The Implementation Of Character Education In Reducing Violence In Early Childhood At Paud An-Nur Village Ndano Na'e

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Abstrak

Tim peneliti di Paud An-Nur, Desa Ndano Na'e berupaya untuk mencari tahu bagaimana pendidikan karakter dapat mengurangi angka kekerasan terhadap anak usia dini. Pendidikan karakter berpotensi untuk mengurangi angka kekerasan terhadap anak usia dini di Paud An-Nur, Desa Ndano Na'e, namun penelitian ini juga mengidentifikasi variabel-variabel yang dapat menghambat atau memperlancar pelaksanaannya. Penelitian ini bertujuan untuk menganalisis implementasi pendidikan karakter dalam mengurangi kekerasan pada Anak Usia Dini di PAUD An-Nur Desa Ndano Na'e serta menganalisis faktor-faktor pendukung dan penghambat dalam penerapan pendidikan karakter dalam mengurangi kekerasan pada Anak Usia Dini di PAUD An-Nur Desa Ndano Na'e. Penelitian ini menggunakan metode penelitian kualitatif. Berdasarkan temuan penelitian ini, pendidikan karakter telah berhasil mengurangi angka kekerasan terhadap anak usia dini di PAUD An-Nur, Desa Ndano Na'e. Program ini mendorong pengembangan karakter penting termasuk empati, disiplin, dan kerja sama melalui strategi terpadu yang melibatkan orang tua, anak, dan pendidik. Alhasil, angka kekerasan fisik antar anak menurun drastis. Keberhasilan program ini bergantung pada kerja sama guru, orang tua, dan masyarakat. Program pendidikan karakter di PAUD An-Nur dapat menjadi contoh bagi sekolah PAUD lain dengan menumbuhkan suasana bebas kekerasan jika mendapat dukungan yang konsisten dan berkelanjutan. Banyak kendala yang dihadapi, tetapi satu sekolah berhasil mengatasinya dengan mencari cara untuk melibatkan orang tua lebih banyak dan membantu mendanai program pendidikan karakter. Program ini dapat menjadi contoh bagi lembaga PAUD lainnya dengan berkolaborasi secara aktif dan terus berupaya mewujudkan lingkungan belajar yang bebas kekerasan.

Keywords: *Pendidikan Karakter, Mengurangi Kekerasan, Anak Usia Dini, PAUD An-Nur*

Abstrak

The research team at Paud An-Nur, Ndano Na'e Village sought to find out how character education can reduce early childhood violence. Character education has the potential to reduce violence against young children in Paud An-Nur, Ndano Na'e Village, but this study also identifies variables that can hinder or facilitate its implementation. This study aims to analyse the implementation of character education in reducing violence in Early Childhood at PAUD An-Nur, Ndano Na'e Village and to analyse the supporting and inhibiting factors in the implementation of character education in reducing violence in Early Childhood at PAUD An-Nur, Ndano Na'e Village. This research uses qualitative research methods. Based on the findings of this study, character education has successfully reduced the rate of violence against early childhood in PAUD An-Nur, Ndano Na'e Village. The programme promotes the development of important character traits including empathy, discipline and cooperation through an integrated strategy involving parents, children and educators. As a result, the rate of physical violence between children has decreased dramatically. The success of the programme depends on the cooperation of teachers, parents and the community. The character education programme at PAUD An-Nur can serve as an example for other PAUD schools by fostering a violence-free atmosphere if it receives consistent and sustained support. Many obstacles were faced, but one school managed to overcome them by finding ways to involve parents more and help fund the character education programme. This programme can serve as an example for other ECD institutions by actively collaborating and continuously working towards a violence-free learning environment..

Keywords: *Character Education, Reducing Violence, Early Childhood, An-Nur Early Childhood Education*

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Introduction

Education in Latin has an interesting root word, namely "educare" which means to train or shape, and "educere" which means to bring out or fertilize. Thus, education can be understood as a process that aims to develop the potential and abilities of students, prepare them to adapt to various situations and conditions of life, and help them grow and develop optimally. In this context, education does not only focus on cognitive aspects, but also on character development, skills and other abilities (Ali, 2018:252).

In the National Education System Law Number 20 of 2003 Article 1 paragraph 14 reads "Efforts in early childhood education seek to guide children from birth to six years of age by stimulating their intellectual, emotional, social, and physical development as preparation for formal schooling (Yunita, 2021:12). Furthermore, this law emphasizes that PAUD is not just a daycare center, but a strategic educational institution to reduce gaps in the quality of early human resources. Its implementation requires collaboration between the government, educators and parents. Unfortunately, challenges such as limited access to quality PAUD in remote areas and the public's understanding of PAUD as secondary education need to be overcome. Thus, the provisions in the National Education System Law provide a legal foundation to strengthen the ECD system in Indonesia as a long-term investment in building a superior generation.

Simon Philips argues that a person's character can be defined as a set of core principles that form the basis for his or her actions, attitudes and ideas. Koesama, however, believes that personality and character are interchangeable. Here, he views personality as a person's attributes, style or distinctiveness derived from his or her environment (Noer & Sarumpaet, 2017: 186).

According to Juanda in Mardan Umar, the cultivation of strong children's character must begin early in early childhood, because early childhood is the golden phase in child development (golden age). During this period, children need positive stimulus and care for the formation of good character. The early age when children begin to recognize the world around them is the right time to provide a good character foundation for children (Mardan Umar, Feiby Ismail, 2021: 102).

Imam Gazali argues that morals and character have a closer relationship. Character is defined as the ease with which a person acts, or the degree to which an action has become so integrated into one's identity that it no longer requires conscious consideration. (Sarumpaet, 2017:186). According

to Arifudin, in Hakin Hajili that Character is the nature or character of a person that characterizes him. Character can also be interpreted as an attitude, character, character, stable personality as a result of a progressive and dynamic consolidation process (Najili et al., 2022: 2099).

Character education for early childhood is an effort to form learners to optimize all their potential, including understanding, instilling values, and habituation of positive attitudes and behaviors. These values are expected to be strongly embedded in children until they grow up. As stated, character education in early childhood aims to develop the potential of learners holistically so that they grow into individuals who are ready to face future challenges. With a strong character, children are expected to be able to adapt to the times without being affected by negative behavior, such as social deviance, social incitement, or violent content and bullying on social media. (Hasanah, 2022:117). Experiencing violence as a child can have devastating and long-lasting consequences. A child's mentality can be severely affected by any form of violence, whether physical or verbal. This influence persists throughout their formative years and has the potential to shape their character and actions as adults. Mood swings, reluctance to interact with others, and crippling anxiety are some of the ways children who see or experience violence can grow. Therefore, the safety of children and the provision of an environment that supports their development is of paramount importance (Wulandari, 2023: 328).

Domestic violence committed by parents, relatives or others close to the child is one of the many causes of child abuse. The right to life, the right to be nurtured, and the right to be improved from the womb are all listed in the Human Rights Act, which protects children from harm and violation. Human rights are fundamental rights that are inherent in every individual from birth. The protection of these human rights has been guaranteed in various provisions of the 1945 Constitution. Law No. 39/1999 explains that human rights are natural rights that stem from human nature as a creation of God Almighty. These rights are divine gifts that must be respected, safeguarded, and protected by the state, law, government, and the entire community in order to uphold human values and human dignity. The main characteristic of human rights is their universal nature, which means that they apply equally to all people without exception, regardless of ethnic background, religious beliefs, race, or social status (Murthada, 2022: 113).

Violence against young children includes any form of treatment that causes pain, both physically and psychologically (such as through words), and has the potential to cause trauma and mental disorders in children. There is no reason that can justify acts of violence, especially when committed against children who should receive protection and loving care. The impact of this violence is very serious and can significantly affect a child's future. Children who experience violence

often grow up to be quiet, withdrawn, and difficult to socialize due to childhood trauma. This can keep them trapped in constant fear and hinder their emotional development.

This research aims to analyze the implementation of character education as an effort to reduce violence in early childhood at PAUD An-Nur in Ndano Na'e Village. In more detail, this research has several specific objectives. First, to identify the various forms of character education implemented at PAUD An-Nur as an effort to prevent violence in early childhood learners. Second, to evaluate the real impact of the implementation of character education on the reduction of violence in the institution. Third, to analyze the various factors that support the successful implementation of character education in order to reduce violence in children. Fourth, to examine the barriers faced in the implementation of character education at An-Nur PAUD. Through the achievement of these objectives, this research is expected to provide a comprehensive understanding of the effectiveness of character education in reducing violence in early childhood and the various factors that influence it.

METHODOLOGY

1. Type of Research

An in-depth understanding of social phenomena is achieved in this research through the use of descriptive qualitative techniques. Researchers can obtain a more thorough and contextual study by using this approach to collect descriptive data from the speech, writing, and behavior of the people observed (Darmalaksana, 2020:2).

The purpose of this research approach is to provide thorough and contextualized knowledge about the phenomenon under study by presenting narratives obtained from multiple data sources, including participant observation, in-depth interviews, document analysis, and field notes. With a systematic field approach, this study documents empirical facts accurately, without focusing on hypothesis testing, but rather on an in-depth understanding of the reality that occurs at the research site.

2. Place and Time of Research

The research was conducted for two months from March to April at An-Nur Early Childhood Center in Ndano Na'e village.

3. Data Sources

Primary and secondary sources of information form the backbone of this study's data collection. Information collected from direct experience, such as interviews, surveys, or examinations, is known as primary data. As it is the first set of data used to address the research issue, it has a high degree of validity and reliability. As a result, primary data is critical to research as it allows for the acquisition of reliable and impartial information (Nasution, 2023:6), The subjects of this primary data are teachers and administrators of PAUD An-Nur in Ndano Na'e village who are the main parties providing information for this research. Secondary data comes from books, journals, articles, and other reading materials relevant to the topic.

4. Data Collection Techniques and Instrument Development

In this study, data collection techniques were carried out through several methods, namely observation, interviews, and documentation. Observation involves a systematic process of recording patterns of human behavior, objects, and events without the use of questions or direct communication with the subject. Interview is a direct interpersonal communication between the researcher and the subject, which allows for an in-depth exchange of information. Documentation is also used to obtain information from written sources such as letters, diaries, photo archives, and activity journals, which can help explore information about past events. By using these three methods, researchers can obtain comprehensive and accurate data to answer research questions.

5. Data Analysis Technique

The data analysis method used in this research is the multi-stage Miles and Huberman methodology. The first step is to collect information through various methods including documentation, interviews, and observation. In addition, data reduction is done by identifying, focusing, and abstracting unstructured data into more organized data. The next step was to present the data in a narrative or graphical format so that it could be easily understood. Finally, this research is designed to guarantee that the findings reached are genuine and reliable by verifying and making conclusions at regular intervals. By using this approach, researchers can analyze data systematically and in depth.

RESULTS AND DISCUSSION

Results

Implementation of Character Education in Reducing Violence in Early Childhood at PAUD An-Nur Ndano Na'e Village

Violence in Early Childhood is a complex problem that has long-term impacts on children's physical, emotional and social development. In Ndano Na'e Village, the practice of violence in parenting is still prevalent due to a lack of understanding about positive disciplinary alternatives. As a solution, PAUD An-Nur promotes a welcoming classroom climate by teaching students values rooted in the community, such as kindness, empathy, and collaboration. Using a multi-faceted strategy involving students, parents, and educators, the program aims to not only reduce acts of violence, but also form a foundation of noble morals from an early age.

As explained by Mrs. Mirnawati, one of the teachers at PAUD An-Nur Ndano Na'e, the character education program to reduce violence in children is designed through a comprehensive approach. This PAUD started the process by identifying problems through observations of children's behavior and discussions with parents, where it was found that many children imitate violent acts from their home environment or the shows they watch (Mirnawati, 2025). Based on these findings, PAUD An-Nur then developed an integrative curriculum that emphasizes the values of patience, empathy, and mutual respect through various creative methods. These character values are integrated in daily activities such as circle time for discussion about feelings, role play as "heroes of kindness", and the use of songs and stories that contain moral messages.

PAUD An-Nur also implements routine habits such as morning handshakes as a symbol of apology and a kindness box to record children's positive behavior. To ensure the effectiveness of the program, teachers routinely conduct evaluations through weekly monitoring and reflection books. The results can be seen from the changes in children's behavior, which began to be able to resolve conflicts verbally and more often use polite words such as "sorry" and "please". However, the main challenge faced is maintaining consistency in the application of these values in the home environment, where some parents still need to be guided to apply parenting in line with the PAUD program.

Thus, PAUD An-Nur's efforts in designing and implementing character education through a holistic approach involving children, teachers and parents have shown a positive impact in reducing violent behavior in early childhood. Although challenges in maintaining consistency in the home environment still exist, the program has proven that early cultivation of character values can create a generation that is more empathetic and able to resolve conflicts peacefully. This success is an

important foundation to build upon, not only at PAUD An-Nur, but can also be an inspiration for other early childhood education institutions in creating a safe and positive learning environment for children's growth.

Furthermore, the researcher also interviewed regarding what character values are most emphasized in daily learning, in this case Mrs. Mirnawati revealed that there are five main character values that are consistently taught in daily learning activities. These values are: 1) Discipline, which is familiarized through the routine of being on time and following class rules; 2) Independence, by training children to do simple activities on their own such as tidying up toys and putting on shoes; 3) Courtesy, which is taught through the habituation of saying magic words (please, sorry, thank you) and respecting others; 4) Cooperation, developed through group activities such as role playing and completing puzzles together; and 5) Empathy, which is fostered by inviting children to understand the feelings of friends through stories and role playing.

According to Ms. Mirnawati, the emphasis on these values is done thematically and contextually. For example, when there is a conflict between children, the teacher not only solves the problem but also teaches the value of empathy and peaceful problem solving. Every weekend, teachers also award stars to children who most consistently demonstrate these character values.
As stated by Mrs. Mirnawati, as follows;

> *"We don't just teach theory, but we familiarize these values in every interaction," explains Ibu Siti. "A simple example, when children want to borrow a toy, we always remind them to ask nicely and thank us. Over time this becomes a habit."*

The results can be seen from the changes in children's behavior who began to understand the limits in socializing and were better able to control their emotions. However, Mrs. Siti admitted that it takes consistency between the application at school and at home for these values to really stick to the child's character.

Furthermore, the researcher also interviewed related or what activities are used to teach anti-violence values to children, in the results of the researcher's interview with Mrs. Mirnawati, she said that;

> *"We apply a learning through play approach that is packaged in several special activities. The most effective is the role play method, where children are invited to act out everyday conflict situations, such as fighting over toys, and then together find peaceful solutions. We also use hand puppets as a medium to demonstrate how to solve problems without violence.."*

She also added ;

"Every morning we start with a 'Morning Hug' ritual to build emotional bonds. When a conflict occurs, the teacher does not immediately judge, but guides the children to: (1) Express feelings, (2) Listen to the other party, (3) Find solutions together. "

Picture1. *Teaching and learning process at PAUD An-Nur Ndano Na'e*

Based on interviews with teachers at PAUD An-Nur, it can be concluded that this institution has developed a variety of creative and effective techniques for instilling anti-violence values in early childhood. The learning through play approach, especially the role play method and cooperative games, has proven to be able to teach peaceful conflict resolution in a way that is fun and easy for children to understand.

The use of media such as hand puppets, feeling boxes, and solution trees can help children identify emotions and find non-violent alternatives to problem solving. Positive rituals such as 'Morning Hugs' also contribute to building strong emotional bonds between learners.

Tangible results are seen in a 70% decrease in physical violence incidents in the last 6 months, demonstrating the effectiveness of this method. However, optimal success still requires collaboration with parents, especially for children exposed to violence in the home environment. PAUD An-Nur's holistic approach deserves to be a model to be implemented in other early childhood education institutions.

Supporting and Hindering Factors in the Implementation of Character Education in Reducing Violence in Early Childhood at PAUD An-Nur, Ndano Na'e Village

Character education is one of the important efforts in shaping positive early childhood personalities and reducing violent behavior. At PAUD An-Nur, Ndano Na'e Village, the application of character education is faced with various challenges and opportunities that need to be studied further.Based on the description above, the purpose of this study is to find out what variables help and what factors hinder the application of character education in reducing the number of violence against early childhood in PAUD An-Nur Desa Ndano Na'e. Thus, the results of this study are expected to be able to support the implementation of character education. Thus, the results of this study are expected to help early childhood education institutions in creating more successful character education programs.

Based on in-depth interviews with Mrs. Mirnawati, one of the teachers at PAUD An-Nur, several significant obstacles to the implementation of character education at the institution were revealed. The main challenge stems from the inconsistency between the values taught at school and the parenting practices at home, where many parents still use verbal or physical violence as a disciplinary method. This condition creates confusion in children who are taught peaceful conflict resolution in PAUD but witness a different way in the family environment. Another obstacle arises from the influence of a social environment that is still strong with elements of violence, seen in the behavior of children who often imitate fighting scenes from watching or digital games.

In terms of infrastructure, PAUD An-Nur faces limited educational teaching aids and inadequate play space for large group activities. Human resources are also an obstacle, with only three out of seven teachers having received specialized training on character education. Special challenges arise in dealing with children with special needs with high aggressive tendencies, while the institution does not yet have a special assistant teacher for such cases. To overcome these obstacles, PAUD An-Nur has implemented several solutions such as organizing regular parenting classes, forming small play groups, collaborating with community health centers for early detection, and raising funds for teacher training. "Behavior change requires process and consistency from all

parties," said Mirnawati, emphasizing that the real impact of this character education program will only be seen within one to two years.

Documentation *when children are learning while playing at PAUD An-Nur Ndano Na'e*

In order to effectively shape children's good behavior, it is essential to involve parents in ECD character education programs. The moral principles taught in schools require active participation from parents. Therefore, ECD character education programs need an effective approach to get help from parents. Effective and sustainable character education programs can be achieved by raising parents' awareness and encouraging their involvement in their children's character development.

PAUD An-Nur Ndano Na'e developed a comprehensive strategy to involve parents in supporting the character education program. According to Ms Mirnawati, the school organizes monthly parenting classes with practical themes such as "Positive Discipline" and "Effective Communication with Children", which are designed to be interactive with case studies and simulations. Daily communication media in the form of a liaison book allows teachers and parents to give each other notes on the development of children's behavior. To strengthen engagement, PAUD implements a weekly "Guest Parent" program where parents are invited to share professional or life experiences relevant to character values. Digital communication through WhatsApp groups is used to share videos of learning activities and practical parenting tips. Periodically, the school organizes bonding activities such as "Family Day" and collaborative parent-child projects to reinforce character value practices at home. A reward system in the form of a "Great Parents" certificate and a display of joint work in the school wall magazine is a form of appreciation for participation. Facing the constraints of parents' time constraints, PAUD deals with schedule flexibility and the provision of digital content. This strategy has proven effective in increasing

parental participation from 30% to 75% in the last six months, while creating consistency in children's behavior between school and home environments.

This research reveals that character education at PAUD An-Nur in Ndano Na'e Village plays a crucial role in reducing violent behavior in early childhood. Despite facing challenges such as a lack of synchronization between values taught at school and parenting practices at home, the negative influence of the social environment, limited infrastructure and lack of teacher training, PAUD An-Nur Ndano Na'e has tried to overcome these obstacles through a number of effective strategies. At the school level, creative learning approaches and consistent inculcation of character values have helped shape children's positive behavior. Meanwhile, parental involvement through parenting classes, liaison books, the "Guest Parent" program and digital communication has increased parental participation from 30% to 75%. This creates harmony between character education at school and the reinforcement of these values at home.

The findings of this study suggest that the success of character education depends not only on school efforts but also on active collaboration between teachers, parents and communities. With consistency and ongoing support, the character education program at An-Nur Ndano Na'e PAUD has the potential to become a model that can be adopted by other PAUD institutions, particularly in the context of reducing violence in early childhood. However, it is important to remember that behavior change takes time, so long-term evaluation is needed to measure the impact of the program more thoroughly.

DISCUSSION

Implementation of Character Education in Reducing Violence in Early Childhood at PAUD An-Nur, Ndano Na'e Village

The purpose of education is to help each student reach his or her full potential by providing a structured environment that supports learning. A person's spiritual and religious fortitude, self-discipline, positive character traits and intellectual capacity are all enhanced through education. (Rahman et al., 2022: 8).

A person's character can be shaped and developed through moral education, which is the goal of character education. The purpose of this type of teaching is to build good character that students will apply in their daily lives. The results of character education manifest in tangible forms, such as exemplary behavior, honesty, responsibility, respect for the rights of others, and tenacity when facing

obstacles (Belinda & Halimah, 2023).

When perpetrated in an environment of power, control or responsibility, violence against children can take many forms, including but not limited to physical and psychological abuse, sexual abuse, trafficking, neglect and exploitation (Margareta, 2020:173).

The implementation of character education at PAUD An-Nur in Ndano Na'e village shows positive results in reducing violence in early childhood. Through various activities designed to instill character values such as empathy, compassion and self-control, children began to show significant behavioral changes. They became more cooperative, respectful, and able to manage their emotions better.

Based on these results, character education has the potential to be a powerful tool in the fight against child abuse. Instilling healthy character qualities in children from an early age helps them develop into more peaceful individuals with better social skills. Another important component of a successful character education program is the active participation of both parents and educators. Character values can be better embedded when parents and teachers work together to provide consistent examples and reinforcement to children.

Research findings at PAUD An-Nur Ndano Na'e show that the implementation of character education can reduce violence in early childhood, which is in line with the idea of research conducted by Sulistia Safitri and Agustina Tri Wijayanti, that character education can prevent gender-based violence in the educational environment. By instilling character values such as empathy, tolerance and mutual respect from an early age, children can grow into individuals who care and appreciate differences, thus reducing the potential for violence (Safitri & Wijayanti, 2024:2051). Both findings emphasize the importance of collaboration between families, schools and communities in supporting the implementation of character education as a whole. Further research could focus on testing the effectiveness of character education in preventing gender-based violence and creating a safe and inclusive environment.

This is in accordance with Asegaf's opinion in Riris Eka Setiani's study, namely that the phenomenon of violence in the education sector can be explained through several assumptions. First, offenses that are rewarded with punishment, especially physical violence, can lead to violence in the classroom. Some parties commit violations, others give punishment. Violence occurs when the punishment given is excessive or not in accordance with the nature of the offense. Second, poor education policies and practices can lead to violence in the classroom. Education lacks humanization

due to curriculum materials that only emphasize cognitive aptitude and neglect emotional education. The community environment and mass media broadcasts can also contribute to school violence. Finally, society is undergoing rapid change, which can lead to fast-paced attitudes and shortcuts (Setiani et al., 2016:45).

There are several forms of violence that must be understood according to Rahmawati in Hayani Wulandari:

1. Physical Violence

Injuries to certain parts of the body are the result of physical aggression. Bruises, abrasions, injuries, and other visible wounds may be the result of physical assault. When someone physically hurts you, it can take several forms, such as hitting, kicking, choking, throwing, stabbing, etc.

2. Emotional Abuse

The mental health of anyone, especially young people, can be severely compromised by this type of aggression. Verbal and nonverbal manifestations of emotional aggression include, but are not limited to: yelling, demeaning, screaming, threatening, isolating, and putting others down. Although difficult to perceive, this kind of violence can have a long-term impact on a person's emotions, actions, and even life if no one knows about it.

3. Sexual Violence

All sexual acts are closely related to this type of violence. In addition to physical contact, verbal abuse and other forms of abusive behavior can also constitute this type of violence. Rape, forced genital exposure to children, exposure to pornographic media, and so on, are all forms of sexual violence against children.

4. Neglect

In fact, ignoring someone's needs is just as cruel. Maltreatment of children in the early years, including lack of nutrition, water, shelter, clothing, and medical care, is common. Then, another form of neglect is putting children in risky situations by leaving them alone for long periods of time. Poor weight and height, disorganized appearance, and lack of basic needs are common characteristics of neglected children (Wulandari, 2023:327).

Observations show that the implementation of character education at PAUD An-Nur in Ndano Na'e Village has successfully reduced violence in early childhood. Through the cultivation of positive character values such as empathy, compassion and self-control, children began to show significant behavioral changes. They became more cooperative, respectful, and able to manage their emotions better. The involvement of parents and teachers in the implementation of character education is also an important factor in the success of this program, as they can provide consistent examples and

reinforcement to the children. Thus, the results of this observation support the conclusion that character education can be one of the effective solutions in addressing the problem of violence in early childhood.

Supporting and Inhibiting Factors in the Application of Character Education in Reducing Violence in Early Childhood at PAUD An-Nur Ndano Na'e Village

To form noble morals and behavior in children, it is strategic and appropriate to instill character values and help them develop a noble personality from an early age. This is especially true for children who really need attention and guidance from adults (Adhar, 2018:127).

The results show that the supporting factors in the implementation of character education at PAUD An-Nur in Ndano Na'e village include the involvement of parents and teachers, interactive learning activities and a conducive school environment. Meanwhile, the inhibiting factors include limited resources, lack of awareness among parents about the importance of character education and the influence of a community environment that is not always supportive.

This is in line with Dian Lestar's opinion in her research that:

a. Supporting factors in the implementation of character education include:

   1) Support for the strategic role of teachers in implementing independent character.
   2) Support from parents and principals in shaping children's character.
   3) The enthusiasm of teachers and students is important in the application of independent character.

b. Inhibiting factors include:

   1) Challenges in delivering character messages that are developmentally appropriate.
   2) Limited resources, time and facilities.
   3) Influence of the social environment around the child (Lestari & Yahya, 2023).

This is also in line with research conducted by Zubaidah, that

Supporting and inhibiting factors in the implementation of character education: First, the commitment of all school members, from the principal, teachers, to employees, in providing role models through positive attitudes and behaviors is the main foundation for internalizing character values in children. Second, adequate infrastructure and a comfortable school environment with religious nuances strengthen the cultivation of moral and spiritual values. Third, the active role of parents in monitoring children's development, such as picking up children directly, communicating with teachers, and requesting reports on children's activities, shows good collaboration between schools and families. Fourth, parenting programs that involve parents in school activities extend the reach of

character education beyond the kindergarten environment. Fifth, teachers' creativity in designing interesting learning methods that suit children's needs is the main driving factor in the success of the program (Zubaida, 2016:127).

Field observations at PAUD An-Nur in Ndano Na'e village revealed a comprehensive picture of the implementation of character education to reduce violence in early childhood. The main supporting factors are seen in the commitment of all school community members in creating a conducive learning environment, where teachers consistently provide role models through positive attitudes and behaviors, supported by adequate although simple infrastructure. The active involvement of parents through parenting programs and regular communication with teachers creates a strong synergy between education at school and care at home. Creative learning methods such as the use of hand puppet media, educational songs, and storytelling activities with moral messages succeed in instilling character values in a fun and developmentally appropriate way.

On the other hand, observations also identified some significant challenges. Limited infrastructure in the form of narrow learning spaces and limited teaching aids are obstacles in optimizing the learning process. Only a small number of teachers have received special training in character education, while the influence of a social environment that is still strong with a culture of violence also complicates the internalization of positive values. The characteristics of students who are still unstable and easily influenced by the surrounding environment add to the complexity of the character education process. However, a positive impact can be seen in the 70% decrease in cases of physical violence between children in the last six months and the significant increase in the use of polite language in daily interactions. The findings show that despite the limitations, a holistic approach involving all stakeholders has yielded encouraging results in creating a violence-free education environment.

CONCLUSION

Based on the research conducted, it can be concluded that the implementation of character education at PAUD An-Nur in Ndano Na'e Village has had a positive impact on reducing violence in early childhood. A holistic approach involving teachers, parents, and children through various creative methods, such as role-play, educational songs, and storytelling activities, has successfully instilled character values such as empathy, discipline, and cooperation. As a result, there was a 70% decrease in cases of physical violence between children in 6 months, as well as an increase in the use of polite language such as "sorry", "please", and "thank you" in daily interactions.

The implementation of character education at An-Nur Early Childhood Education (PAUD) in Ndano Na'e Village plays a crucial role in reducing violent behavior in early childhood. Despite facing challenges such as misalignment between school and home values, social influences, and limited resources, An-Nur PAUD successfully overcame these obstacles through effective strategies such as parenting classes, liaison books, and digital communication. Collaboration between teachers, parents, and the community is key to the program's success. With consistency and ongoing support, the character education program at An-Nur PAUD has the potential to become a model for other PAUD institutions.

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