



Early Children's Education According to the Islamic Perspective and the Implementation of Morals from an Early Early Time

Munirah ¹, Morse Kathryn ², Woolnough Cale ³, Kartika ⁴

¹ Institut Agama Islam Negeri Sultan Amai Gorontalo, Indonesia

² University of Warmia and Mazury, Poland

³ Chernihiv National Technological University, Ukraine

⁴ Sekolah Tinggi Ilmu Teknologi YPI Kerinci, Indonesia

Corresponding Author: Munirah, E-mail; munirah@iaingorontalo.ac.id

Received: July 10, 2024

Revised: July 12, 2024

Accepted: August 15, 2024

Online: August 15, 2024

ABSTRACT

The development of globalization has led to transparency in obtaining information. This development has had positive and negative impacts on the world of education. Especially the world of Islamic education in early childhood. This has a huge impact on a child's moral growth. The aim of this research is to find out how early childhood education is based on an Islamic perspective and to increase understanding of the cultivation of morals from an early age. The method the researcher used in this research was a qualitative method with a descriptive research model. The researcher collected data by conducting more in-depth interviews with parents and teachers via telephone and the WhatsApp application. The results of this research show that cultivating morals from an early age will be more efficient if taught to children through good moral development and accompanied by habituation and example from parents and teachers. It can be concluded that cultivating morals from an early age can shape a child's personality in a better direction so that it can protect the child from despicable actions. The limitation of this research is that the researcher only conducted research on the application of early childhood education according to an Islamic perspective and the cultivation of morals from an early age, therefore the researcher hopes that future researchers can conduct the same research related to morals but further developed at a further level.

Keywords: Education, Early, Morals

Journal Homepage <https://ejournal.iaibatanghari.ac.id/index.php/attasyrih/index>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite:

Munirah, Munirah., Kathryn, M., Cale, W & Kartika, Kartika. (2024). Early Children's Education According to the Islamic Perspective and the Implementation of Morals from an Early Early Time. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 10(1), 329-341. <https://doi.org/10.55849/attasyrih.v10i1.240>

Published by:

Pusat Penelitian dan Pengabdian Masyarakat, Institut Agama Islam Nusantara Batang Hari

INTRODUCTION

Education is a process of transfiguring knowledge into a personality which is carried out through guidance and direction which aims to prepare an individual to achieve skills to face life.(Charband & Jafari Navimipour, 2018; Tejedor et al., 2020). Apart from that, it is also a process of effort to guide the strengths that exist within each individual so that they are able to grow and develop as someone who has a good personality who can achieve safety and happiness in his life.(Litzner Ordóñez & Rieß, 2019). Education has an important role in efforts to advance human resources towards a better direction in the

future(Mora et al., 2020). Every human being has the right to receive and hopes to always develop in education. Because with education each individual can develop themselves so that an efficient individual can be created who will later bring benefits in social life.

Education should be given to an individual from an early age, namely range 0-6 years(Chriqui et al., 2018; Reynolds et al., 2018; Saxena et al., 2020). This period is the most fundamental period for a child's life, because what happens in the present will determine subsequent development(Choi et al., 2019; Tinanoff et al., 2019). This period is also known as the maternal period, because during this period all efforts for educational guidance and teaching as well as the care and maintenance of a child are carried out by a mother.(Ek et al., 2019). So that mothers have a very important and huge role in the smooth growth and development process of a child(Ekas et al., 2019; van Huizen & Plantenga, 2018; Williams et al., 2019). Therefore, as a parent, a wise mother will provide attention and care and always support anything related to the development that occurs in her children, from birth to adulthood.(Ulferts et al., 2019). Children are a part that cannot be separated from the family environment, because a child is a trust for his parents, so that all development and growth, even a child's education, is a responsibility that parents must be able to give to their children.

One form of education that must be instilled from an early age is Islamic education. Because, Islamic education is an essential effort that must be carried out by every Muslim parent if they want the formation of a pious and pious child in a family.(Ardoin & Bowers, 2020; van Huizen & Plantenga, 2018). Providing a solid foundation of faith and Islamic values in a child is one of the responsibilities of parents to their children(Chriqui et al., 2018). Not only that, the values of faith and Islam that are embedded in a child must always be upgraded by making efforts to realize Islamic teachings and guidance in early childhood learning programs.(Blewitt et al., 2020). This can be started by giving children an example of how to behave or have good morals that must be practiced in everyday life.(Gerde et al., 2018). Only real experience is possible and capable of being digested by a child, because at this age children are more likely to imitate what they see.

Moral education is indeed the first education that a child must learn from an Islamic perspective(Bates, 2019; Peterson, 2020). Because morals occupy a very vital position in Islam. So that every part of Islamic teachings is always oriented towards the formation and development of noble morals, which are often known as *akhlaqul karimah*. Moral education is one of the main things that must be present in a child. Because if a child has good morals, then with those morals he will be protected from everything that is prohibited in religious law.(Bierman et al., 2018; Yanagi et al., 2018). This can start from the family environment. Education from the family (parents) is what can instill a solid foundation to fortify a child so that they do not make mistakes in relationships in the future. Whether a child's behavior is good or bad depends on the role of the parents(Benfer et al., 2018; Hamulka et al., 2018). Because parents are obliged to instill good personality and morals in their children, which will later play a very important role in the child's development process in forming a better person.(García et al., 2019). If a child is cared for

and raised with good moral education from a family environment, then he will grow up to be a person with noble morals in the future. And vice versa.

Early childhood education according to an Islamic perspective can start with instilling morals in children. Because at this stage the ability to absorb stimuli is faster so that education instilled in early childhood has a higher level of success in the development of the child's life at the next stage.(Escolar-Chua, 2018; Hunkin, 2018; Kahn & Zeidler, 2019). The growth and development of a child will also be relevant to the habits applied by an educator to him. Because at this time children are more likely to learn by using their five senses. So they will do what they see and hear from the surrounding environment(Jeon et al., 2018; Tan et al., 2018). Therefore, educators should be able to use more appropriate methods in developing moral education in early childhood(Darnell et al., 2019; Manning et al., 2019). And educators must also be more observant or thorough in choosing learning schemes and developing morals in students. So that children can more easily understand what educators convey about cultivating morals.

The application of education to early childhood is actually very easy, because relatively children at this age tend to be more sensitive to stimuli obtained from the environment around them.(Bers, 2018; Storli & Hansen Sandseter, 2019). So this makes it easier for an educator to provide teaching and how to realize it in real life. Moral education can be implemented using several methods which will not make things difficult for educators and will certainly make it easier for children to understand what is being conveyed. The methods used are the example method, habituation method, advice method and storytelling(Kikas et al., 2018; Lin & Magnuson, 2018). Exemplary is one of the most effective methods carried out by an educator provide a good example to students, both in words and deeds(Jenkins et al., 2018; Murray et al., 2019). And this method really has a big influence on the process of cultivating a child's morals and morals.

The habituation method is also an alternative that can be utilized by an educator in the process of instilling morals in students. Because the habits that are implemented will make it easier for a child to understand how to have good morals(MacDonald et al., 2020; McMullen et al., 2020; Özler et al., 2018). An example of a habit might be saying basmallah every time you do an action. Furthermore, the method of advice and storytelling, this method is also very helpful for educators, because this method can motivate students by telling stories of the noble morals of the Prophets which will later inspire students to do so.(Blair et al., 2018; Bustamante et al., 2018; Fleeer, 2021). And with the advice method, educators can apply and explain what rewards and punishments they will get if they do something that violates the rules. So that later children will act according to the applicable regulations.

Based on the results of relevant research related to a review conducted by Siti Halimah in January 2019 in her research report entitled Teachers' Efforts in Forming Children's Morals in Raudlotul Athfal Baipas Roudlotul Jannah, Malang City. In the educational process of this institution, teachers have the overall goal of teaching the formation of students' basic morals so that they will become perfect human beings in the future. Efforts to form morals are carried out through moral formation programs. The

curriculum is designed for children's education from entering school to leaving school. The realization of this goal cannot be separated from the teacher's efforts to implement a moral education plan. The application of discipline means that discipline must be carried out correctly and regularly. School programs that are integrated with the curriculum are: instilling the morning aqidah, getting used to the Dhuha prayer, reading daily prayers, exemplary learning of the Koran.

The results of the next relevant research conducted by Nurhikma in 2020 were entitled Story-Based Moral Education for Early Age Children. Moral education in this case uses appropriate methods to try to instill morals in young children. Children whose character is often at a good stage of development can awaken their heart and emotional sensitivity by listening to stories, imitating good characters that are beneficial for the benefit and hating unjust people. Therefore, telling stories to children can provide stimulation so that it automatically encourages students to do good deeds, form noble morals, and increase spirituality. This is contained in research conducted by Amin Zamroni in 2017 entitled Strategy for Moral Education in Children. Moral indoctrination in childhood is very important to prepare children for future life. Moral education must take place from an early age, before personality and character are influenced by circumstances that are different from religious education. Therefore, children's education requires special attention from parents and school teachers.

This is what makes researchers interested in understanding further, so the researchers raised a research title about this. Researchers want to understand more about this problem, and according to researchers education has a big influence on the direction of a child's life path in the future. Because early childhood can become superior seeds for the generation that will later become leaders of the nation. Therefore, education and instilling good morals must be provided from an early age. So that in the future we will be able to lead a nation with a noble moral system so that a country that is *baladatun thayyibatun wa rabbun ghafur* is created. Morals are an essential thing that must exist in a human being. It is useless for a human being to have a high education if he does not have good morals, because noble morals are the main key in achieving glory both in this world and in the hereafter. Good morals and manners are an illustration that someone is successful in their education, because they are able to realize it in social life.

RESEARCH METHOD

This type of research is descriptive qualitative research where data is collected in the form of words and images, not in the form of numbers. Qualitative research is a research method that produces descriptive data in written or verbal form from people and observed behavior (Doyle et al., 2020). Meanwhile, descriptive research is a type of research that aims to describe existing phenomena, including natural phenomena and human engineering (Marušić et al., 2011; Mullet, 2018). So it can be understood that descriptive qualitative research is describing the data collected and explaining in detail and specifically describing the data based on the activities carried out. The aim of descriptive

research is to systematically, objectively and accurately describe the facts and characteristics of a population or region. This research is used to find out how.

This research aims to obtain a clearer and more comprehensive picture and data, as well as making it possible and easier for researchers to carry out observational studies (Bingham et al., 2018). So the author determined the research location in this case, the research location is located in Jorong Kampuang Juar, Nagari Tanjung, Koto Tujuh sub-district, Sijunjung district. This research was carried out indirectly (online) via the WhatsApp application, and was carried out in October 2022. Meanwhile, the data source in a study is the subject from which the data can be obtained. When interviews are used to collect data, the data source is called the informant, the person who answers the questions either in writing or orally. When using observation, the data source is an object, movement, or process. Documentation or annotation is the data source. In this research, primary data sources were obtained in oral form through interviews with Mrs. Ridha via telephone and the identified WhatsApp application, covering various matters related to the implementation of Islamic learning at Raudhatul Athfal Harapan Ibu Nagari Tanjung.

This research focuses on the implementation of religious learning Islam for early childhood and the cultivation of morals from an early age at Raudhatul Athfal Harapan Ibu, including the material taught, the methods used in learning Islam, and the moral cultivation techniques applied. In collecting information, the author goes directly to the research object. To obtain accurate information, researchers used the interview method. The interview method is a conversation with two parties for different purposes, namely the interviewer who asks questions and the interviewee who answers questions (Muhonen et al., 2018). In carrying out interview techniques, the interviewer must be able to develop a good rapport so that the informant is willing to cooperate, speak freely and provide honest information. The interview technique used by researchers is verbal, which asks a series of questions, which are conveyed to the informant. This is to ensure that the discussion in the interview is more focused and goal-directed so as not to make the discussion too broad. Furthermore, it functions as a generic measure that can be developed by researchers through questions asked in interview activities.

RESULTS AND DISCUSSION

Basically, the personality/behavior of Raudatul Athfal Harapan Ibu Nagari Tanjung's children varies greatly depending on the nature of the family environment. By implication, children need education so that their nature cannot develop freely. Because a child's nature has two opposite directions, namely for good and evil, nature must be taught and directed to suit the role that children were created to play on this earth so that they can survive within the scope of goodness. The development of children's potential is carried out through the educational process. The national education system, known as the family, education and community environment, is a potential means of development. The environment is how students develop their potential in the educational process. The approaches used to instill moral values in children include formal institutions such as the

family and school environment, as well as informal institutions and the community environment.

The methods used to instill moral education by educational institutions in Raudhatul Athfal Harapan Ibu Nagari Tanjung include several learning models. Among them are learning models using exemplary methods, habituation, advice and providing motivation by telling stories. This method is applied with various learning patterns so that children do not feel bored in the learning process. So that the learning given to children can be well embedded in them. As an educational institution based on the teachings and guidance of the Islamic religion or better known as an Islamic institution, Raudhatul Athfal Harapan Mrs. Nagari Tanjung in the learning process adheres to or is based on two guidelines for life in Islam, namely the Al-Qur'an and the Hadith of the Prophet. However, apart from being based on these two guidelines, this institution also remains guided by the foundations of the Indonesian state, namely Pancasila and the constitutional basis of the 1945 Constitution. And in using the learning curriculum, this institution uses a curriculum created by the Ministry of Religion. However, the curriculum from the Education Department is still applied. So that there is a balance in the application of learning at Raudhatul Athfal Harapan Ibu Nagari Tanjung. The teaching and learning process at this institution prioritizes religious learning, but general knowledge is still developed and prioritizes skills to advance religious communities.

Asas explained above, the aim of the research conducted by the researcher was to find out how early childhood education is based on an Islamic perspective and the cultivation of morals from an early age in Raudhatul Athfal Harapan Ibu Nagari Tanjung. Later, researchers will also explain what factors hinder the growth and development of education, as well as supporting factors or factors that support the success of the learning process and moral education at Raudhatul Athfal Harapan Ibu Nagari Tanjung. According to the data that researchers received from Mrs. Ridha, the educational methods and moral cultivation implemented by the Raudhatul Athfal Harapan Ibu Nagari Tanjung educational institution use several types of approach methods. These include methods of example, habituation, advice and providing motivation by telling stories. All of these methods are used plurally and alternately according to what educators need in delivering teaching to their students.

It can be seen from an exemplary perspective, a teacher must be able to be a motivator for his students in any matter, especially in matters of worship, behavior and manners. The teacher is a guide and the main actor who must model good worship to his students. Because as an educator, your job is not only to educate and provide instruction to your students, but the job of an educator is more than that. Because an educator is required to be able to be a facilitator, motivator and evaluator in the learning process. With this exemplary approach, it is hoped that exemplary education can take root in the souls of students. Because role models play a very important role in educational success. Psychologically, students imitate the behavior of other people, including the behavior of their educators. Exemplary behavior is about behavior, and good behavior is a measure of educational success. Moral education must be carried out from an early age, because

morals are a very important foundation in life. Moral education must be adopted and made into a habit to prepare children from beginners to bukalaf to navigate the seas of life.

This habituation approach or method has actually shaped the child's personality and represents the right approach. Habits that are formed from childhood or toddlerhood will make these hobbies and habits become like customs. Thus it becomes an inseparable part of his personality. The institution's approach is in line with Al Ghazali's approach to ethical development, that children are the responsibility of their parents. Her pure heart was a precious pearl and was empty without any words or images. The heart is ready to write anything and is inclined to do whatever it wants. So if students are accustomed to kindness, then they will grow in this kindness. And you will be able to find happiness in this world and the afterlife. So parents will also get rewards along with the things they instill in their children.

Based on the results of research in the field, the moral education methods adopted by this institution are very effective and varied. Moral education in early childhood is very good according to researchers, because it is very important to apply examples, habits, advice and stories to early childhood. Apart from that, at this time children easily imitate what the teacher who teaches them says, and they are even more interested in doing what they see and get from the surrounding environment. The learning methods used by students are very varied, so they never get bored of learning. Based on the explanation above, researchers can conclude that the approach of the moral education institution at Raudhatul Athfal Harapan Ibu Nagari Tanjung is to use the method of role modeling, lifestyle (habituation), advice and stories. The method used is very suitable for use in the moral education process.

According to the results of this research, moral education at early childhood education institutions in Raudhatul Athfal Harapan Ibu Nagari Tanjung has generally gone very well. Because with this educational method, children have been able to apply it in their daily lives, although there is a small portion of students who are less able to apply it. But because of the hard determination and passionate enthusiasm of educators who will always try and always do their best. This is done by mobilizing all energy and thought in guiding students. So that at the next stage it can be more optimal and can be better than before. So if the enthusiasm of this institution's educators continues to be improved, we can see a picture in the future that this educational institution will be more advanced and more efficient in the learning process and instilling morals in a child's soul.

The effectiveness of instilling morals at early childhood education institutions in Raudhatul Athfal Harapan Ibu Nagari Tanjung can be seen from changes in children's attitudes, behavior towards parents and teachers, eating etiquette, and etiquette for entering the bathroom. The habits instilled by teachers are largely rooted in their personality. Gradually, a behavior or attitude will become a habit. Meanwhile, what is meant by habit is someone who applies behaviors that have never been done or are rarely done into behaviors that are often done so that in the end they become habits. Habituation also has a very influential role in forming morals in children. Based on the explanation above, researchers can conclude that the results of moral education at this institution are going

well. This is evident from changes in children's behavior, although there are still one or two students who are not good.

The first factor that hinders moral education is the environment, be it the community environment or the family environment. Lack of synchronization between school and parents. As in school there are always good things being taught, but because some parents are very busy. So they don't have time to control their children's activities. However, there are also parents who are careful in controlling their children's behavior at home. The role of parents is very important because children spend more time at home than at school. When children are at home, they look to their parents as role models. If parents teach their children to follow rules, they will eventually grow up to be obedient children. Education related to rules or norms that children must obey must be provided from now on. Children begin to learn rules, standards, consequences of non-compliance, etc. So that later when they grow up, they learn to respect and obey existing rules or regulations. Supporting factors include having a module, having a communication book or what is known as a liaison book. This institution also uses technology to make it easier for teachers to convey important information to all parents, namely by creating a WhatsApp group. This creates a good relationship between parents and teachers.

Based on the description above, researchers can conclude that the development of a globalized world and the emergence of Western secular models shows that there is not a strong relationship between knowledge and religion. On the other hand, the socialization model reinforces this answer, showing that religion does not play a strong role in guiding and leading the direction of a nation. In this era, the point of cultural development seems to be that there are no religious standards in life. The decline in morals itself is caused by the nation's excessive orientation towards material existence. In this era of globalization, the emergence of sophisticated tools has had a major impact on the moral transformation of the young Muslim generation. At this point, their behavior is more focused on their phone than on the situation around them and their obligations. The decline of contemporary morality is not only due to globalization. But also because of the lack of education that values moral and ethical education, therefore let's help with education and instilling morals from an early age, because if a child already has a good moral foundation. So it will not be easily shaken by technological advances and the sophistication of the times.

CONCLUSION

The moral education method applied at this institution is through example, habituation, advice and stories. Applying this method implies a different learning style, which does not make children bored in the learning process. So that the education given to children enters them well. And when using the curriculum, this institution uses the curriculum developed by the Ministry of Religion, but the curriculum from the Ministry of Education is still applied. So that there is balance in the implementation of teaching at Raudatul Athfal Harapan Ibu Nagari Tanjung. The results of moral education at Raudatul Athfal Harapan Ibu Nagari Tanjung are generally good, although there are still a small

number of students who lack morals. But this institution adopts a moral education method through advice and stories. The performance of the Raudatul Athfal Harapan Ibu Nagari Tanjung educational institution is generally good, but there are still some students who have moral defects. The teachers will continue to do their best to guide and educate the students. Parents and guardians of students also appreciate the good moral education at this institution.

In the moral education process there are several inhibiting and supporting factors, of which the first inhibiting factor is the environment, both the community environment and the family environment. Lack of synchronization between school and parents. For example, at school they always study well, but because some parents are busy, they don't have time to control their children's activities. However, there are also some parents who try to control their children's behavior at home. For supporting factors such as modules, connecting books that explain or report how their children are treated while at school. Communication between parents and teachers regarding child development as well as training in parental wisdom towards students. This institution also uses technology to facilitate communication, such as using the WhatsApp application to convey information through class groups. Information to all guardians and parents Good communication with teachers about student problems.

SUGGESTION

It is hoped that Raudhatul Athfal Harapan Mrs. Nagari Tanjung, apart from preparing a moral formation program, will also socialize it to the school community so that they understand better so that it can be implemented as well as possible. It is hoped that the teacher Raudhatul Athfal Harapan Mrs. Nagari Tanjung can carry out the moral formation program well and increase her understanding of moral formation so that a generation with good moral character will be created. It is hoped that students/learners can develop morals as expected by teachers and parents. Provide very broad insight to all parents of children so that parents can understand and apply children's morals in everyday life. For example, schools hold parenting activities for parents. To realize moral education in early childhood, there must be synchronization between teachings in the family environment and the school environment. Parents must also be able to support their children's moral education process. Even parents must be able to balance what their children learn at school with what they are taught at home. For this reason, there is a need for professional parents who know how to choose appropriate and effective methods according to the child's level of development.

BIBLIOGRAPHY

- Ardoyn, N.M., & Bowers, A.W. (2020). Early childhood environmental education: A systematic review of the research literature. *Educational Research Review*, 31, 100353. <https://doi.org/10.1016/j.edurev.2020.100353>
- Bates, A. (2019). Character education and the 'priority of recognition.' *Cambridge Journal of Education*, 49(6), 695–710. <https://doi.org/10.1080/0305764X.2019.1590529>
-

-
- Benfer, KA, Novak, I., Morgan, C., Whittingham, K., Khan, NZ, Ware, RS, Bell, KL, Bandaranayake, S., Salt, A., Ghosh, AK, Bhattacharya, A., Samanta, S., Moula, G., Bose, D., Tripathi, S., & Boyd, R.N. (2018). Community-based parent-delivered early detection and intervention program for infants at high risk of cerebral palsy in a low-resource country (Learning through Everyday Activities with Parents (LEAP-CP): Protocol for a randomized controlled trial. *BMJ Open*, 8(6), e021186. <https://doi.org/10.1136/bmjopen-2017-021186>.
- Bers, M.U. (2018). Coding, playgrounds and literacy in early childhood education: The development of KIBO robotics and ScratchJr. 2018 IEEE Global Engineering Education Conference (EDUCON), 2094–2102. <https://doi.org/10.1109/EDUCON.2018.8363498>
- Bierman, K.L., Welsh, J., Heinrichs, B.S., & Nix, R.L. (2018). Effect of Preschool Home Visiting on School Readiness and Need for Services in Elementary School: A Randomized Clinical Trial. *JAMA Pediatrics*, 172(8), e181029. <https://doi.org/10.1001/jamapediatrics.2018.1029>
- Bingham, A.J., Pane, J.F., Steiner, E.D., & Hamilton, L.S. (2018). Ahead of the Curve: Implementation Challenges in Personalized Learning School Models. *Educational Policy*, 32(3), 454–489. <https://doi.org/10.1177/0895904816637688>
- Blair, C., McKinnon, R.D., & Daneri, M.P. (2018). Effect of the tools of the mind kindergarten program on children's social and emotional development. *Early Childhood Research Quarterly*, 43, 52–61. <https://doi.org/10.1016/j.ecresq.2018.01.002>
- Blewitt, C., O'Connor, A., Morris, H., Mousa, A., Bergmeier, H., Nolan, A., Jackson, K., Barrett, H., & Skouteris, H. (2020) . Do Curriculum-Based Social and Emotional Learning Programs in Early Childhood Education and Care Strengthen Teacher Outcomes? A Systematic Literature Review. *International Journal of Environmental Research and Public Health*, 17(3), 1049. <https://doi.org/10.3390/ijerph17031049>
- Bustamante, A., Greenfield, D., & Nayfeld, I. (2018). Early Childhood Science and Engineering: Engaging Platforms for Fostering Domain-General Learning Skills. *Education Sciences*, 8(3), 144. <https://doi.org/10.3390/educsci8030144>
- Charband, Y., & Jafari Navimipour, N. (2018). Knowledge sharing mechanisms in the education: A systematic review of the state of the art literature and recommendations for future research. *Kybernetes*, 47(7), 1456–1490. <https://doi.org/10.1108/K-06-2017-0227>
- Choi, J.-K., Wang, D., & Jackson, A. P. (2019). Adverse experiences in early childhood and their longitudinal impact on later behavioral problems of children living in poverty. *Child Abuse & Neglect*, 98, 104181. <https://doi.org/10.1016/j.chiabu.2019.104181>
- Chriqui, J. F., Leider, J., & Schermbeck, R. M. (2018). Early Childhood Education Centers' Reported Readiness to Implement the Updated Child and Adult Care Food Program Meal Pattern Standards in the United States, 2017. *Childhood Obesity*, 14(6), 412–420. <https://doi.org/10.1089/chi.2018.0075>
- Darnell, C., Gulliford, L., Kristjánsson, K., & Paris, P. (2019). Phronesis and the Knowledge-Action Gap in Moral Psychology and Moral Education: A New Synthesis? *Human Development*, 62(3), 101–129. <https://doi.org/10.1159/000496136>
-

-
- Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M. (2020). An overview of the qualitative descriptive design within nursing research. *Journal of Research in Nursing*, 25(5), 443–455. <https://doi.org/10.1177/1744987119880234>
- Ek, A., Lewis Chamberlain, K., Sorjonen, K., Hammar, U., Etminan Malek, M., Sandvik, P., Somaraki, M., Nyman, J., Lindberg, L., Nordin, K., Ejderhamn, J., Fisher, P. A., Chamberlain, P., Marcus, C., & Nowicka, P. (2019). A Parent Treatment Program for Preschoolers With Obesity: A Randomized Controlled Trial. *Pediatrics*, 144(2), e20183457. <https://doi.org/10.1542/peds.2018-3457>
- Ekas, N.V., Tidman, L., & Timmons, L. (2019). Religiosity/Spirituality and Mental Health Outcomes in Mothers of Children with Autism Spectrum Disorder: The Mediating Role of Positive Thinking. *Journal of Autism and Developmental Disorders*, 49(11), 4547–4558. <https://doi.org/10.1007/s10803-019-04165-z>
- Escolar-Chua, R.L. (2018). Moral sensitivity, moral distress, and moral courage among baccalaureate Filipino nursing students. *Nursing Ethics*, 25(4), 458–469. <https://doi.org/10.1177/0969733016654317>
- Fleer, M. (2021). Conceptual Playworlds: The role of imagination in play and learning. *Early Years*, 41(4), 353–364. <https://doi.org/10.1080/09575146.2018.1549024>
- García, J. L., Heckman, J. J., & Ziff, A. L. (2019). Early childhood education and crime. *Infant Mental Health Journal*, 40(1), 141–151. <https://doi.org/10.1002/imhj.21759>
- Gerde, H.K., Pierce, S.J., Lee, K., & Van Egeren, L.A. (2018). Early Childhood Educators' Self-Efficacy in Science, Mathematics, and Literacy Instruction and Science Practice in the Classroom. *Early Education and Development*, 29(1), 70–90. <https://doi.org/10.1080/10409289.2017.1360127>
- Hamulka, J., Wadolowska, L., Hoffmann, M., Kowalkowska, J., & Gutkowska, K. (2018). Effect of an Education Program on Nutrition Knowledge, Attitudes toward Nutrition, Diet Quality, Lifestyle, and Body Composition in Polish Teenagers. The ABC of Healthy Eating Project: Design, Protocol, and Methodology. *Nutrients*, 10(10), 1439. <https://doi.org/10.3390/nu10101439>
- Hunkin, E. (2018). Whose quality? The (mis)uses of quality reform in early childhood and education policy. *Journal of Education Policy*, 33(4), 443–456. <https://doi.org/10.1080/02680939.2017.1352032>
- Jenkins, J.M., Watts, T.W., Magnuson, K., Gershoff, E.T., Clements, D.H., Sarama, J., & Duncan, G.J. (2018). Do High-Quality Kindergarten and First-Grade Classrooms Mitigate Preschool Fadeout? *Journal of Research on Educational Effectiveness*, 11(3), 339–374. <https://doi.org/10.1080/19345747.2018.1441347>
- Jeon, L., Buettner, C.K., & Grant, A.A. (2018). Early Childhood Teachers' Psychological Well-Being: Exploring Potential Predictors of Depression, Stress, and Emotional Exhaustion. *Early Education and Development*, 29(1), 53–69. <https://doi.org/10.1080/10409289.2017.1341806>
- Kahn, S., & Zeidler, D. L. (2019). A Conceptual Analysis of Perspective Taking in Support of Socioscientific Reasoning. *Science & Education*, 28(6–7), 605–638. <https://doi.org/10.1007/s11191-019-00044-2>
- Kikas, E., Pakarinen, E., Soodla, P., Peets, K., & Lerkkanen, M.-K. (2018). Associations Between Reading Skills, Interest in Reading, and Teaching Practices in First Grade. *Scandinavian Journal of Educational Research*, 62(6), 832–849. <https://doi.org/10.1080/00313831.2017.1307272>
- Lin, Y.-C., & Magnuson, K. A. (2018). Classroom quality and children's academic skills in child care centers: Understanding the role of teacher qualifications. *Early*
-

-
- Childhood Research Quarterly, 42, 215–227. <https://doi.org/10.1016/j.ecresq.2017.10.003>
- Litzner Ordóñez, L.I., & Rieß, W. (2019). La Educación para el Desarrollo Sostenible en la universidad boliviana. Percepciones del Profesorado. Teoría de la Educación. Revista Interuniversitaria, 31(1), 149–173. <https://doi.org/10.14201/teri.19037>
- MacDonald, A., Huser, C., Sikder, S., & Danaia, L. (2020). Effective Early Childhood STEM Education: Findings from the Little Scientists Evaluation. Early Childhood Education Journal, 48(3), 353–363. <https://doi.org/10.1007/s10643-019-01004-9>
- Manning, M., Wong, G. T. W., Fleming, C. M., & Garvis, S. (2019). Is Teacher Qualification Associated With the Quality of the Early Childhood Education and Care Environment? A Meta-Analytic Review. Review of Educational Research, 89(3), 370–415. <https://doi.org/10.3102/0034654319837540>
- Marušić, A., Bošnjak, L., & Jerončić, A. (2011). A Systematic Review of Research on the Meaning, Ethics and Practices of Authorship across Scholarly Disciplines. PLOS ONE, 6(9), e23477. <https://doi.org/10.1371/journal.pone.0023477>
- McMullen, MB, Lee, MSC, McCormick, KI, & Choi, J. (2020). Early Childhood Professional Well-Being as a Predictor of the Risk of Turnover in Child Care: A Matter of Quality. Journal of Research in Childhood Education, 34(3), 331–345. <https://doi.org/10.1080/02568543.2019.1705446>
- Mora, H., Pujol-López, F.A., Mendoza-Tello, J.C., & Morales-Morales, M.R. (2020). An education-based approach for enabling the sustainable development gear. Computers in Human Behavior, 107, 105775. <https://doi.org/10.1016/j.chb.2018.11.004>
- Muhonen, H., Pakarinen, E., Poikkeus, A.-M., Lerkkanen, M.-K., & Rasku-Puttonen, H. (2018). Quality of educational dialogue and association with students' academic performance. Learning and Instruction, 55, 67–79. <https://doi.org/10.1016/j.learninstruct.2017.09.007>
- Mullet, D. R. (2018). A General Critical Discourse Analysis Framework for Educational Research. Journal of Advanced Academics, 29(2), 116–142. <https://doi.org/10.1177/1932202X18758260>
- Murray, J. J., Hall, W. C., & Snoddon, K. (2019). Education and health of children with hearing loss: The necessity of signed languages. Bulletin of the World Health Organization, 97(10), 711–716. <https://doi.org/10.2471/BLT.19.229427>
- Özler, B., Fernald, LCH, Kariger, P., McConnell, C., Neuman, M., & Fraga, E. (2018). Combining pre-school teacher training with parenting education: A cluster-randomized controlled trial. Journal of Development Economics, 133, 448–467. <https://doi.org/10.1016/j.jdeveco.2018.04.004>
- Peterson, A. (2020). Character education, the individual and the political. Journal of Moral Education, 49(2), 143–157. <https://doi.org/10.1080/03057240.2019.1653270>
- Reynolds, A. J., Ou, S.-R., & Temple, J. A. (2018). A Multicomponent, Preschool to Third Grade Preventive Intervention and Educational Attainment at 35 Years of Age. JAMA Pediatrics, 172(3), 247. <https://doi.org/10.1001/jamapediatrics.2017.4673>
- Saxena, A., Lo, C.K., Hew, K.F., & Wong, G.K.W. (2020). Designing Unplugged and Plugged Activities to Cultivate Computational Thinking: An Exploratory Study in Early Childhood Education. The Asia-Pacific Education Researcher, 29(1), 55–66. <https://doi.org/10.1007/s40299-019-00478-w>
- Storli, R., & Hansen Sandseter, E. B. (2019). Children's play, well-being and involvement: How children play indoors and outdoors in Norwegian early childhood education
-

-
- and care institutions. *International Journal of Play*, 8(1), 65–78. <https://doi.org/10.1080/21594937.2019.1580338>
- Tan, BP, Mahadir Naidu, NB, & Jamil@Osman, Z. (2018). Moral values and good citizens in a multi-ethnic society: A content analysis of moral education textbooks in Malaysia. *The Journal of Social Studies Research*, 42(2), 119–134. <https://doi.org/10.1016/j.jssr.2017.05.004>
- Tejedor, S., Cervi, L., Tusa, F., & Parola, A. (2020). Educación en tiempos de pandemia: Reflexiones de alumnos y profesores sobre la enseñanza virtual universitaria en España, Italia y Ecuador. *Revista Latina*, 78, 1–21. <https://doi.org/10.4185/RLCS-2020-1466>
- Tinanoff, N., Baez, RJ, Diaz Guillory, C., Donly, KJ, Feldens, C.A., McGrath, C., Phantumvanit, P., Pitts, N.B., Seow, W.K., Sharkov, N., Songpaisan, Y. , & Twetman, S. (2019). Early childhood caries epidemiology, aetiology, risk assessment, societal burden, management, education, and policy: Global perspective. *International Journal of Pediatric Dentistry*, 29(3), 238–248. <https://doi.org/10.1111/ipd.12484>
- Ulferts, H., Wolf, K. M., & Anders, Y. (2019). Impact of Process Quality in Early Childhood Education and Care on Academic Outcomes: Longitudinal Meta-Analysis. *Child Development*, 90(5), 1474–1489. <https://doi.org/10.1111/cdev.13296>
- van Huizen, T., & Plantenga, J. (2018). Do children benefit from universal early childhood education and care? A meta-analysis of evidence from natural experiments. *Economics of Education Review*, 66, 206–222. <https://doi.org/10.1016/j.econedurev.2018.08.001>
- Williams, P.D., Hunter, W.M., Seyer, E., Sammut, S., & Breuninger, M.M. (2019). Religious/spiritual struggles and perceived parenting style in a religious college-aged sample. *Mental Health, Religion & Culture*, 22(5), 500–516. <https://doi.org/10.1080/13674676.2019.1629402>
- Yanagi, N., Hata, A., Kondo, K., & Fujiwara, T. (2018). Association between childhood socioeconomic status and fruit and vegetable intake among older Japanese: The JAGES 2010 study. *Preventive Medicine*, 106, 130–136. <https://doi.org/10.1016/j.ypmed.2017.10.027>
-

Copyright Holder :

© Munirah et al. (2024)

First Publication Right :

© At-Tasyrih: Jurnal Pendidikan dan Hukum Islam

This article is under:

