

Profiling Junior High School Students with Pancasila Values through Life Skill-Based Literacy

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Abstract

Building the *students'* characters based on the profile of Pancasila is the vision of education in Indonesia. This research focuses on implementing the profile of Pancasila students through life skills-based literacy at SMP Negeri 14 Binjai. This study aims to describe the application of life skills-based literacy in shaping the profile of Pancasila students at *a junior high school in Binjai*. The method applied in this research is action research with four stages, namely planning, implementation, observation and evaluation, and reflection. This research has produced the following findings: 1) The application of life skills-based literacy can form a profile of Pancasila students who are characterized by faith, piety to God Almighty, noble character, critical reasoning, cooperation, creativity, independence, and global diversity, 2) The implementation of digital literacy, cultural literacy, scientific literacy, and literacy comprehensively and measurably can improve student achievement, both in academic and non-academic fields, and 3) The application of a productive smart veranda has resulted in students' skill products in the form of crafts made from candles, dish soap, and woven bamboo that can equip them to be confident and independent. Life skills-based literacy activities as an effort to form a profile of students *with Pancasila values* who believe, and fear God Almighty, and have a noble character, critical reasoning, creativity, independence, cooperation and global diversity.

Keyword: *Profile of Pancasila Student Life Skills-Based Literacy*

Introduction

One of the purposes of strengthening character building is to revitalize, strengthen the potential and competence of educators, education staff, students, communities, and the family environment in implementing the strengthening character building. The purpose has been explained clearly in article 2c, Presidential Regulation of the Republic of Indonesia Number 87 of 2017 about Strengthening Character Building. Then, in Article 5a, it is mentioned that the strengthening character building is carried out with principles that are oriented towards the development of the potential of students in a comprehensive and integrated.

The Implementation of strengthening character building is taken by implementing Pancasila values. Then, the principle became the basis for education and culture ministry to determine the Pancasila Student Profile. The Pancasila Student Profile is contained in the regulation of education and culture ministry Number 22 of 2020 about the Strategic Plan of the education and culture ministry for 2020-2024 which states that "Pancasila students are the embodiment of Indonesian students as lifelong students who have global

competence and behave by the values of Pancasila with six main characteristics. They are faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity.

In its application at the education unit level, there are still many obstacles. This obstacle has become more evident since education in Indonesia was hit by the Covid 19 pandemic. For 16 months the online learning process caused a lack of attention from schools to instill the profile of Pancasila students in students.

In SMP Negeri 14 Binjai, the problem of instilling the six characteristics of Pancasila lessons has also experienced problems since the pandemic. In June 2021, SMP Negeri 14 Binjai conducted a non-cognitive and cognitive diagnostic assessment to map the condition of the character development and knowledge of students. A total of 227 (54.56%) students from 416 students responded to the assessment statement provided via a google form. The results show that the time used by students to study at home is; 125 or 55.1% of students use 1 to 2 hours to study at home, 65 or 28.6% of students use 2-3 hours, 22 or 9.7% use 3-4 hours of study time, 12 or 5.3% of students spend 4-5 hours, the remaining 3 or 1.3% learn to use more than 5 hours of study time. Data on student activities at home apart from studying are 47 or 20.7% of students playing with friends, 125 or 55.1% of students helping their parents, 36 or 15.9% of students playing online games, 44 or 19.4% watch TV, and 48 or 21.1% do other activities.

The data on student activity at home apart from studying are 47 or 20.7% of students playing together, 125 or 55.1% of students helping their parents, 36 or 15.9% of students playing online, 44 or 19.4% watching TV, and 48 or 21.1% did other activities.

Students' worship activities while at home showed that 85 or 37.4% of students responded sometimes, 78 or 34.4% responded frequently, and 64 or 28.2% responded always.

During learning at home, 53 or 23.3% of students feel happy, 143 or 63% of students feel bored, and 30 or 13.2% of students feel sad.

For the absorption of teaching materials during online learning, the data showed that 47 or 20.7% of students revealed that their knowledge had increased, 142 or 62.6% of students revealed that their knowledge had decreased, and 38 or 16.7% of students revealed that their knowledge has not changed.

These data indicate that there was a problem in implementing the Pancasila student profile in SMP Negeri 14 Binjai because the development of student potential cannot be implemented in a comprehensive and integrated manner. This problem attracted the attention of researchers to research the Implementation of Pancasila Student Profiles through Life Skills-Based Literacy at SMP Negeri 14 Binjai.

Several studies and research on the Pancasila Student Profile have been conducted by several researchers. In 2021, research on Policy Analysis of Strengthening Character building in Realizing Pancasila Students in Schools has been implemented. The results showed that the profile of Pancasila students encourages humans to be good by having the main characteristics. They are critical thinking, creativity, independence, faith, and piety to God Almighty, noble character, cooperation, and global diversity in the hope that students can independently improve, using their knowledge, studying and internalizing the values of character and noble character that can be realized in everyday life (Ismail, 2021). Moreover, in 2020, a study was also conducted on the Internalization of Pancasila Values in Elementary School (SD) Online Learning in the Era of the Covid 19 Pandemic. This study found that Pancasila values were applied in learning activities and classroom rules (Siregar, 2020).

Lastly, in August 2021, Rusnaini, et al. (2021) conducted a study on the Intensification of the Pancasila Student Profile and its Implications for Students' Resilience. Rusnaini, et al revealed that the Pancasila Student Profile which contains characters that refer to Pancasila has implications for the personal resilience of students.

The difference between this study and previous studies lay in the scope of the problem and the real effort to apply the Pancasila profile indicators in a real and measurable manner. This research was conducted

based on the initial concrete data obtained through an assessment of the students of SMP Negeri 14 Binjai. The researcher proposed action to implemented Pancasila Student Profile in schools. This research offers a concrete action to implement the Pancasila Student Profile in schools. Life skills-based literacy is an action to implement the values of the Pancasila Student Profile at SMP Negeri 14 Binjai.

Literacy and its relation to character building are not something new in the world of education. Regulation of the Minister of Education and Culture Number 21 of 2015 about the Character Cultivation Movement in Schools has placed the literacy movement as an important part of character building. In the regulation of the minister of education and culture is explained that reading 15 minutes every day by all school members before learning begins is part of character building. In implementing literacy in schools, in 2017 the Ministry of Education and Culture has compiled the National Literacy Movement Guidelines. In the guidebook, there are 6 dimensions of literacy. They are reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy. (MoEC, 2017). From these 6 dimensions, the researcher reviews 4 dimensions are reading and writing literacy, scientific literacy, digital literacy, and cultural literacy.

The importance of literacy and character is evidenced by the policy of independent Learning Episode 1 regarding the change of the National Examination into a National Assessment issued by the Ministry of Education and Culture, Research, and Technology in 2020. (Directorate of Basic Education, Ministry of Education and Culture, Research, and Technology). The National Assessment component, which consists of a Minimum Competency Assessment (covering literacy and numeracy), a Character Survey, and a Learning Environment Survey, shows the link between literacy and character building, which focuses on the formation of a Pancasila student profile.

This study aims to describe the application of life skills-based literacy in forming a profile of Pancasila students at SMP Negeri 14 Binjai. This study is expected to be useful for improving the quality of character characterized by the profile of Pancasila students at SMP Negeri 14 Binjai. In general, this study could be used as an alternative to strengthen the profile of Pancasila students in schools.

Method

The method applied in this research is action research. There are four stages. they are planning, implementation, observation and evaluation, and reflection (Koshy, 2005) At the planning stage, the researcher took the following steps: 1. Forming a school literacy team in which there is a work team. They are the digital literacy work team, the cultural literacy work team, the scientific literacy work team, the life skills literacy work team, and the literacy work team. The person in charge of each work team is a subject teacher related to the literacy field. 2. Schedule 15 minutes of reading every day before the limited face-to-face learning begins. 3. Create a Smart Productive Home schedule. 4. Cooperating with craftsmen, university libraries, parents, and lecturers to support Productive Smart Home activities at the parents' homes, which are the closest student gathering points. 5. Define literacy products that can be produced by students.

At the implementation stage, the researchers with teachers, students, parents, and related parties, carried out the activities that had been planned. In practice, researchers carry out activities related to digital literacy, cultural literacy work teams, scientific literacy work teams, life skills literacy work teams, and literacy work teams. For Productive Smart Homes, each smart post carries out activities as planned.

At the observation and evaluation stage, the researcher observed and evaluated the progress of literacy activities and Productive Smart Homes. The team made important notes related to this literacy activity. The things that are observed are the activeness of students in student literacy activities, life skills

training activities, and the product of life skills-based literacy activities using observation sheets and interviews.

Then at the reflection stage, the researcher and the teacher team analyzed the process of life skills-based literacy activities that had been carried out.

Discussion

The growth of character requires a process of habituation of positive attitudes and behaviour at school. Programmed and planned habituation processes in extracurricular, extracurricular, and co-curricular activities can lead students to have positive attitudes and behaviour. Imron (2018) proved that Scout extracurricular activities can foster positive character for students through scouting activities. According to Sudibyo (2018), states that the success of implementing character education strengthening in educational units is largely determined by the awareness, understanding, concern, and commitment built by all school members. The researcher agrees with this statement. Life Skills-Based Literacy was built as a shared commitment to shape the character of students characterized by the student profile of Pancasila.

The Minister of Education and Culture Regulation No. 22 of 2020 describes 6 characteristics of the Pancasila profile that are discussed in this study.

Pancasila students who believe, fear God, and have noble character are students who have the character in their relationship with God. Students understand religious teachings and beliefs and apply this understanding in their daily lives. There are five key elements of faith, fear of God, and noble character: a) religious character, b) personal character, c) morality to humans, d) morality to nature, and e) state morality.

Indonesian students maintain a noble culture, locality and identity, and keep an open mind in interacting with other cultures, thereby fostering mutual respect and the possibility of forming a new culture that is positive and does not conflict with the noble culture of the nation. The main elements of global diversity include recognizing and appreciating cultures, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.

Indonesian students can co-operate, namely, the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, simply, and lightly. The elements of working together are collaboration, caring, and sharing.

Indonesian students are independent students, that is students who are responsible for the process and learning outcomes. The main elements of independence consist of awareness of oneself and the situation at hand and self-regulation.

Students who think critically can objectively process information both quantitatively and qualitatively, build relationships between various information, analyze information, evaluate, and conclude it. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions.

Creative students can modify and produce something original, meaningful, helpful, and impactful. The essential element of being creative consists of generating original ideas and generating original words and actions.

The habituation of positive characters in this study was carried out through digital literacy, scientific literacy, cultural literacy, reading and writing literacy, and a productive smart homepage. In the implementation, this life skills based on literacy activity has configured a profile of Pancasila students who are characterized by faith and noble character, creative, independent, critical reasoning, cooperation, and

global diversity through the application of digital literacy, cultural literacy, scientific literacy, productive smart homepage, and literacy.

1. Digital Literacy

Digital literacy is generally defined as the ability to use digital media such as pads, tablets, gadgets, laptops, and other types of screen media that no longer use print media (books and paper). Digital literacy does not necessarily replace the importance of traditional (print) literacy as a stage. Thus, digital literacy is more of the ability to read, write, and analyze digital objects that are usually presented on a screen and not printed.

When online learning, researchers have created a mini learning studio that is used as a place for digital creativity for teachers and students. This mini is equipped with audio facilities that can be used by teachers to teach and students to learn. The productivity of this studio for teachers is the creation of teacher learning videos for each subject, the implementation of a live virtual talk show that invites resource persons from education practitioners, lecturers, and other inspiring people. Teachers can also channel their talents in the fields of singing and music.



Figure. 1. Teacher Activities in Mini Studio

For students, this studio has produced a Teaching Student Program. This program is designed to increase students' confidence and skill that they have. The implementation of this student teaching program is intended to overcome the boredom level of students in learning.

In addition, students also utilize the mini-studio to sharpen their artistic and video editing skills. The creativity of students in the mini-studio produces several works that have been uploaded to the Kilat TV youtube account belonging to students of SMP Negeri 14 Binjai.



Figure.2. Student Activities In Mini Studio

Then the mini-studio is also a place for digital creativity for students. Two years in succession, they won first place at the Binjai city level for the poster design competition, even in 2020 they managed to become finalists in the poster design competition at the national level. From this mini-studio, teachers and

students have produced digital works both for competitions and most importantly for the benefit of their life skills in the future.

Until now, in the PTMT era, this mini studio is still actively used as a means of digital creativity for teachers and students.

The formation of the profile of Pancasila students in digital literacy is critical thinking and creative thinking.

2. Cultural Literacy

In the middle of globalization issues, the culture of the archipelago is a must to be instilled from an early age. Globalization should be used as an opportunity to promote the culture of the archipelago to all corners of the world. Students, physically are Indonesian citizens, but in thought, they are citizens of the world.

Awareness and understanding of cultural development in Indonesia can still be improved. In 2018, for example, the National Cultural Development Index was still at 53.74%. The score shows that the awareness and understanding of the Indonesian people regarding protection, understanding, and utilization, as well as cultural diplomacy, is still at the intermediate level. (the regulation of Education and Culture ministry No. 22 of 2020).

Researchers observe the opportunity to introduce Indonesian cultural diversity is significant through cultural literacy. It can only be done if students have deep-rooted knowledge and practice about local culture. The local culture that is tucked and the diversity of the nation's culture can be used as a bulwark for students against the incessant promotion of culture from other countries.

For cultural literacy, students at SMP Negeri 14 Binjai are introduced to the culture that exists in Binjai. The productivity is Malay traditional music, cultural theatre, and short films that promote local wisdom. Students have produced a short film about the local culture 'Pantang Larang'. The short film, which has been uploaded to Kilat TV's Youtube, has been watched by more than 1,700 viewers.

For traditional music groups, in 2021, they managed to be ranked 3rd at the North Sumatra province level.



Figure 4. Traditional Music Performance

During this PTMT, a traditional music group named Musik Anak Kampung has been invited twice to perform on stage with a professional Malay music group named Pak Pong Binjai. This Kampung Anak music group consistently raises regional music, especially those in the city of Binjai. The coaching pattern is carried out in the learning classroom because I ask all teachers to apply the productive learning pattern.

This music group also features Malay folklore, namely Putri Hijau. They introduce culture through music. Researchers and the cultural literacy team carry out cultural promotions that are displayed through social media. The traditional music video clip of SMP Negeri 14 Binjai, which was uploaded on the YouTube channel of SMP Negeri 14 Binjai has been watched by 700 viewers.

For theatre, the pattern of application is internalization in Indonesian subjects. This theatre has also made an impressive appearance at the Virtual Culture Parade in the framework of Youth Pledge Day and Language and Literature Month. This theatre raises local stories in the city of Binjai.

Theatrical performances, which highlight local wisdom in preserving natural ecosystems, have also been uploaded directly to the Pas Java YouTube channel. Their performance has been watched by more than 1,700 people.



Figure. 5. Cikal Theater Performances

Elements of the Pancasila student profile achieved by students through this cultural literacy activity are Faith, Noble Morals, and global diversity. Traditional music performed directly by students impacts the love of their own culture. Students get to know local customs by experiencing, not being taught.

Theatre activities have been able to have a positive influence on the morals of students, to God, fellow human beings, to nature, and as well as to yourself. Theater teaches students to know themselves.

3. Scientific Literacy

Scientific literacy is the ability to identify, understand and interpret science-related issues that are needed by a person to make decisions based on scientific evidence. Scientific literacy is the priority purpose of science education. Scientific literacy is multidimensional, not only understanding scientific knowledge but more than that. Through scientific literacy, students can ask questions, find, and make decisions that are developed from their curiosity related to their daily life experiences to be interpreted. Understanding and interpreting the characteristics of science is a characteristic of someone who is scientifically literate. The understanding and meaning include scientific investigation, awareness of science, and technology that shape the material, intellectual and cultural environment, the desire to be involved in science-related issues.

The mission of scientific literacy is learning that practice scientific literacy taking a pedagogical mission, including producing Indonesian people who are critical, creative, innovative, and productive through efforts to build skills and other knowledge, accompanied by attitudes and affective towards science towards human beings character (Center for Curriculum and Bookkeeping, 2017).

for scientific literacy, the implementation is coordinated by a science teacher. Science activities are given to students with direct practice and produce products. The science products that have been produced so far are Bridge Replicas, Lantern Lights, water rocket launchers, and finally the masterpieces of students and supervisors in the form of Arduino Uno-Based Emergency Portable Ventilator and Oximeter Sensors. This innovation was made to take part in the Indonesian Student Research Competition or KoPSI competition and as a result the young research team of SMP Negeri 14 Binjai succeeded in becoming finalists at the national level in 2021, whose final round will be held in November. This young research team has also presented their work in front of the mayor of Binjai.

These results are following the scientific literacy objectives made by the Center for Curriculum and Bookkeeping (2017) which states that students can improve understanding and meaning of science through questioning activities in the inquiry process. The process includes; 1) identifying problems, 2) proposing hypotheses, 3) designing procedures, 4) experiment to prove predictions, 5) conducting experiments, observations, and simulations, collecting and processing data, and analyzing them accurately as well as with precision, 6) applying numerical methods and statistics to conclude 7) explaining various unpredictable experimental results, and 8) using technological tools to publish and defend research results to the public as a form of professionalism and expertise as a scientist.



Figure. 6. Student Science Literacy Products

Figure 6 (bottom right) is a picture of students from SMP Negeri 14 Binjai after presenting the Arduino Uno and Oxymenter-Based Portable Emergency Ventilator innovation in front of the Mayor of Binjai. The mayor of Binjai gave his appreciation and motivation to this young research team to continue to innovate.

The profiles of Pancasila students produced through this activity are independent, critical, and creative. The independence of students is obtained from the process of thinking and finding new things.

4. Home Smart Productive

To support students' life skills at SMP Negeri 14 Binjai, researchers created the Home Smart Productive program. Home Smart Productive is carried out in the homes of students' parents that are affordable by other students. Activities are held twice a week, namely on Tuesdays and Thursdays. Five Home Smart Productive posts are used as a place to train students' life skills. The school cooperates with craftsmen to train students to make crafts from wax, woven bamboo crafts, make dish soap, and learn to raise quail.



Figure. 7. Smart Home Activities

There are also literacy activities. There are books from the library of the Muhammadiyah University of North Sumatra. The result of this collaboration was that the UMSU library assisted with 500 copies of books which were distributed in five Home Smart Productive posts.



Figure. 8. Signing the Literacy MoU on Smart Productive Home

The role of parents is very helpful in conducting this Productive Smart Home activity. Voluntarily, parents of students allowed the terrace of their house to be used as a place for creativity and literacy of students.

Elements of the Pancasila student profile obtained by students in this Productive Smart Home activity are cooperation, creativity, and independence. Learners helped each other to complete skills projects. The spirit of mutual respect between students is also seen in this activity. Students appreciate each other's work.

For independence, students get the experience of learning to live independently. They are prepared to have life skills that can make them independent and confident.

5. Literacy Read Write

Before the implementation of PTMT in the city of Binjai, SMP Negeri 14 Binjai had implemented several literacies strengthening programs for teachers. In June 2020, the teachers wrote a book entitled "I'm waiting for your presence in front of the screen" which has an ISBN. This book is a collection of teacher reflections during online teaching in the first three months of the pandemic.

Then, in June 2021, the teacher wrote another book entitled "School in the Corona Circle" which also has an ISBN. This book contains good practices for teachers while teaching during the Covid 19 pandemic. Researchers asked teachers to write because researchers hoped that teachers could be used as models for the literacy movement in schools. In addition, researchers hope that the school has a historical document that education at SMP Negeri 14 Binjai experienced obstacles due to the pandemic. To share experiences, this book has also been marketed at the Gramedia Medan bookstore.

The process of writing these two books was not without obstacles. Researchers still find some teachers who found obstacles to writing down their teaching experiences. Especially in the first book, teachers are still busy adapting to the online learning process. Researchers continue to provide guidance both classically and individually. For literacy activities, since PTMT on September 13, 2021, schools have implemented the 15-minute reading movement before studying. This activity is carried out in the school field while maintaining health protocols. Not only students but all teachers also participate in this activity. We call this Literacy Read Write program named Batu Basah which is an acronym for reading Write, Read Deliver Results.

To observe the students reading achievement, they were asked to write down their reading results in a reading journal. Then this reading journal is checked by the reading guardian. One guardian is responsible for twenty students. Twice a week, on Monday and Thursday, students and teachers present their readings

orally in front of the teacher and students. Teachers with teachers, students with students. The result is that 30 students have successfully written one short story each which will later be published as an anthology of short stories.

This literacy activity has also succeeded in restoring the enthusiasm for learning and students' confidence because they have dared to appear in public.



Figure. 9. Literacy Activities Read and Write

Conclusion

This study aims to describe the application of life skills-based literacy in shaping the profile of Pancasila students at SMP Negeri 14 Binjai. This research has produced several findings as follows:

1. The application of life skills-based literacy can form a profile of Pancasila students who are characterized by faith, piety to God Almighty, noble character, critical reasoning, cooperation, creativity, independence, and global diversity.
2. The implementation of digital literacy, cultural literacy, scientific literacy, and literacy comprehensively and measurably can improve student achievement, both in academic and non-academic fields.
3. The application of a productive smart home has produced students' skill products in the form of handicrafts made of wax, dish soap, and woven bamboo that can equip them to be confident and independent.

Based on the conclusions above, the researcher recommends that junior high school level schools can implement life skills-based literacy activities as an effort to form a profile of Pancasila students who believe, fear God Almighty, have a noble character, critical reasoning, creative, independent, cooperation, and global diversity.

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