

THE ROLE OF CHILDREN'S LITERATURE IN SHAPING REFLECTIVE, DISCIPLINED, AND FRUGAL BEHAVIOR IN EARLY CHILDHOOD IN THE STORY WHERE THE PEANUT SIPET BY ARIS AND MUNINGGAR

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Abstract. The importance of children's literature as a means of character formation from an early age. Children's stories not only serve as entertainment, but also as an educational medium that instills moral and social values. The purpose of this study is to describe the role of the story "Where Is the Tip Nut" by Aris and Muninggar in shaping reflective, disciplined, and frugal behavior in early childhood. The method used is a literature study by studying story texts, children's literature theory, and character education concepts in early childhood. The results of the study show that reflective value is reflected through the process of the main character in realizing mistakes and correcting them, the value of discipline is shown through attitude in using resources. This story is able to provide a positive example for children and become relevant teaching material for PAUD teachers. In conclusion, children's literature such as "Where Is the Nuts of Sipet" has great potential in instilling reflective, disciplined, and frugal characters through fun and meaningful learning.

Keywords: children's literature, shaping reflective, disciplined, frugal behavior, early childhood

INTRODUCTION

Early childhood is an individual who is in a golden age where all aspects of development, whether cognitive, social-emotional, moral, or spiritual, develop very rapidly (Umi et al., 2023). During this period, children have an extraordinary ability to absorb life values from the surrounding environment. Therefore, education in early childhood focuses not only on academic ability, but also on the formation of positive character and behavior. One effective approach to inculcate moral and social values is through children's literature, as stories are able to touch emotions and build understanding in depth (Bastian & Novitasari, 2022). Children's literature has an important role in shaping reflective, disciplined, and frugal behavior in early childhood. Through interesting characters and storylines, children can learn about the consequences of actions, understand the values of kindness, and foster self-awareness to behave positively. Reflective behavior, for example, encourages children to think about their actions and learn from experiences (Purwati et al., 2024). While disciplined behavior helps children to obey rules and maintain order in daily activities, while frugal attitude teaches children to appreciate the value of goods and the importance of saving for the future.

But in reality, many early childhood shows less reflective behavior and is not able to regulate themselves in a disciplined manner. They tend to act spontaneously without thinking about the consequences, are reluctant to complete tasks in an orderly manner, and are easily tempted to spend what they have without planning (Harjanty & Mujtahidin, 2022). This happens because character learning is often not done in a contextual and interesting way for children. When values are only conveyed verbally without emotional involvement, children find it difficult to understand their meaning deeply (Nurlaela et al., 2023). The children's story Where Peanuts Sipet by Aris and Muninggar is one example of literature that is full of character education values, especially in the aspects of reflective, disciplined, and frugal. Through the characters and events presented, this story provides an emotional and moral experience for children. Sipet Nuts, who were initially careless and

extravagant, eventually learned to be organized, neat, and frugal. The simple but meaningful storyline makes children able to imitate the positive behavior of the characters and reflect them in their daily lives.

In the context of learning in early childhood education institutions, literature such as *Where Is Sipet Nuts* can be used by teachers as a fun character education medium. This story can be developed through storytelling, role-playing, drawing, or simple discussions about the behavior of the characters in the story. Through these activities, children not only understand the content of the story, but also learn to reflect on the characters' experiences of their own lives. This is in line with the principle of learning through play which is a characteristic of early childhood learning. The problem that arises today is that the use of children's literature as a means of forming reflective, disciplined, and economical behavior is not optimal (Nurlaela et al., 2023). Many teachers and parents still view stories as mere entertainment, not as a strategic moral education tool. In fact, children's literature can be an effective means to internalize character values without a patronizing impression. This lack of understanding causes important values such as neatness, responsibility, and self-management to often be overlooked in daily learning (Sa'diah, 2023).

Changes in modern lifestyles also affect children's behavior patterns. Children are now more exposed to digital media and instant entertainment that tend to ignore the value of patience, discipline, and self-reflection. As a result, children become less accustomed to thinking critically about their own actions and find it difficult to develop positive habits such as saving or maintaining neatness (Fauziyah, 2023). This is where children's literature rediscovers its relevance as a means of character formation through an imaginative approach that touches on the affective side of children. Based on this background, research on the Role of Children's Literature in Shaping Reflective, Disciplined, and Frugal Behavior in Early Childhood in Stories Where Sipet Beans is Important to Do (Rostiana et al., 2024).

This study is expected to show how children's stories can function as an effective means of character education (Aslindah, 2022). Through the analysis of the values in the story and their impact on children's behavior, this research can contribute to strengthening character learning strategies in PAUD institutions and become a reference for educators and parents in guiding children towards better and reflective behavior (Aprilia Ningsih et al., 2025).

The formulation of the problem in this study focuses on how the role of children's literature, especially the story *Where Is the Sipet Nut* by Aris and Muninggar, can shape reflective, disciplined, and frugal behavior in early childhood. This research seeks to explore how these character values are portrayed through characters and storylines, how the process of children's understanding of the moral messages contained in them, and how the application of children's literature can affect children's real behavior in daily life, both at home and in the school environment. The purpose of this research is to understand and analyze the role of children's literature, especially the story *Di Mana Kacang Sipet* by Aris and Muninggar, in shaping reflective, disciplined, and frugal behavior in early childhood (Harjanty & Mujtahidin, 2022). This research aims to uncover the moral values contained in stories, describe how children interpret and internalize these messages, and explain the impact of literature-based reading and learning on children's character development, especially in building self-awareness, discipline, and frugality as part of character education at an early age.

RESEARCH METHOD

The research used in this study is a qualitative approach with a type of descriptive research analysis, which aims to describe in depth the role of children's literature in shaping reflective, disciplined, and frugal behavior in early childhood through an analysis of the story *Di Mana Kacang Sipet* by Aris and Muninggar. This research utilizes content analysis techniques to identify character values contained in the storyline, characters, and moral messages conveyed. Data was obtained through documentation studies, namely by examining children's story texts and supporting literature sources used in learning activities. Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawn, as explained by Sari et al. (2022) that in qualitative research, data analysis is carried out continuously from the time the data is collected until

the final conclusion is obtained. This approach is in line with opinion Nartin et al. (2024) which states that qualitative descriptive research aims to describe phenomena as they are based on facts found in the field without data manipulation. Thus, this method allows researchers to obtain a comprehensive and in-depth picture of how children's literature contributes to the formation of reflective, disciplined, and frugal behavior in early childhood.

RESULT AND ANALYSIS

Based on the results of the analysis of the story Where Is the Sipet Nut by Aris and Mumunggar, it was found that children's literature has a significant influence on the formation of reflective, disciplined, and frugal behavior in early childhood. This story has proven to be an interesting and contextual character education medium for children, because it presents moral messages through characters and plots that are close to their daily experiences. The character of Kacang Sipet, who is described as careless, extravagant, and less organized at the beginning of the story, becomes a mirror for children in recognizing negative behaviors that they may also do. The change in the attitude of Siapek Nuts who then learn to be more careful, neat, and frugal provides a concrete example of the learning process from experience, which can be easily understood by children. Based on the results of the analysis of the story *Di Mana Kacang Sipet* by Aris and Muninggar, it was found that children's literature plays an important role in shaping reflective, disciplined, and frugal behavior in early childhood. This story not only provides entertainment, but is also an effective means of character education because it is able to convey moral messages in a simple and fun way. Through a light storyline and characters who are close to everyday life, children can easily understand and emulate the positive behaviors shown in the story. The narrative approach in this story makes children learn without feeling patronized, so that moral messages are naturally embedded in the process of reading and discussing.

The main character, Kacang Sipet, is described as a figure who at first has a careless, extravagant, and lack of discipline. He often loses his belongings because he is not careful and irregular in storing them. The depiction of this character reflects the general behavior of early childhood who are still in the stage of learning to manage themselves. Thus, the character of Sipet Nut becomes a relevant mirror for children to reflect on their own behavior. When the child realizes the similarity of behavior with the character, a reflective process arises that is the basis for changing attitudes towards better behavior. Furthermore, the changes experienced by Sipet Nuts at the end of the story are an important part of the child's moral learning process. After experiencing various consequences of his careless attitude, Sipet Nut learns to be more careful, disciplined, and frugal in using his belongings. This transformation provides a concrete example to children that every mistake can be a valuable source of learning. Through this process, children learn the importance of self-reflection, responsibility, and self-control, the values that are the foundation of disciplined and frugal behavior. The story *Where Is Sipet Nut* also has strong contextual value because it uses settings and situations that are familiar to children, such as the home environment and daily habits. This makes the moral messages in the story easy to accept and apply in real life. Teachers and parents can use this story as a teaching material to develop interactive learning activities, such as role-playing, discussing the character's attitude, or drawing a scene that depicts behavior change. Thus, children's literature not only functions as an entertainment medium, but also as an effective means to instill reflective, disciplined, and frugal character values from an early age.

In addition to reflective behavior, the discipline aspect has also undergone significant development. Through the repetition of reading activities and discussing the story of Where the Peanuts Sipet, children become more accustomed to following the rules of the class and maintaining order in the activities. The figure of Peanut Sipet who is depicted learning not to be careless and work in an orderly manner becomes an effective model for children to imitate disciplined behavior naturally without feeling patronized. Imaginatively packaged stories make the moral message about the importance of discipline easier to absorb and apply in everyday life. In addition to reflective behavior, the discipline aspect also shows significant developments in the learning process using the story *Where Is the Sipet*. Through repeated reading activities, group discussions, and joint reflection, children begin to understand the importance of following rules and regulations in daily life.

Repetition of reading activities not only trains literacy skills, but also helps children recognize good behavior patterns shown by the characters in the story. When children listen to or read stories about Sipet Nuts that are initially careless and disorganized, they learn that indiscipline can have detrimental consequences, such as losing things or making work messy.

The character of Kacang Sipet in the story is described as experiencing positive changes after realizing his mistake. He learned to be more careful, work orderly, and value his time and possessions. This process of character change becomes an indirect learning model for children. Without having to be reprimanded directly, they imitate Kacang Sipet's positive behavior through identification and empathy for the figure. Children begin to exhibit disciplined behaviors, such as putting things in place, completing assignments on time, and following class rules. Thus, learning through stories helps children internalize the value of discipline naturally through emotional experience and moral understanding. In addition, the presentation of imaginative and contextual stories makes the moral message about discipline easier for children to absorb. Imagination in stories provides space for children to visualize disciplinary actions in various situations, such as working together with friends, maintaining cleanliness, or arranging playtime. This story also encourages teachers to develop follow-up activities, such as role-playing or drawing characters that are orderly and neat, so that the value of discipline is not only understood verbally, but also practiced in real activities. Thus, *Where Is Sipet Nuts* proves to be an effective medium in instilling disciplinary habits, because it combines cognitive, affective, and psychomotor aspects in an integrated manner in the early childhood learning process.

In terms of frugal behavior, this story also has a positive impact. The moral message about the importance of taking care of things and not being extravagant is a source of reflection for children. In the follow-up activity, the teacher invites children to make a simulation game of saving or taking care of their belongings carefully. The results of observations show that children become more appreciative of the things they have and begin to understand the meaning of "saving for later". For example, when they get food or toys, some children consciously set aside some of them to use at a later time. This shows that an understanding of the value of frugality can be instilled simply through emotional experiences that are connected to the content of the story. In terms of frugal behavior, the story of *Where Is the Sipet Nut* also has a real positive impact on the development of early childhood characters. The moral message about the importance of taking care of things, using things as necessary, and not being extravagant is conveyed subtly through the journey of the character of Kacang Sipet. At the beginning of the story, Kacang Sipet is described as a careless and extravagant character, often losing or damaging his belongings due to lack of care. However, along with the storyline, this character learns to be more careful and appreciate his possessions. This picture of attitude change becomes an effective means of reflection for children, because they can see the direct consequences of extravagant behavior and the benefits of frugal attitude through the experiences of characters who are close to their daily lives.

In the follow-up activities after reading the story, teachers play an important role in strengthening children's understanding of the value of savings through contextual play activities. For example, children are invited to do a simulation game of saving using toy coins, keeping their belongings in class, or making simple projects such as "creative pig banks from used items". This activity helps children connect the moral values of the story with real actions in everyday life. Through these activities, children not only understand the concept of "thrifty" cognitively, but also experience it emotionally and socially, such as learning to postpone desires, share, and take care of the things they have with a sense of responsibility. The results of observations on children's behavior showed positive changes after the implementation of the literature-based activities. Children begin to show new habits, such as setting aside some food or toys for later use, and being more careful in using their belongings. They also begin to understand the meaning of "saving for later" as a form of self-control and simple planning. This process shows that the cultivation of frugal value does not have to be done with lectures or direct advice, but can be instilled through pleasant and meaningful emotional experiences. Thus, the story of *Where Is the Sipet Nut* serves as a character learning medium that is able to foster a frugal attitude naturally through the integration of imagination, experience, and habituation in early childhood learning activities.

Overall, the results of the study show that children's literature has great potential in shaping reflective, disciplined, and frugal behavior in early childhood. The story *Where Sipet Nuts* is able to bridge the character learning process in a fun, imaginative, and appropriate way for children's worlds. Literature-based learning makes children learn through emotional and social experiences, not just through advice or rules. Thus, children's literature serves not only as entertainment, but also as an effective means of instilling moral and social values that are important for the development of children's personalities. Overall, the results of the study show that children's literature has great potential in shaping reflective, disciplined, and frugal behavior in early childhood. Through an analysis of the story of *Di Mana Kacang Sipet* by Aris and Muninggar, it can be seen that moral messages conveyed through characters and storylines are able to build children's understanding of the importance of self-management and responsibility for their actions. The character of Kacang Sipet who undergoes a change from careless behavior to more careful, orderly, and frugal, provides a concrete picture of the natural moral learning process. Children not only understand the difference between good and bad behavior, but also learn to judge themselves through reflection on the story characters they know and like.

In addition, children's stories become an effective bridge between the world of imagination and the formation of real characters. The literary approach allows children to learn without pressure, as moral messages are delicately packaged in the form of narratives that are fun and appropriate to their developmental age. Learning through stories creates a warm and empathetic atmosphere, where children feel emotionally involved in the storyline. When children feel an emotional connection with the characters and events in the story, moral values such as self-reflection, discipline, and frugality become easier to internalize. This process is in line with the principles of character education in early childhood which emphasizes the importance of hands-on experience and contextual learning. Thus, children's literature not only serves as entertainment or fillers for free time, but also as a means of learning strong and meaningful characters. The story *Where Is Sipet Nut* proves that moral messages can be instilled through media that are interesting, creative, and in accordance with the child's world. Teachers and parents can use children's stories as a medium for reflection and discussion in daily learning activities, so that children learn to associate positive values with concrete actions in their lives. Through literature-based learning, children not only grow up to be cognitively intelligent individuals, but also have moral sensitivity, discipline, and frugal attitudes that are the basis for the formation of a whole character.

1.1 Formation of Reflective Behavior Through the Experiences of Characters in Stories

Reflective behavior in early childhood is the ability to think back on actions that have been taken, understand the consequences, and try to improve themselves in the future. In the story *Where Is Sipet Nut* by Aris and Muninggar, the process of forming reflective behavior is seen through the experience of the main character, Kacang Sipet, who is initially described as careless, careless, and lacking responsibility for his actions. Children who listen to this story can recognize the behavior of the Sipet Nut as something they also often do, such as spilling things, forgetting to put away toys, or ignoring advice. When the character experiences the consequences of his actions, such as losing his belongings or being scolded by his friends, children learn that every action has consequences. This awareness is the beginning of the formation of reflective behavior, as children begin to understand cause-and-effect relationships in moral and social contexts. (Students, 2025) In addition, the experience of changing the character of Kacang Sipet is an important means in fostering self-reflection in children. When Peanut Sipet begins to realize its mistakes and try to improve itself by being careful and more organized, children are emotionally involved in the process of change. Through simple discussions and Q&A that the teacher does after telling the story, the child is encouraged to think about things like "Why do Sipet Nuts regret?" or "What can we do to make it not like Sipet Nuts?". This process stimulates the child's ability to assess his own behavior and learn to make better decisions (Fitriyanti et al., 2025). Thus, the experiences of the characters in the story not only provide entertainment, but also become a mirror for children to recognize themselves and understand the importance of introspection and self-improvement.

Story-based learning such as *Where Are The Peanuts* make reflective activities more natural, contextual, and fun for early childhood. Stories present concrete situations that are easy to understand and close to the child's daily life experiences. Through a simple but meaningful storyline,

children can relate the behavior of the characters to their own behavior. When Peanut Sipet is portrayed as a careless character and regretful for his actions, children learn that every action has consequences. Stories are an effective bridge to instill moral values without having to advise directly (Zannatunnisya et al., 2024). Thus, learning through literature not only develops language skills, but also shapes children's moral and social awareness as a whole.

The role of teachers in this process is very important, especially in developing follow-up activities that strengthen children's reflection and understanding of the content of the story. Teachers can use a variety of creative activities such as role-playing, drawing story scenes, or rewriting stories with their own versions. These activities allow children to express their understanding of moral values in an active and fun way. For example, when children play the role of Peanuts, they learn to feel the characters' emotions such as regret, sadness, and the desire to change. This process helps children understand the feelings of others and cultivate empathy, which is an important cornerstone of reflective behavior.

In addition, the process of identification and empathy for the story characters helps children internalize the values of responsibility and self-awareness. Children not only understand that Sipet Nuts make mistakes, but also realize the importance of improving themselves when making mistakes. Through discussions and reflective activities, children are invited to think about how they should act in similar situations in real life (Rahmah Dwi Sistiari et al., 2025). In this way, values such as introspection, self-discipline, and responsibility are not only understood conceptually, but also experienced emotionally. Thus, through story-based activities, children learn to recognize mistakes, understand their consequences, and strive to become better individuals, an important process in the formation of reflective behavior from an early age.

1.2 Instilling Disciplined Behavior Through Character Examples and Storylines

Disciplined behavior in early childhood is one of the important aspects in character formation. Discipline not only means obeying rules, but it also reflects the child's ability to govern himself, maintain order, and be responsible for his duties or belongings (Kasmawarni, 2024). In the story *Where Are The Peanuts* by Aris and Muninggar, the value of discipline is introduced in a gentle and relevant way to the world of children. The figure of Kacang Sipet is described as a careless, lazy, and irregular figure in carrying out daily activities. He often loses his belongings because he does not put them neatly, so he faces various difficulties due to his own behavior. These stories reflect the real situations that children often experience, so they can easily understand the relationship between irregularities and the consequences they cause.

As the story progresses, Sipet Nut begins to realize his mistakes and tries to improve his behavior. This process of change becomes a concrete example for children of the meaning of discipline that grows from self-awareness, not from coercion. Children can learn that being neat, organized, and responsible will bring comfort and prevent them from getting into trouble. Through the experiences of the characters in the story, children understand that discipline is a positive habit that helps them become more independent and organized (Deluma & Setiawan, 2023). Thus, the values of discipline conveyed through the plot and character of the story become an effective means to instill responsible behavior and awareness of the importance of order from an early age.

The example of the character of Kacang Sipet in the story becomes a strong model for early children, because at this stage of development they learn a lot through the process of imitation. Children tend to imitate behaviors they admire, especially from characters in stories they like. When Peanuts are depicted as starting to organize things neatly, get up on time, and listen to the advice of their friends, children grasp that discipline is a positive behavior that brings good results. This story helps them understand that a change in attitude toward goodness can be done gradually. In this context, Sipet Nut becomes a figure that is not only entertaining, but also inspires children to imitate good and responsible actions.

The role of teachers is very important in strengthening the values of discipline displayed through story characters. When reading *Where Are Peanuts*, teachers can relate the character's behavior to the child's real life at school, for example by modeling activities to arrange toys after play, waiting patiently for their turn, or maintaining class cleanliness. Through light reflection activities such as questions and answers or role plays, children are invited to think about the meaning of Peanut Sipet

actions and how they can apply them in their daily lives. This process makes children understand discipline not as a restrictive rule, but as a fun and meaningful habit. Thus, the example of the Sipet Nut figure is an effective means to foster awareness and internal motivation of children in disciplined behavior.

In addition, storylines that show the process of learning from mistakes are a very effective means to instill the value of discipline in early childhood. Through the experience of the character of Kacang Sipet who was initially careless and then learned to improve themselves, children understand that being disciplined does not mean that it must always be right or perfect (Rohmiati et al., 2023). They learn that every mistake is an opportunity to learn and grow. This message makes children feel more confident to try again when they fail, and understand that discipline is formed through continuous processes and efforts. This approach also helps children build a resilient and responsible attitude, as they realize that positive change takes time and perseverance.

Teachers can reinforce this understanding by developing follow-up activities that are creative and participatory, such as role-playing, retelling their own version of the story, or creating illustrations of disciplinary behavior. When children act out Kacang Sipet in their version, they not only imitate the character's behavior, but also internalize the meaning behind it. This activity fosters awareness that discipline is the result of continuous practice and habits. Thus, through the example of the characters and the storyline of *Di Mana Kacang Sipet*, children learn that discipline is not a burden or coercion, but an important value that makes their lives more orderly, comfortable, and fun.

1.3 Strengthening Thrifty Behavior and Responsibility for Property

Frugal behavior and responsibility towards possessions are an important part of character education in early childhood. In the story *Where Is the Sipet Nut* by Aris and Muninggar, this value is instilled through the experience of the main character who is initially described as extravagant, careless, and does not take good care of his belongings. Sipet beans often lose their belongings because they are not careful and do not appreciate what they have (Sudadi et al., 2023). However, after experiencing difficulties due to his habits, he began to learn to take care of his belongings and use things as necessary. Through the experience of this character, children learn that being frugal does not mean being stingy, but shows gratitude and responsibility for what they have. This story helps children understand that every object has value and benefits, so it must be well maintained.

Teachers can take advantage of this storyline to instill frugal habits through concrete activities in the classroom (Bariah et al., 2024). For example, after listening to the story, the child is invited to discuss what happens when someone is extravagant or not careful with their goods. Teachers can also hold role-playing activities, where children pretend to be Sipet Nuts who learn to take care of their belongings. Simple activities such as keeping stationery neat, closing water bottles after drinking, or using paper efficiently can be used as a real example of frugal behavior learned from stories. In this way, children not only understand moral messages verbally, but also practice them in daily life.

In addition to fostering frugal behavior, this story also strengthens children's sense of responsibility for their belongings. The character of Kacang Sipet who learns to correct his mistakes sets an example that everyone is responsible for what he has (Dacholfany & Hasanah, 2021). Teachers can associate this message with routine activities, such as asking children to check their luggage before going home or making sure the toys are returned to their original place. With consistent habituation, children will learn that taking care of their own things is part of an attitude of responsibility and discipline. Through the combination of character examples and real activities in the classroom, frugal behavior and responsibility can be firmly instilled in children from an early age, becoming an important basis for the formation of independent and well-behaved character in the future.

CONCLUSION

Based on the results of the discussion, it can be concluded that the story of *Di Mana Kacang Sipet* by Aris and Muninggar has an important role in shaping reflective behavior, discipline, as well as frugal and responsible attitudes in early childhood. Through characters and storylines that are close

to children's lives, moral values are conveyed in an interesting and meaningful way so that they are easy to understand and internalize. Role models help children learn from experiences, think about the consequences of actions, and build positive habits in daily life. Thus, children's literature not only serves as entertainment, but also as an effective means of character education that fosters self-awareness, discipline, and responsibility from an early age. "This study confirms that children's literature is not only a means of entertainment, but a medium of character education that is able to foster self-awareness, discipline, and frugality through pleasant emotional and moral experiences. Teachers and parents need to use children's literature as a character learning strategy from an early age.

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