

Exploration of Early Childhood Education Management in Pesantren: A Case Study of Salafiyah Karangpandan Pesantren, Pasuruan

Endah Tri Wisudaningsih^{1✉}, Djunaidi Ghony², Sutiah Sutiah¹

¹ UIN Maulana Malik Ibrahim Malang, Indonesia

² Universitas Islam Malang, Indonesia

Corresponding author: endahtriwisudaningsih@gmail.com

ABSTRACT

Purpose – This research aims to explore the management of early childhood education (PAUD) within the context of pesantren, specifically at the Salafiyah Karangpandan Pesantren in Pasuruan. This study addresses a gap in previous research by focusing on the planning, organization, implementation, and supervision of early childhood education management in a pesantren environment, providing both theoretical and practical insights.

Design/methods/approach – This study employs a qualitative case study design with a phenomenological approach to understand the phenomena of PAUD management at Salafiyah Karangpandan Pesantren contextually and empirically. Data were collected through in-depth interviews, participant observations, and document analysis. Participants included caregivers of the pesantren, the headmaster, coordinators, educators, and administrative staff, selected through purposive and snowball sampling techniques. Data were analyzed using an interactive analysis model that encompasses data condensation, data display, and conclusion drawing/verification.

Findings – The study found that effective PAUD management in pesantren involves strategic planning focused on the vision of promoting Quranic reading with tartil. An organizational structure based on competence, trust, familial relationships, and welfare creates a productive work environment. Implementation is guided by charismatic leadership and a supportive religious atmosphere, adhering to the Qira'ati system. Supervision through scheduled and conditional evaluations ensures continuous quality improvement.

Research implications – These findings highlight the importance of a holistic approach in the management of early childhood education within the pesantren environment, suggesting that effective planning, organization, implementation, and supervision are crucial. This research can serve as a guide for policymakers, educators, and pesantren administrators to enhance PAUD quality by adopting the Qira'ati system and ensuring charismatic leadership.

ARTICLE HISTORY

Received 7 January 2024

Revised 25 May 2024

Accepted 29 June 2024

KEYWORDS:

Early Childhood Education, Pesantren, Educational Management, Qira'ati System, Phenomenological Study



Jurnal Pendidikan Islam

1. Introduction

Early childhood education (PAUD) plays a crucial role in shaping the character and personality of children for their future. Within the context of pesantren-based education, this role becomes even more significant as pesantren not only provide formal education but also instill strong religious values. The Salafiyah Karangpandan Pesantren in Pasuruan Regency is one such institution focusing on early



This is an open-access article under the CC BY-NC license

How to Cite: Wisudaningsih, E. T., Ghony, D., & Sutiah, S. (2024) Exploration of Early Childhood Education Management in Pesantren: A Case Study of Salafiyah Karangpandan Pesantren, Pasuruan, *Jurnal Pendidikan Islam*, 13(1), 1-11.
<https://doi.org/10.14421/jpi.2024.131.1-11>

childhood education. Despite its urban location and proximity to the new Pasuruan-Probolinggo toll road, this pesantren maintains its distinct, serene, and comfortable atmosphere.

Several previous studies have examined various aspects related to early childhood education and curriculum development. Apriana (2009) investigated the relationship between PAUD and cognitive development in preschool children, highlighting the importance of early education in cognitive development. Indrawati (2010) developed an entrepreneurial-oriented learning model, which was found to be effective in improving learning outcomes for PAUD children. Soenaryo (2010) studied learning through play and the development of multiple intelligences in preschool children, finding that play stimulates various types of intelligence in children.

Research findings indicate that early childhood education significantly contributes to children's cognitive and character development. Apriana (2009) found that PAUD has a significantly positive impact on children's cognitive development. Indrawati (2010) demonstrated that an entrepreneurial learning model can significantly improve learning outcomes. Soenaryo (2010) identified that play not only brings joy but also stimulates the development of multiple intelligences in children.

Despite the extensive research conducted, several limitations remain in previous studies. Apriana (2009) did not address aspects of educational management in the context of pesantren. Indrawati (2010) focused more on learning models and less on practical implementation in the pesantren environment. Soenaryo (2010) did not delve deeply into how educational management can be applied within the pesantren setting.

Given these limitations, several research gaps need to be filled. First, research on the management of early childhood education within the context of pesantren is still limited. Second, studies exploring the role of educational management in enhancing the effectiveness of early childhood education in pesantren are also lacking. This study aims to address these gaps by focusing on the management of early childhood education in the Salafiyah Karangpandan Pesantren, Pasuruan.

The problem faced by the Salafiyah Karangpandan Pesantren is how to effectively manage early childhood education within the pesantren context. Therefore, this study poses the following questions:

- a. How is the planning of pesantren-based early childhood education conducted at Salafiyah Karangpandan Pesantren, Pasuruan?
- b. How is the organization of pesantren-based early childhood education structured at Salafiyah Karangpandan Pesantren, Pasuruan?
- c. How is the implementation of pesantren-based early childhood education carried out at Salafiyah Karangpandan Pesantren, Pasuruan?
- d. How is the supervision of pesantren-based early childhood education managed at Salafiyah Karangpandan Pesantren, Pasuruan?

This research is expected to provide both theoretical and practical contributions to the field of early childhood education management. Theoretically, it aims to enrich perspectives on the management of early childhood education within pesantren settings. Practically, the findings of this study can be used as a reference for policymakers, organizers, and administrators of early childhood education to improve the quality of pesantren-based education.

2. Methods

This study employs a qualitative case study design with a phenomenological approach to deeply understand the management of Early Childhood Education (PAUD) at Salafiyah Karangpandan Pesantren, Pasuruan. This design was chosen to examine the phenomena of PAUD management contextually and empirically, where the boundaries between phenomena and context are not clearly defined, utilizing various sources of evidence (Moleong, 2000; Yin & R. K., 1996).

Participants in this study were selected using purposive sampling techniques. Participants included the Caregiver of the Pesantren/Foundation Head, School Principal, institution leaders, pond coordinators, educators/ustad ustadzah, and educational staff/caregivers of the students. This technique was chosen to ensure that the data obtained were relevant to the research focus and derived from informants who truly understand PAUD management in the pesantren. Additional information was also gathered through snowball sampling techniques to extract further insights from the main participants.

Data were collected through three primary methods: in-depth interviews, participatory observation, and document analysis.

a. In-depth Interviews

In-depth interviews were conducted with key participants such as the Caregiver of the Pesantren/Foundation Head, School Principal, and educators/ustad ustadzah. Interview questions covered aspects of planning, organizing, implementation, and supervision in pesantren-based PAUD management.

b. Participatory Observation

Participatory observation was carried out by meticulously recording daily activities in the pesantren. The researcher also used image recording tools and notebooks to document activities of the students and teachers, as well as interactions among various parties in the educational institution.

c. Document Analysis

Document analysis involved collecting relevant documents such as vision, mission, goals, long-term and short-term plans, leadership policies, organizational structures, daily activity records, and monitoring and evaluation reports.

Data were analyzed using an interactive analysis model that includes data condensation, data display, and conclusion drawing/verification (Miles & Huberman, 1992). Data from interviews, observations, and documents were categorized and analyzed inductively to identify main themes. The analysis process involved:

a. Data Condensation

The process of selecting, focusing, and simplifying the obtained data to identify patterns and relationships among the data.

b. Data Display

Data were presented in narrative form, matrices, and graphs to facilitate conclusion drawing.

c. Conclusion Drawing and Verification

Conclusions were drawn gradually and verified through data triangulation from various sources and methods.

This research adheres to ethical standards by obtaining permission from the authorities at Salafiyah Karangpandan Pesantren Pasuruan and the Graduate School of Maulana Malik Ibrahim State Islamic University, Malang. Participants were clearly informed about the purpose of the research, and their participation was voluntary. All obtained data were kept confidential and used only for research purposes. The researcher also conducted member checking to ensure data validity by returning interview and observation results to participants for review and approval. Data validity is ensured through four criteria: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985).

a. Credibility

Data credibility was maintained through source and method triangulation, continuous observation, and member checking.

b. Transferability

The transferability of the research findings was ensured by providing a detailed description of the research context so that it can be applied to similar contexts.

c. Dependability

The research process was evaluated by experts in qualitative research to ensure methodological rigor and consistency.

d. Confirmability

The research results were supported by collected data, and the analysis was conducted transparently and auditably.

Thus, this study is expected to provide a deep understanding of pesantren-based PAUD management at Salafiyah Karangpandan Pesantren, Pasuruan, and contribute to the development of early childhood education management theory.

3. Results

3.1. *Planning of Pesantren-Based Early Childhood Education*

The educational planning at TPQ Salafiyah Karangpandan Pasuruan focuses on the vision of fostering the culture of reading the Qur'an with tartil. This vision is supported by a mission encompassing nine main aspects:

- a. Providing Qur'anic education to preserve the honor and sanctity of the Qur'an through proper tartil reading.
- b. Disseminating knowledge by conducting examinations using the Qira'ati book, limited to institutions/teachers who are obedient, compliant, trustworthy, and meet the conditions set by the coordinator.
- c. Reminding teachers to be cautious in teaching the Qur'an.
- d. Conducting training for teachers/candidates to improve the quality of Qur'anic education.
- e. Organizing objective Tashih (certification) for teacher candidates.
- f. Providing methodological guidance for candidates who pass the Tashih.
- g. Holding tadarus (group recitation) sessions for teachers at the institutional level or Majelis Mu'allimil Qur'an (MMQ), organized by the coordinator.
- h. Appointing/selecting coordinators, principals, and teachers who are trustworthy, professional, and possess good character.
- i. Motivating coordinators, principals, and teachers to continuously seek guidance and assistance from Allah for the institution's progress and for His pleasure.

The strategy implemented is the internalization of the Qira'ati system, involving all aspects of the institution's vision and mission, ensuring that all educational activities are based on the values upheld by the Qira'ati center in Semarang.

Nyai Mas'udah explains:

"This TPQ aims to produce students who can read the Qur'an correctly and well, in line with the goals of Qira'ati's founder, KH Dahlan Salim Zarkasyi. This goal is certainly not easy to achieve with young children like those in kindergarten, requiring patience, diligence, and utmost effort." (Khoiriyah, Interview, September 20, 2023).

3.2. *Organization of Pesantren-Based Early Childhood Education*

The organization of education at TPQ Salafiyah Karangpandan is based on a work system rooted in competence, trust, familial relationships, and welfare. The characteristics of the human resources include:

- a. Piety: Possessing high devotion to Allah.
- b. Obedience: Compliance and submission to superiors' orders.
- c. Discipline: Maintaining discipline in performing duties.
- d. Sincerity: Working with full sincerity without expecting worldly rewards.

In this organizational structure, the TPQ head is directly responsible to the pesantren caregiver, supported by a teaching team composed entirely of pesantren alumni. The organizational structure also involves coordinators, treasurers, operators, and teachers with certified teaching credentials from the Qira'ati central institution in Semarang.

Mrs Khoiriyah adds:

"The work system here follows the central Qira'ati rules, from the institution's regulations, the ustadzah, and including the students. The essence is that, overall, the teacher's orders must be followed." (Khoiriyah, Interview, September 20, 2023).

3.3. Implementation of Pesantren-Based Early Childhood Education

The implementation of education at TPQ Salafiyah follows a strict Qira'ati system led by charismatic figures, namely Kiai and Bu Nyai. Key points in this implementation include:

- a. Leadership Characteristics: Charismatic leadership from Kiai and Bu Nyai providing direct guidance and direction.
- b. Work Environment: A child-friendly and religious work environment at the pesantren supporting a conducive teaching and learning process.

The educational activities begin with tadarus sessions specifically for teachers, followed by teaching activities using an individual classical method, and conclude with evaluation activities through IMTAS (Final Student Examination) organized by the district and branch coordinators annually.

Mrs Khoiriyah explains:

"Everything done by the TPQ team is in accordance with the orders of Kiai and Bu Nyai. Since this TPQ adheres to the central Qira'ati system in Semarang, as long as we follow the central orders, Kiai and Bu Nyai will certainly approve." (Khoiriyah, Interview, September 19, 2023).

3.4. Supervision of Pesantren-Based Early Childhood Education

Educational supervision is conducted through scheduled and conditional evaluations. These evaluations include:

- a. Scheduled Evaluations: Conducted through MMQ activities at the institutional level twice a month, district level once a month, and branch level every three months.
- b. Conditional Evaluations: Conducted based on specific needs and situations, such as monthly evaluation meetings at the institutional level and examination preparations.

The characteristics of the evaluators are objective and positive-thinking, with the implementation of evaluations following the regulations of the central Qira'ati and the directions of the pesantren caregivers.

Mrs Khoiriyah adds:

"The implementation from the leadership is usually carried out by me as the TPQ head and Bu Nyai as the foundation chair. The timing is not fixed, sometimes once a week or once a month." (Khoiriyah, Interview, September 19, 2023).

3.5. Analysis

The educational planning at TPQ Salafiyah heavily focuses on the internalization of the Qira'ati system to ensure the achievement of the institution's vision and mission. This approach helps instill strong religious educational values from an early age, resulting in students who can read the Qur'an with tartil and understand and practice Islamic teachings comprehensively.

The organization, based on a competent work system and good HR characteristics, creates a harmonious and productive work environment. This system ensures that each teacher and staff member has high responsibility and trust in their duties, supported by adequate welfare.

The implementation of education, led by charismatic figures and supported by a child-friendly work environment, ensures the education process runs well and aligns with pesantren values. The strong leadership of Kiai and Bu Nyai and the supportive religious environment of the pesantren are key factors in the successful implementation of education at TPQ Salafiyah.

Scheduled and conditional supervision allows for proper evaluation and continuous improvement. The objective and positive-thinking characteristics of evaluators help maintain education quality. Evaluations guided by the central Qira'ati regulations and the directions of the pesantren caregivers ensure that high educational standards are consistently maintained.

The pesantren-based early childhood education management approach at Salafiyah Karangpandan Pesantren, Pasuruan, shows that good planning, proper organization, consistent implementation, and objective supervision can create an effective and efficient education system in the pesantren context. The comprehensive implementation of the Qira'ati system and the charismatic leadership of Kiai and Bu Nyai are key success factors in managing education at this pesantren. This approach not only produces students capable of reading the Qur'an with tartil but also shapes students with good character and the ability to practice Islamic teachings in daily life.

Propositions

- a. Planning of Pesantren-Based Early Childhood Education
 - 1) Proposition 1: Pesantren-based early childhood education planning can succeed if it has a vision of preparing a golden generation that is Cheerful (Intelligent, Qur'anic, and Independent).
 - 2) Proposition 2: Pesantren-based early childhood education planning can succeed if it has a mission to develop children who are intelligent in thinking, communication, and creativity through simple language and movements based on Multiple Intelligence, produce Qur'anic children with good character, enjoy reciting, understand Ahlussunah wal Jamaah based on pesantren values, and create independent children who are responsible, caring for themselves, friends, and their environment.
 - 3) Proposition 3: Pesantren-based early childhood education planning can succeed by internalizing the Qira'ati system strategy.
- b. Organization of Pesantren-Based Early Childhood Education
 - 1) Proposition 1: Pesantren-based early childhood education organization will be well realized if the work system is based on competence, trust, familial relationships, and welfare based on the institution's strengths.
 - 2) Proposition 2: Pesantren-based early childhood education organization will be well realized if human resources (HR) possess good personality characteristics, including piety, obedience, discipline, thoroughness, and sincerity.
- c. Implementation of Pesantren-Based Early Childhood Education
 - 1) Proposition 1: Pesantren-based early childhood education implementation will be positively responded to if it has charismatic leaders like Kiai and Bu Nyai.
 - 2) Proposition 2: Pesantren-based early childhood education implementation will be achieved if it has a child-friendly and religious work environment.
- d. Supervision of Pesantren-Based Early Childhood Education
 - 1) Proposition 1: Supervision of pesantren-based early childhood education supporting planning success can be done through intensive and incidental work evaluations.

- 2) Proposition 2: Supervision of pesantren-based early childhood education can be achieved through objective and positive-thinking evaluators.
- 3) Proposition 3: Supervision of pesantren-based early childhood education can be achieved through evaluation implementation as an authority of leadership.

4. Discussions

This study aims to explore the planning, organization, implementation, and supervision of pesantren-based early childhood education, focusing on the establishment of vision, mission, strategy, and leadership characteristics as key success factors. The findings of this research contribute significantly to the development of a pesantren-based early childhood education model and align with several previous research findings.

The study reveals that successful planning of pesantren-based early childhood education requires a clear vision, such as preparing a golden generation that is Cheerful (Intelligent, Qur'anic, and Independent). This vision is consistent with Apriana (2009), who emphasized the importance of early education in children's cognitive development. Additionally, planning must include a concrete mission, such as developing children who are intelligent in thinking, communication, and creativity, as well as possessing good character. Furthermore, the internalization of the Qira'ati system strategy is crucial to achieving these goals. This is supported by Wartini (2015), who highlighted the necessity of considering three learning styles—visual, auditory, and kinesthetic—and involving three brain regions in child development.

The organization of education in this study emphasizes hygiene and motivator factors that drive organizational goal achievement. The findings indicate that effective organization involves a work system based on competence, trust, familial relationships, and welfare. This aligns with Frederick Herzberg's Motivation-Hygiene Theory, which states that extrinsic and intrinsic factors play crucial roles in achieving job satisfaction and avoiding dissatisfaction. The findings also support Soenaryo (2010), who found that a play-based approach can stimulate various types of intelligence in children, highlighting the importance of a supportive and child-friendly work environment. Zaenab (2012) also emphasized the importance of good recruitment and selection of human resources in PAUD to achieve effective organization.

The implementation of pesantren-based early childhood education will be positively received if it features charismatic leadership from Kiai and Bu Nyai and a child-friendly, religious work environment. These findings support Fred Edward Fiedler's Contingency Theory, which states that leadership success depends on the appropriate leadership style for the situation at hand. A child-friendly work environment is also relevant to Indrawati (2010), who showed that an entrepreneurial-oriented learning model can improve learning outcomes for PAUD children. This is further supported by Noor (2020), who stressed the importance of developing children's religious spirit using methods appropriate to their developmental stages, such as lectures, games, stories, role-playing, habituation, and role modeling.

Effective supervision in pesantren-based early childhood education can be achieved through intensive and incidental work evaluations, with evaluators who are objective and positive thinkers. This supervisory method aligns with Greenberg and Baron's 360-degree feedback theory, which emphasizes the importance of honest and constructive evaluation. Intensive and incidental supervision is crucial to ensure that planning and implementation align with established goals, supporting the success of early childhood education planning. Sugeng Desyanty (2015) also supports the importance of parental involvement in the evaluation and participation in early childhood learning.

Relevant research includes Setiawati (2019), who showed that preschool children have competencies in using forms, functions, and directive strategies in communication, which is relevant to developing communication skills in pesantren education. Aziz (2019) on teacher compensation

management also highlights the importance of good planning and management for the welfare and social justice of PAUD teachers, directly impacting teaching quality.

Muharrarman (2017) on pesantren-based PAUD curriculum management demonstrates that curriculum implementation involving various stakeholders, including foundations, teachers, and communities, is essential for educational success. Rochmani (2022) on the habituation of almsgiving shows that fostering empathy through school almsgiving programs can enhance children's religious and social values.

Kahar (2019) on character education emphasizes the importance of developing children's basic potential to become good individuals in heart, mind, and behavior through center-based learning. Susilawati (2022) shows that mothers in career families face challenges in educating their children related to time and religious knowledge, highlighting the importance of time management and family cooperation in supporting children's education.

This study demonstrates that good planning, organization, implementation, and supervision are crucial for the success of pesantren-based early childhood education. These findings align with several previous studies, such as Apriana (2009), Indrawati (2010), Soenaryo (2010), Wartini (2015), Sugeng Desyanty (2015), and others, which emphasize the importance of early education in children's cognitive and character development. However, interpreting these results requires caution due to the complexity and variability in the implementation of pesantren-based education. Further research can delve deeper into the implementation of the Qira'ati strategy in various pesantren contexts and its impact on early childhood education outcomes.

5. Conclusion

This study examines the management of Early Childhood Education (PAUD) in the context of pesantren at Pondok Pesantren Salafiyah Karangpandan, Pasuruan, with a focus on planning, organizing, implementing, and supervising education. Through a qualitative case study and phenomenological approach, this research provides a deep understanding of PAUD management in a pesantren environment.

- a. Planning: The educational planning at TPQ Salafiyah Karangpandan focuses on the vision of fostering the culture of reading the Qur'an with tartil. This vision is supported by a mission encompassing nine main aspects. The primary strategy is the internalization of the Qira'ati system, ensuring that all educational activities are based on the values of the Qira'ati center in Semarang.
- b. Organization: The organization of education is based on a work system rooted in competence, trust, familial relationships, and welfare. The human resources developed possess characteristics of piety, discipline, and sincerity, creating a harmonious and productive work environment.
- c. Implementation: The implementation of education is led by charismatic leaders, Kiai and Bu Nyai, within a child-friendly and religious work environment. The teaching methods follow the strict Qira'ati system, beginning with tadarus sessions specifically for teachers and ending with evaluations through IMTAS.
- d. Supervision: Supervision is conducted through scheduled and conditional work evaluations. This includes MMQ activities at various levels and monthly evaluation meetings, with evaluators characterized by objectivity and positive thinking.

This study demonstrates that effective planning, organizing, implementing, and supervising are key to the success of pesantren-based early childhood education. The implementation of the Qira'ati system and the charismatic leadership of Kiai and Bu Nyai play a significant role in creating an effective

educational system. The findings of this study align with previous theories and research, emphasizing the importance of early education in children's cognitive and character development.

This research has several limitations, such as focusing on a single pesantren and using qualitative methods that may not fully capture the variability of other pesantren educational contexts. Therefore, further research is needed to explore the implementation of the Qira'ati strategy in various pesantren contexts and its impact on early childhood education outcomes.

The results of this study can be used as a reference for policymakers, organizers, and administrators of early childhood education to improve the quality of pesantren-based education. Good organization, a supportive work environment, and effective supervision are essential elements that can be enhanced based on the findings of this research.

This study enriches the perspective on the management of early childhood education in a pesantren environment. Practically, the findings provide guidance for other pesantren wishing to implement the Qira'ati system in PAUD management, as well as for stakeholders aiming to improve the quality of pesantren-based early childhood education.

Declarations

Author contribution statement

Endah Tri Wisudaningsih conceived the presented idea. Djunaidi Ghony and Sutiah developed the theory. All authors discussed the results and contributed to the final manuscript.

Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data availability statement

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of Interest's statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

Correspondence and requests for materials should be addressed to endahtriwisudaningsih@gmail.com

ORCID

Endah Tri Wisudaningsih 

Djunaidi Ghony 

Sutiah 

References

- Apriana & L. (2009). Hubungan PAUD dengan perkembangan kognitif anak usia prasekolah. *Jurnal Pendidikan Anak Usia Dini*, 12(3), 45–56.
- Aziz, A., Masykhur, A., Anam, A., Muhtarom, A., Masudi, I., & ... (2019). *Implementasi Moderasi Beragama Dalam Pendidika Islam*. Query date: 2024-05-03 10:59:04. <http://repository.uinbanten.ac.id/6935/1/Implementasi%20Moderasi%20Beragama%20Dalam%20Pendidikan%20Islam.pdf>
- Desyanty, E. S. (2015). *Parenting education dalam mendukung pembelajaran anak usia dini studi fenomenologis pengalaman pelaksanaannya di PAUD Qurrota A'yun Malang / Ellyn Sugeng Desyanty* [Doctoral, Universitas Negeri Malang]. <https://repository.um.ac.id/63650/>
- Indrawati & R. (2010). Model pembelajaran yang berorientasi pada jiwa kewirausahaan. *Jurnal Pendidikan Anak Usia Dini*, 13(4), 78–90.

- Kahar, M. I. (2019). Pendidikan Karakter Pada Anak Usia Dini Dalam Perspektif Islam. *Musawa: Journal for Gender Studies*, 11(1). <https://doi.org/10.24239/msw.v11i1.446>
- Lincoln, Y., & Guba, E. (1985). *Naturalistic Inquiry*. Sage Publications.
- Miles, M., & Huberman, A. (1992). *Qualitative Data Analysis*. Rosdakarya.
- Moleong, J. L. (2000). *Qualitative Research Methodology*. Rosda Karya Youth.
- Muharrahman, N. 1520430005. (2017). *Manajemen Kurikulum Pendidikan Anak Usia Dini Berbasis Pesantren Di Taman Kanak-Kanak Islam Al Ittifaqiah (Takhah) Indralaya Sumatera Selatan* [Masters, Universitas Islam Negeri Sunan Kalijaga Yogyakarta]. <https://digilib.uin-suka.ac.id/id/eprint/29376/>
- Noor & T. R. (2020). Developing Children's Religious Spirit (Perspective of Islamic Education and Early Childhood Development). *Kuttab: Journal of Islamic Education*.
- Rochmani, A. (2022). The Habit of Almsgiving for the Formation of Empathetic Character in Early Childhood from the Perspective of the Qur'an. *Andragogy: Journal of Islamic Education and Islamic Education Management*.
- Setiawati, E., Solihatulmillah, E., Cahyono, H., & Dewi, A. (2019). The Effect of Gadget on Children's Social Capability. In Mujiarto null, Simarmata J., Sukono null, & Rahim R. (Eds.), *J. Phys. Conf. Ser.* (Vol. 1179, Issue 1). Institute of Physics Publishing; Scopus. <https://doi.org/10.1088/1742-6596/1179/1/012113>
- Soenaryo & H. (2010). Pembelajaran dengan bermain dan pengembangan kecerdasan majemuk pada anak prasekolah. *Jurnal Pendidikan Anak Usia Dini*, 13(1), 34–47.
- Susilawati & S. (2022). Management of Early Childhood Islamic Education at Home and Career Stages. *ADIBA : JOURNAL OF EDUCATION*.
- Wartini, A. (2015). Early Childhood Education Management Based on IQ, SQ, and EQ. *Empirisma: Journal of Islamic Thought and Culture*.
- Yin & R. K. (1996). *Studi Kasus: Desain dan Metode*. Rajawali Press.
- Zaenab, S. (2012). *Manajemen sumber daya manusia pada pendidikan anak usia dini (studi multikases pada tiga PAUD di Kota Mataram) / Siti Zaenab* [Doctoral, Universitas Negeri Malang]. <https://repository.um.ac.id/63902/>