

Parents Perceptions and Stimulation of Religious Values in the Family: Between Public and Private Schools

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Abstract

This study was conducted to find perceptions and stimulation of religious values carried out by parents of early childhood. This is to provide an up-to-date picture of parents' perceptions and stimulation in Yogyakarta Province. The respondents in this study amounted to 20 people from 10 public schools and 20 people from 10 private schools in Yogyakarta Province. This study used descriptive qualitative research. The techniques used are interviews and observations. Data analysis uses coding that utilizes atlas.ti and observations that complement the research data. The results showed that in general there are differences and similarities between parents from public schools and private schools in early childhood religious values. This difference is seen in the perception of religious values from parents in public schools and parents in private schools. However, for practice and habituation, methods for stimulation, the use of technology, and the use of Islamic books have similarities. Perceptions from parents in public schools are more common whereas private schools are more broadly related to specific religions. Parents' perceptions of the value of early childhood religion include belief, worship, and ethics. The stimulation carried out also includes practice and habituation, stimulation methods that are suitable for early childhood, and the use of technology and Islamic reading books. Although in its implementation, there are still obstacles felt by parents both from the emotions and conditions of the child and the environment around the child. For further research, it is expected to dig deeper related to the value of children's religion at home or the value of religion in family education. So that more research can be obtained related to the value of religion and education in the family along with the contribution of parents.

Introduction

In early childhood, several aspects should be developed. As explained by Yeni (2018), the development of important habits and abilities necessary for early childhood. The development of this habit is associated with religious and moral values, emotions, and independence. Basic skill development is associated with child development to support the child's daily activities, such as language, physical motor, and art. The habit of religious values is very important to develop because it is one of the important elements in the character of children (Maslahah, 2023).

The concept of value deals with three main characteristics: evaluating things and events through one's practical and emotional attitudes, determining one's psychological character based on ethical categories, and describing human relationships through social phenomena. (Tojimatovich, 2021). We as human beings may be able to distinguish the various values that exist in order to understand human nature, the mechanisms of his desires, to determine the motivation of cognitive activity with the concept of "value". Tojimatovich (2021) Categorize values into ten values, consisting of spiritual values, national values, political values, legal values, work values, life values, religious values, cultural values, universal values, and artistic values. This research focuses on spiritual values that exist in daily life not only in the form of guidelines or rules but also in the form of morality and spirituality (Tojimatovich, 2021).

Religion itself can be interpreted as a guide for humans to behave and live based on God's provisions. Religion is also used as a guard against negative influences in the surrounding environment (Nisa et al., 2023). Thus, religious values are those that pertain to provision or belief in God in people's daily lives.

The religious values that a person has can describe the cultural practices carried out in the family (Barbera et al., 2020). The family is the first environment for the development of values in individuals, especially children, because it has an initiation when the socialization of values is carried out in the family (Alrubaishi et al., 2021). In addition Handayani (2021) revealed that in the family, the child grows and develops under the control of parents who guide and nurture him well, which will affect the child's personality.

In a study conducted by Ardiansari (2022) It was identified that religious values in early childhood are familiarized through prayer activities, memorization of short letters, hadith, ablution activities, and alms activities. This habituation is carried out at school and will be conveyed to parents through activity reports. In addition, the methods used to stimulate religious values in early childhood are carried out by habituation and example. Later, another study conducted by (Rahmatia et al., 2023) Presenting the results of research that habituation of obedience, habituation of worship, and use of hadith can stimulate children's religious values. However, no one has examined parents' perceptions and stimulation of spiritual values in early childhood, especially from public and private schools. So it is necessary to conduct research related to the perception and stimulation of parents from public schools and private schools on religious values in early childhood.

Method

Research design

This study used qualitative descriptive research. Descriptive qualitative research allows researchers to conduct in-depth research in a simple way that is usually done everyday (Yin, 2016). This study was conducted to determine the perception and stimulation carried out by parents in early childhood related to religious values.

Research Target

This study was conducted with respondents as many as 40 parents. It consists of twenty parents from ten public kindergartens, and twenty parents from ten private kindergartens, from 5 districts in Yogyakarta Province. Respondents were determined with the criteria of having children aged 4-6 years and assisting religious values in early childhood at home.

Data collection techniques and instrument development

Data collection in this study used interview and observation techniques. Interview questions based on the instruments that have been compiled. The interview instrument contains questions to explore information related to parents' perceptions of religious values that are important for early childhood, the stimulation that parents do, and the obstacles experienced. Observation techniques are carried out to see daily prayer practices in schools, to complement the stimulation of religious values carried out by parents of early childhood.

Data analysis techniques

Data analysis using an interview result coding system. In this process, utilize atlas.ti as a tool in coding. The code is determined based on the interview results aligned with the interview instrument. In addition, data condensation was carried out between interview data and observation data which allowed the results of the study to be more complete.

Result

1.1. Parents' perception of religious values in early childhood

Parents' perceptions of important religious values in early childhood attending public schools versus private schools have slight differences. This can be seen in the form of religious values that they understand and mention at the time of the interview. More details can be seen in table 1.

Table 1. Parents' perception of religious values is very important to develop in early childhood.

	Public School Parents	Private School Parents
Religious values	Prayer, fasting, courtesy, honesty, faith, prayer, tolerance, recitation of the Qur'an, character, responsibility, discipline, daily prayer, and memorization of Juz' Amma.	Humanity, prayer, daily prayer, fasting, memorization of Juz 'Amma, manners, greetings, honesty, reading the Quran, almsgiving, courtesy, helping, apologizing, not stealing, discipline, faith, akhlakul karimah, pillars of faith & Islam, tolerance, patience.



Based on table 1, it can be concluded that parents' perceptions of religious values in early childhood can be grouped into four, namely in the form of worship, in the form of ethics, in the form of practice, and in the form of belief. Religious values in the form of beliefs according to parents from public schools are only in the form of faith manifested in the knowledge of God. However, religious values in the form of beliefs according to parents from private schools include belief in the pillars of faith and pillars of Islam.

Parents from public and private schools, said forms of prayer, fasting, praying, and recitation, are important religious values to develop in early childhood. Religious values in the form of practice also parents mention daily prayers and memorization of short letters. Meanwhile, religious values in the form of ethics between parents from public schools and private schools have differences. Parents of public schools have the view that important religious values developed in early childhood are in the form of ethics, namely manners, honesty, tolerance, ethics, responsibility, and discipline. Parents from private schools have a more view of ethics in religious values that include humanity, manners, greetings, honesty, charity, manners, please help, apologize, not steal, discipline, charity, tolerance, and patience.

The results of the interview were supported by daily prayer practices carried out at school. More details can be seen in table 2.

Table 2. Parents' perceptions of prayer are taught in schools.

	Public School Parents	Private School Parents
Daily Du'aa	Du'a before eating, Du'a for parents, Du'a in and out of the bathroom, Du'a to look in the mirror, Du'a before and after studying, Du'a to leave the house, Du'a before going to bed and waking up, Du'a for the good of the world and the hereafter, Du'a to ride in a vehicle, Du'a to go home from school, Du'a to study, Du'a for our father and Hail Mary	Du'a before and after eating, Du'a for parents, Du'a in and out of the bathroom, Du'a to look in the mirror, Du'a before and after studying, Du'a to leave the house, Du'a before going to bed and waking up, Du'a for the good of the world and the hereafter, Du'a to ride a vehicle, Du'a to go home from school, Du'a for and after studying, Du'a to put on clothes, Du'aa to ask for rain, Du'aa when it rains, Du'aa to close the assembly, Du'aa when a dog barks, Du'a before and after Ablution, Du'a to recite prayers

Public schools and private schools generally have similarities in teaching early childhood Islamic religious prayers. Daily prayers are taught, including prayers for both parents, prayers before and after meals, prayers before and after studying, prayers in and out of the bathroom, prayers before going to bed and waking up, prayers for traveling, prayers for riding vehicles, and prayers for the goodness of the world and the hereafter. In private schools, it teaches more daily prayers, such as prayers asking for rain, prayers when it rains, prayers before and after ablution, prayers when there are dogs barking, and closing prayers of assemblies. In addition, another difference is that public schools that have students from other religions, such as Christians or Catholics teach the prayer "Our Father" and the prayer "hail Mary". However, in one public school, daily prayer for Christians and Catholics is taught independently by parents because there are no Christian and Catholic teachers.

1.2. *Parental stimulation of religious values in early childhood*

Parents also play an important role in the stimulation of religious values in early childhood. The results of the study explored related to religious practices and habituation that have been carried out at home, methods used, Islamic storybooks that support, the use of technology used for stimulation, and obstacles experienced by parents in stimulating religious values in early childhood at home.

1.2.1. *Religious practices that parents have done at home*

The practice and religious habituation that parents have done at home both in public and private schools have similarities in the practice of Islam and differences from parents in public schools. More details can be seen in table 3.

Table 3. Religious practices that parents have done at home.

	Public School Parents	Private School Parents
Practice religion at home	Pray 5 times, recite, pray daily prayers, memorize short letters, pray in congregation, pray on time, Sunday church services, Saturday school, read Islamic stories, learn fasting.	Congregational prayers, recitation at landfills, ablution practices, memorization of short letters, daily prayers, fasting practice, greetings before traveling, greetings when entering and leaving the house, reading the story of the prophet, practicing zakat, praying, please help, be honest, participate in recitation, and respect each other.

Based on the table above, it can be concluded that the religious practices and habituation that parents have done at home both in public and private schools are largely the same in Islamic religious practices. Such as praying, reciting, doing good, fasting, praying, and memorizing short letters. The difference is only in public schools. Christian and Catholic parents practice religion through Sunday church and Saturday school.

1.2.2. *Methods used in the stimulation of religious values at home*

The methods used by parents from public schools and schools in stimulating religious values at home are largely the same. The difference is only in the variety of methods used by parents of more private schools. More details can be seen in table 4.

Table 4. Methods used in the stimulation of religious values at home.

	Public School Parents	Private School Parents
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Methods of stimulating religious values at home	Habituation, good direction, games, good examples, spectacle, hands-on practice, storytelling, memorization, motivation, discussion.	Concrete examples, habituation, spectacle, storytelling/reading books, inviting children, memorization, role playing, good examples, discussions, songs and games.
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Based on table 4 data, information was obtained that the methods used by parents from public schools and schools in stimulating religious values at home have similarities. Widely used methods, namely habituation, good example, spectacle, storytelling, memorization, discussion, games, and direct practice. In parents of schools, they add methods by using role plays and songs.

1.2.3. *Islamic storybooks that support the stimulation of religious values at home*

Parents still use storybooks in stimulating religious values at home. Islamic storybooks used are diverse, some are about examples and stories of Islamic figures. More details can be seen in table 5.

Table 5. Islamic storybooks that support the stimulation of religious values at home.

	Public School Parents	Private School Parents
Storybooks supporting the stimulation of religious values at home	Religious story books, prophet and apostle story books, Solomon prophet story books, Noah prophet story books, school books, Islamic fairy tale books, caliph (Islamic leaders) books.	Prophet and messenger story books, Prophet Muhammad story books, Islamic fairy tale books, Islamic magazines, Islamic picture short story books, khalifah (Islamic leaders) books and exemplary story books.

Based on table 5, it is obtained that Islamic storybooks that support parents from public schools and schools in stimulating religious values at home have similarities. Islamic story books are widely used, namely prophet story books, khalifa (Islamic leader) story books, Islamic fairy tale books, and fable story books.

1.2.4. *Utilization of technology for stimulation of religious values at home*

The stimulation of religious values carried out by parents at home is inseparable from the available technological support. More details about the use of technology by parents can be seen in table 5.

Table 5. Islamic storybooks that support the stimulation of religious values at home.

	Public School Parents	Private School Parents
Technology to stimulate religious values at home	<ul style="list-style-type: none"> - Youtube (recitation, Arabic letters, recitation, memorization of short letters, prayer procedures, Islamic songs, Islamic cartoons) - Television - Mobile phone - Google - Application juz 'amma 	<ul style="list-style-type: none"> - Youtube (pieces of verses/suras, nusa rara, prophetic stories, ablution practices, Islamic cartoons) - Murottal application - Television

Based on table 5, information is obtained that technology that supports parents from public schools and schools in stimulating religious values at home has similarities. Technology that is widely used, namely youtube, television, and mobile phones.

1.2.5. *Religious habituation that parents have done at home*

Early childhood parents, both public and private schools, habituate religious values at home. This habituation is done as a way for children to know and will get used to doing it. More details can be seen in table 6.

Table 6. Religious habituation that parents have done at home.

	Public School Parents	Private School Parents
Habituation of religious values at home	Daily prayer, recitation at the landfill, Friday prayer, daily prayer habituation, prayer after prayer, greetings before entering the house, shaking hands, helping help, memorizing short letters, Sunday church worship, congregational prayer, sharing with others, and inviting fasting.	Habituation of daily prayers, manners, cleanliness, prayer, fasting, memorization of short letters, timely prayers, recitation in the landfill, congregational prayers, learning ablution, closing the aurat, telling Islamic exemplary stories, greetings before traveling, Friday prayers, telling the truth.

Based on table 6, information is obtained that the religious habituation that has been carried out by parents from public schools and schools in stimulating religious values at home also has similarities. These habits are in the form of: praying in congregation, praying on time, reciting at the landfill, memorizing short letters, habituating daily prayers, and ethics.

1.2.6. *Parental barriers in stimulating religious values in early childhood at home*

Early childhood parents from public and private schools feel and face challenges or obstacles in stimulating religious values in children at home. More details can be seen in table 7.

Table 7. Parental barriers in stimulating religious values in early childhood at home.

	Public School Parents	Private School Parents
Parental barriers in stimulating religious values in early childhood at home	Children are difficult to tell, the difference in teachings between school and at home, children are easily bored & lazy, children often complain, children's mood, children's friendship environment, the influence of gadgets, and the influence of parents.	Children are cool playing, lazy children, critical children ask questions and protest, children's association or friendship environment, busy parents, parental consistency, and do not listen to people's advice.



Based on table 7, information was obtained that parents' obstacles in stimulating religious values in early childhood at home are related to children's emotions and the environment around children. Obstacles related to the child's environment come in the form of children's social forms, busy parents, parental consistency in stimulating, differences in teachings between school and home, and the influence of gadgets. Meanwhile, obstacles related to children's emotions come from individual children, such as children who are difficult to tell, do not listen to parental advice, lazy children, children are cool playing, children's mood, children are easily bored and tired, and children who critically ask questions and protest a lot.

Discussion

1.3. *Parents' perception of religious values in early childhood*

Parents' perception of the value of religion in early childhood can be grouped into three, namely in the form of worship, in the form of ethics, and in the form of belief. This grouping goes hand in hand with exposure Ridwan (2022) which divides religious values into three, namely the value of creed, the value of shari'ah, and moral values. Broadly speaking, parents' perceptions of important religious values are developed in early childhood from both public and private schools. However, the religious values presented by parents from public schools are not as much as those presented by parents from private schools. In addition to Islamic religious values, state schools also specifically teach Christian or Catholic values for children who are Christian and Catholic. The difference in perception between parents of public schools and private schools is also influenced by the values applied by these schools as described by Cakranegara. Cakranegara (2021) states that the ethical values of private schools are usually related to certain religious values, while the ethical values in public schools are usually more public.

Faiz et al. (2024) In his research, he explained that parents have an important role in internalizing the values of Aqidah in children. This is in line with the results of this study on parents' perceptions of religious values that can be categorized in the form of beliefs, namely faith (such as the knowledge of God) and understanding of the pillars of faith and pillars of Islam. Parents' perceptions of religious values, which are categorized in the form of worship, include prayer, recitation, fasting, reading daily prayers, memorizing short letters, and church services on Sundays. Religious values in the form of ethics as described by parents from private schools include humanity, manners, greetings, honesty, almsgiving, courtesy, please help, apologize, not steal, discipline, charity, tolerance, and patience.

Parents' perception of the value of religion is supported by stimulation carried out by the school through daily prayer. Visible differences between public schools and private schools. Private schools teach daily prayers such as prayers for rain, prayers when it rains, prayers before and after ablution, prayers when there are dogs barking, and closing prayers of assemblies. In addition, another difference is that public schools that have students from other religions, such as Christians or Catholics, teach the "Our Father" prayer and the "Hail Mary" prayer. However, in one public school, daily prayer for Christians and Catholics is taught independently by parents because there are no Christian and Catholic teachers.

1.4. *Parental stimulation of religious values in early childhood*

1.4.1. *Religious practices that parents have done at home*

The religious practices and habituations that parents have done at home in both public and private schools have something in common. The similarity is in the practice of Islam. Such as praying, reciting, doing good, fasting, praying, and memorizing short letters. The difference is only in public schools. Christian and Catholic parents practice religion through Sunday church and Saturday school. Practices that have been done at home are in line with the explanation by Knibbe & Kupari (2020) that through practical activities we can understand religion and become a manifestation also to relate to God and the social environment.

1.4.2. Methods used in the stimulation of religious values at home

Husin & Harianto (2020) explained that the most effective strategy in instilling religious values in early childhood is through learning activities while playing, demonstrations, conversations and telling stories. This exposure is in line with research results that show the methods used by parents from public schools and schools in stimulating religious values at home have similarities. Widely used methods, namely habituation, good example, spectacle, storytelling, memorization, discussion, games, role-playing, songs, and direct practice. The use of storytelling methods goes hand in hand with exposure Sinaga et al. (2022) that children gain experience by bringing stories in oral form that are fun for children and can train children's thinking skills and children's imagination. In addition, the use of good example methods by parents in this study is in line with what is described by Raffar et al. (2021) That being a good example or example is one way to maintain the relationship between parents and children and as one of the roles of parents in providing dasar education for children.

1.4.3. Islamic storybooks that support the stimulation of religious values at home

Islamic storybooks that support parents from public schools and schools in stimulating religious values at home have something in common. Islamic story books are widely used, namely prophet story books, khalifa (Islamic leader) story books, Islamic fairy tale books, and fable story books. Zubaedah et al. (2023) In the results of his research mentioned that Islamic storybooks can hone children's spiritual intelligence and train children's abilities in telling stories and listening. In addition, the support of this Islamic storybook is also to attract children's attention in instilling religious values through fun activities.

1.4.4. Utilization of technology for stimulation of religious values at home

Ardiana (2023) explained that the use of technology can provide children with more knowledge in addition to the material provided by teachers at school. Winarto et al. (2020) added that there are various kinds of media that are used in stimulating religious values with technology, such as film, theritorial, radio, and other communication media. The exposure is in line with the results of research showing that technology that supports parents from public schools and schools in stimulating religious values at home, namely YouTube, television, and mobile phones. Shows that are usually used, such as recitation, memorization of short letters, prayer procedures, Islamic cartoons, worship practices, and the story of the prophet. In addition, there are also murottal and juz 'amma applications that are used by parents.

1.4.5. Religious habituation that parents have done at home



The religious habituation that parents have done from public schools and schools in stimulating religious values at home also has similarities. These habits are in the form of: praying in congregation, praying on time, reciting at the landfill, memorizing short letters, habituating daily prayers, and ethics. The results of this study are in line with the exposure Ardiansari (2022) & Wahab, (2018) that in developing religious values in early childhood can be done by using habits such as memorization of daily prayers, memorization of short letters from the Qur'an, the practice of congregational prayer, worship, and behavioral habituations. Rahmatia et al. (2023) added that with habituation carried out by parents can influence children in imitating and imitating good examples that are habituated at home.

1.4.6. Parental barriers in stimulating religious values in early childhood at home

Parents' obstacles in stimulating religious values in early childhood at home are related to children's emotions and the environment around children. Obstacles related to the child's environment come in the form of children's social forms, busy parents, parental consistency in stimulating, differences in teachings between school and home, and the influence of gadgets. The formation of children's behavior and personality is influenced by the family environment in providing real examples as described by Rashid et al. (2020). This exposure is in line with the obstacles found in the results of the study, namely the consistency and busyness of both parents in accompanying the stimulation of children's religious values. In addition, the children's community environment also contributes to inhibiting the stimulation of religious values in early childhood. As described by Latifah (2020) that the community environment becomes a place for children to mingle and interact with peers, culture, and media. Meanwhile, obstacles related to children's emotions come from individual children, such as children who are difficult to tell, do not listen to parental advice, lazy children, children are cool playing, children's mood, children are easily bored and tired, and children who critically ask questions and protest a lot.

Conclusion

Early childhood has various aspects of development that must be developed, one of which is religious values. Parents who are in the child's first environment, have a big role in providing basic education to children at home. Thus, parents' perception and stimulation of the value of religion in early childhood is important to be the foundation in providing children's education from home. This study produced findings on the contribution of parents to the value of early childhood religion at home in the form of perceptions and stimulation of parents who send their children to private or public schools. Parents' perception of the value of religion in early childhood manifests itself in three forms which include belief, worship, and ethics. Both private and public schools basically have the same perception of religious values. The difference is seen only in parents from public schools who have an understanding of the values of a more general religion and parents from private schools that are based on the broader value of religion.

Stimulation carried out by parents in supporting the religious values of early childhood at home includes practice and habituation, the use of technology, and the use of supportive Islamic books. The practice and habituation carried out already includes faith, worship, and ethics. The most widely used methods to support this practice and habituation are habituation, good example, spectacle, storytelling, memorization, discussion, games, role playing, songs, and hands-on practice. In addition, parents in both private and public schools also use technology to support the stimulation of children's religious values at home with YouTube applications, smartphones, television, murottal applications, and Juz'Amma applications. In addition, assistance is also carried out by utilizing Islamic books such as prophet story books, khalifa (Islamic leaders) story books, Islamic fairy tale books, and fable story books. However, the stimulation of religious values carried out by parents at home still has obstacles, such as emotions and conditions of children (lazy, easily bored, critical, fun to play) and the environment around children (children's association, consistency or busyness of parents, and differences between teaching at school and at home).

For further research, it is expected to dig deeper related to the value of children's religion at home or the value of religion in family education. So that more research can be obtained related to the value of religion and education in the family along with the contribution of parents.

Declaration

Author's contribution statement

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