



**THE INTEGRATION OF SENTRA-BASED LEARNING
AND INVOLVEMENT OF FAMILY PROGRAM AT EARLY
CHILDHOOD IN DEVELOPING CHARACTER BUILDING
(MULTI CASE AT PAUD MAWADDAH AND PAUD ALAM BERBASIS
KARAKTER SAYANG IBU BANJARMASIN, INDONESIA)**

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Abstract:

This study aims to describe and analyze in depth the center learning model, family involvement program and parental involvement in schools in the development of early childhood character. The research approach used is qualitative with the type of multi-case study research. The research instrument is the researcher himself. Data collection uses in-depth interview techniques, participatory observation and documentation. Data analysis techniques used in this study are the Miles and Huberman models namely data collection, data reduction, data presentation and conclusion drawing. Data validity testing was used to extend participation, persistence of observation and triangulation. The results of this study are the implementation of learning centers in the development of early childhood characters carried out through four quality playing scaffolding, namely the playing environment, footing before playing, footing when playing and footing after playing. Family involvement programs in schools are carried out through activities such as inspirational classes (parents as resource persons), formation of school committees, family days, parent clubs, involving parents in learning activities, tour work with parents, mother and mother club classes, consultation days parents, invite speakers from early childhood education experts and carry out parenting activities. Parental involvement in schools in the development of early childhood characters is through building positive communication on a regular basis between teachers, other schools and establishing relationships with other parents to exchange information. Get involved in parenting programs, school committees, teacher meetings with parents, support child development by participating in activities at sentra learning, tourism work, peak themes, religious holidays and national holidays.

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Keywords: learning sentra-based, involvement of family program, character building

1. Introduction

The sentra learning model has a characteristic that is the stages of the learning process, it is called the playing environment, the stage before playing, the stage when playing and the stage after playing. The family and school partnership model contain a division of responsibilities and initiative between family, school and society that are aimed at specific educational target. This model relies on the personal interests of parents and society members who inevitably make them to participate in school activity.

According to Zubaedi (2011) the development of a child's character is an effort that requires the involvement of all parties, both the nuclear family, the extended family, the school, the community and the government. Therefore family, school, community and government must have the same vision and mission and be integrated. The problems experienced by children are of course strongly influenced by internal factors and external factors. Internal factors are about the physical and psychological health conditions of the child itself. Internal factors are factors that come from outside, for example from parents, extended family, peers, school and community in the child's environment. The problems that are often faced by children are about meeting their needs both psychological and biological needs, development and interest in learning. Therefore, these things must be considered and filled with people around the child, especially the family, then the teacher and the school. According to Suriansyah and Aslamiah (2011) teaching and learning activities are a unity of two unidirectional activities. Learning activities are primary activities in teaching and learning activities, while teaching activities are secondary activities intended to enable optimal teaching and learning activities. Situations that allow learning to occur can occur with teacher interaction and even learning in certain places that have been arranged in order to achieve goals. In addition, this situation can further optimize learning activities when using the right method or media. One way to deal with the problems mentioned above, of course there must be good cooperation between the school and parents so that children can grow and develop based on mina, talents and developmental tasks. And, there are fun learning conditions that are supported by methods and approaches that are appropriate to the characteristics and level of child development.

The center learning model was originally called the Beyond Center And Circle Time (BCCT) model. This model was developed by Florida CCRT USA which was first implemented at Florida's Creative Pre School, for more than thirty-five years based on theoretical studies and practical experience used in learning for normal children and children who have special needs. Then adapted by several parties who made direct observations to Florida's Creative Pre School such as Istiqlal school in Jakarta, Al-Falah school and renamed the center and circle learning models. However, there are also other schools that poke up this learning model with center and senling learning models (centers and circles).

The center learning model has a characteristic that is the stages of the learning process called the playing environment, footing before playing, footing when playing and footing after playing. This model has been implemented in some PAUD in Indonesia.

Research shows that, parents have many concerns about children and their families, including concerns about control, communication and external threats to the family. This problem is often interrelated with the beliefs of parents and teachers and values that influence the way they see this problem. Some writers quote and offer practical advice to deal with this problem at home, at school, in larger, even global communities. Parents and educators need to talk with each other, and with students, about their shared concerns, needs, interests, responsibilities, and learning goals and student development (McDermott, 2008).

Schools in the United States have implemented programs or models of collaboration between schools, teachers and parents much earlier to eliminate parents' concerns about their children's needs, interests, learning goals, and developmental goals. So that in some schools that have cooperation programs/models between schools, teachers and parents, they have several activities in it such as parenting care, building communication between teachers, schools and parents about problems or development of children, as well as holding meetings that involve practitioners or expert in the field (McDermott, 2008).

Pre-research conducted by researchers is about center-based learning and family involvement programs in schools in the development of early childhood characters in several schools in the city of Banjarmasin, there are 2 schools that implement this, namely PAUD Mawaddah and PAUD Alam Berbasis Karakter Sayang Ibu in Banjarmasin.

To achieve the learning objectives at the center, the school also implements a family engagement program, namely parenting. This parenting program is intended to equate perceptions, goals and understanding between the school and the child's family in educating children. Because the school believes, in shaping the personality of a child there needs to be support from various parties including the family.

According to the principal in PAUD Alam, there are still many things that need to be addressed in the learning of family involvement centers and programs in the school. Such as lack of parental participation in activities carried out on weekdays. Whereas in Mawaddah PAUD, in the center learning activities there are still many things that must be added to make learning more effective and enjoyable.

2. Aim To Research

This study aims to describe and analyze in depth about the description of the implementation of a center-based learning model, family involvement program in the development of early childhood character and an overview of parental involvement in

the family involvement program in PAUD Alam PAUD Mawaddah and PAUD Alam Character-based Dear Mother Banjarmasin.

3. Relevant Reserach

Based on the results of Jamaluddin's research (2015) (parents and community collaboration model in education units) analysis of validated Borg and Gall research procedure implementation using seven steps of developing parent and community collaboration models in education units, the results of empirical testing get results declared valid developed through 75% reliability, and after being implemented collaboratively for three months got a positive response from teachers and parents on the collaboration model.

According to research carried out by Mafrukha (2015) (Descriptive Study of the application of character education in intelligent children's early childhood education) one of the implementation parts of character education in Early Childhood Education can be done through learning activities with a central approach that is applied through customized learning. with the level of child development. In its application, it is carried out in the provision of knowing, then feeling (digging) and acting feeling, namely seeing the impact of learning, whether the application of behavior during previous learning activities can bring positive behavior to children in accordance with the demands of the environment. In addition, teachers and principals also establish communication with parents to find out how far the learning process can be done has an impact on the development of children's behavior at home.

3.1 Theoretical Review

The center learning model was originally called the Beyond Center And Circle Time (BCCT) model. This model was developed by Florida CCRT USA which was first implemented at Florida's Creative Pre School, for more than thirty-five years based on theoretical studies and based on practical experience used in learning for normal children and children who have special needs. Then adapted by several parties who made direct observations to Florida's Creative Pre School such as Istiqlal school in Jakarta, Al-Falah school and renamed the center and circle learning models. However, there are also other schools that call this learning model with learning centers and senling model (centers and circle time).

There are four main playing experiences based on child development. Berk and Sinsler (1995) cite the opinion of Vygotsky Scoring or Scaffolding is support that changes during learning activities, where the teacher adjusts support to the level of children's performance when playing activies take place.

According to to Sujiono (2009) there are four foundations of quality playing experience in the center learning model, this is at the same time a characteristic and is the steps of the center and when learning models of the circle, namely the playing

environment, the experience before playing, the playing experience child and footing experience after playing

Two important things that need to be considered in the implementation of the learning model center and when the circle are: Children's Play Intensity: That is the amount of time needed by the child to gain experience in three types (playing roles, playing development and playing sensorimotor). play and how to play prepared by the teacher to support the child's play experience.

Parents are the main educators in the family, parents are also the main partners in supporting the success of children's education in PAUD institutions. Parental involvement in schools will be able to improve a healthy and consistent learning environment, because schools and homes have the same goals. Facts prove that parents have little knowledge and skills in carrying out care, careness, education and protection so that children's growth and development is less optimal, according to age and development stage. Therefore, the program of empowering parents or other family members is expected to be able to make parents and families around the child have the ability to carry out the social function of education in terms of nurturing, caring for, protecting and educating their children at home, so that children can grow and develop optimally according to age and stage of development Education in the family is education that is obtained by a person with experience that he gets everyday consciously or unconsciously. Families or parents are expected to help and support children through guidance, direction, motivation, and other educative actions that are in line with the education programs carried out by the school, for example when schools teach children to always maintain the cleanliness of the school environment, at home are also taught to maintain environmental cleanliness home.

In the opinion of Suriansyah (2014) in practice, building school relations with the community in order to increase the involvement or participation of parents/family in education in schools encountered a number of obstacles. These obstacles can be derived from the perspective of teachers and principals as executors of relations and from the community as subjects who are invited to be directly involved in various school activities in improving school quality. Parents of students who have still low economic levels are often preoccupied with daily work. This activity causes them to be difficult to participate/actively involved in various activities with the school. Furthermore, Gaffar argues that character education is a process of planting the values of life to be developed in one's personality so that it becomes an attitude or character of the person. According to Sudrajat (2011) through character education students are expected to be able to independently improve and use their knowledge, study and internalize and personalize noble character and character values so that they can manifest in their daily behavior.

The process of character education in PAUD is one of the things that need to be considered in shaping the character of a child. When children in school are required good exemplary functions from the school and activities that are intentionally created (planned) in the form of habituation, learning and continuous strengthening of the

school and family. In order to achieve this, it is necessary to have an understanding that occurs between parents and the school to ensure consistency in education children consistency in education. This can be done through learning activities and the involvement of parents in schools so that a strong psychological relationship is established between parents and children. This is expected for the formation of early childhood who grow and develop not only in terms of cognitive, motoric, language and arts aspects but also have a strong character that has spiritual moral values and good social skills in behaving and behaving with their environment good inside.

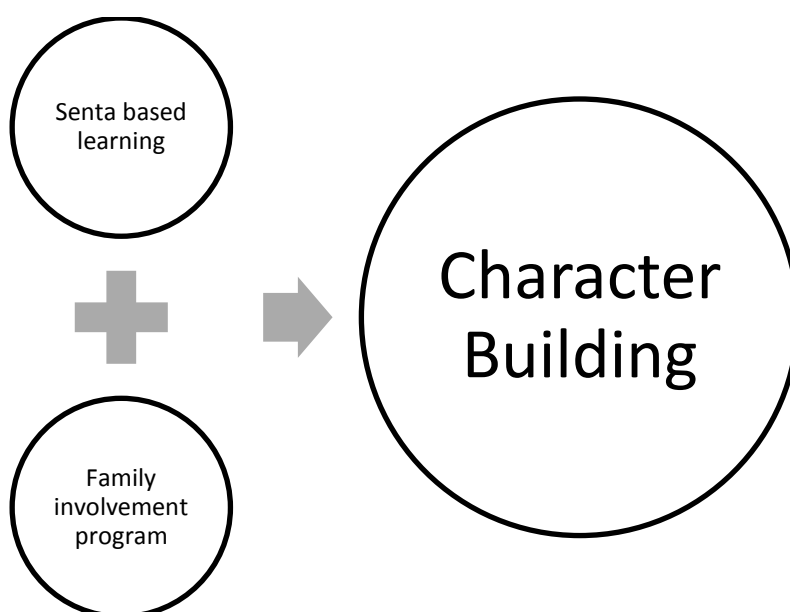


Figure 1: Conseptuals framework

3. Methods

This study uses a qualitative approach with a multi case study design which includes: a description of the implementation of a center-based learning model, involvement of family Program in the character building of early childhood and parent's involvement in family involvement programs in PAUD Alam PAUD Mawaddah and PAUD Alam Berbasis Karakter Sayang Ibu Banjarmasin. Sources of data in this study are school administrator, headmaster, teachers and educational manager, parents, students and school infrastructure. Data collection techniques through observation, interview and documentation. Data analysis is data reduction, data presentation and conclusion. The validity of the data is done by triangulation.

Data collection techniques used are in-depth interviews, participatory observation and documentation. Respondents as key information are the school principal, teachers and parents of Mawaddah PAUD and PAUD Alam Berbasis Karakter Sayang Ibu Banjarmasin. Research time for 6 months until the data obtained is saturated. Data were analyzed since the research process in the field was carried out

until the end of data collection using data analysis techniques proposed by Miles and Huberman.

4. Results And Discussion

This section will describe a description that describes the general location of the location of the research site (Site plan research) obtained based on the primary document data owned by the school and the results of observations, documentation conducted by the researcher. This research was conducted in two places, namely PAUD Mawaddah and PAUD Alam Berbasis Karakter Sayang Ibu Capital City of Banjarmasin.

Based on the results of observations, interviews and documentation that have been carried out by researchers, the implementation of the center learning model in Mawaddah PAUD is carried out with four centers, namely the center of playing the role, the center of the beam, the preparation center and the center of natural materials. In its implementation, the center learning model here has four quality playing environment environments. Learning in PAUD Mawaddah is more directed to religious activities namely Islam. Because the pillars of character are applied based on the Al-Qur'an, A-Sunnah and Pancasila. Even so, Mawaddah PAUD does not use the Imtaq center, this is because Mawaddah PAUD managers believe that all activities related to Faith and Faith are a habit that must be done every day. Therefore the activities in the center of Imtaq were inserted into all centers in PAAW Mawaddah such as in the center of playing the role, center of beam, preparation centers and centers of natural materials, such as praying in congregation and reading Iqra every morning alternately.

These four steps are the playing environment, footing before playing, footing when playing and footing after playing. The main playing environment allows the teacher to prepare tools, materials, APE and other media before the child arrives at school.

The center learning model in Mawaddah PAUD is carried out with four centers, namely the center of playing the role, the center of the beam, the center of preparation and the center of natural materials. In its implementation, the center learning model here has four quality playing environment steps to develop the character of children, namely the playing environment, footing before playing, footing when playing and footing after playing which is adjusted to RPPH/Lesson plans made by teacher. Learning in PAUD Mawaddah is more directed to religious activities, namely Islam. Because the pillars of character are applied based on the Qur'an, Sunnah Muhammad SAW and Pancasila.

The implementation of the family involvement program in Mawaddah PAUD includes schools implementing parenting, socialization of family involvement programs at the beginning of the school year, forming school committees that involve parents in full, parent meetings, committee meetings, involvement of parents in the top theme activities (parents as resource persons for example on a professional theme or during an inspirational class), creating a group on social media to inform important things about

children's activities at school or other information, eating with children and parents also eating with parents and parents, commemoration of Mother's day, Schedule and carry out family days at the end of each semester, children's tours with parents.

Parental involvement in family involvement programs in PAUD in developing children's character is by building positive communication on a regular basis between teachers, other schools and establishing relationships with other parents to exchange information about school activities and child development. Get involved in parenting programs, school committees, teacher meetings and parents, support child development by participating in activities at centers, tourism works, peak themes, religious holidays and national holidays.

Learning based on the centers of Natural Early Childhood Education is carried out by the steps of the center learning model consisting of four quality playing platforms, namely the footing of playing, footing before playing, footing when playing and footing after playing which is carried out through Nature-based learning and reading a storybook 9 pillars of character .

Character Development in PAUD Alam in sentra-based learning is carried out through habituation activities during learning, obeying the rules in the center, the steps given by the teacher in accordance with the learning plan (lesson plan) PAUD Alam's family family involvement program in character development in early childhood education through Mother Club activities, Parent clubs, making child pick-up agenda books, parenting workshops and seminars inviting resource persons from Local PAUD managers, external sources such as BKKBN, religious leaders, Practitioners PAUD, Bunda PAUD, Chair of the local PKK to discuss the behavior of parents, equate perceptions about PAUD, how to educate children and how to shape children's character. The role of families in school programs in the context of developing early childhood character. For the sake of developing the character of children, the family as the first education for a child grows and develops, is obliged to participate in helping the school in educating their children. The roles of the family include participating in school activities, school committee activities, engaging in school program planning, providing intensive assistance through school committees and building positive communication with teachers, homeroom teachers and principals about information on child development. The playing environment also allows the teacher to make the playing density planned in RPPH. This is in line with the six concepts of cooperative learning according to Kagan (1994) in Samani and Hariyanto (2013) in structuring the learning environment, the teacher must create a good learning environment so that each student has equal access to learning. When stepping on before playing, the child is independently given the opportunity to choose where to play and playmates.

This is in accordance with Mayesty (Asmawati, 2008) one of the benefits of a central learning model that is developing a habit This is in accordance with Mayesty (Asmawati, 2008) one of the benefits of a central learning model that is developing independent learning skills because of the existence of the principle of self-directing and natural self-correction of various tools in the center of activity.

Model of sentra makes children learn happily and happily. One indicator of the implementation of family involvement programs in education units is the implementation of inspirational classes and involving parents in learning (Kemendikbud, 2016) this is consistent with the facts in the field, that the family involvement program in PAUD Mawaddah and PAUD Alam is character-based. center, because in one of the activities of family involvement in schools, institutions make activities that parents participate in certain themes in the learning program and sentra.

According to Ritch and Mattox (1998) there is an ability in a child aged 1-5 years to be developed. Parents should not only want children to be able to complete their academic tasks, but parents must first teach children to be confident, responsible, work hard, have high initiative, diligent in doing all things and have good reasoning.

Furthermore, according to Ritch, parents should have an awareness of their responsibilities such as encouraging children to be eager to go to school, establish good communication with teachers and the school and motivate children (Rich, 2008).

In character education, the main learning environment for children at home. Parents can discuss the values, norms, customary habits that are the priority of the school and how they are applied in their daily lives in their homes. To help parents, school culture teams and characters and schools can arrange periodic activities that can help them such as parent class or class consultation activities (Daryanto and Darmiatun, 2013).

The teacher provides support for the level of performance of the child during playing activities. More support is given by the teacher when new playing tasks are introduced to the child, in the sense that the knowledge is really new to the child. The support provided by the teacher decreases when the child's ability starts to increase and the teacher's footing is only a little when the child has mastered his task in playing. Thus it can instill self-mastery (foster creative, innovative attitudes) and develop children's independence (Sujiono, 2009). Aside from being an educator, the teacher also plays a role as a model in developing children's character.

Exemplary from a teacher when learning activities play a very important role to give children character education that affects the child's development psychologically in terms of his personality when socializing with others. This is related to research conducted by Wardoyo et al. (2015) which states that the BCCT or Sentra Model not only can improve children's development in academic terms, but also greatly affect the development of moral values. children due to main footing that is able to regulate children to do things based on procedures and rules that have been built by the child along with the teacher when stepping before playing.

In America, schools that develop models of collaboration between parents and teachers, they provide services such as bringing in experts in the field and family therapists as resource persons at parent meetings. They first meet with small groups of parents as representatives, listen to their proposals, then after a few days a plan is presented for a workshop, asking parents whether their proposals have been heard, presenting workshops, and returning for a second visit and small meetings with fathers.

Thus, they find a wise-step-by-step model and develop relationships between facilitators, parents, and teachers. One of their main points is that as an institution, schools cannot not establish good relationships with parents. Parents, teachers and staff in each school run in the same direction, namely equalizing the goals of parents and schools, as well as the goals of the community that are ideally able to involve all members (McDermott, 2008).

In practice, building school relationships with the community in order to increase the involvement or participation of parents/families in education in schools encountered a number of obstacles. These obstacles can be derived from the perspective of teachers and principals as executors of relations and from the community as subjects who are invited to be directly involved in various school activities in improving school quality. Parents of students who have still low economic levels are often preoccupied with daily work. This activity causes them to tend to be difficult to participate / actively involved in various activities with schools (Suriansyah, 2014).

The partnership model contains the division of responsibilities and initiatives between families, schools and communities that are aimed at specific educational targets. This model relies on the personal interests of parents and community members who inevitably make them participate in school-related activities. The Partnership views all parties who have an interest in the school as a party that can be utilized and able to help schools in order to improve the quality of education, so that the network is so broad.

The Family Engagement Program at Mawaddah Early Childhood Education was carried out through several activities such as involving parents in committee meetings, forming committee staff, commemorating Mother's Day, family day activities, involving parents in the top of the theme, scheduling parent activities to play with children when learning centers and hold a Mother Class to increase Parents' knowledge about PAUD and child character development.

The foregoing, in line with the Mega Skills Method conducted by Dorothy Rich, he stated that the creation of a school relationship with a positive home can increase self-confidence in children, a sense of responsibility, initiative, perseverance, care and concentration of children in doing something (Rich, 2008).

This is in line with the results of research conducted by Ruskam Isabelle (2018). He conducted a 10-year study conducted on 111 children aged 3-5 years gradually at the beginning of the study, then he re-examined when the children were already entering adolescence. Based on the multi-method approach he did through observation, questionnaire and sample. His research proves that there is a relationship between parenting parents and habituation given to children towards negative behavior that occurs at an early age. He concluded that, there was a decrease in the negative attitudes of children in adolescence because parents who build positive relationships with children, provide good and positive habituation.

Family involvement activities in PAUD Alam Based on the Character "Sayang Ibu" were held under the name "Parenting" inviting resource persons from various sub-

district and municipal city government agencies such as BKKBN, PKK and local police for sharing, workshops, small seminars discussing children's characters and how educate children at home.

Furthermore, the structure of children's needs is provided in ways that support their autonomy and provide choices through development. Part of the parenting that supports autonomy is taking the child's perspective and being sensitive to the child's desire to solve his own problems. At different ages, parenting that supports autonomy will look different (McDermott, 2008).

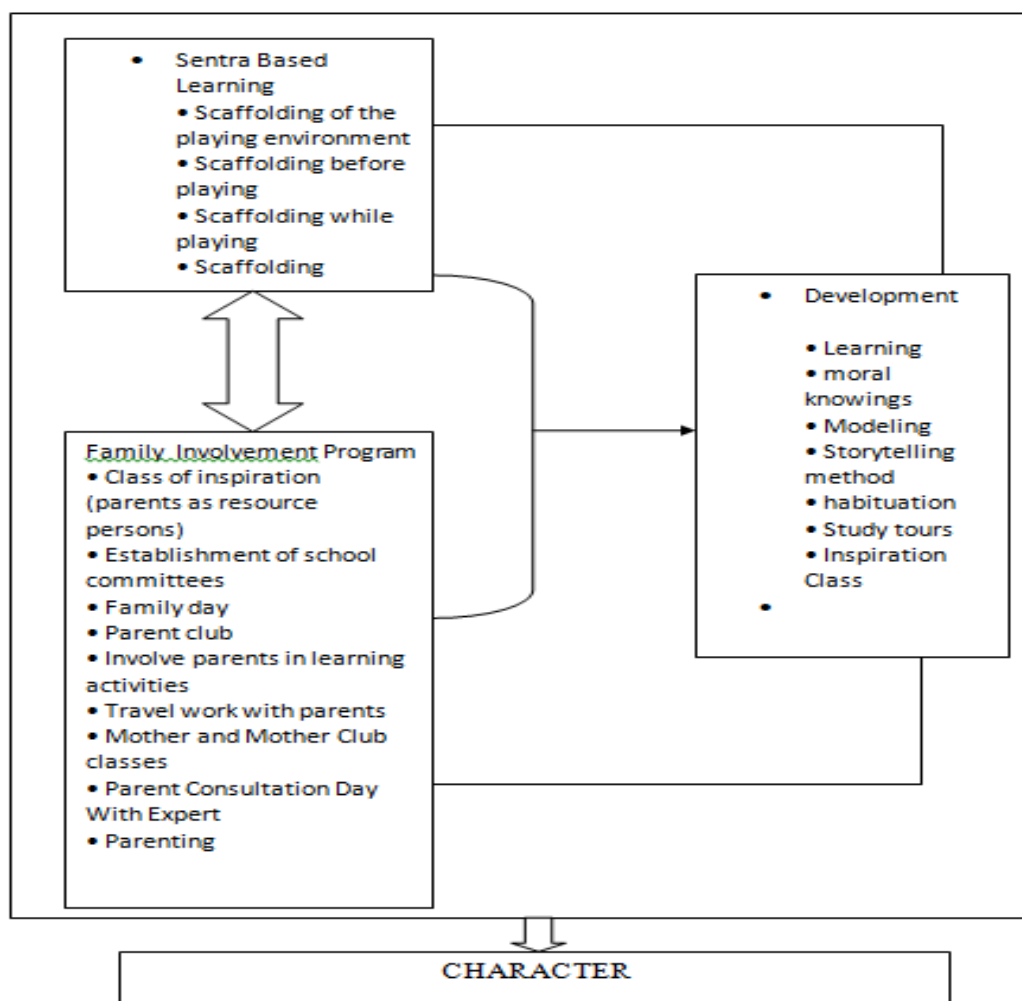


Figure 2: Model Integration of Center Learning and Family Engagement Program in Schools in Early Childhood Character Development

5. Conclusion and Recommendation

Planning a center learning model is designed by incorporating character pillars in unit of PAUD and it is conducted through the playing environment, the stage before playing, the stage when playing and the stage after playing, and each of the stage has a different operational standard according to school conditions. The role of the teacher in

the center learning model is the most important part to build students character through scaffolding, positive communication, habituation and consistency in building a rule. The rules in each center are the same, there are different according to activity and type of center and pillar or character values is developed by the school. The rules that are built by the teacher together with student are expected for communication and rules are not based on the rules made by the teacher as adult, but it is also able to keep the promises in the rules that have been built. The family involvement program in early childhood through planning activities of institution through the preparation of a vision mission, semester program which is disseminated to all school, and included parents.

The implementation of family involvement program in includes schools implementation of parenting, socialization of family involvement program at the beginning of the semester, make committee which is involved parents, parent meeting, committee meeting, involvement of parents in the climax of theme (parents as speaker, for example on a professional theme or during an inspirational class), create a group on social media to inform important things about students activity at school or other information, eat with children and parents also between parents and parents, Mother's day commemoration, Schedule and implement family day at the end of each semester, study tour with parents, class of mother, Mother Club, Parent club, make agenda book for students pick-up, parenting workshop and seminar which invite speaker from Local PAUD manager, outside speaker such as BKKBN, Figures religion, PAUD Practitioner, Bunda PAUD, the head of PKK to discuss the behavior Parents, equate perceptions about PAUD, how to educate children and how to build students character.

The implementation of family involvement program to develop the character of early childhood can be seen from the result of an analysis about changes in family behavior in student's habituation at home. Parental involvement in family involvement programs in PAUD in developing students' character is by building positive communication on a regular basis between teacher, other school and has relationships with other parents to exchange information about school activity and student's development. It is also get involved in parenting programs, school committees, teacher meetings and parents, support student's development by participating in activity at center, climax theme, religious and national days.

Suggestions for PAUD Manager based on the results of the study, the implementation of the learning model center in the development of students' character to pay more attention the place is used so that the student's movement is wide, and the density of student's can be increased by adding APE that is used now. All school members are very important elements in developing the character of early childhood, therefore collaboration from all part is needed to develop the character of students. In its integration, a center and family involvement model can be added to other activities. The suggestions for the teacher or Teacher of Early Childhood is one of Modeling in the development of early childhood character, therefore in addition to providing stage when learning center, the teacher's attitude is also one of the things that must be considered. However, students can act the behavior of adults around them. Suggestions

for future researcher about Early Childhood Education today is growing very rapidly. In terms of learning center and family engagement programs in the development of early childhood character there are still many things that can be explored and can be developed because character building included all aspects in all of education elements.

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