

Deep Learning Based Islamic Religious Education for Early Childhood: An Analysis of Mindful, Meaningful, and Joyful Learning at TK Alam Al-Hasan

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ABSTRACT

Islamic Religious Education (PAI) learning at the early childhood level plays a strategic role in building children's spiritual, moral, and social foundations. However, PAI learning practices in early childhood education institutions remain predominantly verbalistic and memorization-oriented, thereby providing limited support for the meaningful and sustainable internalization of values. This study aims to analyze the implementation of deep learning based PAI through the approaches of mindful learning, meaningful learning, and joyful learning for early childhood learners at TK Alam Al-Hasan. This research employs a qualitative approach using a case study design. Data were collected through observation, in-depth interviews, and documentation, and were analyzed thematically using source and method triangulation techniques. The findings indicate that mindful learning plays a role in fostering children's early spiritual awareness through habituation of attention and simple reflection; meaningful learning enables children to internalize PAI values through real and contextual experiences; while joyful learning creates an emotionally safe and enjoyable learning environment that enhances children's active engagement. From a theoretical perspective, the findings demonstrate that the pedagogical deep learning paradigm is aligned with Islamic educational theories, particularly the concepts of *fiṭrah*, *tarbiyah*, *ta'dib*, and *tazkiyah*. This study contributes to the development of scholarly discourse on early childhood Islamic Religious Education and offers practical implications for teachers in designing contextual, humanistic, and character-oriented PAI learning for young children.

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Introduction

Islamic Religious Education (PAI) at the early childhood level plays a strategic role in shaping children's spiritual, moral, and social foundations, as religious values begin to take root during this phase and subsequently influence behavioral patterns and religious dispositions in later stages of development. Early childhood represents a sensitive period for value stimulation and learning experiences; therefore, PAI learning should ideally focus not only on the acquisition of religious knowledge but also on the development of awareness, attitudes, and meaningful religious experiences (Dimitrova & Kotzeva, 2022). Nevertheless, PAI learning practices in many early childhood education institutions continue to draw criticism for being predominantly verbalistic, normative, and memorization-oriented. Such approaches provide limited opportunities for children to experience, reflect upon, and interpret religious values in a contextual manner aligned with their world and innate nature (*fitrah*), potentially resulting in a shallow and less sustainable process of religious value internalization (Ambarita et al., 2025).

This condition indicates a need for a more holistic and child-centered approach to Islamic Religious Education (PAI). In line with findings from contemporary educational studies, the pedagogical deep learning paradigm which emphasizes emotional engagement, deep conceptual understanding, and the connection between learning and real-life experiences is considered relevant for addressing the challenges of PAI learning in early childhood education. This approach is realized through the implementation of mindful learning, meaningful learning, and joyful learning as the main pillars of instruction, fostering children's awareness, meaning-making, and active engagement in the learning process (Diputera & Eza, 2024). In the context of early childhood, these three approaches align with the principles of learning through play, exploration, and positive interaction, while simultaneously providing space for the integrated development of children's affective and spiritual dimensions.

A number of applied studies in early childhood education contexts indicate that the implementation of deep learning based instructional strategies such as the integration of traditional games, meaningful learning activities, and simple mindfulness practices can significantly enhance children's engagement, emotional regulation, and conceptual understanding (Eriani et al., 2025). These findings indicate that learning designed in a mindful, meaningful, and joyful manner not only enhances the quality of the learning process but also strengthens children's emotional and social learning experiences. Nevertheless, most of these studies remain situated within the domain of general education and have not been specifically linked to Islamic Religious Education at the early childhood level.

On the other hand, although the concept and general guidelines of deep learning have begun to develop within national education policies and scholarly literature, the systematic integration of the pedagogical deep learning paradigm with the theory and practice of Islamic Religious Education particularly in early childhood settings remains relatively limited. This limitation is especially evident in nature-based early childhood institutions grounded in Islamic values, which potentially offer contextual, reflective, and value-rich learning environments but have not been widely examined empirically. These gaps highlight the need for in-depth research on how mindful learning, meaningful learning, and joyful learning approaches can be effectively implemented in Islamic Religious Education for young children (Prihantoro et al., 2025a).

Based on this background, this study aims to analyze the implementation of deep learning based Islamic Religious Education (PAI) for early childhood through the approaches of mindful learning, meaningful learning, and joyful learning at TK Alam Al-Hasan. This

research is expected to contribute theoretically to the development of studies in Islamic Religious Education at the early childhood level, particularly by enriching the integration of contemporary learning paradigms with Islamic educational values (Hamdun, 2022; Hermawan et al., 2025). Practically, this study is also expected to serve as a reference for early childhood educators in designing and implementing PAI learning that is more contextual, humanistic, and sustainable, in accordance with the developmental characteristics of young children.

Theoretical Framework

The Concept of Deep Learning in Education

In the pedagogical context, deep learning is understood as a learning approach that emphasizes deep conceptual understanding, the interconnectedness of knowledge, and learners' emotional and reflective engagement in the learning process. Unlike surface learning, which is oriented toward memorization and the reproduction of information, deep learning encourages learners to construct meaning through experience, reflection, and the application of values in real-life contexts (Ambarita et al., 2025; Nasir et al., 2025; Raup et al., 2022). In early childhood education, deep learning is not interpreted as cognitive complexity but rather as the depth of learning experiences that enable children to understand, feel, and gradually internalize values in accordance with their developmental stages. Recent studies indicate that the application of deep learning in early childhood education contributes to increased learning engagement, emotional regulation, and the sustainable formation of children's attitudes and character (Eriani et al., 2025; Millah et al., 2024). Therefore, pedagogical deep learning provides a relevant framework for developing Islamic Religious Education (PAI) that is not only informative but also transformative. Contemporary education has become increasingly interactive, in which communication and classroom discussions play a crucial role in the process of understanding and constructing learning experiences (Aribah et al., 2025; Benediktsson & Ragnarsdottir, 2019; Mundofi, 2025; Syaifuddin & Junaedi, 2025).

Islamic Religious Education for Early Childhood: *Fitrah*, *Tarbiyah*, and *Ta'dib*

Islamic Religious Education for early childhood is grounded in the view that every child is born in a state of *fitrah*, namely an innate potential to recognize, accept, and develop the values of *tawhīd* and moral conduct. From the perspective of Islamic education, the learning process is not merely aimed at transferring religious knowledge, but at guiding the development of children's *fitrah* through processes of *tarbiyah* (the gradual development of potential) and *ta'dib* (the cultivation of proper conduct and moral awareness) (Sapitri et al., 2022). At the early childhood education level, Islamic Religious Education is directed toward fostering positive initial religious experiences, building good habits, and instilling Islamic values through habituation and role modeling. Recent research emphasizes that PAI approaches aligned with children's *fitrah* namely contextual, dialogical, and experience-based learning are more effective in shaping religious attitudes than instruction that is purely instructional and cognitive in nature. Accordingly, the integration of a deep learning framework into early childhood Islamic Religious Education can strengthen the functions of *tarbiyah* and *ta'dib* in a more holistic manner.

Mindful, Meaningful, and Joyful Learning from an Islamic Perspective

The approaches of mindful learning, meaningful learning, and joyful learning represent practical manifestations of pedagogical deep learning that are substantively aligned with the values of Islamic education. Mindful learning emphasizes children's

awareness, attention, and full presence in the learning process; from an Islamic perspective, this aligns with the development of spiritual awareness (*murāqabah*) and the cultivation of *khushū'* (attentiveness and reverence) in religious activities.

Meaningful learning focuses on constructing meaning through concrete experiences; this approach resonates with the principle of *ta'dīb*, which requires the conscious understanding of values rather than mere memorization of religious symbols. Meanwhile, joyful learning positions an enjoyable learning atmosphere as a prerequisite for effective instruction; in Islam, this principle corresponds with the value of *rahmah* (compassion) and educational approaches that respect children's *fiṭrah* and emotional needs. Recent empirical studies indicate that integrating these three approaches into early childhood learning can enhance learning engagement, foster positive attitudes toward religious education, and support the formation of religious character in a more natural and sustainable manner (Diputera & Eza, 2024).

In this regard, synergy between schools and families plays a strategic role, particularly because early childhood learners require abundant examples from their immediate environment. Parents and family members serve as the primary educators, shaping children's behavior and instilling character values from an early age. Educational scholars emphasize that parents function as children's first teachers and role models, bearing fundamental responsibility for the development of positive behavior and values (Naqiyah, 2022; Prayitno et al., 2022). Islamic educational philosophy likewise underscores that responsibility for children's education must be supported collaboratively by the madrasah and a conducive *bi'ah* (environment). A supportive, nurturing, and joyful environment is therefore essential to ensure that educational processes especially those related to character and spiritual formation develop optimally in accordance with Islamic values. Therefore, mindful, meaningful, and joyful learning can be viewed as a conceptual bridge between contemporary pedagogy and the philosophy of Islamic education in early childhood Islamic Religious Education (PAI PAUD).

Method

This study employs a qualitative approach with a case study design aimed at gaining an in-depth understanding of the implementation of deep learning based Islamic Religious Education (PAI) for early childhood learners (Erkaya & Ustunel, 2024; Smith et al., 2023). A qualitative approach was chosen because the study focuses on learning processes, meanings, and contexts, particularly in examining the application of mindful learning, meaningful learning, and joyful learning in PAI instructional practices. The case study design enables the researcher to explore learning phenomena holistically and contextually within the natural setting of an educational institution, without separating the phenomenon from the social and cultural contexts in which learning takes place. According to Robert K. Yin (2021), a high-quality case study design should maximize four aspects: construct validity, internal validity (for explanatory or causal case studies), external validity, and reliability. Furthermore, according to Sugiyono, the purpose of research procedures is to define, verify, develop, and explain knowledge and theories in order to understand, address, and predict problems that arise in human life (Prihantoro et al., 2025b).

The research site of this study is TK Alam Al-Hasan, an early childhood education institution that implements a nature-based learning approach grounded in Islamic values. The selection of this site was based on the consideration that TK Alam Al-Hasan exhibits learning characteristics that are contextual, integrative, and highly relevant to the application of the pedagogical deep learning paradigm in PAI instruction. The research subjects include the school principal, classroom teachers/PAI teachers, and early childhood learners as learning subjects. The principal and teachers were selected as key informants due to their

direct involvement in the planning and implementation of PAI learning, while children served as observation subjects to examine their engagement and learning experiences directly.

Data were collected through observation, in-depth interviews, and documentation. Observation was used to directly examine the PAI learning process, including learning activities, teacher child interactions, and the implementation of mindful, meaningful, and joyful learning in both classroom and outdoor settings. In-depth interviews were conducted with teachers and the school principal to obtain information regarding lesson planning, their understanding of the deep learning concept, as well as their experiences and challenges in its implementation. Documentation included lesson plans, activity records, photographs, and other supporting documents relevant to PAI learning at TK Alam Al-Hasan.

Data analysis was carried out qualitatively through the stages of data reduction, data display, and conclusion drawing. Data obtained from the various collection techniques were analyzed thematically by categorizing findings according to mindful learning, meaningful learning, and joyful learning. To ensure data credibility, this study employed source and technique triangulation by comparing data from observations, interviews, and documentation. Through this analytical process, the study is expected to produce a comprehensive portrayal of the implementation of deep learning based Islamic Religious Education for early childhood learners at TK Alam Al-Hasan.

Result and Discussion

Implementation of Mindful Learning in Islamic Religious Education (PAI) Learning

The findings indicate that mindful learning in Islamic Religious Education (PAI) at TK Alam Al-Hasan is implemented through the gradual and contextual cultivation of children's self-awareness and spiritual awareness. Teachers do not begin PAI lessons with direct content delivery; instead, learning starts with conditioning activities that help children become fully present in the learning process, such as collective prayers, simple relaxation exercises, and observation of the surrounding natural environment. These practices encourage children to recognize their feelings, pay attention to their behavior, and become aware of the interconnectedness between themselves, their environment, and divine values.

This approach demonstrates that mindful learning functions as a foundation for PAI learning oriented toward awareness rather than mere knowledge acquisition. Children are guided to reflect on everyday actions and experiences such as sharing with friends or maintaining cleanliness as part of religious value practice. From the perspective of Islamic education, this approach aligns with the concept of *tazkiyat al-nafs*, namely the process of purifying and nurturing spiritual awareness from an early age through habituation and concrete experiences. Thus, mindful learning in early childhood PAI serves not only as a pedagogical technique but also as a means of internalizing *tawhīd* values in accordance with children's developmental *fiṭrah*.

Nevertheless, the findings also reveal that the implementation of mindful learning is highly dependent on teachers' reflective competence. Teachers with strong theological and pedagogical understanding tend to be more capable of integrating spiritual awareness into simple activities, whereas less reflective teachers may reduce mindful learning to a technical routine without deeper meaning. This highlights the importance of strengthening PAI teachers' conceptual understanding in early childhood education so that mindful learning can truly function as a transformative learning approach.

Implementation of Meaningful Learning in Islamic Religious Education (PAI) Learning

The implementation of *meaningful learning* in Islamic Religious Education (PAI) at TK Alam Al-Hasan is reflected in teachers' systematic efforts to connect religious values with children's real-life experiences. PAI content is not delivered as abstract concepts; instead, it is embedded within play-based activities, nature exploration, and daily routines. For instance, the value of gratitude is introduced through activities such as caring for plants, while honesty and responsibility are fostered through group games and simple tasks that require cooperation.

These findings indicate that *meaningful learning* supports children in developing an understanding of religious values through experiential processes of assimilation and accommodation rather than rote memorization. Children do not merely recognize distinctions between right and wrong; they begin to comprehend the underlying meanings of their actions within the context of everyday life. From the perspective of Islamic education, this approach aligns with the principle of *ta'dib*, which emphasizes the cultivation of proper conduct and conscious value formation. Religious education within the *ta'dib* framework requires a close relationship between knowledge, lived experience, and practical application, as demonstrated in the PAI learning practices at TK Alam Al-Hasan.

Nevertheless, the study also reveals that the process of value construction requires continuity and consistency. Without ongoing reflection and reinforcement, meaningful learning experiences may remain temporary and have limited long-term impact. Therefore, the application of *meaningful learning* in early childhood Islamic education necessitates systematic and long-term instructional planning to ensure that religious values are genuinely internalized in children's behavior.

Implementation of Joyful Learning in Islamic Religious Education (PAI) Learning

Joyful learning emerges as a dominant approach in Islamic Religious Education (PAI) at TK Alam Al-Hasan, as reflected in a learning atmosphere that is enjoyable, non-threatening, and attentive to children's emotional needs. Teachers employ Islamic storytelling, singing, role-playing, and nature exploration as key media for PAI instruction. Children demonstrate high enthusiasm, active participation, and positive attitudes toward religious learning, indicating the formation of pleasant and meaningful learning experiences.

This approach underscores that joy is not merely a complementary element but a fundamental prerequisite in PAI learning for early childhood. From the perspective of Islamic education, joyful learning embodies the principles of *rahmah* (compassion) and *tarbiyah* (nurturing), which emphasize educating children through kindness, gentleness, and respect for their natural disposition (*fitrah*). Instructional practices that rely on pressure and coercion may generate resistance toward religious values, whereas joyful learning fosters positive emotional bonds between children and Islamic teachings. Joyful learning is also cultivated through spiritual practices that are flexible rather than rigid, allowing children to experience a sense of happiness and inner peace. Such an approach aligns with the broader educational goal of nurturing learners who develop faith, piety, and noble character as part of their daily lives.

Nevertheless, the findings also reveal challenges in maintaining a balance between enjoyment and instructional objectives. Without careful pedagogical management, joyful learning risks being reduced to play-based activities with minimal value integration. Therefore, joyful learning in PAI must be intentionally and systematically designed so that enjoyment serves as a medium for value internalization, rather than becoming an end in itself.

Critical Analysis Based on Islamic Educational Theory

Overall, the findings indicate that the integration of mindful, meaningful, and joyful learning in Islamic Religious Education (PAI) at TK Alam Al-Hasan represents a form of pedagogical deep learning that is aligned with the paradigm of Islamic education. Mindful learning strengthens the dimension of *tazkiyah* through the habituation of spiritual awareness; meaningful learning actualizes the principle of *ta'dib* by fostering value construction through lived experiences; while joyful learning reflects the practice of *tarbiyah* that respects children's *fitrah* and emotional needs.

This analysis affirms that deep learning in the context of early childhood Islamic education is not a direct or uncritical adoption of Western concepts, but rather a pedagogical approach that shares epistemological common ground with Islamic educational philosophy. The primary challenge lies in educators' readiness to understand and integrate this approach reflectively and value-based. Therefore, the development of deep learning oriented PAI

instruction requires strengthening teachers' capacities in both contemporary pedagogical competencies and Islamic educational theory, so that PAI learning truly functions as a formative process in nurturing faith, moral character, and spiritual awareness from an early age.

Conclusion

This study concludes that deep learning based Islamic Religious Education (PAI), implemented through mindful learning, meaningful learning, and joyful learning, can be effectively applied at the early childhood level at TK Alam Al-Hasan. The implementation of mindful learning contributes to the development of children's early spiritual awareness through the habituation of attention, calmness, and simple reflection that are aligned with their developmental *fitrah*. Meaningful learning enables PAI values to be understood and internalized through real and contextual experiences, allowing the process of value internalization to extend beyond the cognitive domain into affective and behavioral dimensions. Meanwhile, joyful learning creates a learning atmosphere that is enjoyable and emotionally safe, encouraging active engagement and fostering positive relationships between children and religious learning from an early age.

From a theoretical perspective, the findings reinforce the view that the pedagogical deep learning paradigm is coherent with Islamic educational theory. Mindful learning aligns with the concept of *tazkiyah* in nurturing spiritual awareness; meaningful learning represents the principle of *ta'dib* through experiential value construction; and joyful learning reflects the practice of *tarbiyah* that respects children's *fitrah* and emotional needs. Accordingly, deep learning-based PAI should not be understood merely as an adoption of modern pedagogical approaches, but as an educational strategy that possesses epistemological legitimacy within the framework of Islamic education and is oriented toward the formation of faithful and morally grounded individuals from an early age.

From a practical standpoint, the results offer important implications for early childhood PAI teachers in designing instruction that emphasizes the development of awareness, meaning-making, and children's religious experiences rather than focusing solely on content delivery. Early childhood PAI teachers are encouraged to integrate mindful learning through habitual prayer, simple reflection, and classroom conditioning that supports children's attention and calmness; to apply meaningful learning by connecting PAI values to concrete experiences and daily activities; and to cultivate joyful learning through a learning environment that is pleasant, emotionally secure, and grounded in compassion. These implications underscore the importance of strengthening both pedagogical competence and theoretical understanding of Islamic education among early childhood PAI teachers, so that PAI learning can evolve into a contextual, humanistic, and sustainable educational process in shaping the Islamic character of young children.

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