

The Principal's Leadership in Cultivating Pride and Nationality (Kebhayangkaraan) Character Education

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Abstract

The research conducted by the author aims to determine: 1. Principal leadership in growing pride character education in Kindergarten at Malang City, Indonesia; 2. Efforts to foster pride character education by school principals; 3. Factors that support and hinder principals in growing pride character education in Kindergarten at Malang City, Indonesia. The research approach used in this study is qualitative. The research subjects were principals, teachers, and parents of students. Determination of research subjects was done by purposive sampling technique. Data were collected using interviews, observations, and document studies. This type of data analysis uses the opinion of Miles and Huberman, namely making categories and placing the evidence into categories, analyzing data, stabilizing the frequency of events, checking tabulation complexity, and entering information into chronological order. The principal's role as a leader in the school is in the form of carrying out learning, training, and nurturing activities for students carried out by all school residents (teachers, school employees, and parents).

Keywords: Leadership, transformational, Pride, Early Education, Indonesia.

1. INTRODUCTION

Kebhayangkaraan, are activities related to state security to ensure the upholding of the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Kebhayangkaraan is related to pride, loyalty, leadership, and, most over, protecting their countries. Montessori states that in the age range of birth to 6 years, children experience the golden years, which is a time when children begin to be sensitive or sensitive to receive various stimuli (Palinge et al., 2022; Ramli, 2022; Untung et al., 2023). The sensitive period is the time of maturity of physical and psychological functions; children are ready to respond to stimulation provided by the environment. The sensitive period in each child is different, along with the rate of growth and development of children individually (Palinge et al., 2022; Ramli, 2022; Untung et al., 2023). This is also the first foundation for developing early childhood cognitive, language, motor, and socioemotional skills. In addition, a small child is analogous to white paper, so the first stroke on the paper will lead them to be a good person or vice versa. This is in accordance with the well-known theory, namely, the theory of tabula rasa by John Locke, which is closely related to experience in this case, and does not recognize the existence of intuition that builds human understanding (Andyastuti, 2021). Everything a child knows is only a result of what his parents teach. Every child is born with the same abilities, and after that, his development is based on what his parents gave him. This

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theory does not acknowledge the early abilities that exist in every child. So, from birth, a child has no talent and no character, and everything that happens is the full responsibility of the educator, either the teacher or his parents (Hermino & Arifin, 2020; Hutagaluh et al., 2020; Tabroni et al., 2022).

Based on the two opinions above, it is correct if, from an early age, character education has begun to be instilled in children so that they develop their abilities and knowledge, both cognitive, psychomotor, and affective in themselves. As the results of research on the character of children in Malaysia state that the Malaysian education system focuses on intellectual, physical, and emotional creation to become good human resources and integrated as part of attitudes, morality, and values are essential elements to achieve the national education philosophy (Febriyanti et al., 2022; Hutagaluh et al., 2020; Khalid et al., 2022; Mahanani et al., 2022; Puspitasari, 2021; Sokip et al., 2019; Teimoornia et al., 2021). Hence, Kemala Bhayangkari Kindergarten, Singosari District, Malang Regency, is one of the schools that is intensively growing character education for its students as a solid provision to face the life that is increasingly tricky challenges from time to time. This effort is very logical in fortifying its students to anticipate the disruptions that come from the current globalization and the era of digitalization. The view that character education needs to be done from an early age is very appropriate because the age between 1 to 5 years is a golden period for a child to guide himself to become a person of noble character (Harefa et al., 2022; Munafiah & Novianti, 2023; Saptatiningsih & Permana, 2019; Yoesoep et al. et al., 2023).

Moreover, for students of Kemala Bhayangkari Kindergarten, Singosari District, Malang Regency, whose students are dominated by children of members of the National Police who live around the kindergarten, namely in the Mondoroko Singosari Police dormitory complex. As an alumnus of Bhayangkara Kindergarten, the writer felt quite sad experience because police children are synonymous with children who are stubborn, unruly, and wayward. Therefore, it is necessary to educate parents at home and teachers at school comprehensively so that it will strengthen the morality of the child in the face of the increasingly worrying times for the child's own life (Kamaludin et al., 2022; Li et al., 2023; Mustoip et al., 2023; Ritonga, 2022). Such a situation certainly requires an appropriate approach to overcoming children's behavior that has the potential for deviations in the future. Therefore, character education is needed in bridging a student so that they have good morals, are liked by their environment and have politeness, and are based on the values in character education. Character education is a system of naming character values that include components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty, oneself, others, the environment, and nationality (Fathinnaufal & Hidayati, 2020; Irawatie & Setyawati, 2019; Puteri et al., 2002; Sartika & Dedy, 2022; Tohri et al., 2022).

Character development is done by cultivating character values in the individual. A child growing as an individual will not necessarily become moral and noble without the influence of the environment, both from family and society. The family environment is the initial place where a child is formed as an individual, but the social environment also plays a significant role in developing the initial character possessed by a child (Amalia & Efendi, 2023; Ikhwan et al., 2020; Khaidir & Suud, 2020). The social environment that significantly supports the development of children's character is the school environment, where he interacts with other children who have different personalities so that he must adjust to his new environment. Early childhood students who attend Kemala Bhayangkari Kindergarten have their uniqueness. A private foundation manages this kindergarten called the Kemala Bhayangkari Foundation, a foundation formed by the wives of members of the National Police to educate police children to become individuals of character. The appearance of Kemala Bhayangkari Singosari Kindergarten School is quite significant in attention to character development, especially pride and nationality characters. For example, the value of faith is displayed through praying before the

beginning of the lesson. Then value love for the homeland by memorizing Pancasila before entering the classroom. In addition, cleanliness is taught through writing and pictures on school walls, for example, washing hands before eating.

To be easily realized, Kebhayangkaraan character values certainly require strong leadership from a school principal. The principal's role is decisive in teaching and learning activities at the school because he determines the school's policy to bring his children to become human beings with character. The role of the principal is significant so that a principal can have a role per his position as a leader both directly and indirectly impacts the development of student character (Amtu et al., 2020; Bektaş et al., 2020; Kaso et al., 2019; Sirait, 2021; Tanjung et al., 2021; Wu et al., 2020). His role as a leader, principal with all his expertise in strategizing and innovation, greatly determines how the development of student character education in the school environment (Alzahrani & Albeladi, 2023; Halawany & AlAjmi, 2022; Mutoharoh et al., 2023). In addition, the principal is the figure who best understands the conditions and resources in the school he leads.

The distinctiveness of character education in Kemala Bhayangkari Singosari Kindergarten, which the principal initiated, is by carrying out his role as an educator, manager, and innovator who received a positive response from parents, students, and teachers who taught. The principal of Kemala Bhayangkari Singosari Kindergarten, through his leadership, strives to foster character education among his students with the aim that his students can grow and develop based on Kebhayangkaraan character values as a driver in forming moral and virtuous human beings. Kindergarten School, as an organization engaged in early childhood education, strives so that school graduates do not just graduate armed with basic knowledge in the field of science, such as knowing numbers, knowing Latin letters, and understanding images related to living things and inanimate objects but are expected to have good character to continue to the next level of primary education (Sirait, 2021). Of course, this requires strong leadership from the principal, who is supported by reliable academic and administrative staff so that it will create a superior school that parents seek.

Leadership has some characteristics of its own, and some of these characteristics can increase the likelihood of success as a leader. However, none of these characteristics guarantee success; leadership's essence is the ability to influence a group toward the goals to be achieved. Meanwhile, another definition of leadership, according to Greenberg and Baron, is the process by which one individual influences other members of the group in order to achieve the goals of the group or organization (Dzulhidayat, 2022; Mustaqim et al., 2021; Pranitasari, 2020). At the same time, leaders are individuals in a group or organization with the most influence on others. Furthermore, leadership is the dimension of the work team as a group character, including composition, hierarchical status, roles, norms, and cohesiveness as a process of influencing others to achieve relevant organizational goals; in other words, leadership uses influence in determining the organization or situation, making an influence that has a direct impact on the completion of future goals (Mustaqim et al., 2021). Leadership reflects the assumption that leadership relates to a person's deliberate process, emphasizing his influence on others to guide, structure, and facilitate activities or work and relationships within a group or organization (Listiani et al., 2020).

The novelty of this study is to find the condition of Kebhayangkaraan character and its implementation in education, especially in kindergarten as one of the steps to instill a sense of nationalism and pride and love for the country. Based on some of the definitions above, according to the author, leadership is a person's effort or ability in the process where he seeks to influence others around his environment directly by using his power to move others and then provide guidance, direction, or guidance to accommodate the work or activities of an organization with various levels in the organization with a focus on solving problems or often called problem solvers together with their subordinates so that

there is a harmonious and balanced reciprocal relationship in the organization of their work. Hence, towards this research objectives, researchers explore something that does not have a picture at all about the character of Kebhayangkaraan in Kemala Bhayangkara 09 Singosari Kindergarten and so it is can be evaluation or else representative for further recommendation to implement or development learning models, methods, and approach to enhance students' pride and nationality (Kebhayangkaraan).

2. METHODS

This research is guided by a qualitative approach used to examine natural objects, namely Kemala Bhayangkara 09 Singosari Kindergarten, as a research place with the scope of early childhood education. The author, as the vital instrument of research using qualitative methods, aims to describe the leadership of the principal in cultivating Kebhayangkaraan character education at Kemala Bhayangkara 09 Singosari Kindergarten as resource persons in this research are principals, teachers, and parents of students. This data source was taken to obtain holistic data on the principal's leadership in cultivating Kebhayangkaraan character education.

The data source retrieval was carried out by purposive sampling technique where the data source retrieval technique was carried out according to specific considerations; in this study, the researcher took the object of research at Kemala Bhayangkara 09 Singosari Kindergarten because this kindergarten is a kindergarten assisted by the Kemala Bhayangkari Foundation as a foundation within the police environment. This kindergarten is developing Kebhayangkaraan character education. Furthermore, the snowball sampling technique is a technique for retrieving data sources that are initially small in number; over time, they become large (Harefa et al., 2022). If initially seek information from one source and then recommend it to other sources so that the data complements each other.

Based on empirical benefits, the most independent qualitative data collection method of all data collection methods and data analysis techniques is an in-depth interview conducted with resource persons, namely principals, teachers, and students, by asking questions or making checklists of questions to be answered by the speakers. Then conduct participant observations to observe the principal's leadership on a day-to-day basis to obtain information on his leadership so far, then look for document materials as a method to collect materials in the form of notes, pictures, photographs, and archives related to the principal's leadership and character education. In addition, it also collects data through new methods through visual materials and internet searches to find the relationship between qualitative data methods and analysis so that the data is more complete. This study uses Miles and Huberman's data analysis technique, namely entering information into different lists, creating categories and placing evidence into those categories, creating data analysis to examine the data concerned, tabulating different frequencies of events, checking the complexity of tabulations, and entering information into chronological order based on time schemes (Afif, 2023).

3. RESULTS AND DISCUSSIONS

Kemala Bhayangkari 09 Singosari Kindergarten is a school owned by the Kemala Bhayangkari Foundation, Malang District Police, located on Jalan Mondoroko No. 4, Banjararum Village, Singosari District, Malang Regency. Kindergarten Kemala Bhayangkara 09 Singosari is easily accessible by public and private transportation facilities. Where it is located on the north side of the Mondoroko Singosari Police Dormitory, owned by the Malang Police Department. Kemala Bhayangkari 09 Singosari Kindergarten was established in 1997 with the National School Principal Number

(NSPN): 20575983 with the status of a private school while the school operational permit: 421.1/1169/35.07.101/2022 and is currently accredited B.

Kemala Bhayangkara 09 Singosari is based on Kebhayangkaraan values because this school is under the auspices of the police foundation. The vision of TK Kemala Bhayangkara 09 Singosari is the realization of early childhood who have faith, love for the country, democracy, discipline, hard work and intelligence, professionalism, simplicity, empathy, honesty, fairness, example, and integrity while the mission of TK Kemala Bhayangkari 09 Singosari is to develop Kebhayangkaraan character values, improve the quality of children's education, organize educational programs that are per the growth and development of children while still following the development of the child's world, Provide knowledge through parenting to parents/guardians through fun early childhood education services according to the stages of early childhood, and provide a basis of skills that are useful for children to prepare to enter elementary school.

3.1 Efforts to Foster Character Education by the Principal's Leadership

The values of Kebhayangkaraan character education developed in schools can be illustrated in the formulation of the school's vision. The vision of TK Kemala Bhayangkara 09 Singosari is the realization of early childhood children who have faith, love for the motherland, democracy, discipline, hard work and intelligence, professionalism, simplicity, empathy, honesty, fairness, exemplary, and integrity. When the researcher interviewed the principal, it was stated that the vision and mission of the school were developed in the form of character education for his students. The results of observations and interviews with the principal stated that one of the visions of the school is to educate its students to have faith in Allah Almighty God so that it is realized in terms of praying before starting lessons and reading the name of God before entering the classroom.

The description of the school's vision and mission was then developed as school rules or rules that regulate the lives of teachers and students of Kemala Bhayangkara 09 Singosari Kindergarten to develop Kebhayangkaraan character education. Before starting activities and running programs in schools, all school residents must obey the rules of the game made by the school. Moreover, with the direction of school policy as outlined in the vision and mission, all Fragrant school residents can understand the vision and mission of the programs that will be carried out starting with a clear understanding so that the development of Kebhayangkaraan character education can be done more optimally. The role of the principal is crucial in cultivating character education in schools (Al-Matroushi & Al-Kiyumi, 2022; Aldila & Rini, 2023; Liswati et al., 2023; Pradana et al., 2021; Singh, 2019; Wandasari et al., 2019). The principal's leadership in developing Kebhayangkaraan character education as a distinctive display of Kemala Bhayangkari Kindergarten greatly determines the progress and development of early childhood education educated by Kemala Bhayangkari Kindergarten teachers. Thus, the headmaster made significant efforts to cultivate Kebhayangkaraan character education. Efforts are made through internalization in learning, training, and parenting activities. First, the learning activities carried out by the principal are conducting briefings, directions, and official meetings to convey the results of meetings conducted by the principal with the central management leadership in order to incorporate Kebhayangkaraan values in daily learning to students of Kemala Bhayangkara 09 Singosari Kindergarten.

At the beginning of the week, the headmaster made plans about the learning program that would be carried out in the next week. The teachers were given an understanding of the importance of Kebhayangkaraan character education for students of Kemala Bhayangkara 09 Singosari Kindergarten because the school where they work carries the name of the National Police institution in the field of education that is intended for the general public. The teachers are given the motivation to work so that they are enthusiastic about teaching the values of Kebhayangkaraan because it is taken from the philosophical guidelines for

working for members of the National Police. The headmaster also makes policies by carrying out certain activities that encourage the internalization of Kebhayangkaraan values so that they will be firmly embedded in the students as provisions in navigating their lives. The headmaster will evaluate at the end of the week on learning Kebhayangkaraan character values and provide inputs for improvement for learning in the following week.

Second, training activities. The headmaster emphasized to the teachers that when carrying out activities related to physicality, as much as possible, one of the materials of Kebhayangkaraan character values was given to the students. For example, when practicing morning gymnastics to instill exemplary values in the character of Kebhayangkaraan in the students, the teacher can appoint one of the students to come forward to appear as a gymnastics leader in front of his friends. The appearance of a child in the future will motivate other children so that they dare to lead forward. In addition, the role of the principal as a role model for instilling Kebhayangkaraan character values carried out to students is to train teachers to be examples first through routine evaluation activities for teachers so that always in every step, they can show Kebhayangkaraan character. Teachers are always involved in every decision-making related to the activities given to students. The results of observations of Kindergarten Teachers that when training is carried out for children, teachers are allowed to convey their ideas that are useful in internalizing to students, such as marching exercises, traffic management exercises, drum band exercises where teachers always try to affix character values to their students (Cutri et al., 2020).

Third, parenting activities. The principal strengthened the teachers in carrying out parenting or mentoring activities to their students to remember to provide an understanding of the values of the Kebhayangkaraan character. Students who were doing the game and divided into groups were previously told about one of the characters that would be applied in the game activity. For example, if the value of character is fair, then when playing using equipment such as swing toys or seesaws, the child is expected to take turns using it. This is to give a chance to his friend who has not used the toy. Parenting activities stand together because the school also needs help from parents to always support existing programs at school by taking care of their children at home. For example, parents are expected to help instill the character value of believing in God Almighty at home by inviting their children to pray in the congregation or go to the mosque so that there is a two-way reinforcement from school and their respective homes (Karmini, 2022).

Based on the efforts made by the principal in developing Kebhayangkaraan character values, it is hoped that all school residents can massively carry out the internalization of the Kebhayangkaraan character education program. The existence of Kemala Bhayangkara 09 Singosari Kindergarten as a public school under the National Police Foundation is undoubtedly responsible for fostering, cultivating, and developing Kebhayangkaraan character values as a characteristic of the face of public schools under the auspices of the police. The 12 Kebhayangkaraan character values with the acronym BLM DEDIH PROMEH FRI that are the mainstay for Kemala Bhayangkari 09 Singosari kindergarten are:

1. Believers

Believing character is one of the values that already exist in the daily learning and teaching plan where everyday teachers give religious values to their students. The embodiment of this value is to do prayer activities as children before starting class lessons. Not only stop at the beginning of the activity but at the end of the lesson is also closed by praying. The activity of eating food provisions is also started and closed by praying. They are strengthening character education implemented by the principal by getting children to shake hands with their teachers when they arrive at school and return

home. Religious activities are given a particular time, which is on Saturdays. Muslim children bring prayer kits for prayer practices while non-Muslims listen to the church's services. In addition, memorization of short letters Juz 30 of the Quran is given, meaning that children are asked to memorize short letters. Then this memorization activity is sent to the child's parents to find out the progress of memorization of short letters that have been done. The school also holds religious holidays as a form of planting faith in God Almighty so that the child is more confident in his faith (Muthohar, 2021).

2. Love of the Motherland

Monday's flag ceremony manifests the love for the homeland instilled by the principal in his students. The ceremonial procession uses protégés as ceremonial officers. In addition, before entering the classroom, children were told to memorize Pancasila. Teachers also teach national anthems to reinforce love for their country (Farhana et al., 2021; Talapessy et al., 2020), including installing pennants and red and white flags in enlivening seventeen every August.

3. Democratic

In learning activities, children are positioned as subjects, meaning they are free to choose the activities they want. The current school curriculum is not by forcing students to follow an activity, but children are told to proactively choose between three choices about something that the child likes. This democratic attitude, according to the theory of cognitive development, children build their knowledge constructively (Suhendi et al., 2021). Some of the principles that fall into this category are:

- a. Understanding of children is carried out by active participation and following the pattern of child development;
- b. Motivate children to build their ideas and test them through physical and mental activity;
- c. Provide various opportunities for children to learn through play, and children are free to express their ideas freely and creatively;
- d. Emphasize children thinking about things, looking for reasons, and making decisions independently.

4. Discipline

This attitude is a fundamental value that is very important for children so that they obey the time well and carry out activities per the rules in school. If they have obeyed and obeyed the provisions in the school, learning activities will run smoothly. Provisions for entering the school at 07.30 so ten minutes before the entrance bell, the children are ready at their respective spots or points in an orderly manner. After the rows were neat, the children washed their hands individually and neatly placed their shoes outside the classroom. Another discipline attitude that is usually done is to keep a daily picket schedule to do a curve or clean up in the classroom. This needs to be done so that they get used to living clean. Discipline is not only applied to students, but teachers also set an example by arriving early, before 07.00, so that children will imitate the habits of dating earlier exemplified by their teachers. Efforts to develop character education were carried out by the principal, in addition to making school rules and regulations, also held deliberations with parents regarding all problems that often occur in schools (Hardiansyah, 2022; Hastasari et al., 2022). This two-way discussion is intended as an effort to provide feedback to the principal to correct deficiencies in the learning process.

5. Hard/smart work

Children who follow certain games usually try their best to complete the task. For example, when arranging numbers from small to large sequences, children must be able

to arrange the numbers in the correct order. If children encounter difficulties, the teacher encourages them to try their best to complete their work.

6. Professional

In instilling professional values, the principal does this by facilitating talented children in a field to participate in competitions outside of school to channel their hidden talents. In addition, in his learning activities, the principal guides his children so that they have skills in the fields he likes so that they become outstanding children, but it does not stop there; the school teaches students to be able to divide time well when they should become a student who obeys the existing rules but by not leaving the children's playing period because the available time will answer that the students of Bhayangkara 09 Kindergarten Singosari can manage his time when studying and playing.

7. Modest

As early as possible, children are taught how to live a modest life so that no one should wear jewelry, mobile phones, or cell phones to school. Children should also refrain from bringing money to avoid the culture of consumptive life. Bringing food to school should be reasonable but sufficient. Children are prohibited from bringing milk because it is often not finished, but it is recommended to bring water to drink. The policy made by the principal is basically for the good of the children themselves to avoid extravagant life and wasteful behavior so that the food or drinks brought by the children will indeed be used as well as possible without any residue that causes the food or drinks to be not beneficial both for health and hygiene.

8. Empathy

Children use empathy to understand the feelings of their friends who are experiencing difficulties, for example in class A which is 23 (twenty-three), children, when it happens that a child cries because he is disturbed by his friend, others must be able to empathize to calm the child so that he does not cry again. In addition, empathy teaches a child to share with his friend who wants something; for example, if the child wants to taste the food brought by his friend, then the friend who is asked for food is happy to give the food requested by his friend.

9. Honest

Based on interviews with principals, honest behavior is critical for children to have this trait deeply ingrained in their minds, hearts, and daily actions. The usual stimulant done by teachers is to tell stories or fairy tales to children through the puppet stage. Children are involved in the story by replacing the animals that are the protagonists in the story with the names of the children in the class. At the same time, animals that play antagonistic roles remain in their roles as animals. This effort is more acceptable to the child, and they are delighted if this activity is done for them.

10. Fair

When distributing anything to his students, the teacher must be absolutely fair, lest anyone not get it. For example, the teacher distributes pencils to the children; everyone gets a share. Attention to children must be equal and fair, not discriminating between the children of the rich and the less well-off (Merry, 2023). Another form is when distributing play tools; all children can feel the game given by the teacher and avoid the dominance of only one or two children who use the game tools.

11. Representative

Teachers become figures or people who must be role models for children in school. Starting at school entrance time, teachers must come ahead of children because this behavior will make children reluctant to the teacher who can come first and wait for the children in front of the entrance to shake hands. Another thing that can be done is when

there is a child who wants to lead in front of the class in singing activities or morning exercises, the teacher will give a thumbs up on the board to the child. This is done as an effort so that children emulate the courage of this child to come forward to lead their friends.

12. Integrity

The basis of integrity is honest behavior. If the child is used to being honest, he will automatically have integrity where he will tell the truth, not like to lie, act praiseworthy, behave well to his friends, avoid conflict, and like to help fellow friends who are struggling. For example, when a parent entrusts money to his child to be distributed as spending or disbursement money to school, the teacher will ask the children who have spent disbursement when they are not honest because they have spent disbursement. The teacher will work with the child's parents at home to check the child's spending and disbursement of money. Suppose he does not use the money for spending or disbursement. In that case, his parents will remind his son that he should organize it for his parents by giving it to the charity box at school so that the child will get used to channeling the message he brings to the intended advice at school. In addition, when borrowing books at school, the child must return the book so that he has the responsibility that something that belongs to him must be returned to the one who has.

The various *Kebhayangkaraan* character values above as a form of its implementation in the achievements of *Kemala Bhayangkara 09 Singosari Kindergarten* are several achievements achieved not only by the child but teachers also get proud achievements. It can be mentioned that the 3rd (three) winner in making pots from used materials in 2021, the third winner in the drawing competition at the *Kepanjen Police Station* in 2022, the first winner in the college competition in 2021, the winner of the drum band in the *Kepanjen District*. For the teachers, there are also winners of storytelling competitions 2021 and champions of making educational game tools in 2020. This achievement is felt to be balanced; both teachers and students are equally outstanding, so the application of *Kebhayangkaraan* character values is a characteristic in *Kemala Bhayangkara 09 Singosari Kindergarten*.

3.2 Supporting and Inhibiting Factors of the *Kebhayangkaraan* Character Education Process

Cultivating character education at *TK Kemala Bhayangkari 09 Singosari* can be successful thanks to the support of all school residents and parents. The implementation of *Kebhayangkaraan* character education is not only homework for the principal, but all school residents and parents, including the leaders of the *Kemala Bhayangkari Foundation*, also have a role in transforming *Kebhayangkaraan* values in programs and activities at *Kemala Bhayangkara 09 Singosari Kindergarten*. *Kebhayangkaraan* character development is not only in learning, training, and parenting activities at school, but parental support at home in controlling children's behavior and guiding children also plays a significant role in the success of understanding the value of *Kebhayangkaraan* character.

The main supporting factor is, of course, the principal's commitment to carrying out the vision and mission, significantly developing the values of the *Kebhayangkaraan* character. If a principal already has a strong determination so that his school has distinctive advantages and differentiators compared to other schools, especially in developing the value of *Kebhayangkaraan* character, then with all his heart and strength, he will devote his ability and energy to advance the school to have more value than equivalent schools. Teacher support in schools is vital, where teachers can observe and monitor the development of children's daily behavior (Dignath & Veenman, 2021; Lau & Lee, 2021; Steinhoff et al., 2020) directly. If there is a deviation in behavior in children, the teacher does not hesitate to remind his students to behave well. In addition, teachers become role models for their students by first applying the character of *Kebhayangkaraan*

BRATA TRUE DEDICATION. The closeness of teachers and students becomes more important in transmitting the value of the Kebhayangkaraan character, where the child will directly imitate the praiseworthy behavior carried out by the teacher. Kemala Bhayangkara 09 Singosari Kindergarten has a characteristic that, in addition to being based on religious values in their daily lives, students are also taught nationalism values as a form of school under the parent of the police institution so that the color must be red and white or uphold the value of nationalism.

Support from parents is also vital in filling the lack of internalization of Kebhayangkaraan character values in schools. The teacher will cooperate with the parents when Kebhayangkaraan values are practiced at home. For example, having faith in God Almighty, then at home, the parents will invite their children to pray before eating, then invite five daily prayers and get used to reciting after Maghrib prayers. The nature between teachers and parents is to complement each other so that the Kebhayangkaraan values that exist in children will be more vital. It will help in the implementation of daily Kebhayangkaraan values. For example, teachers invite parents for parenting activities regarding healthy menus at school. Parents with cooking skills will be given time to practice cooking healthy menus of vegetables and healthy side dishes so that other parents know about providing nutrition to their children. This is a form of implementing empathy values to share knowledge possessed by parents so that others can apply it to provide healthy food to their children (Berggren et al., 2020; Kruithof et al., 2020).

The main obstacle in applying the character values of Kebhayangkaraan is the vices that children are born with that affect their other comrades. For example, the nature of children who like to say rude or dirty in the end makes others imitate children who like to say dirty earlier. Another example of a dirty child will undoubtedly make his environment uncomfortable. Small things like this are trivial, but if not corrected by teachers or parents, it will become a bad habit that can be carried over until he grows up. The next obstacle faced in internalizing the character of Kebhayangkaraan is using mobile phones to play games for the child. The addiction to using this cellphone causes a slight fading of moral values that will be taught to children. Because the types of games on mobile learning, such as fighting action, warfare, and gunfights, cause the child to have an intricate nature and tend to imitate them. The mobile phone also makes the child forget the time and sometimes becomes selfish because he is more concerned with using cell phones than socializing with friends (Amanda et al., 2022; Tappi et al., 2023; Wijaya & Sandriya, 2019). Another obstacle that can affect this is the busyness of parents in making a living, so programs that should be carried out at home still need to be implemented. For example, every Sunday night, every parent is obliged to do a fairy tale about good moral values for their children, but some parents implement them, and some do not. Of course, parental concern also needs to be a concern so that children will more quickly digest the value of Kebhayangkaraan.

4. CONCLUSIONS

After the author conducted research on the location of Kemala Bhayangkara 09 Singosari Kindergarten both through interviews and observations, it can be concluded, first, the activity of cultivating Kebhayangkaraan character education is very dependent on the active role of the principal alone, including all school residents, parents, and leaders of the Kemala Bhayangkari Foundation. More specifically, the principal has a strategy or effort to synergize Kebhayangkaraan values in programs and activities at Kemala Bhayangkara 09 Singosari Kindergarten through learning, training, and parenting activities. The twelve pillars of Kebhayangkaraan values that are the mainstay in this police-owned kindergarten are faith, love for the motherland, democracy, discipline, hard/clever work, professionalism, simplicity, empathy, honesty, fairness, exemplary, and integrity. Second, supporting factors in cultivating Kebhayangkaraan character values

include a) The principal's commitment to developing Kebhayangkaraan character values in his school according to the vision and mission made; b) Teacher support As a person who is admired and imitated by his students, the teacher must always show a good example and be able to correct behavioral mistakes that occur in the child; c) Parental support is also no less the importance of complementing the activities carried out by teachers in schools so that the understanding of the value of Kebhayangkaraan character will run simultaneously at home. Third, the factors that hinder Kebhayangkaraan character education at Kemala Bhayangkara 09 Singosari Kindergarten are a) Bad habits of children at home who are brought to school so that they affect the behavior of their friends at school; b) Children are addicted to playing games through cellphones, especially when they are at home so that children's time is wasted looking at their gadgets and quickly imitating the behavior of the characters they play on their cellphones; c) Parents are busy with His own business, especially in making a living so that activities that should be able to continue after school is delayed because the response of parents at home has not optimally helped children's character education when at home. Some of the conclusions above need to be complemented by our suggestions based on the results of this study, so school principals must always be proactive in cultivating Kebhayangkaraan character education not only seeks to implement it in schools through learning, training, and nurturing but also conducts socialization and implementation by passing it on to parents when the child is at home including the role of the environment where the children are such as the mosque environment, the ball field where he plays, or other places such as malls, markets, and tutoring places so that the child gets used to and always appears as a student who can show Kebhayangkaraan character.

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