

INTEGRATED CURRICULUM DEVELOPMENT OF LOCAL CONTENT AND ISLAMIC VALUES AT RAUDHATUL ATHFAL AR RAFIF YOGYAKARTA

Ahmad Mushlih

UIN Sayyid Ali Rahmatullah Tulungagung
ahmad_mushlih@uinsatu.ac.id

Abstract: The value of local content is an important aspect that needs to be familiarized from an early age as a core value in community life skills. However, there are still certain local content values that have not been integrated in the management of the ECCE curriculum. The research method uses descriptive qualitative with data collection using interviews, observations and documentation. Meanwhile, the data validity test uses technical triangulation with analysis using data reduction, data supply and verification. The results showed that RA AR Rafif has developed a curriculum of local content and the value of morality integrated into local cultural and Islamic activities which are packaged in the peak activities of themes and habituation, the appropriateness of learning activities. Curriculum development is documented in the curriculum at the unit level of education RA AR Rafif in documents I and II which contain the vision and mission, annual programs, semesters, weekly and daily. In addition, development includes the development of indicators of developmental achievement for early childhood against the output of local content values and Islamic values.

Keyword: Curriculum Development, Regional Local Payload Value, Islamic Values, Ages 4-6

INTRODUCTION

The curriculum is seen as the heart of education management. The curriculum as a reference for early childhood education has an important role to be understood by education managers, especially curriculum developers. The preparation of the curriculum needs to be in accordance with the needs of the

community, the way of thinking and the norms that apply in society¹. Curriculum at every level of education, developed on the basis of the principle of diversity and peculiarities of an educational institution². Thus, the curriculum in the education unit needs to integrate global science, Islamic and regional potential.

The development of a curriculum charged with regional local content values has positive potential in the flow of globalization. The content of the local culture curriculum plays a very important role in building children's character in learning about themselves and relationships with the community or other people.³ Local cultural norms and values need to be a concern during the accelerated development of information and technology. Prevention of immoral acts needs to be addressed from early childhood, due to the increasing prevalence of immoral cases among adolescents and adults. This is due to the weakening of values and norms about what should be done when interacting in public spaces as well as relations with the wider community⁴.

The rapid development of technology in the era of globalization has an influence on the degradation of children's morals⁵. The development of applications in the current digital era is very interesting, accessible and easy to use so that everyone can apply it whether it is making videos, viewing various content and others. The degradation of morals in children is an important concern for educators and parents and the government. Thus, the importance of Islamic value education needs to be grown and familiarized from an early age. Furthermore, stimulation is given from the moment the child sits on early childhood education.

¹ St. Jumaeda, "IMPLEMENTASI STANDAR PENILAIAN DALAM PEMBELAJARAN PAI PADA KURIKULUM 2013," *al-Iltizam: Jurnal Pendidikan Agama Islam* 3, no. 1 (May 22, 2018): 65, accessed June 3, 2019, <http://jurnal.iainambon.ac.id/index.php/ALT/article/view/418>.

² Gita Tri Andini, "MANAJEMEN PENGEMBANGAN KURIKULUM," *Jurnal Isema: Islamic Educational Management* 3, no. 2 (June 24, 2019): 42-52, accessed July 11, 2019, <http://journal.uinsgd.ac.id/index.php/isema/article/view/5008>.

³ Euis Karwati, "Pengembangan Pembelajaran Dengan Menekankan Budaya Lokal Pada Pendidikan Anak Usia Dini," *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 6, no. 1 (August 1, 2016), accessed January 9, 2019, <http://ejournal.upi.edu/index.php/eduhumaniora/article/view/2861>.

⁴ Feryna Nur Rosyidah and M Fadhil Nurdin, "Perilaku Menyimpang : Media Sosial Sebagai Ruang Baru Dalam Tindak Pelecehan Seksual Remaja," *Jurnal Pemikiran dan Penelitian Sosiologi* 2, no. 2 (2018): 38-48.

⁵ Apriliyanti Muzayanati, Sutrisno Sutrisno, and Naila Husna Ramadhana, "PENGARUH KONTEN TIKTOK TERHADAP DEGRADASI AKHLAK ANAK MADRASAH IBTIDAIYAH DI MASA PANDEMI," *Jurnal Ibriez : Jurnal Kependidikan Dasar Islam Berbasis Sains* 7, no. 1 (June 28, 2022): 43-54, accessed January 3, 2023, <https://ibriez.iainponorogo.ac.id/index.php/ibriez/article/view/208>.

Early childhood education is a fundamental period for the span of life. The golden age of children in the range of birth to eight years of age needs to be stimulated by adults within the scope of school, home and the environment where the child lives ⁶. Social institutions cannot be separated from the values of social norms according to local affairs. Thus children are able to know and on the basis of growing values of social life, understand the role of society, appreciate social and cultural diversity, develop self-concept and a positive attitude towards themselves and the environment ⁷.

The era of globalization is able to cause the fading of noble values ⁸. The acceleration of the flow of information technology allows for a change in children's maturity faster, especially related to children's thinking patterns and moral degradation ⁹. Thus, the fading of noble values such as parental respect, good manners, honesty ¹⁰. In addition, the decline in children's knowledge and interest in traditional games is due to the emergence of digital games ¹¹. Therefore, early childhood education has an important role in introducing and instilling local and

⁶ Mumun Mulyati, "MENCIPTAKAN PEMBELAJARAN MENYENANGKAN DALAM MENUK P E MINATAN ANAK USIA DINI TERHADAP PELAJARAN," *Alim | Journal of Islamic Education* 1, no. 2 (October 8, 2019): 2019, accessed July 15, 2020, <https://jurnal.kopertaisi.or.id/index.php/alim/article/view/150>; Cahyani and Suyadi, "Konsep Pendidikan Anak Usia Dini Menurut Ki Hadjar Dewantara," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 3, no. 4 (2018): 219-230.

⁷ Karwati, "Pengembangan Pembelajaran Dengan Menekankan Budaya Lokal Pada Pendidikan Anak Usia Dini"; Masdudi Masdudi, *KARAKTERISTIK PERKEMBANGAN PENDIDIKAN ANAK USIA DINI, AWLADY: Jurnal Pendidikan Anak*, vol. 1, August 23, 2016, accessed January 26, 2021, <https://syekhnurjati.ac.id/jurnal/index.php/awlady/article/view/739>.

⁸ Ega Regiani and Dinie Anggraenie Dewi, "Pudarnya Nilai-Nilai Pancasila Dalam Kehidupan Masyarakat Di Era Globalisasi," *Jurnal Kewarganegaraan* 5, no. 1 (2021): 30-38; Tony Tampake, "Tantangan Globalisasi Terhadap Nilai-Nilai Keindonesiaan," *Theologia: Jurnal Teologi Interdisipliner* 8, no. 2 (2018): 17-28, <https://ejournal.uksw.edu/teologia/article/view/166/154>.

⁹ Andri Hardiyana, "Reurgenisasi Pendidikan Anak Usia Dini Di Era Globalisasi," *AWLADY: Jurnal Pendidikan Anak* 2, no. 2 (2016): 1-14; Ai Nurul Nurohmah and Dini Anggraeni Dewi, "Penanaman Nilai Moral Dan Karakter Di Era Pandemi Melalui Pendidikan Dengan Mengimplementasikan Nilai-Nilai Pancasila," *Journal of Education, Psychology and Counseling* 3, no. 1 (2021): 119-128.

¹⁰ Eirene Mary, "Implikasi Ulangan 5:16 Dalam Pendidikan Keluarga," *Didache: Journal of Christian Education* 1, no. 2 (2020): 141.

¹¹ Aljuk Jafar, "PENCIPTAAN BUKU ILUSTRASI PERMAINAN TRADISIONAL SEBAGAI UPAYA PELESTARIAN WARISAN BUDAYA LOKAL," *Jurnal Art Nouveau* 3, no. 1 (September 12, 2014): 65-73, accessed January 10, 2019, <https://jurnal.stikom.edu/index.php/ArtNouveau/article/view/578>.

Islamic content values , including attitudes, knowledge and skills in the development of early childhood education curricula.

Given the importance of curriculum development and the value of local content to the region and Islam. Previous researchers have presented many results of field research and literature. Will remain, the application of the curriculum is still in the content of islamic religious education values ¹². A number of researchers also conducted studies on the implementation of the national curriculum with character education in early childhood education. ¹³ Another study examines the early childhood education curriculum related to aspects of entrepreneurial content for early childhood¹⁴. There are researchers who study the curriculum in emotional intelligence-based attitude assessment ¹⁵. However, there is still little study of curriculum development in local regional and Islamic content values in children aged 4-6 years in the early childhood education unit. Therefore, researchers explore and provide an overview of the management of integrated curriculum development of regional and Islamic local content values.

¹² Maisaroh Maisaroh, "Internalisasi Nilai-Nilai Pendidikan Agama Islam Dalam Pembelajaran Berbasis Sentra Di Taman Kanak-Kanak Islam Terpadu Al-Hijrah Bintuju Kabupaten Tapanuli Selatan," *Studi Multidisipliner: Jurnal Kajian Keislaman* 5, no. 1 (June 30, 2018): 26–39, accessed July 2, 2022, <http://jurnal.iain-padangsidempuan.ac.id/index.php/multd/article/view/934>; Mufida Malichatunniswah, "IMPLEMENTASI KURIKULUM PAUD BERBASIS TAMAN PENDIDIKAN AL-QUR'AN DI PAUD TPQ AL-AMIEN BANCAAN SALATIGA," *BELIA: Early Childhood Education Papers* 3, no. 2 (2014), accessed July 2, 2022, <https://journal.unnes.ac.id/sju/index.php/belia/article/view/3770>; Amiruddin Amiruddin, "Internalisasi Nilai-Nilai Agama Pada Anak Usia Dini Di Raudhathul Atfhal Perwanida 1 Lipu Kabupaten Majene," *Al-Qalam* 20, no. 1 (2016): 109.

¹³ Umi Kusyairy et al., "Implementasi Manajemen Kurikulum PADA PENDIDIKAN ANAK USIA DINI SULAPA EPPA," *Indonesian Journal of Early Childhood Education* 1, no. 1 (2018): 25–34; M Yusuf Tahir et al., "Manajemen Kurikulum Anak Usia Dini Pada Taman Kanak-Kanak Aulia Samata Kabupaten Gowa," *NANA EKE Indonesian Journal of Early Childhood Education* 1 (2018): 63–72; Fiqri Ana Cintia Putri and Achmad Rifai, "PENYELENGGARAAN PROGRAM PENDIDIKAN KARAKTER ANAK USIA DINI DI KB BINA CITRA CENDEKIA UNGARAN" 5, no. 1 (2019): 48–61.

¹⁴ Arisna Wahyuni and Suyadi, "Best Practice Pendidikan Kewirausahaan Pada Anak Usia Dini Di Tk Khalifah Baciro Yogyakarta," *Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2020): 15–22, <https://jurnal.umj.ac.id/index.php/YaaBunayya/article/view/6682>.

¹⁵ Nilawati Tadjuddin, Syofyan Soleh, and Untung Nopriansyah, "Kurikulum Penanaman Sikap Berbasis Kecerdasan Emosi Bagi Anak Usia Dini Di Provinsi Lampung," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 2 (2021): 664–679.

RESEARCH METHODS

The research method used by researchers is to use descriptive qualitative¹⁶. Penelitian ini mendiskripsikan uraian pengelolaan kurikulum berkaitan dengan tujuan, isi, bahan pembelajaran dan pelaksanaan kurikulum terintegrasi nilai muatan lokal di RA AR Rafif Yogyakarta. Data collection activities with the field using several techniques, namely: *First*, observation by seeing, observing and analyzing management and observing the implementation of the curriculum. *Second*, interviews with principals and educators. *Third*, documentation in the form of curriculum development document data and photos of supporting activities. Research analysis activities using data reduction techniques, data display and field data verification¹⁷. Meanwhile, the data validity test uses triangulation techniques and sources. Test the validity of triangulation techniques to ascertain document evidence with execution, while triangulating sources, researchers dig deeper into data and test with educators.

Table 1.1 Indicators of Research Instruments

No	Indicators
1	The purpose of developing an integrated curriculum on the value of local and Islamic content of Raudhatul Athfal
2	The content of the integrated curriculum development of local content values and Raudhatul Athfal Islam
3	Learning Materials Integrated curriculum values local content and Islamic Raudhatul Athfal
4	Implementation of integrated learning of local content values of Islamic Raudhatul Athfal
5	Local Content Values of Regional and Islamic Raudhatul Athfal
6	Evaluation of Integrated Curriculum Development of local content values of Islamic Raudhatul Athfal

¹⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D [Research Methods of Education Quantitative, Qualitative, and R & D Approach]*, 22nd ed. (Bandung: Alfabeta, 2015).

¹⁷ A.M Miles, M.B & Huberman, "An Expanded Sourcebook: Qualitative Data Analysis (2nd Edition)," ed. Matthew B Miles and A. Michael Huberman, *Sage Publications*, no. 2nd Edition (1994): 1-354, accessed July 5, 2022, https://books.google.com/books/about/Qualitative_Data_Analysis.html?hl=id&id=U4lU_-wJ5QEC.

FIND AND DISCUSSION

The management of the integrated curriculum of local content values in RA AR Rafif Yogyakarta is managed by an education unit with direction from the leadership and trustees of the Foundation. Curriculum management at RA AR Rafif is carried out at the beginning of the new school year by considering several aspects of local content values in terms of behavior, speech and activities and games of local wisdom in the surrounding school environment.

The purpose of developing a locally charged curriculum at RA AR Rafif Yogyakarta is to introduce noble values from an early age at the age of 4-6 years. Thus, as that early childhood is the initial foundation for the formation of a character or good values and one of them is the noble values of regionality. Not only related to the cultivation of attitudes, but RA AR Rafif encourages children to have skills and knowledge about culture / local wisdom and the Value of morality in everyday life.

Table 1.2 Integration of Local Content Values in the Curriculum

No	Integration of Local Content Values in Curriculum Development
1	<i>Andap Ashor</i> Attitude
2	<i>Gotong Royong</i> Attitude
3	<i>Seneng Aweh</i> Attitude
4	Knowledge of Traditional foods: Gudeg, Gethuk, Es Dawet, Timus, Cemplon
5	Knowledge of Traditional Games: Betengan, Clog, Jaranan, Dakon
6	Knowledge of Folk Songs/ Tembang Dolanan: Dhondong opo salak, Gundul-Gundul Pacul, Sue Ora Jamu, Sluku-Sluku Bathok, Siji Loro Telu, Jaranan, Methok-Menthok, Padhang Bulan
7	Knowledge of Wiwitan Tradition
8	Skills to make miniature symbols of Yogyakarta
9	Traditional processed making skills: Gethuk Telo, Timus, Cemplon
10	Skills to decorate Arak-arakan Gunungan

Table 1.3 Integration of Islamic Values in the Curriculum

No	Integration of Local Content Values in Curriculum Development
1	Amar Ma'ruf Nahi Mungkar among friends
2	Habituation of religious moderation from an early age
3	Accustomed to Obeying Religious Rules and Norms
4	Accustomed to Patience
5	Knowledge of mutual respect without discriminating

6	Knowing the Concepts of Good and Bad
7	Knowledge of Faith (Rukun Iman) and Islam (Rukun Islam)
8	Knowing the Difference
9	Accustomed to Dhuha Prayer and Congregational Duhur Prayer
10	Getting Used to Clean Living

The implementation of the RA Ar Rafif Yogyakarta early childhood education curriculum is carried out in a span of once a year and is evaluated periodically within three months and at most once a semester. The purpose of developing an integrated curriculum on local content values based on the implementation of Yogyakarta regional regulations and maintaining cultural heritage from an early age. Based on the special regional regulation of Yogyakarta number 3 of 2017 concerning the maintenance and development of culture, it is necessary to maintain local cultural values which include attitudes, knowledge and skills in preserving local cultural values.¹⁸ In addition, the goal of preserving the heritage of local content values from an early age as a prevention of the fading of the value of local cultural content on the currents of globalization¹⁹. thus, Islamic values in RA Ar Rafif Yogyakarta have the main goal of equipping students to have a religious foundation and noble morals. Islamic goals are based on the vision and mission in instilling Islamic religious values and akhlakul karimah. This is in accordance with the mandate of the Minister of Religious Affairs regulation that madrasas need to design activities to strengthen religious moderation, strengthen character, anti-corruption education and the formation of noble morals.²⁰ Thus, the development of an integrated curriculum of local and Islamic content values is able to support the achievement of instructional, institutional and national education goals.

The preparation of an integrated curriculum of local and Islamic content values is contained in the school development curriculum document. Curriculum

¹⁸ Perdais, "Peraturan Daerah Istimewa Tentang Pemeliharaan Dan Pengembangan Kebudayaan No. 3 Tahun 2017 Tentang Pemeliharaan Dan Pengembangan Kebudayaan [JDIH BPK RI]," last modified 2017, accessed December 31, 2022, <https://peraturan.bpk.go.id/Home/Details/68793>.

¹⁹ Dani Dasa et al., "Globalisasi Dan Luntarnya Budaya Gotong Royong Masyarakat DKI Jakarta," *Jurnal Kewarganegaraan* 6, no. 2 (September 21, 2022): 5256–5261, accessed December 31, 2022, <https://journal.upy.ac.id/index.php/pkn/article/view/3155>.

²⁰ Lukman Hakim Saifuddin, "Keputusan Menteri Agama Nomor 184 Tahun 2019 Tentang Pedoman Implementasi Kurikulum Madrasah," last modified 2019, accessed January 3, 2023, <https://dki.kemenag.go.id/media/laws/3-191031102732-5dba54a4415ce.pdf>.

documents are developed in a span of once a year. This development is based on the vision and mission of the institution as well as the needs of the community / consumers. Curriculum development is integrated with local content inseparable from the guidelines and regulations of the Minister of Education and Culture as the main reference in curriculum development. Local content values are documented in aspects of core competencies and basic competencies of learners in indicators of child development achievement. In addition, the integration of local content values is written in learning activities that are packaged in the learning project agenda and the culmination of learning activities. Meanwhile, the development of Islamic values is inseparable from the Decree of the Minister of Religious Affairs Number 184 of 2019 concerning Guidelines for the Implementation of the Madrasah Curriculum which is then developed and adjusted to the needs of the vision and mission of RA AR Rafif Yogyakarta.

Learning resources in the form of data, people, methods, media, places where learning takes place, as a means of facilitating learning. Learning resources help educators to improve the quality of learning.²¹ Materials / sources of learning the value of local content of regional culture by utilizing the potential that exists around the school institution. The RA AR Rafif play area has been designed with various traditional main areas, such as sundamanda, engklek and clogs. In addition, RA AR Rafif also has agricultural land that is used for the process of getting to know wiwitan activities. Meanwhile, learning resources / materials in stimulating the Islamic values of early childhood with the main sources of educators themselves and other students. In addition, other learning resources, educators use the surrounding environment as an interpretation in understanding the creation of Allah SWT.

The implementation of an integrated curriculum of local content values and Islamic values is carried out every day through learning and habituation activities. Learning activities refer to the curriculum and are developed on annual, semester, weekly and daily programs. Activities for the implementation of local and Islamic content values are written in the planning of the implementation of daily learning as learning outcomes. Learning activities through the center model of playing in circles and moving classes. The morning activity begins with the habituation of greetings to educators and friends. Then continued the iqro' activities. Learning in instilling aspects of local and Islamic content values takes place during learning activities. Dhuha and solat prayer activities are mandatory in congregation,

²¹ Samsinar S, "Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran," *Didaktika : Jurnal Kependidikan* 13, no. 2 (September 3, 2020): 194-205, accessed January 3, 2023, <https://jurnal.iain-bone.ac.id/index.php/didaktika/article/view/959>.

singing and clapping which contain local content values and religious values. Such as the applause of the pillars of Islam and faith, and the applause of *the taste of "diparingi matur nuwun, di timbali matur dalem, yen salah nyuwun pangapunten"*. The methods of habituation and obedience that take place in the learning process for early childhood will be more effective than just the commands and prohibitions given to the child²².

Evaluation activities for the development of an integrated curriculum of local and Islamic content values are carried out at the end of the semester and the beginning of the learning year. The evaluation material is related to the achievement of the results of indicators of child development aspects and indicators of local content and Islamic values. In addition, the evaluation of curriculum development includes cultural activities and religious activities daily, weekly and Islamic holidays.

CONCLUSION

The development of an integrated curriculum of regional and Islamic local content values in RA Ar Rafif is documented in the development of the contents of documents I and II. Development of annual, semester, weekly and daily programs as a form of interpretation of the curriculum that has been developed. Aspects of local and Islamic content values are arranged in the document indicators of achievement of child growth and development for one year of learning. Meanwhile, the values developed are in the form of attitudes, knowledge and skills in regional and Islamic local content as a derivative of the vision and mission, national, institutional and institutional educational goals. The cultivation of Islamic values and local content is carried out through habituation, discipleship and learning activities that have been planned by educators.

References:

Amin, Muhammad. "IMPLEMENTASI PROGRAM PEMBIASAAN DAN KETELADANAN PADA ERA NEW NORMAL DALAM MEMBENTUK AKHLAK SISWA MTS MIFTAHUL HUDA, TAYU, PATI." *EL-TARBAWI* 15,

²² Muhammad Amin, "IMPLEMENTASI PROGRAM PEMBIASAAN DAN KETELADANAN PADA ERA NEW NORMAL DALAM MEMBENTUK AKHLAK SISWA MTS MIFTAHUL HUDA, TAYU, PATI," *EL-TARBAWI* 15, no. 1 (June 1, 2022): 129-156, accessed January 3, 2023, <https://journal.uii.ac.id/Tarbawi/article/view/23180>; Endah Purwanti Sekolah et al., "Implementasi Pendidikan Karakter Terhadap Anak Usia Dini Melalui Pembiasaan Dan Keteladanan," *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 8, no. 2 (December 11, 2020): 260-275, accessed January 3, 2023, <https://journal.iainkudus.ac.id/index.php/thufula/article/view/8429>.

- no. 1 (June 1, 2022): 129–156. Accessed January 3, 2023. <https://journal.uii.ac.id/Tarbawi/article/view/23180>.
- Amiruddin, Amiruddin. “Internalisasi Nilai-Nilai Agama Pada Anak Usia Dini Di Raudhathul Atfhal Perwanida 1 Lipu Kabupaten Majene.” *Al-Qalam* 20, no. 1 (2016): 109.
- Andini, Gita Tri. “MANAJEMEN PENGEMBANGAN KURIKULUM.” *Jurnal Isema : Islamic Educational Management* 3, no. 2 (June 24, 2019): 42–52. Accessed July 11, 2019. <http://journal.uinsgd.ac.id/index.php/isema/article/view/5008>.
- Cahyani and Suyadi. “Konsep Pendidikan Anak Usia Dini Menurut Ki Hadjar Dewantara.” *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 3, no. 4 (2018): 219–230.
- Dasa, Dani, Dani Dasa Permana, Endro Legowo, Panji Suwarno, Pudjo Widodo, Herlina Risma, Juni Saragih, and Tomi Aris. “Globalisasi Dan Luntarnya Budaya Gotong Royong Masyarakat DKI Jakarta.” *Jurnal Kewarganegaraan* 6, no. 2 (September 21, 2022): 5256–5261. Accessed December 31, 2022. <https://journal.upy.ac.id/index.php/pkn/article/view/3155>.
- Hardiyana, Andri. “Reurgenisasi Pendidikan Anak Usia Dini Di Era Globalisasi.” *AWLADY: Jurnal Pendidikan Anak* 2, no. 2 (2016): 1–14.
- Jafar, Aljuk. “PENCIPTAAN BUKU ILUSTRASI PERMAINAN TRADISIONAL SEBAGAI UPAYA PELESTARIAN WARISAN BUDAYA LOKAL.” *Jurnal Art Nouveau* 3, no. 1 (September 12, 2014): 65–73. Accessed January 10, 2019. <https://jurnal.stikom.edu/index.php/ArtNouveau/article/view/578>.
- Jumaeda, St. “IMPLEMENTASI STANDAR PENILAIAN DALAM PEMBELAJARAN PAI PADA KURIKULUM 2013.” *al-Iltizam: Jurnal Pendidikan Agama Islam* 3, no. 1 (May 22, 2018): 65. Accessed June 3, 2019. <http://jurnal.iainambon.ac.id/index.php/ALT/article/view/418>.
- Karwati, Euis. “Pengembangan Pembelajaran Dengan Menekankan Budaya Lokal Pada Pendidikan Anak Usia Dini.” *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 6, no. 1 (August 1, 2016). Accessed January 9, 2019. <http://ejournal.upi.edu/index.php/eduhumaniora/article/view/2861>.
- Kusyairy, Umi, Ika Dewi Sartika, Husnul Hidayah, Sri Hartati, and Nurhidayat. “Implementasi Manajemen Kurikulum PADA PENDIDIKAN ANAK USIA DINI SULAPA EPPA.” *Indonesian Journal of Early Childhood Education* 1, no. 1 (2018): 25–34.
- Lukman Hakim Saifuddin. “Keputusan Menteri Agama Nomor 184 Tahun 2019 Tentang Pedoman Implementasi Kurikulum Madrasah.” Last modified 2019. Accessed January 3, 2023. <https://dki.kemenag.go.id/media/laws/3-191031102732-5dba54a4415ce.pdf>.
- Maisaroh, Maisaroh. “Internalisasi Nilai-Nilai Pendidikan Agama Islam Dalam Pembelajaran Berbasis Sentra Di Taman Kanak-Kanak Islam Terpadu Al-Hijrah Bintuju Kabupaten Tapanuli Selatan.” *Studi Multidisipliner: Jurnal*

- Kajian Keislaman* 5, no. 1 (June 30, 2018): 26–39. Accessed July 2, 2022. <http://jurnal.iain-padangsidempuan.ac.id/index.php/multd/article/view/934>.
- Malichatunniswah, Mufida. “IMPLEMENTASI KURIKULUM PAUD BERBASIS TAMAN PENDIDIKAN AL-QUR’AN DI PAUD TPQ AL-AMIEN BANCAAN SALATIGA.” *BELIA: Early Childhood Education Papers* 3, no. 2 (2014). Accessed July 2, 2022. <https://journal.unnes.ac.id/sju/index.php/belia/article/view/3770>.
- Mary, Eirene. “Implikasi Ulangan 5:16 Dalam Pendidikan Keluarga.” *Didache: Journal of Christian Education* 1, no. 2 (2020): 141.
- Masdudi, Masdudi. *KARAKTERISTIK PERKEMBANGAN PENDIDIKAN ANAK USIA DINI. AWLADY: Jurnal Pendidikan Anak*. Vol. 1, August 23, 2016. Accessed January 26, 2021. <https://syekhnurjati.ac.id/jurnal/index.php/awlady/article/view/739>.
- Miles, M.B & Huberman, A.M. “An Expanded Sourcebook: Qualitative Data Analysis (2nd Edition).” Edited by Matthew B Miles and A. Michael Huberman. *Sage Publications*, no. 2nd Edition (1994): 1–354. Accessed July 5, 2022. https://books.google.com/books/about/Qualitative_Data_Analysis.html?hl=id&id=U4lU_-wJ5QEC.
- Mulyati, Mumun. “MENCIPTAKAN PEMBELAJARAN MENYENANGKAN DALAM MENUMBUHKAN PEMINATAN ANAK USIA DINI TERHADAP PELAJARAN.” *Alim | Journal of Islamic Education* 1, no. 2 (October 8, 2019): 2019. Accessed July 15, 2020. <https://jurnal.kopertaisi.or.id/index.php/alim/article/view/150>.
- Muzayanati, Apriliyanti, Sutrisno Sutrisno, and Naila Husna Ramadhana. “PENGARUH KONTEN TIKTOK TERHADAP DEGRADASI AKHLAK ANAK MADRASAH IBTIDAIYAH DI MASA PANDEMI.” *Jurnal Ibriez: Jurnal Kependidikan Dasar Islam Berbasis Sains* 7, no. 1 (June 28, 2022): 43–54. Accessed January 3, 2023. <https://ibriez.iainponorogo.ac.id/index.php/ibriez/article/view/208>.
- Nurohmah, Ai Nurul, and Dini Anggraeni Dewi. “Penanaman Nilai Moral Dan Karakter Di Era Pandemi Melalui Pendidikan Dengan Mengimplementasikan Nilai-Nilai Pancasila.” *Journal of Education, Psychology and Counseling* 3, no. 1 (2021): 119–128.
- Perdais. “Peraturan Daerah Istimewa Tentang Pemeliharaan Dan Pengembangan Kebudayaan No. 3 Tahun 2017 Tentang Pemeliharaan Dan Pengembangan Kebudayaan [JDIH BPK RI].” Last modified 2017. Accessed December 31, 2022. <https://peraturan.bpk.go.id/Home/Details/68793>.

- Putri, Fitri Ana Cintia, and Achmad Rifai. "PENYELENGGARAAN PROGRAM PENDIDIKAN KARAKTER ANAK USIA DINI DI KB BINA CITRA CENDEKIA UNGARAN" 5, no. 1 (2019): 48–61.
- Regiani, Ega, and Dinie Anggraenie Dewi. "Pudarnya Nilai-Nilai Pancasila Dalam Kehidupan Masyarakat Di Era Globalisasi." *Jurnal Kewarganegaraan* 5, no. 1 (2021): 30–38.
- Rosyidah, Feryna Nur, and M Fadhil Nurdin. "Perilaku Menyimpang : Media Sosial Sebagai Ruang Baru Dalam Tindak Pelecehan Seksual Remaja." *Jurnal Pemikiran dan Penelitian Sosiologi* 2, no. 2 (2018): 38–48.
- Samsinar S. "Urgensi Learning Resources (Sumber Belajar) Dalam Meningkatkan Kualitas Pembelajaran." *Didaktika : Jurnal Kependidikan* 13, no. 2 (September 3, 2020): 194–205. Accessed January 3, 2023. <https://jurnal.iain-bone.ac.id/index.php/didaktika/article/view/959>.
- Sekolah, Endah Purwanti, Tinggi Keguruan, Dodi Ahmad, and Haerudin Sekolah. "Implementasi Pendidikan Karakter Terhadap Anak Usia Dini Melalui Pembiasaan Dan Keteladanan." *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 8, no. 2 (December 11, 2020): 260–275. Accessed January 3, 2023. <https://journal.iainkudus.ac.id/index.php/thufula/article/view/8429>.
- Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D [Research Methods of Education Quantitative, Qualitative, and R & D Approach]*. 22nd ed. Bandung: Alfabeta, 2015.
- Tadjuddin, Nilawati, Syofyan Soleh, and Untung Nopriansyah. "Kurikulum Penanaman Sikap Berbasis Kecerdasan Emosi Bagi Anak Usia Dini Di Provinsi Lampung." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 2 (2021): 664–679.
- Tahir, M Yusuf, Ismawati, Rismayani, Nurhikmah, and Mahmudhatus Syaroh. "Manajemen Kurikulum Anak Usia Dini Pada Taman Kanak-Kanak Aulia Samata Kabupaten Gowa." *NANAEKE Indonesian Journal of Early Childhood Education* 1 (2018): 63–72.
- Tampake, Tony. "Tantangan Globalisasi Terhadap Nilai-Nilai Keindonesiaan." *Theologia: Jurnal Teologi Interdisipliner* 8, no. 2 (2018): 17–28. <https://ejournal.uksw.edu/theologia/article/view/166/154>.
- Wahyuni, Arisna, and Suyadi. "Best Practice Pendidikan Kewirausahaan Pada Anak Usia Dini Di Tk Khalifah Baciro Yogyakarta." *Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2020): 15–22. <https://jurnal.umj.ac.id/index.php/YaaBunayya/article/view/6682>.