



# Modeling the Way Learning Model in Applying Character Education Values to Early Childhood

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## Abstract

This study focuses on the “modeling the way” learning model that applies character education values to early childhood. The research was conducted at PAUD Nurul Ilmi, Jati, Kudus, Jawa Tengah with a case study method and a qualitative approach. This research’s informants came from students, teachers, and parents. The results showed that learning by modeling the way on the object of research is carried out through some process, among others: First, the teacher identifies the learning topic. Second, the teacher divides the class into smaller groups with one particular topic being discussed. Third, each group is accompanied to practice on the topics. Fourth, each group demonstrated and provided feedback. The study highlighted that the inculcation of character values from an early age is effective through the “modeling the way” learning model (making practical examples). The contribution of this research is to make references for PAUD educators in carrying out learning.

**Keywords:** *character education; early childhood; modeling the way*

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## Introduction

In Indonesia education, the learning process is still largely teacher-oriented, while students are objects to receive critical information from the materials presented by the teacher and do not dare to issue ideas during learning. It causes the learning process in the classroom to be weak, which results in students being less active (Latipah & Afriansyah, 2018). Latipah research on mathematics learning with a Contextual Teaching and Learning (CTL) learning approach as experimental class 1 and a group treated a Realistic Mathematics Education (RME) learning approach as an experimental class 2.

The learning model then helps create an effective and efficient learning process and interesting learning, which ultimately impacts improving student learning outcomes. It is because the current focus of teachers is on delivering teaching materials and measuring their learning outcomes, but the learning process is no longer the focus. This condition is not in accordance with the nature of learning at the basic education level, where the learning focus should not only be on the results but also the learning process (Purnasari & Sadewo, 2020). It will undoubtedly affect students' abilities; when learning is carried out, it cannot be ascertained whether students really understand the material and even whether the student work results really describe students' abilities in real terms. In addition, character-building by teachers to students cannot be conducted optimally.

In addition, if the teacher's prepared fit lesson plan and mandates that students engage in learning activities, thus students will learn more active. In order for learning designs to represent active learning, teachers must be able to support student throughout the learning process. As a result, activities related to student learning and teacher instruction are significantly correlated. By requiring teachers' creativity and execution skills to create and conduct learning activities, we may encourage student learning (Ratnakemala, 2019).

Early childhood education (PAUD) is a particular primary education program that students can use to advance to the next level of school. Children who are young require special care because they are unable to reach their full potential at that age. Children receive this education, which is marked by noble character, personality, skill, and intelligence, as the foundation for the development of the human personality as a whole. The needs of young children, which are met in accordance with their early development and adapted to the values of the environment, are the basis of early childhood education. (Yaswinda et al., 2018).

Moreover, the national policy for the development of the nation's character outlines that several fundamental reasons underlie the importance of developing the nation's character based on philosophy, ideology, norms, history, and socio-cultural. The process of constructing a nation is started from the development of national character itself. In Indonesia, the ideological goal of character development is to implement the Pancasila values into citizen life. To achieve the nation's goals, which include defending the entire Indonesian nation, various measures have been taken, such as people welfare, education, and social justice. The essential component of the nation-building process that has continuously taken place throughout history, including during the colonial and independent periods, and also national and cultural side (Ariandy, 2019).

It is important to prepare a concept that directs children's teaching and learning process based on the ideas that underpin what and how children learn with considering the curriculum and the children experiencing during learning. The freedom to learn is the most recent curriculum to be implemented. It aims to promote students' optimal development to be able to live as individuals and citizens who are faithful and creative, and who also contribute to the world civilization include to the nation (Monica & Yaswinda, 2021).

Additionally, educators make a concerted effort to mold students' personalities and morals, ethics, and a sense of culture through character education. It is beneficial to have a noble character because it helps students distinguish between right and wrong choices and show virtue in real life through education process.

On the other side, teachers will choose and use learning strategies for learning activities when learning is taking place. In order to attain certain learning objectives, the choice is made taking into account the environment and circumstances, available learning materials, and the requirements and characteristics of the students. The strategy has different meanings from each person's view, especially by learning experts. However, the strategy is almost the same as the existing strategies, only differing regarding the environment, procedures, and outcomes.

In particular, modeling the way strategy is expected to help solve the problems experienced by students, i.e., difficulties in learning movement skills and ideas that have not been honed to the maximum, where the concept emphasizes illustrations and demonstrations. Children to adults can naturally move their bodies and express their ideas without specific rules. The experimentation and exploration processes are essential to learning, and many children enjoy imagining or wishing. In learning at the early childhood education level, teachers are more involved in regulating student learning about when, where, and what resources to be used to how students learn or teacher-centered learning (Tarumasely, 2020).

For this reason, this study invites early childhood education children to experience the learning process in a different way than usual. Students are given the stimulus and motivation so that students express some opinions, are allowed to tell some stories from the life experiences of students, and are given the freedom to express their ideas. In addition, students

are allowed to apply skillfully and imaginatively with the illustrations they have so that students experience and understand the content of the lessons they learn so that teachers can shape children's character well.

## Methodology

The strategy employed in this study was descriptive-qualitative. A descriptive qualitative approach is considered more effective in research since it can be used to explore data in depth and is designed in case studies. The data collection was through interviews, observation, recording, and focus group discussions. The informants of this research were students, teachers, and guardians of PAUD Nurul Ilmi, Jati, Kudus, Central Java. To examine the validity was used by increasing time of observation, check data on several parties (triangulation), peer review, test of accuracy (transferability), reliability and consistency test (dependency), and test of result-process (confirmability)

Furthermore, from the data obtained through, the data was analyzed using interactive data analysis after being collected by observation, interviews, and documentation. The Milles & Huberman model was used to assess research data, which consisted of three stages: data reduction, data presentation, and drawing conclusions (Sugiyono, 2014). Whereas, the framework of this study is in figure 1.



Figure 1: Research Framework

## Result and Discussion

The learning process will be successful if a teacher can understand lesson planning well. For this reason, the teacher should create the learning process before it is implemented. Learning planning is vital in developing the early childhood education curriculum. As a professional educator, making lesson plans is a responsibility in developing the full potential of children. Planning is intended to direct learning to run as it should to achieve the desired goals (Apriyanti, 2017).

PAUD Nurul Ilmi's curriculum follows the Ministry of Education and Culture curriculum. Pedagogical and educational activities (KBM) use active learning strategies, including learning models. In this study, the learning also used the "modeling the way" learning model in shaping students' character. The research results revealed that students could understand and imitate what the teacher demonstrated by giving examples directly in class with the material forming good character. At this time, early childhood education is one of a series of elementary education affected by changes in increasing the development of children's potential and the quality of current education. One of the program efforts that can be done to develop the potential of these children is a structured educational program, i.e., the educational curriculum. The curriculum, as defined by Law No. 20 of 2003 concerning the National Education System, is a collection of designs and arrangements pertaining to the objectives, content, and learning resources that serve as guidelines for the implementation of learning activities in order to achieve specific educational goals. Therefore, achieving specific goals cannot be separated from the curriculum since the curriculum is the foundation or basis to determine the education direction.

Moreover, the curriculum is the spearhead for the implementation of educational activities. Without a curriculum, education cannot run as effectively and efficiently as expected. According to Wood & Hedges (2016), early childhood education's curriculum is a vital endeavor to provide alternative theoretical frameworks to comprehend how pedagogy, evaluation, play, and learning can be taken into consideration alongside the curriculum.

Hence, it is crucial to pay attention to the curriculum in each educational unit, one of which is the early childhood education unit (Monica & Yaswinda, 2021).

Basically, the curriculum needs to cover a range of topics related to students' comprehensive personality development, community and nation-building, science, religion, the economics, culture, art, and technological difficulties of a globalized world. In the curriculum, several competencies must be achieved according to the level of education. From the statement above, competence is defined that a person who is required to do a job (performance) where it must be done in accordance with predetermined conditions, and what is done meets the specified conditions (standard) (D. Fitriani et al., 2022).

Character building in early childhood education is also a mandate from the Preamble to the 1945 Constitution and Pancasila as the basic foundation and view of life that must be internalized in all fields in realizing sustainable human development. The development of national character is still seen as one of the crucial strategic areas as the foundation for society, nation, and state life. The Ministry of National Education has selected 18 principles of character that must be ingrained in students on a practical basis. These qualities – which stem from religion, Pancasila, culture, and national education objectives – must be ingrained in students as core principles. In this case, honesty is one of the urgent characteristics to be realized in early childhood, which plays a role in realizing the nation's ideals (Ansori, 2021).

Further, the nation's character is primarily determined by the proper and correct understanding and practice of religious teachings from each citizen. For Islam adherents, understanding and practicing religious teachings correctly and correctly really depends on understanding and practicing the holy book adopted, i.e., the Qur'an. As explained by Nisak (2018) in his research, understanding the Qur'an to SD Muhammadiyah 2 Sidharjo students must be taught appropriately and correctly so that an effort to learn the Qur'an is needed, it takes place in stages, scheduled driven and enduring, and effectively and efficiently in formal, non-formal, and informal education at every level of education in elementary, secondary, and higher education (Nisak, 2018).

Based on the research results at PAUD Nurul Ilmi, to resolve the moral crisis of the nation is currently experiencing, character education must be strengthened. Children are currently the subject of a serious and alarming social issue. These behaviors can result in criminal crimes, with repercussions that are quite serious and cannot be regarded as a trivial matter. Thus, in learning that uses the "modeling the way" method, it is beneficial for teachers to give examples directly to early childhood. The learning is assisted by a set of learning aids, both electronic media and non-electronic media, and as a result, children can imitate the learning process. Admittedly, educational institutions do not entirely ignore the issue of character or morals, but the facts surrounding the decline in character indicate a failure in educational institutions to grow human beings with character or noble character. Hence, if the entry behavior that interferes with the daily life of students is negative and occurs repetition after repetition and becomes habituation, it will continue to be a bad character for the child/individual. If negative values have mastered the character of the student/individual, it will be more challenging to change the character. As the saying goes, "Changing a person's character when he grows up is like writing on water; there is no trace of it." Therefore, character education must be done as early as possible (Faiz et al., 2021).

The practice of early childhood education at PAUD Nurul Ilmi strengthens aspects of a character or good values that have so far been able to produce various actual attitudes and behaviors by instilling some important values of character education values such as religious, honest, tolerant, discipline, hard work, creative, independent, democratic, curious, passionate, respect for the nation, valuing accomplishment, amiable and open-minded, favor peace, adore reading, protect to the environment, concern for social, and responsible. In the implementation of instilling character values in PAUD Nurul Ilmi, it is indeed not possible to apply character values simultaneously but alternately, according to the material being taught. When using the "modeling the way" learning model, the character values instilled are religiosity, honesty,

discipline, encouragement, and motivating children. In contrast to Wardana's research on the effect of applying the Jigsaw learning model and the team games tournament in PJOK learning, it only looks at the social character and honesty based on gender (Wardana et al., 2020).

### Character Education Implementation Strategy

Character education at PAUD Nurul Ilmi was carried out with various approaches. In this study, the "modeling the way" learning model was used and can be in the form of various activities carried out both academic and extracurricular activities. Academic activities are integrated into subjects, while extracurricular activities are done outside class hours. The steps using the "modeling the way" learning model are as follows: first, identification is made to use the skills that have just been discussed after learning a particular topic. Second, the class is divided into small groups to demonstrate one scenario. Third, groups are given 10-15 minutes to create and practice scenarios. Fourth, each group takes turns demonstrating scenarios and providing feedback.

Also, the strategy in instilling character education values in PAUD Nurul Ilmi was conducted in the subsequent behaviors, contains of setting an example, cultivating discipline, habit, establishing a supportive environment, integrating and internalizing, and coaching. In contrast to Fitriani & Bahri's research results, the application of modeling the way to the learning outcomes of Indonesian paragraph writing skills according to the mean post test results, the mean post-test of students' personal paragraph writing skills after applying the way modeling was greater than the pretest's median before being applied. The application of the modeling the way model also affected third graders' personal letter-writing skills at SDN 7 Letta in Bantaeng Sub-district, Bantaeng Regency (A. Fitriani & Bahri, 2019).

On the other hand, the catastrophe and moral decay show that no amount of religious and moral education can affect changes in Indonesian people's behavior. In actuality, it is evident that there are a large number of inconsistent Indonesians who act and speak in various ways. Many people contend that this condition is regarded to have started with what schooling generated. The educational process often focuses more on text-based moral instruction than on preparing students to respond to and deal with contradictory situations in real world. To overcome things like this, the solution is that the learning process must use approaches, models, strategies, and learning methods in accordance with the theme being taught.

Moreover, globalization has hit human life and caused the Indonesian nation, a Muslim majority population, to face all its implications. In addition to bringing several conveniences for humans, globalization also brings several negative effects that can be detrimental and threaten life. The adverse effect of globalization is manifested in the form of moral degradation that has hit the Indonesian people in various segments of people's lives, including the younger generation (Parhan & Sutedia, 2019). Therefore, efforts are needed to enhance the standard of human resources so that the hope of producing a generation that excels in science and technology and faith and piety (*imtaq*) can be achieved.

In order to succeed in the formation of student character, teachers must be able to cultivate discipline among students, particularly self-discipline. In order to enforce discipline, teachers must also be able to guide children in the development of behavioral patterns, higher behavioral standards, and norms.

Teachers must be flexible in their planning, preparation, implementation, and evaluation of the learning process since they serve as class managers and are crucial to the success of both online and offline learning. First and foremost, the efficiency of the learning system depends on how a teacher uses creativity to make learning engaging and simple to comprehend so that students are not bored and continue to study. In this case, it can be done by preparing learning scenarios and setting up a detailed learning matrix (Nasir et al., 2020).

In this regard, the “modeling the way” learning model is conducted by giving good examples in teaching the values of life to children during learning. Children have habits exemplified by parents or families living together in one house. Children will also imitate their family's behavior, which becomes a daily habit (Trisnawati & Sugito, 2020). The practice of “modeling the way” learning model at PAUD Nurul Ilmi in its learning is supported by theory and practiced by giving examples made by leaders and teachers in class and utilizing ideas from children, which they show through various expressive arts. It is one way of ensuring that individual needs are met and that classes are made interesting so that children are happy and cheerful. It is different from the cooperative learning strategy, which only emphasizes the perception of students to produce an impression of the subject matter (Aziz & Andin, 2018).

Further, enhancing the standard of education in PAUD and its existence in responding to public unrest and participation in the nation's intellectual life leads to recognition and integration into the national education system, which includes responding to the 3rd Ministerial Decree of 1975 (Maghfuri & Rasmuin, 2019). In implementing educational programs, such as curriculum implementation, evaluation is also vital to be carried out and refers to the 2013 curriculum, which has various benefits and can help schools continue their implementation (Mulyadi, 2021).

The learning conditions should be as normal as possible; that way, a disciplined situation will be created, obeying regulations and limiting themselves to the rules created. Learning is no longer only controlling; it is even supported by individuals who feel part of it, so each takes an ethical attitude toward the issues or discourses at hand (Ariandy, 2019). For this reason, a professional education staff is not only essential to perform their duties but must have knowledge and professional skill; thus, the teacher must improve all the competencies in him because the teaching staff must be people with the ability to implement the curriculum. The learning process in the classroom is also determined by the level of the teacher's personal skills.

In the learning implementation, PAUD Nurul Ilmi involved the participation of parents of students. Parents must play an important role to motivate children to learn, discipline, and enthusiasm for learning. Also, the parenting program involves parents of students conveying learning directions given by the teacher so that parents of students also have the same understanding. In contrast to Putri's research results, several advantages were disclosed in her research on online and offline learning. The benefit of using the internet is to accomplish tasks in various place. Furthermore, online education may be accessed even by students who are far away, so they are not need to attend school before learning. They are everywhere and can access online learning. Online learning offers drawbacks in addition to benefits (Putri et al., 2021).

In carrying out offline learning, the teacher invites children to work together in conducting actions included in the pedagogic process. Teachers must be creative in educating students, invite children to maintain cleanliness jointly, and keep their distance when the teacher visits to do offline learning with students in their home. When the teacher comes to the house to do offline learning, the students are also thrilled, even though looks uncomfortable using masks during learning activities (Botutihe et al., 2020). It has also been stated that the use of teaching media, even those based on technology, has been proven to increase student interest and learning outcomes (Purnasari&Sadewo,2021).

In this study, the “modeling the way” learning model encourage students to ask questions of the teacher and their parents, so teachers should be creative in their writing, employ lighthearted teaching techniques, and give them engaging homework. It can encourage collaboration between teachers and parents in assisting the learning needs of students. Online instruction and assignments also require parents to be actively involved in seeing how their children are doing and can even be friends and motivators in their children's learning. Meanwhile, the teacher continues to control and follow up through the online media to ensure that all students carry out the assigned tasks nicely. As administrators, schools also

should provide facilities in form of software and hardware, including technical training on the use of technology in learning for teachers (Nasir et al., 2020).

## Conclusion

Implementing the “modeling the way” learning model in learning to shape students' character in early childhood education is very appropriate because teachers and students can be active in the learning process, and students readily grasp the concepts. They can imitate or demonstrate the material well. This model also pays more attention to the extent of children's skills through the creation of children's imaginations to determine the extent to which children can respond and can them through behavior that can shape the character of early childhood. Also, it is to find out how far it can stimulate and motivate children to implement character education daily. After doing the evaluation on the child, the result revealed that the children could imitate the character behavior the teacher explained. In other words, the “modeling the way” learning model that the researcher has applied has proven successful and could improve children's illustration skills in behavior so that children can be skilled and creative.

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