



Muhadharah-based Learning to Developing Religious Values in Early Childhood

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Abstract

This study focuses on the importance of religious education as an early foundation in RA Nurul Maghfiroh, which is realized through the muhadharah learning method to strengthen morality and religious attitudes in early childhood. The aim is to analyze the concept of religion in the development of religious values, evaluate the effectiveness of muhadharah learning, and assess the role of teachers' and parents' responses to the method. Using a qualitative approach and descriptive analysis, this study describes the natural learning conditions at RA Nurul Maghfiroh through participant observation, semi-structured interviews, and documentation. Although the learning uses the K13 curriculum, muhadharah learning is scheduled every Friday after the dhuha prayer, with the material delivered through stories, role plays, and Islamic songs. The material includes an interpretation of the Quran that is poeticized, hadith with a prologue, short letters, and daily prayers. The results show that the muhadharah learning method is considered fun and effective by children, parents, and teachers as an essential means of developing character and religious values in early childhood.

Keywords: *Muhadharah Based-Learning, Religious Velues, Early Childhood*



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INTRODUCTION

Early childhood education is an extraordinary step in the realm of children's education. This is due to the importance of this period, often referred to as the golden age in child development. Early childhood, typically between 0 to 6 years of age, experiences a period of rapid and significant growth and development (Latifah, 2020). This is a time when a child's brain is actively developing neural connections and fundamental thinking patterns (Dewi, S, & Irdamurni, 2020). During this stage, children have the ability to absorb information quickly and effectively. Therefore, early childhood education becomes a necessity as it provides a strong foundation for children's intellectual, social, emotional, and physical development. By providing the right stimulation and a supportive environment, early childhood education can help

children explore the world, develop skills, and form positive mindsets, which will impact their overall development in the future (Oktarina & Latipah, 2021).

In early childhood, children begin to form an initial understanding of religion and spiritual values (Fahmi, 2022). Religious education for young children plays a significant role in shaping their faith, morality, and religious attitudes in the future (Zainuddin, W., Musriaparto, & Nur, 2022). This is a critical phase in establishing the religious and spiritual foundation for children, where they begin to develop an understanding of concepts such as God, prayer, goodness, and morality (Utama & Tanfidiyah, 2019). Through learning that is tailored to their developmental level, children are encouraged to understand and internalize religious values in their daily lives (Rochanah, Muna, & Ariyanto, 2023).

A supportive approach and positive environment in religious education help build a solid foundation for their faith and religious practices in adulthood (Inawati, 2017). Thus, religious education in early childhood is about conveying knowledge and comprehensively shaping children's character and spiritual identity. Therefore, it is important to develop a learning approach that suits the characteristics of early childhood to provide a strong foundation in their religious development. Early childhood children have unique ways of learning and interacting with the world around them. They tend to learn through direct experience, play, and social interaction (Sari, 2023). It is crucial that religious learning approaches for young children be inclusive, interactive, and enjoyable. The use of simple stories, games, songs, and engaging activities can be effective methods for teaching religious concepts to them (Suhono, Pratiwi, Ariyanto, & Lala, 2022). Additionally, teachers need to pay attention to each child's individual needs and build positive and supportive relationships with them. Therefore, developing a learning approach that aligns with the characteristics of early childhood is key to providing meaningful and effective religious education experiences for their development.

Religious education for young children indeed presents its own challenges. Children at this age have limitations in understanding abstract concepts and limited cognitive abilities. They tend to think concretely and have difficulty grasping complex or abstract concepts, such as those related to religion (Eka Sari, Noviana Komsu, Sri Yanti, & Hecksa Manora, 2023). Therefore, the learning approach must be tailored to their cognitive development and understanding. Teachers need to use simple language, clear visualization, and real-life experiences that are relevant to children's daily lives to convey religious concepts in a way they can understand. Additionally, social interaction and direct experience are also important parts of religious education in early childhood, where children can learn through play, stories, songs, and other engaging activities. With an appropriate approach and an understanding of the limitations of young children, the challenges in religious education at this age can be overcome to create meaningful and effective learning experiences for them. Furthermore, they also have short attention spans and a need to learn through direct experience (Studi et al., 2020). Therefore, a learning approach that suits the characteristics of early childhood is needed to make religious education effective and enjoyable for them.

In efforts to enhance religious values in early childhood, several basic principles need to be considered. First, it is important to pay attention to children's daily activities, both at home and in school. This helps create learning experiences integrated with their daily lives. Next, demonstrating the importance of environment and the role

of parents in shaping religious values is crucial. Additionally, finding a spiral path in religious teaching allows children to gradually understand concepts according to their developmental level. In this context, the Principles of Developmentally Appropriate Practice (DAP) and principles of child developmental psychology serve as important guidelines (Wiresti & Na'imah, 2020). DAP emphasizes relevant, engaging learning that is appropriate to children's needs and interests, while child developmental psychology principles consider children's physical, cognitive, social, and emotional characteristics in the learning process (Ulfa, 2022). Lastly, the principle of daily monitoring becomes an important tool for educators and parents in tracking children's development and providing appropriate support and guidance. By considering these principles, it is hoped that the experience of religious education for young children can become more effective and meaningful (Santoso, Sholihah, & Mu'ti, 2021).

Muhadharah is an educational approach that encourages reflection and introspection on religious values (Insani, Hamdani, & Sopian, 2021). In the context of religious education for young children, muhadharah can serve as a strong foundation for shaping their understanding of religious teachings and spiritual values. Muhadharah involves active interaction between children and learning materials, allowing them to understand and internalize religious values through observation, reflection, and discussion. Early childhood is a crucial period in the formation of individual character and morals (Insani et al., 2021). Religious values play a very important role in shaping children's personality and behavior from an early age. However, in the modern era, the development of religious values in young children faces various challenges (Taufik, 2020).

First, the development of technology and social media has changed how children acquire information and interact. Children tend to be more exposed to popular culture, which often does not align with religious values. This can affect children's understanding and internalization of religious values. Second, the busyness and pressures of modern life often leave parents and educators with less time and opportunity to actively assist children in developing religious values (Jaenullah, Ferdian Utama, 2022). Therefore, an effective learning approach is needed to develop religious values in early childhood. One approach that can be used is muhadharah-based learning. This method emphasizes dialogical interaction between educators and children, allowing children to be more actively involved in learning.

By using the muhadharah method, it is hoped that children can gain a better understanding of religious values, internalize these values in their daily lives, and develop attitudes of tolerance and empathy toward others. Therefore, research on muhadharah-based learning in the development of religious values in early childhood is highly relevant and important to support effective religious education at the early stages of child development (Hasanah, Sutra, Istiqomah, Dewantara, & Boulahnane, 2022).

From the literature analysis and empirical references, there are several previous studies that have explored muhadharah-based learning in the development of religious values in early childhood. Previous research has served as a focal point for the development of religious values in early childhood. Several earlier studies have explored the main aspects related to the effectiveness of muhadharah-based learning. First, the importance of religious education at an early stage of life has been highlighted in several studies, emphasizing that understanding religious values from an early age forms a strong moral and spiritual foundation for children (Abdul Muis,

2019). Second, the effectiveness of muhadharah-based learning has been studied, highlighting the increased participation of children and their ability to relate religious concepts to daily life (Muslim & Anjani, 2023). Additionally, the role of teachers and the learning environment has also been revealed as important factors in supporting an effective learning process (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023). However, the research also identified various challenges in implementing this method, such as time and resource limitations, as well as limited understanding.

This study aims to reveal the essence and impact of muhadharah-based learning in the development of religious values in early childhood at RA Nurul Maghfiroh. The research problems to be explored include several key aspects. First, how important is the mastery of basic religious knowledge as an initial foundation for early childhood at RA Nurul Maghfiroh? Second, what is the role of muhadharah-based learning in strengthening morality and religious attitudes in young children at this institution? Third, what are the learning experiences of early childhood when involved in muhadharah-based learning at RA Nurul Maghfiroh? Fourth, to what extent are teachers prepared to implement muhadharah-based learning for early childhood? Finally, what are parents' responses and reactions to the use of muhadharah-based learning as a tool for developing religious values in early childhood at RA Nurul Maghfiroh? This study will attempt to provide a comprehensive understanding of how this approach can make a significant contribution to the formation of religious values in early childhood.

METHODOLOGY

This study employs a qualitative approach with a descriptive analysis method to naturally describe various conditions and situations and analyze muhadharah-based learning in developing religious values in early childhood at RA Nurul Maghfiroh (Jumiati & Patilima, 2023). Conducted at RA Nurul Maghfiroh, East Jakarta, the research took place from September to November 2023. The subjects of the study include teachers, students, parents, and educational institutions involved in the learning activities. Data were collected through participant observation, semi-structured interviews, and document studies. Observations were made to gain an understanding of the interaction between educators and children, as well as children's responses to muhadharah-based learning. Interviews were conducted with teachers, parents, and educational institutions to gather in-depth information on experiences and perceptions related to muhadharah learning. Document studies were used to support the credibility or complement the research findings from observations and interviews. Data analysis followed the Miles and Huberman model, involving data collection, data reduction, data presentation, and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldana, 2018). The goal is to gain a deep understanding of how muhadharah-based learning influences the development of religious values in early childhood at RA Nurul Maghfiroh. The entire research process is directed at providing a clear and comprehensive picture of the muhadharah-based learning experience in the RA Nurul Maghfiroh environment and its impact on the development of religious values in early childhood. Therefore, it is expected that this study can make a significant contribution to the understanding and development of more effective religious learning methods in early childhood education settings.

RESULTS AND DISCUSSION

The history of RA Nurul Maghfiroh began with encouragement and requests from parents who wanted the Al-Quran Education Park to be opened. In 2007, teachers and staff who had experience in education and teaching together planned the opening of the park. With the help and auspices of the Nurul Maghfiroh Foundation, this idea was realized. The curriculum and teaching methods applied at RA Nurul Maghfiroh follow the LPPTKA-BKPRMI curriculum and the religious department. The teaching staff involved in the teaching and learning process have adequate experience and competence in their field, thereby creating a good learning atmosphere.

On October 2 2010, RA Nurul Maghfiroh submitted an application to join under the coordination of the East Jakarta religious department. All necessary requirements were successfully submitted and received a good response. Al-Quran Kindergarten (TKAT) was then changed and inaugurated as Raudhatul Athfal Nurul Maghfiroh on December 30 2010. All activities and curriculum implemented follow the provisions set by the office of the ministry of religion. RA Nurul Maghfiroh focuses on the religious education curriculum which includes the development of morals, justice, independence, social emotional, language, cognitive, motoric and artistic. The main goal is to form the next generation who have faith and piety, and have knowledge and skills in science and technology (IMTAQ & Science and Technology). Thus, RA Nurul Maghfiroh is committed to providing holistic education based on Islamic religious values to young children.

After collecting data from the field regarding muhadharah-based learning in developing religious values in early childhood at RA Nurul Maghfiroh, researchers used several techniques, including interviews, observation and documentation studies. The researcher uses a semi-structured approach, this means that the researcher has prepared an interview guide or list of questions that will be asked to the data source during the interview process. This interview aims to understand in depth how muhadharah-based learning is applied in developing religious values in early childhood. The interview process was carried out directly or face to face with two teachers from groups A and B at RA Nurul Maghfiroh. Through this interview, the researcher tried to understand the teacher's perspective and experience in implementing muhadharah-based learning and its impact on the development of religious values in early childhood at the institution. The results of interviews with teachers provide valuable insight into various aspects of muhadharah-based learning, including the challenges faced and effective strategies in teaching young children religious values through this approach. Thus, the data from this interview is an important contribution in understanding the dynamics of learning at RA Nurul Maghfiroh.

Muhadharah-Based Learning for Early Childhood

Based on the results of research on muhadharah-based learning in developing religious values in early childhood at RA Nurul Maghfiroh, there are several significant findings. First, understanding of the importance of religious knowledge as an initial foundation in early childhood is still minimal, especially for new students. Class B children have begun to understand and internalize religious values in everyday life. The initial understanding of muhadharah learning in early childhood at the beginning of learning is still very foreign to them. The muhadharah learning process is carried out by providing relevant and interesting material, such as real stories and Islamic songs

that are easy for young children to digest and imitate (Sholeh, 2018). Children show enthusiasm for muhadharah-based learning because they are taught not only to appear forward, but also to speak politely and speak good language. Teachers are able to internalize religious values in their daily lives, becoming models for their students in behaving politely and saying kind words. Teacher preparation involves discussions with students, the stage of presenting material, and getting students used to appearing in front of the class. Learning activities include stories of the Prophet, singing Islamic songs, games, and discussions about developing religious values in everyday life. The assessment criteria include the categories Not Yet Developed, Starting to Develop, Developing According to Expectations, and Developing Very Well. One obstacle is the child's lack of focus when the teacher delivers the material. Teachers are advised to present material in an interesting, clear and expressive way to attract students' attention. Thus, muhadharah-based learning at RA Nurul Maghfiroh shows a systematic effort to strengthen the morality and religious attitudes of young children through an approach that is interesting and appropriate to their understanding. Observation and documentation are a strong basis for comprehensively understanding the learning process.



Picture 1. Reciting Dua Before Eating

The importance of basic religious knowledge as an initial foundation for early childhood at RA Nurul Maghfiroh is reflected through various activities and practices carried out at the school. Based on the results of interviews and observations of researchers, learning religious material at RA Nurul Maghfiroh is highly prioritized. Every morning before starting learning, the children perform ablution guided by the teacher and then perform the dhuha prayer together, although not in congregation. This activity not only becomes routine at school, but also becomes a habit that children are expected to carry out at home when school is closed. Practices such as praying and reciting prayers before entering the bathroom, praying before studying and before and after eating are an integral part of religious habituation at school.



Figure 2. Pray before entering the bathroom

The results of interviews and questionnaires from teachers, parents and other institutions confirm that the muhadharah learning model is very important and is familiar to RA Nurul Maghfiroh. For parents, muhadharah is an important means for children to learn the basics of religion. However, many schools have not implemented muhadharah due to limited resources of competent teachers and limited time. This emphasizes the importance of efforts to expand and improve the application of muhadharah as part of religious education at the early childhood level.

Strengthening the Morality and Religious Attitudes of Early Childhood through Muhadharah-Based Learning

Muhadharah-based learning at RA Nurul Maghfiroh has proven to be an effective method for strengthening morality and religious attitudes in early childhood. In this research, the muhadharah learning model is adapted to the needs and characteristics of young children. The approach used places more emphasis on student activity and involvement in the learning process (Insani et al., 2021). The approach taken places more emphasis on student activity and involvement in the learning process. This implies that the learning method chosen is designed in such a way that it suits the way young children learn and interact with their learning environment. The muhadharah learning model itself is an approach that emphasizes active interaction between teachers and students, as well as between students, in order to create a collaborative and responsive learning environment. In this case, it is important to understand that young children have unique and different ways of learning from older children. They tend to learn through direct experience, play, and social interaction. Therefore, adapting learning models is very important to suit the learning needs and characteristics of young children.

An approach that emphasizes student activity and involvement creates space for children to be directly involved in learning activities. This can include various activities such as games, experiments, discussions, and collaboration with peers. In this way, children are not only objects in learning, but also active actors in constructing their own knowledge and understanding. Apart from that, it is also important to pay attention to responsiveness to the individual needs of each child. Teachers must understand and respond to the learning methods and needs of each child individually. This means creating a learning environment that supports their growth and development holistically. By adapting the muhadharah learning model to suit the needs and characteristics of early childhood, and emphasizing activeness,

involvement and responsiveness in the learning process, it is hoped that children will be able to experience more effective and meaningful learning for their development.

Muhadharah learning at RA Nurul Maghfiroh is focused on introducing the basics of Islam such as memorizing prayers, short letters in the Koran, short hadiths, and poetic translations of the Koran. This school focuses on introducing the basics of Islam to the young students who study there. One important aspect of this learning is memorizing daily prayers which are an important foundation in a Muslim's religious practice. Through this activity, children are introduced to a direct relationship with God and the importance of communicating with Him in everyday life. The results obtained also stated that students were also taught to memorize short letters in the Koran. By memorizing suras such as Al-Fatihah, An-Nas, and Al-Ikhlâs, children not only deepen their connection with the Koran but also begin their journey in understanding Islam's sacred text in more depth. This gave them a solid foundation for religious knowledge that would continue to develop over time. In addition, muhadharah learning at RA Nurul Maghfiroh includes understanding short hadiths. Through these hadiths, children learn about the teachings and practical advice taught by the Prophet Muhammad SAW. This helps them understand the moral and ethical values that are important in everyday life, shaping their character as responsible and caring Muslims. Translations of the Al-Quran that are poeticized so that the poetry sounds beautiful are also part of the learning curriculum. Children are introduced to the meaning of Al-Quran verses more easily to understand and absorb through beautiful and interesting language. This not only broadens their understanding of religion but also enriches their overall learning experience. When carrying out muhadharah activities, children are encouraged to come up in front of the class and read a translation of a short letter with poetic intonation and supportive body movements. The perfection of their appearance sometimes makes the atmosphere more cheerful and touching, as told by one of the students' parents.



Figure 3. Poeticization of Al-Qur'an Reading

The education provided by RA Nurul Maghfiroh has a significant impact in building spiritual and moral awareness in young children. Through a focus on introducing the basics of Islam in various aspects of muhadharah learning, this school not only provides strong religious knowledge, but also empowers students to face life's challenges with solid confidence and integrity. In a learning environment that is centered on Islamic values, children are invited to understand religious teachings as a

basis for growing and developing as responsible and empathetic individuals. They not only learn about prayers, short chapters of the Koran, hadiths, and poetic translations of the Koran, but are also given an understanding of how to apply these values in everyday life. More than just memorizing, education at RA Nurul Maghfiroh allows students to understand the deep meaning behind religious teachings and apply them in real action. They are taught to be individuals who are moral, empathetic and care about each other and the environment around them. So the RA Nurul Maghfiroh School Education institution is not only limited to conveying religious information, but also to forming strong character and personality in children. Through this education, they are equipped with a solid spiritual foundation and integrity that will guide them in facing various obstacles and choices in their lives. Thus, this school contributes positively in forming a better and more responsible generation of young people in society.

Apart from that, in muhadharah learning, children are also taught to share knowledge and experiences with each other in a relaxed and fun atmosphere. This approach creates an inclusive and collaborative learning environment where every student feels valued and respected. At RA Nurul Maghfiroh, the learning process is not only about receiving information from teachers, but also about sharing it with peers. Children are encouraged to interact with each other, exchange ideas, and share their experiences related to the material studied. A relaxed and fun atmosphere helps create a climate conducive to the exchange of ideas and understanding. Children feel more comfortable speaking and expressing their opinions, so the learning process becomes more dynamic and interactive. By encouraging collaboration and communication between students, learning not only becomes more effective, but also strengthens their social and emotional skills. They learn to listen, understand others' perspectives, and work together as a team. Through this approach children not only gain knowledge about religion, but also develop social skills that are important for life in a multicultural and global society. This learning process creates a strong foundation for them to become responsible and empathetic leaders in the future. Teachers at RA Nurul Maghfiroh play an important role in creating a conducive learning environment to support the muhadharah learning process. They are not only teachers, but also facilitators, mobilizers and examples for students in understanding and applying Islamic teachings in everyday life.

First of all, teachers are responsible for designing learning experiences that are interesting and relevant to children's needs and interests. They use a variety of creative and interactive teaching methods to attract students' attention and facilitate their understanding of Islamic religious concepts. Apart from that, teachers also act as good role models in religious and moral practices. They demonstrate integrity, empathy, and exemplification in their daily actions and behavior, thereby providing a positive example for students to follow. Furthermore, teachers foster positive and inclusive relationships with students, creating a safe and comfortable atmosphere in the classroom. They listen empathetically, provide constructive feedback, and motivate students to actively participate in learning. During the learning process, teachers also accommodate students' individual needs, providing guidance appropriate to their level of understanding and development. They pay attention to differences in learning styles and provide additional support to students who need it. Lastly, teachers at RA Nurul Maghfiroh are involved in building students' character, helping them develop values such as honesty, discipline, responsibility and cooperation. Through this

approach, teachers play a key role in forming individuals with character and responsibility, in accordance with Islamic values. Overall, the role of teachers at RA Nurul Maghfiroh is not only as transmitters of knowledge, but also as the main movers in creating a supportive, inspiring and constructive learning environment for students in the muhadharah learning process.

With muhadharah, children have the opportunity to better understand the importance of worship and absorb religious values better. Through this approach, they learn through stories, hadith, and concrete examples in daily life about the importance of prayer, fasting, sharing with others, and other religious values. The stories told in muhadharah learning play an important role in clarifying religious concepts for children. Through inspiring narratives, they can identify the moral and spiritual values contained in Islamic teachings. These stories also help them understand how to apply these values in everyday life. Hadiths are also a source of inspiration and guidance for children in understanding Islamic principles. By studying short hadiths that are relevant to their lives, children can understand more deeply about the actions recommended or avoided in the Islamic religion. This helps them form attitudes and behavior that are in accordance with religious teachings.

More than that, muhadharah learning also provides concrete examples in everyday life that illustrate religious values practically. Children are invited to pay attention to and internalize the religious practices they see around them, whether from their family, community or school environment. Thus, muhadharah is not only a means of conveying religious knowledge, but also a vehicle for children to experience and absorb religious values directly. Through stories, hadith, and concrete examples, they can develop a deeper understanding of Islamic teachings and become more responsible and moral individuals in their lives.

So the results of this research explain that Muhadharah-based learning is a very effective approach in helping children internalize religious values more deeply. In this context, they not only understand religious teachings theoretically, but are also able to relate them to their daily lives. Through Muhadharah learning, children are introduced to stories, hadith, and real examples that illustrate the principles and values of the Islamic religion. In this way, they can see how religious teachings can be applied in various situations of daily life, both in social relationships, family and school environments.

More than just understanding conceptually, children are also invited to reflect on the meaning and purpose of worship in the Islamic religion. They learn that worship is not just about performing rituals, but also about strengthening your spiritual connection with God, improving yourself, and forming good character. By linking religious teachings to everyday life, children become more aware of the importance of worship in living their lives. They realize that worship is not only an obligation, but also a source of strength, peace and happiness in life. Thus, Muhadharah-based learning not only provides a deeper understanding of religious values, but also helps children to internalize religious teachings so that they can become a guide in every aspect of their lives. This forms a strong spiritual foundation for their future personal development

CONCLUSION

Based on the research findings, it is evident that Muhadharah is an important and highly effective instructional model, serving as a foundational approach in

religious education. This method allows students to enjoy expressing themselves and actively engage in learning. Secondly, the Muhadharah model emphasizes the introduction of fundamental Islamic teachings and Akhlaqul Karimah, aiding in the development of character and morals in early childhood. Thirdly, Muhadharah is a practical activity favored by students, helping them develop courage and self-confidence. However, the research also found that teachers' preparation in delivering Muhadharah lessons is still lacking. Lastly, Muhadharah familiarizes children with daily prayers, short surahs from Juz Amma, brief hadiths, and translations of the Qur'an, which are highly beneficial as a foundation for early childhood development. Several recommendations can be made: RA Nurul Maghfiroh should provide educational teaching aids to support teachers in delivering Muhadharah lessons. Teachers at the institution need to participate in training to improve their language skills and performance, enabling them to present lessons more confidently and impressively. By implementing these recommendations, it is hoped that Muhadharah lessons at RA Nurul Maghfiroh will become more effective and have a positive impact on the development of religious values in early childhood.

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