



Tolerance Education Model for Early Childhood (Study at Mutiara Ibu Integrated Early Childhood School, Purworejo)

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Abstract

Mutiara Ibu Purworejo Integrated PAUD under the auspices of the Kasih Ibu Purworejo Foundation consists of Playgroup, Daycare, and Kindergarten services. This educational institution serves learners with more religious backgrounds than similar institutions in Purworejo Regency. From this, the author makes a scientific study to find out how the life of religious tolerance is taught to Learners who are still at an early age. The research approach used is Qualitative Research Method with Field Research, namely the author digs up information through Educators who are involved in learning and care. The data collection technique used is through interviews, observation, and documentation. Furthermore, the Data Validation Process is carried out by the Triangulation Method and Re-asking the Sources. The results of the research conducted state that the Steps for Cultivating Tolerance Values in Learners of Mutiara Ibu Purworejo Integrated PAUD are carried out through 4 things, namely (1) Introduction of attitudes that support tolerance, (2) Habituation of applying rules, (3) Character models, and (4) Parental Involvement through Parenting Activities.

Keywords: *Value Planting, Religious Tolerance, Early Childhood*



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INTRODUCTION

The existence of humans as superior to other creatures of Allah is determined by the factor of common sense. Because with common sense, humans are able to think clearly about themselves and the universe they live in. Allah states in QS. At Tiin verse 4, "Indeed, We have created humans in the best form." (Kemenag, 2010:597). From this verse, it is stated that humans are created with good nature. According to Quraish (1996:284), human fitrah is an event that has occurred from the beginning/an innate

aspect that has been inherent in humans since birth (Ferdian Utama, 2020). Humans carry righteous religious potential, namely the desire to believe in God in a monotheistic manner, which Allah also emphasizes in the QS. Ar Ruum verse 30, "So turn your face straight towards the religion of Allah; (remain on) the fitrah of Allah who has created humans according to that fitrah. There is no change in the fitrah of Allah. (That is) the straight religion, but most people do not know." (Ministry of Religion, 2010:407)

As also mentioned in the hadith of the Prophet Muhammad SAW, "Every child is born in a state of fitrah. Then the parents will make the child Jewish, Christian or Magian." (Bukhori, 2010: 1296). It can be concluded that every child has the need to be given teaching and education about religion and has the potential to practice these teachings. Early childhood children are in the fitrah phase, that is, they need help and guidance from adults around them to stimulate all aspects of their development optimally (Ramli, 2022). In general, the potential of early childhood includes aspects of religious and moral values, physical motor, cognitive, social emotional, language and arts (Faizah, Hamzah, Farantika, Utama, & Anggia, 2024). Stimulation of early childhood development is oriented towards understanding the basics of life as a whole with the fulfillment of all these aspects as the basis for forming a complete person (Heny Wulandari, 2018)

Early Childhood Education has great benefits in forming children's character (Antara, 2019). Because at this age they absorb what is happening in their environment more quickly. A good environment in PAUD is expected to have a positive impact on children (Kristianto, Susetyo, Utama, Fitriyono, & Jannah, 2023). Something that is instilled in children, especially those at an early age, will be ingrained and become a mindset/way of thinking and even a way of seeing life that will not fade (Sholeh, 2018). Indonesia is a country with a majority Muslim population (Siregar, 2023). But Indonesia is not an Islamic country where the applicable laws are based on Islamic religious law. In Islam, tolerance is explained in the QS. Huud verses 118-119, "If your Lord had willed, He would have made humans one people. But they always dispute, except those whom your Lord has given mercy to, and that is why Allah created them." (Ministry of Religion, 2010: 235)

Then mentioned also in QS. Al Hujurat verse 13, "O you who believe, don't let a group of men look down on another group, it could be that the one being laughed at is better than them. And don't let a group of women belittle other groups, it might be better to be laughed at. And do not like to criticize yourself and do not call with names that contain mockery. The worst calling is the bad calling after faith and those who do not repent, then those are the wrongdoers." (Ministry, 2010: 5)

Indonesia is a country that has rich culture, customs, religions and beliefs, all of which are well protected under the auspices of Pancasila (Amin, 2023). This diversity is of course accompanied by efforts from all elements of the country to create comfort in the lives of its people (Apriliani et al., 2024). In this effort, the role of the Government is the main substance driving tolerance (Salim & Aprison, 2024). By establishing various institutions tasked with dealing with inter-religious issues, and of course what is more strategic is instilling the value of tolerance through educational channels (Ansori et al., 2022). Tolerance education from an early age has an important role in shaping children's character, especially in culturally, religiously and ethnically diverse communities (Haryanti, 2019). Early childhood is a very critical phase of development,

where children begin to learn to recognize differences and understand basic social concepts, including the value of tolerance (Ministry of Education and Culture, 2018). Tolerance education is expected to form mutual respect, respect for differences, and encourage harmonious living in a pluralist society (Anshori & Suyadi, 2021).

Many experts believe that developing an attitude of tolerance needs to be implemented in early childhood education institutions, because it is in this phase that children have a strong tendency to imitate the behavior and values taught by educators (Setiawan, 2020). This research is important to carry out to provide an effective model in teaching tolerance from an early age. With an appropriate tolerance education model, it is hoped that children will be able to accept differences, develop empathy, and reduce the potential for conflict from an early age (Utama & Tanfidiyah, 2019). Previous research also explains the results of research conducted by Nurhayati and Sulistyono which examined the application of tolerance values in integrative PAUD schools in Central Java. This study focuses on a character-based education program specifically designed for early childhood and involves components of parental involvement and intercultural collaborative learning. The research results show that implementing tolerance education requires the active involvement of the entire school ecosystem, including teachers and families, to integrate the values of tolerance in daily activities. Then the research entitled "Forming an Attitude of Tolerance Through Inclusive Learning in PAUD," was written by Rahmawati and Santoso (2019). This research examines the inclusive learning model in PAUD which is oriented towards the formation of attitudes of tolerance. This study was conducted at a PAUD in Yogyakarta with an approach that combines direct experience-based learning and social activities. The research results show that inclusive activities such as playing with children from different backgrounds can increase children's understanding of the importance of respecting differences and strengthen attitudes of tolerance from an early age.

This previous research has several similarities, such as the aim of building an attitude of tolerance in early childhood through appropriate educational models, as well as an approach that involves active involvement from the environment around the child, including teachers, peers and family. All of this research emphasizes hands-on experiences and collaborative activities designed to help children understand and appreciate diversity. However, there are several differences. The focus and approach of each study varies: the first study emphasizes the integration of the overall character value of tolerance in PAUD education, while the second study focuses on inclusive learning as a method for teaching tolerance, and the third study focuses on multicultural education in the curriculum. Each study was also carried out in a different institutional context, which provides variations in the results and recommendations for implementing the tolerance education model. The analysis gap that emerges from these studies is that there is no research that focuses on integrative-based PAUD schools such as Mutiara Ibu in Purworejo, which may have a unique approach or specific educational environmental background. In addition, existing studies have not in depth examined the influence of project-based educational models or other specific approaches on early childhood tolerance in integrative educational environments.

Mutiara Ibu Integrated PAUD School in Purworejo is the focus of this research because it has diverse student characteristics from various cultural and religious backgrounds. This school has a learning program that integrates tolerance values in

daily activities, but there is no systematic model used to measure the effectiveness of tolerance education (Wahyuni, 2019). This research aims to develop a tolerance education model that can be implemented effectively in PAUD schools, especially in the context of Mutiara Ibu Integrated PAUD in Purworejo. With the existence of a comprehensive tolerance education model, it is hoped that it can make a real contribution to the world of education in supporting the tolerant and inclusive character development of early childhood. Instilling the values of tolerance which include togetherness, mutual respect, inclusivity and harmony between religious communities through education is an effective way. This is where this research finds its relevance and significance, because the author hopes that this research will be able to provide an example of the Concept of Tolerance Education at the Early Childhood Education level.

The introduction of religious habituation in Mutiara Ibu Integrated PAUD in Play Group Classes (Sapphire Class and Diamond Class) and Child Care (Baby Class and Toddler Class) is still universal. New students are only introduced to good habits carried out by religious people, such as praying when starting an activity and when the activity ends. Only when students enter the Kindergarten Class in Intan Class and Kalimaya Class, more specific habits are implemented in activities that are in accordance with their religion. The activity begins with Holy Morning, where students follow their supervising teacher according to their religion. The learning process in the Holy Morning Activity was followed enthusiastically by the students because it was carried out using a fun method. They learn the basics of their respective religions through games, songs, stories, and many other things explored in these activities.

METHODOLOGY

This research was carried out using a qualitative method approach in the field of social science which in principle was implemented based on observations made directly by the researcher on the object under study using language and culture adapted to the research location (Firmansyah, Masrun, & Yudha S, 2021). This type of research is field research, which aims to explore and deepen a social object, which in this case is an educational environmental object as a whole in order to obtain a well-organized scientific study. The sources of information used to explore research objects are all educators involved in learning and parenting. They are the Homeroom Teachers of Sapphire, Berlian, Intan, Kalimaya, Baby, and Toddler; as well as assistants. Meanwhile, the object studied in this case is the Strategy for Cultivating Tolerance in Early Childhood. The data sources in this research are informants and documentation. Meanwhile, the techniques used in collecting research data are through the interview process, observation and documentation (Sugiyono, 2017).

Then the collected data was analyzed using the analysis of Milles and Hubberman (2005: 18) which relates to the Strategy for Cultivating Tolerance in Early Childhood by reducing data, presenting data and drawing conclusions. Validation or checking the validity of the data was carried out using the triangulation method of the three techniques used, namely interviews, observation and documentation. The triangulation technique is a method used to measure the barometer of the level of strength of truth from the results of information and data used as a comparison. That is why the data validation used is source triangulation and technique triangulation (Moleong, 2002: 330). Source triangulation is a validity technique used to explore the

truth of information by interviewing several related people. Thus, source triangulation is carried out by utilizing different sources with the same data collection techniques. Meanwhile, triangulation technique is a validity technique used to extract information, data and facts from the same source but using different data collection techniques with the aim of providing strong, reliable validation material.

RESULTS AND DISCUSSION

Character education about tolerance at Mutiara Ibu Integrated PAUD is carried out through a learning process that is supported by various aspects, including active involvement from the school environment, the role of teachers, and collaboration with parents. These results were analyzed through data triangulation which included interviews with teachers and parents, observation of activities at school, as well as study of curriculum documents and school regulations. This triangulation technique provides a more comprehensive and in-depth picture of the process of instilling the value of tolerance in early childhood.

Introduction to Attitudes Supporting Tolerance

Based on the results of interviews with teachers at Mutiara Ibu Integrated PAUD, teachers have a very important role in introducing and developing positive characters that support attitudes of tolerance in children. Teachers consistently teach children to respect differences and instill good habits, such as speaking politely, asking permission, and sharing with friends (Interview, Teacher, 2023). According to the teacher:

"These habits are not only carried out as part of daily activities, but are also taught through direct examples that they show to children, remembering that children at an early age very easily imitate the behavior of adults close to them."

Classroom observations support these findings by showing that sharing food at meal times and asking permission to borrow toys is carried out regularly, which teaches children to respect each other and learn to express their needs in a good way. This process is in line with **Albert Bandura**'s social learning theory, which states that children learn through observation and imitation. When children see polite teacher actions, they will tend to imitate that behavior. Bandura emphasized that "modeling" or providing concrete examples from people who are considered to be in authority (such as teachers) is an effective way to instill positive attitudes in children.

Curriculum document studies also show that the character learning program at PAUD Terpadu Mutiara Ibu includes various interactive and socialization activities that teach children about the importance of respecting each other, regardless of their religious or cultural background. Activities that focus on interaction are in accordance with Lawrence Kohlberg's theory of moral development which states that social interactions involving respect and justice help children develop an initial understanding of moral concepts, including tolerance. At the early age stage, children are in the preconventional stage, where they learn morality based on the social environment they observe. Therefore, positive sharing and communication routines in the classroom indirectly help children build the foundation of a tolerant attitude through real experiences.

Apart from that, the approach used by teachers in supporting the value of tolerance in children can also be linked to Jean Piaget's cognitive development theory, especially at the pre-operational stage, where children begin to understand the feelings and needs of other people, but still in a different context. concrete. Through sharing

and asking permission, children gradually learn to respect other people's feelings and understand basic social rules. This habituation helps them develop the ability to see different perspectives, an important aspect of tolerance. So the role of teachers in introducing positive characters is very significant in forming attitudes of tolerance in young children. The combination of teaching by example, social interaction, and activities that familiarize children with social rules is an effective way to support the formation of tolerance values in children at Mutiara Ibu Integrated PAUD.

Getting used to applying the rules

Getting used to implementing the rules at Mutiara Ibu Integrated PAUD aims to create a fair, inclusive environment for all students regardless of religious, ethnic or racial background. Based on the results of interviews with school principals and teachers, they explained that:

"The rules and regulations implemented in schools are designed to encourage a sense of togetherness and inclusion among children" (Interview, Principal, 2023).

All children, for example, wear the same uniform, share toys without discrimination, and sit in the same class without any differences in place or special treatment. This not only creates a sense of equality, but also encourages children to respect each other in their daily activities.

Observations during school activities reveal that children interact naturally without showing differences or divisions between individuals. Their togetherness can be seen in playing and studying together, such as helping each other, sharing study equipment, and treating friends with mutual respect. From a study of school regulatory documents, it can be seen that these regulations do not favor certain groups, but rather focus on creating a safe and comfortable atmosphere for all children.

The inclusive approach implemented by PAUD Terpadu Mutiara Ibu is in line with Lawrence Kohlberg's theory of moral development which states that experiences in a fair and equal environment help children understand the importance of justice and empathy. Kohlberg explained that in the early stages of development, children develop moral values through the rules they see applied in their surrounding environment. By observing the fair application of rules, children gradually internalize the principle of equality, which is the basis of tolerance.

The Daily Learning Plan (RPH) implemented at this school is also designed to ensure that every child has the same opportunity to participate. In RPH, activities are planned so that each child can contribute and experience positive experiences in interacting with their friends. This is in accordance with Vygotsky's social theory which emphasizes that a supportive social environment can accelerate children's development through interaction with peers. In an inclusive and open environment, children can learn to appreciate differences and work together with various individuals, so that they can develop attitudes of respect and tolerance towards each other. By having rules designed in such a way, Mutiara Ibu Integrated PAUD ensures that their learning environment is not only safe and comfortable, but also a place that encourages inclusive attitudes and respects diversity. Habituation like this gives children a strong basis for developing a deep attitude of tolerance, which can later be applied in wider social life.

Giving an Example from a Teacher

Providing role models from teachers at Mutiara Ibu Integrated PAUD is a very important aspect in instilling the values of tolerance in children. Based on triangulation of data from interviews, observations and document studies, it appears that teachers at this school consistently provide good examples in being fair and respecting differences in the school environment. Interviews with teachers show that they have a high awareness of the importance of being role models for children in terms of respecting differences, so that children can learn through the concrete examples they see every day (Interview, Teacher, 2023).

Classroom observations show that teachers use various methods to demonstrate tolerance, one of which is through role-playing activities (socio-drama). In this activity, children are given the opportunity to take part in situations that reflect social interaction, which allows them to learn to interact well and appreciate differences between friends. This socio-drama activity also helps children understand how to properly deal with conflicts or differences of opinion among their friends. Apart from that, teachers also invite children to discuss the positive and negative actions they take at school. These kinds of discussions help children reflect and understand the impact of their attitudes on their friends. These results are in line with Albert Bandura's social learning theory approach which states that children learn social behavior through observing and imitating models they consider as role models. In this context, teachers become important models in teaching children to be fair, respect differences and be tolerant.

Document studies also show that there are special training programs held to increase teachers' understanding of character education, especially in the aspects of tolerance and acceptance of diversity. This training program aims to ensure that teachers have sufficient competence in teaching these values to children. This is also in accordance with Kohlberg's theory of moral development which emphasizes the importance of adult examples in guiding children towards higher moral understanding. With a systematic approach, role modeling by teachers at Mutiara Ibu Integrated PAUD not only strengthens the learning of the values of tolerance at school, but also shapes the character of children who respect differences from an early age.

Parental Involvement in Parenting Activities

Parental involvement in parenting activities at Mutiara Ibu Integrated PAUD plays an important role in strengthening character education, especially in terms of instilling the values of tolerance in children. Based on the results of interviews with parents, it is known that schools involve parents in parenting activities that focus on tolerance education at home. Parents are given guidance to support the character education process carried out at school, with the aim that the values taught in the school environment can be strengthened and applied also at home. One parent stated:

"We were given material on how to teach children to respect differences, both in religion and culture. We feel we understand better how to support the character education taught at school, so that it can be continued at home" (Interview, Parent, 2023).

Additionally, other parents also added:

"Parenting activities held by the school really help us to be more sensitive to the attitude of tolerance that must be taught to children. We are taught how to talk to children about differences and how we as parents can set a good example at home" (Interview, Parent, 2023).

With this guide, parents feel more involved and able to provide support in accordance with the values taught at school. Observations of parenting activities also show that parents are given material that covers the importance of tolerance and how to deal with situations that occur at home. This material teaches parents strategies for guiding children in dealing with differences, whether in terms of religion, ethnicity or customs in the environment around them. This is in line with family socialization theory which states that the family is the first agent in forming a child's character, including in terms of tolerance. Parents, as the first models for children, have a vital role in introducing social values that will shape children's attitudes and behavior.

Study of documents from the results of parenting meetings also reveals that parents play an active role in creating an environment that supports the values of tolerance. During the meeting, parents were given space to discuss and share experiences regarding how they teach the value of tolerance at home. This indicates that Mutiara Ibu Integrated PAUD prioritizes collaboration between schools and parents in creating a harmonious environment and supporting children's character development. As stated in Bowlby's attachment theory, parental involvement in children's education is very important for building a strong emotional foundation, which will later influence the child's ability to form healthy social relationships and respect each other's differences. By involving parents in this character education process, Mutiara Ibu Integrated PAUD has succeeded in creating a synergy between home and school that allows children to grow up with strong values of tolerance, not only at school but also in their family environment. This reinforces the message that tolerance is not only a lesson learned at school, but also a value that must be practiced in everyday life.

Introduction to Differences through Miniature Places of Worship

The introduction of religious differences is also carried out through miniature places of worship at the Mutiara Ibu Integrated PAUD. Based on interviews with teachers, this miniature aims to introduce children to the diversity of places of worship and religion in Indonesia. One teacher explained:

"We use these miniature places of worship to introduce children to the diversity of religions in Indonesia. In this way, children can see firsthand the differences in places of worship and learn to respect these differences." (Interview, Teacher, 2023).

Observations of children who were invited to visit the miniatures showed the children's enthusiasm when they got to know various places of worship, such as mosques, churches, temples and monasteries. The teacher uses a cognitive affective learning approach by encouraging children to ask questions and discuss existing religious differences. In this situation, children are not only invited to look at miniatures, but are also given the opportunity to talk about what they feel and learn about different religions. As one teacher put it:

"We encourage children to discuss and ask questions about places of worship they see, so they can learn from each other about the differences that exist." (Interview, Teacher, 2023).

A study of documents related to the aim of the miniature places of worship program shows that the introduction of religious differences in early childhood aims to form a basic understanding of diversity and the importance of tolerance in social life. This program is designed to help children recognize, appreciate and accept the

different religions around them. As multicultural education theory states, introduction to diversity from an early age can increase understanding and reduce prejudice against other groups, as well as instill attitudes of mutual respect and tolerance.

With this approach, Mutiara Ibu Integrated PAUD not only introduces children to religious differences, but also provides them with direct experience that facilitates their understanding of the importance of living side by side in a pluralistic society. This reflects that tolerance education is not just about talking about differences, but also about creating space for dialogue and understanding between children who come from different backgrounds.

Social Activities and Sharing Habits

Social activities and sharing habits are a very important part of instilling the value of tolerance in young children at Mutiara Ibu Integrated PAUD. Based on interviews with school principals and teachers, social activities such as sharing food and toys have been integrated as part of the curriculum which aims to introduce the values of mutual respect and tolerance from an early age. The principal stated:

"We emphasize the importance of sharing as part of character education, so that children learn to care for each other and appreciate differences." (Interview, Principal, 2023).

Classroom observations show that children are trained to share food and toys regularly, and play together. They are also involved in activities to remind each other when a friend is acting badly. In these situations, children not only develop social skills such as sharing, but also learn to identify and correct behavior that is inconsistent with the taught values of tolerance. One teacher explained, "Apart from sharing, we also encourage children to remind each other about things that must be respected, such as the prohibition on eating certain foods according to the teachings of their religion" (Interview, Teacher, 2023).

Document studies regarding the sharing habit program also show that social activities at Mutiara Ibu Integrated PAUD are directed at building social sensitivity, empathy and respect for differences. This program is designed to give children the opportunity to experience firsthand the importance of sharing and maintaining harmony within a group, regardless of differences in background. Activities like this support socio-cultural learning theory which suggests that social interaction in a group context, such as sharing and playing together, can help children understand broader social and cultural values. By integrating social activities such as sharing and reminding each other in daily activities, Mutiara Ibu Integrated PAUD not only fosters a sense of social awareness among children, but also teaches them to respect differences in beliefs and cultures. This reflects the importance of building values of tolerance and mutual respect through positive interactions between children from an early age.

CONCLUSION

Research on the Tolerance Education Model for Early Childhood at Mutiara Ibu Integrated PAUD, Purworejo, concluded that instilling tolerance values in early childhood can be done through a structured, inclusive approach and based on real experience. Through a multicultural curriculum and inclusive rules of conduct, children are taught to respect diversity regardless of religious, ethnic or cultural background. Teachers act as role models by demonstrating fair and empathetic attitudes, as well as facilitating various activities that strengthen children's

understanding of the value of tolerance, such as sharing food, playing together, and getting to know places of worship in miniature. The successful implementation of tolerance education is also supported by the active involvement of parents through parenting activities aimed at strengthening values at home. The direct experiences that children receive in daily activities form a stronger understanding of the importance of living in harmony amidst differences. In this way, Mutiara Ibu Integrated PAUD has succeeded in becoming an educational model that shows how the values of tolerance can be introduced and applied to young children, so that they grow into individuals who are more sensitive, caring, and ready to live in a pluralistic society.

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