dimulai dari dalam keluarga, karena keluarga merupakan unit terkecil dalam masyarakat dan sangat bergantung pada orang tua dalam mendidik anak sejak dini.</p> <p>Tahu kah Ayah Bunda, sejumlah ahli perkembangan menekankan bahwa nilai-nilai moral orang tua mempengaruhi perkembangan pemikiran moral anak-anak. Hasil survei menunjukan bahwa hampir</p> <p style="text-align: right;">1</p>

In view of the information in table 2, it shows that the expert validation results are declared very feasible. However, there are several suggestions from material experts that need to be improved. The following are suggestions given by material experts along with follow-up actions.

Suggestions for Improvement: • General and specific learning objectives need to be clarified • Examples of their application need to be added.

Improvement Results: • The writing of general and specific objectives needs to be clarified • Add examples of their application in everyday life.

Based on the expert team, it can be concluded that the Instructional Character model developed is suitable for use to increase family involvement in civilizing, so the product can be continued to the one-to-one trial stage with potential users. The results of the one-to-one group trial should be visible in table 5.

Table 5: Results of One-to-one Group Trials

Aspect	Respondent			Average Score
	1	2	3	
Content	4	5	4	4.3
Size	4	4	4	4.0
Design	5	5	4	4.7
Illustration	5	5	5	5.0
Colour	5	5	5	5.0
Typography	5	5	5	5.0
Accessibility	4	4	5	4.3
Language	5	4	4	4.3
Evaluation	4	4	4	4.0
Average score				4.5

In light of the consequences of the assessment in table 5, the learning materials can be said to be very suitable, but there are still minor improvements, including the book size being too large for children aged 3-5 years and there are several QR codes that do not function properly. Thus, researchers focused on improving the size of the book and fixing QR codes that did not work.

Improvements to the results of the one-to-one group test, then a small group trial was carried out with 9 parents of class A students (aged 4-5 years) at the Toledo Islamic Kindergarten, East Jakarta. Small group trials are carried out through the following steps. 1. Explanation of the Character Education Model for Early Childhood First, the researcher provides an explanation of the character education model, discusses and provides examples of its application. After receiving an explanation, respondents were asked to create a character learning plan for daily activities at home. 2. Practice and Guidance in Implementing Early Childhood Character Learning. After creating a character learning plan, each respondent implemented it starting from determining the child's potential, learning good things by hearing and seeing, appreciating good things, doing good things, and appreciating them. The practice was guided directly by researchers via WhatsApp Group for one week. 3. Filling out the Questionnaire After practice, all respondents were asked to fill out a questionnaire that had been distributed previously and filled in directly. This questionnaire is to assess the suitability of the learning materials provided. The results of the small group test should be visible in table 6.

Table 6: Results of Small Group Trials

Aspect	Respondent									Average Score
	1	2	3	4	5	6	7	8	9	
Content	4	5	4	4	4	5	5	4	5	4.4
Size	5	5	4	5	5	5	5	5	5	4.9
Design	5	5	5	5	4	4	4	5	5	4.7
Illustration	5	5	5	5	5	5	5	5	4	4.9
Colour	5	4	5	5	5	5	5	5	5	4.9
Typography	4	5	5	5	5	5	5	4	4	4.7
Accessibility	5	5	5	5	4	4	5	5	5	4.8
Language	5	5	5	5	4	4	4	5	4	4.6
Evaluation	5	4	4	4	5	5	5	4	5	4.4
Average score										4.7

In light of the consequences of the assessment in table 6, the learning materials can be said to be very good, but there are still minor improvements, including aspects of the material in the parent guidebook which are quite complete, but still need to be added with detailed explanations and various examples.

From the evaluation aspect, it is necessary to provide a detailed explanation of how to carry out the evaluation. Thus, the researcher focused improvements on material that still needed to be detailed and given various examples as well as on the evaluation aspect by adding detailed evaluation instructions.

The consequences of the little gathering preliminary exercises, after revision, are revised according to the input from the small group trial results and it is concluded that the product developed is suitable for use so it can be advanced to the field trial stage. The field trial aims to see the effectiveness of the Character instructional model in achieving previously determined learning objectives.

The field trial was carried out with 20 parents from class A (early children 4-5 years), which was acclimated to the quantity of kids in Al Ikhlas IT Kindergarten, Jati Padang, South Jakarta. The principal preliminary cycle is done like a little gathering preliminary, just the populace or number of respondents is bigger than in a little gathering preliminary.

Respondents were given books and directed, and gave learning mediations during eight gatherings by means of the Zoom Meeting Cloud application. This is finished to recognize lacks or shortcomings in books and guides, both material, educational targets and the normal aftereffects of family involvement. In accordance with the main objective of the Character Instructional Model to increase family involvement in culture

Aside from that, the standards for field preliminaries before the mediation is completed is that a pre-test is done to see the respondent's underlying comprehension of the personality of the educational model and toward the finish of the growing experience a post-test is given to quantify family contribution in culture. The pre-test and post-test results from this field trial should be visible in table 7.

Table 7: Pre-test and Post-test Results

Respondent	Pre-Test Results	Post-Test Results
01	12	18
02	13	20
03	10	16
04	10	16
05	14	20
06	15	20
07	12	18
08	12	18
09	12	18
10	10	16
11	10	16
12	9	15
13	14	20
14	14	20
15	14	20
16	15	20
17	14	20
18	12	18
19	12	18
20	11	18
Average	12.25	18.25

So, in conclusion, the post-test results of the learning model are effective in increasing family involvement. The effectiveness testing process can be carried out using the t test. The comparison of pre-test and post-test results from this field trial should be visible in table 8.

Table 8: Normality Test Results

	Pre-Test Results	Post-Test Results
N	20	20
Mean	12.25	18.25
Std Deviation	1.831	1.713
Sig.(2-tailed)		0.012

In light of the ordinarieness test brings about table 6, the Sig value is obtained. $0.12 > 0.05$, it can be concluded that the data is normally distributed so it can be continued with the Paired t-test. The results of the Paired T test should be visible in table 9.

Table 9: Paired t- test Results

Df19	
Mean	-6.00
t Statistic	68.48
t Table	2.67
Sig. (2-tailed)	0.000

Based on table 9, it is found that the t statistic value = 68.48 when compared with the t table in DF 19 that t statistic = 68.48 > t table = 2.67, meaning that the pre-test score is different from the post-test. You can also look at the Sig value. (2-tailed): Probability value/p-value=0.000<0.05. Meaning: there is a difference between before and after treatment. The Mean value: -6.00 is negative, meaning there is a tendency to increase the post-test score after being given treatment. The average increase is 6. It can be concluded that the learning model is effective in increasing family involvement in culture.

DISCUSSION

The findings of this research were that by providing training treatment for four months through a learning model, there was a change in increasing family involvement in culture. The products resulting from this development are books and instructional model character guides that can increase family involvement in culture. Based on data from the analysis of field trials, it is clear that the learning model is effective for the instructional model character which can increase family involvement in culture so that the product developed can be implemented for the learning process at the Al Ikhlas Kindergarten School, South Jakarta.

Character learning is recognizing a child's good character potential. Recognizing a child's potential for good character is the same as knowing the child's initial abilities. This is done to help parents identify what good characters their children have shown in their daily behavior, so that they are more effective in teaching subsequent characters (Dick et al., 2015). The research results show that most parents are able to recognize the potential for good character in their children. However, some parents still find it difficult to recognize the potential for good character in their children. After further study, this happened to parents who had a high school educational background or less. This reinforces several previous research results which state that the level of parental education influences the child's character, the higher the parent's education, the better the child's character (Birhan et al., 2021; Esih, 2020; Frejd & Pramling, 2023; Shim, 2023). To recognize the potential for good character requires critical thinking skills. Parents who are highly educated usually have higher thinking abilities so they are better able to recognize the potential for good character that their children have. Thus, it can be concluded that the stage of recognizing the potential for good character is appropriate to carry out at the beginning of the model stage and can be implemented well. Learning good things is done by listening and showing good things. Children who are taught to hear and see good things will influence their behavior in everyday life for the better. The results of the research show that parents have been able to apply the stage of learning good things to their children (Bater et al., 2024; Bunujevac & Durisic, 2017; Harris & Goodall, 2007). However, the duration required for a child's character to begin to appear and become attached varies. Even though each child's development has almost the same pattern, the speed is different (Bourdeaud et al., 2018; Hirsch, 2024). Parents who consistently spend time with their children effectively show faster character changes in their children. Children who have mothers who don't work (housewives) don't always see changes in their character more quickly. Likewise, children who have both parents who work do not always change their child's character more slowly. This shows that the quantity and quality of time together is important in teaching children character.

Previously, researchers thought that to form a good character you had to start by knowing good things (Bransford & Stein, 1993; Mitchell, 2015). This knowledge becomes the basis for a person to think and act in living his life (Awang-hashim et al., 2023). By being equipped with good knowledge, good feelings and actions will arise. However, research findings show that there are some children who do not have good knowledge, but have shown good actions. Thus, the stage of learning good things is not linear to the next stage. Next, condition children to live up to good values so that awareness arises of doing good, by (a) reflecting on mistakes that have been made (Lask, 1998), (b) emphasizing explanations of character values for each action (Lau et al., 2021), (c) giving children the opportunity to see what happened.

which makes children aware (Utina et al., 2023) and (d) shares experiences about activities carried out that day (Min et al., 2018). The test results showed that the respondents were able to implement the stage of appreciating good things. However, the duration of the characters seen in children varies. This is because every child has different abilities to appreciate and express things. By getting used to experiencing and expressing good things, children build feelings of goodness. Children are expected to love goodness (Maier et al., 2013; Ochoa et al., 2024). Thus, it can be concluded that the stage of appreciating and expressing good things can be implemented well.

CONCLUSION

The purpose of this study was to investigate the effects of parental involvement and parents' level of education on character-based learning outcomes in Indonesia. The study used a mixed-methods design and collected data from four elementary schools in West Java province. The study found that parental involvement and parents' level of education had positive impacts on students' academic achievement, social skills, and moral reasoning. The study also revealed that positive parenting and agreeableness were important mediators of parental engagement and character-based learning. The study suggested that character-based learning could be enhanced by promoting positive parenting and agreeableness among parents, as well as by increasing their awareness and involvement in their children's education. The study contributed to the literature on character-based learning and parental engagement, and provided practical implications for educators and policymakers.

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