



Enhancing Children's Prayer Movements at Kindergarten Through Snake and Ladder Game Media

Irma Febiyanti

TKIT Anak Bintang, Bandung, Indonesia
Irmafebriyanti@gmail.com

Teti Ratnasih

UIN Sunan Gunung Djati Bandung, Indonesia
tetiratnasih@uinsgd.ac.id

Article history: Received: 01, 2024; Accepted: 02, 2024; Published: 02, 2024
DOI: <https://doi.org/10.15575/jkgk.v2i1.920>

Abstract: Education is the main key in developing individual potential, including spiritual strength, self-control, intelligence, and skills needed by society, nation, and state. Early childhood education is very important because it is at this time that the potential for intelligence and the basis of behavior begin to be formed. Based on Ministerial Regulation Number 58 of 2009 concerning Formal Early Childhood Education Standards, there are five aspects of development that need to be considered, one of which is the strengthening of religious values. This research aims to improve the ability of children's prayer movements in TKIT Anak Bintang through the use of snake and ladder media in Group B at the Imtaq Center, Baleendah District, Bandung Regency. With this media, children are encouraged to practice prayer movements in a more orderly manner. The results of the study showed an increase in children's ability to practice prayer movements, proving that snake and ladder media can be an effective means of learning religion for early childhood. This research is a Classroom Action Research (PTK) which is carried out in two cycles, each consisting of four stages: planning, implementation, observation, and reflection. The subjects of the study were 15 children from Group B, consisting of 6 boys and 8 girls.

Keywords: Early Childhood Education; Prayer Movement; Snake Ladder Media

INTRODUCTION

Early childhood education (PAUD) is a crucial phase in the formation of the basics of children's physical and mental growth. The National Education System Law (2003) states that early childhood education is intended to provide educational stimuli for children from birth to the age of six, in order to help their physical and spiritual growth in preparing for further education. This shows how important the government's attention to early childhood education, which has a great influence on children's future development (Play et al., 2024)

PAUD functions to provide proper stimulation, nurturing, and education during the child's important developmental period. In the school environment, teachers have a central role in the teaching and learning process, including in religious education, such as the teaching of prayer movements. However, introducing the concept of religion in early childhood is not easy. Children often have limited attention and concentration, so teaching methods that are engaging, interactive, and appropriate to their world are urgently needed (Athfal et al., 2024).

Early childhood education (PAUD) has a very important role in forming the basis of children's development, both physically, mentally, and spiritually. During this time, children's development takes place very quickly, so the stimuli provided must be appropriate to maximize their potential. One of the important aspects to be developed is religious values, especially in the habituation of worship practices such as prayer. From an early age, children need to be introduced to the concept and practice of worship in order to form a strong spiritual character in them (Kumaidi et al., 2024).

In the context of learning in early childhood education, teachers play an important role in providing teaching that is in accordance with children's development. However, monotonous or less interactive teaching methods are often an obstacle for children in understanding religious concepts. Many early childhood children easily get bored, so teaching with the lecture method is less effective. Therefore, the use of learning media that is interesting, fun, and in accordance with the needs of children is urgently needed. Interactive learning media can help children understand abstract concepts, including prayer movements, better.

Previous research has shown that the use of interactive media can increase early childhood learning motivation. One of the media that can be used is the snake and ladder game, which combines elements of play and learning. Through this game, children can learn prayer movements gradually while still feeling entertained. With a fun atmosphere, children are expected to be more interested in following the learning process, as well as understanding and memorizing prayer movements more easily (Zaira & Marlina, 2023).

Kindergarten IT Anak Bintang is one of the relevant places to apply this learning method. Based on the results of initial observations, it was found that many children in group B have not achieved optimal development in terms of religious and moral values, especially in the practice of prayer movements. Some children are still in the "Not Developing" or "Starting to Develop" category. Factors that affect this include limited children's attention, less varied teaching methods, and lack of support from the family environment in providing examples of good worship practices.

Departing from these problems, this research was conducted with the aim of improving children's ability to perform prayer movements at IT Anak Bintang Kindergarten through the use of snake and ladder media. This research is expected to contribute to the development of more effective religious learning methods in early childhood education, as well as encourage children to better understand and practice prayer correctly and consistently. With this change in method, it is hoped that not only children's ability in prayer movements will increase, but also their understanding of the importance of worship in daily life.

Based on observations at the IT Anak Bintang Kindergarten, children's ability to imitate prayer movements still needs to be improved. Conventional learning methods and the lack of use of interactive media are the main challenges. Therefore, this study aims to improve the ability of children's prayer movements in IT Anak Bintang Kindergarten through the use of snake and ladder media as a more interactive learning tool.

In early childhood education, it is important to provide methods that are suitable for the characteristics of children. Early childhood children tend to have short attention spans and need a fun approach to learning. Therefore, interactive and game-based learning methods can be an effective option. This approach will not only make children more interested, but also increase their active participation in the learning process. By using familiar and fun media, such as snake and ladder games, children will more easily understand abstract concepts such as prayer movements (Rajab et al., 2023).

In addition, play-based learning media has been shown to help children develop fine motor skills and body coordination. Prayer movements that require certain motor skills can be taught more easily through the medium of games, because children can imitate the movements in a fun atmosphere. This game can also reduce the boredom that often arises when teaching methods are monotonous. With this approach, children not only learn about prayer movements, but also hone their motor skills simultaneously.

Studies that have been conducted show that the use of educational games in religious teaching can increase children's motivation and involvement in learning. According to (Zaira & Marlina, 2023), a snake and ladder game adapted to teach prayer movements allows children to learn while playing. This not only makes it easier to understand, but also helps them remember the movements better. The use of this media can also create a more active learning atmosphere, where children participate in each stage of learning.

In addition to the role of teachers, parental involvement is also very important in the process of children's religious education. Support from the family environment can help children practice worship consistently at home. Parents who set a direct example in performing prayers will be role models for their children. Therefore, collaboration between schools and parents is urgently needed to achieve optimal results in religious teaching in early childhood education.

Interactive learning methods that involve various media can also help children understand religious concepts more deeply. In this case, teaching prayer movements is not only about memorizing the sequence of movements, but also understanding the meaning behind each of those movements. With media such as snake and ladder games, children can be given an explanation of the meaning of worship as they practice their movements. This approach will make learning more holistic, including cognitive, affective, and psychomotor aspects.

In addition, it is important for educators in early childhood education to continue to develop their skills in creating a creative and innovative learning atmosphere. Training and workshops that focus on the use of interactive learning media can help teachers to improve the effectiveness of their teaching. Thus, teachers will be better prepared to face the challenges of teaching religious

concepts to early childhood, which has different learning characteristics from students at higher levels.

The use of snake and ladder media in religious learning is expected to be a model for other educational institutions. With this method, children can more quickly master the prayer movements and understand the importance of worship in their lives. Furthermore, this research can also pave the way for the development of other interactive learning media that can be used in various subjects in early childhood education, so that the learning process becomes more effective and enjoyable.

In addition, the results of this study are expected to make a real contribution to improving the religious education curriculum in PAUD. By emphasizing interactive learning methods and in accordance with children's development, it is hoped that the future religious education curriculum will be more relevant and can answer the needs of children in this digital era.

Finally, it is important to remember that religious education in early childhood education must be done in a fun way and not cause pressure for children. Early childhood children are in a sensitive phase of development, so the wrong approach can lead to fear or confusion in understanding religion. Therefore, the use of appropriate methods, such as educational games, is essential to ensure that children learn in a way that suits their world.

METHODOLOGY

The approach used in this study is a qualitative approach with the type of Classroom Action Research (PTK). The qualitative approach was chosen because it provides a deep understanding of the learning process that occurs in the classroom, especially related to improving the ability of children's prayer movements through the media of snakes and ladders. According to Creswell in (Irfan Syahroni, 2023), a qualitative approach allows researchers to interpret interactions that occur in a social context more comprehensively.

This study uses the Classroom Action Research (PTK) method which is designed to improve learning practices directly in the classroom. PTK was chosen because this method allows researchers to carry out interventions that can be directly measured in a repeatable cycle of improvement. In each cycle, there are four stages that are carried out, namely planning, implementation, observation, and reflection. This method is relevant because it is able to solve learning problems in a systematic and structured way, and involves teachers and researchers in the reflection process (Sugiyono, 2018).

The data used in this study consisted of qualitative and quantitative data. Qualitative data in the form of observations on children's behavior during the learning process, including field notes and the results of discussions with teachers. Meanwhile, quantitative data is in the form of an assessment of children's ability to perform prayer movements before and after the intervention using snake and ladder media. This combination of data helps provide a more comprehensive understanding of children's development in worship practices (Prasetyo, 2012).

The primary data source in this study is 15 children from Group B at TKIT Anak Bintang, consisting of 6 boys and 9 girls. They are the focus of data collection related to the ability of prayer movements. In addition, secondary sources used

include documents related to early childhood education standards and supporting literature regarding children's motor development and religious education, such as Ministerial Regulation Number 58 of 2009 concerning Early Childhood Education Standards.

This research was carried out at TKIT Anak Bintang which is located in Baleendah District, Bandung Regency. The selection of the research site is based on the relevance of schools based on Islamic education and has implemented a prayer learning program. The school also has facilities and programs at the Imtaq Center, which is a strategic location to carry out interventions related to improving the ability of prayer movements in early childhood.

This research was carried out in two cycles, where each cycle consisted of four stages, namely planning, implementation, observation, and reflection. At the planning stage, the researcher collaborated with teachers to design snake and ladder media as a learning aid. The implementation was carried out by guiding children to play snakes and ladders while practicing prayer movements. Observations were made to record progress and obstacles faced during the learning process. Reflection is used to evaluate the results of each cycle and determine improvement steps in the next cycle.

According to Kemmis and McTaggart's theory in (Shofuranisa & Hamdan, 2021), PTK is the right method to improve learning practices continuously through the cycle of improvement. In the context of this study, the PTK cycle provides an opportunity for researchers and teachers to continue to improve the method of learning prayer movements so that children can learn in a more fun and effective way.

This study also uses triangulation techniques to ensure the validity of the data obtained. The triangulation used involves combining observation data, the results of discussions with teachers, and the assessment of children's learning outcomes. By using various data sources, researchers can verify and confirm the findings obtained from various perspectives. This is in line with Denzin's opinion in (Saharuni, 2022) which states that triangulation can increase the validity and reliability of research results, because it allows researchers to obtain a more comprehensive picture of a phenomenon.

Data collection techniques were carried out through participatory observation, semi-structured interviews with teachers, and documentation. Participatory observation was carried out to directly observe the children's interaction during snake and ladder play and practice prayer movements. Semi-structured interviews provide an opportunity for researchers to deepen teachers' understanding of children's behavior changes after the intervention, as well as the challenges faced during the learning process. Meanwhile, documentation in the form of class diaries and learning video recordings is used as supporting data that helps researchers evaluate children's progress.

In the data analysis, the researchers used an interactive model from Miles and Huberman in (Prasetyo, 2012) which involves three main stages, namely data reduction, data presentation, and conclusion drawn. In the data reduction stage, the researcher filters and simplifies the relevant data to focus on aspects related to the research objectives. Furthermore, the presentation of data is carried out using tables, diagrams, and narrative descriptions to describe the development of children's prayer movement skills. Conclusions are drawn through the process

of interpreting the findings with reference to theories of early childhood education and religious learning.

Each cycle in this study lasted for two weeks. In the first cycle, the main focus is on the introduction of snake and ladder media to children and an early understanding of prayer movements. The second cycle focuses more on repeating the prayer movements by modifying some aspects of the game to be more structured and emphasizing the correct movements. At the end of each cycle, the researcher together with the teacher conducts an evaluation and reflection to identify the weaknesses and strengths of the methods used. This reflection is the basis for improvement in the next cycle, so that the learning process becomes more effective.

The success criteria in this study are determined based on an increase in the number of children who are able to perform prayer movements correctly after following the learning process using snake and ladder media. In addition, success is also measured by increasing the motivation and involvement of children in the learning process. This indicator is taken from the results of observations and assessments carried out by classroom teachers during the study.

RESULTS AND DISCUSSION

RESULTS

The results of this study show that the use of snake and ladder media in learning prayer movements at IT Anak Bintang Kindergarten has a significant impact on improving children's ability to practice prayer movements. In the first cycle, most children begin to show a basic understanding of the order and movements of prayers. Of the total 15 children, 10 children are in the "Starting to Develop" (MB) category, while 5 children are still in the "Not Developing" (BB) category. Although the results of the first cycle showed uneven improvement, the children showed higher enthusiasm and engagement compared to previous learning methods.

During the first cycle, some of the challenges faced were the children's limited attention span and their difficulty in memorizing the sequence of prayer movements. Children are more interested in the snake and ladder game, but still need more intensive repetition to remember the prayer movements correctly. Observations showed that children were more responsive to learning that involved elements of play, but their concentration tended to decline after playing for some time. This provides input for improvement in the second cycle, especially in terms of preparing a more balanced learning schedule between games and the repetition of prayer movements.

In the second cycle, after modifications in the learning approach, a more significant increase was seen. Researchers shortened the duration of the game and placed more emphasis on repeating the prayer movements in each game session. As a result, out of 15 children, 12 children managed to achieve the category of "Developing as Expected" (BSH), while 3 children were still in the category of "Starting to Develop" (MB). This shows that a more structured method change helps children memorize and practice prayer movements better.

This improvement can be seen in several aspects of prayer movements, such as takbiratul ihram, ruku', and prostration, where most children can do it more smoothly and in an orderly manner. Children began to show a better understanding of the sequence of movements, although there were still some

difficulties in transitioning between movements, such as getting up from ruku' to prostrating. However, with consistent repetition and guidance, these mistakes decrease over time.

In addition to the ability to pray movements, the use of snake and ladder media also has a positive impact on children's learning motivation. Observation during the learning process showed that the children looked more enthusiastic and actively involved in each learning session. The snake and ladder media, which combines elements of play, manages to create a fun and not boring learning atmosphere for children. They are more interested in participating in learning activities, and this has a direct impact on improving concentration and understanding of the material.

Support from teachers also plays an important role in the success of this learning. The teachers involved provide guidance and repetition of prayer movements continuously, which helps the children in remembering the movements better. In addition, the teacher also acts as a facilitator who directs the game to stay focused on the learning objectives. The interactions that occur during the game provide an opportunity for children to learn collaboratively, where they observe each other and imitate each other's movements.

Overall, the results of this study show that snake and ladder media is an effective tool in improving the ability of early childhood prayer movements in Kindergarten IT Anak Bintang. The improvement can be seen both in terms of understanding prayer movements and children's motivation to learn. With the right modifications, this media can be one of the alternative interactive and fun learning methods for children, especially in religious teaching that requires repetition and continuous practice.

In addition to improving the ability of prayer movements, the results of this study also show significant development in the aspect of children's social skills during the learning process. Through the use of snake and ladder media, children learn to cooperate, take turns, and respect the rules of the game, which indirectly strengthens their social interaction skills. Observations showed that children who initially tended to be passive and less engaged, began to show initiative to help their friends in remembering prayer movements. This creates a more collaborative learning atmosphere, where children support each other and are motivated to achieve common goals.

The results of interviews with teachers also revealed that this approach was able to increase children's attention and discipline. Previously, teachers faced difficulties in maintaining children's focus on learning prayer movements. However, through the integration of snake and ladder media, teachers reported that children seemed more motivated to follow instructions and try to complete the game while practicing prayer movements. In addition, the use of this method is also considered effective in accelerating the learning process, because children master the movements taught faster thanks to a combination of game elements and repetitive hands-on practice.

DISCUSSION

In this section, the results of the research will be analyzed and compared with previous theories and research on the use of interactive learning media in early childhood education. Based on the findings of the study, the use of snake and

ladder media has proven to be effective in improving children's ability to practice prayer movements. This is in line with the theory of early childhood learning which states that children are easier to understand concepts through interactive activities and involve elements of play. The snake and ladder media that combines elements of play and learning has managed to attract the attention of children, so that they are more motivated to follow the learning process (Nurul Hana Aprilia & Makroen Sanjaya, 2023).

This research also strengthens Vygotsky's view in (Shofiyati et al., 2023) About its importance *Scaffolding* in early childhood learning. In the context of this research, the teacher acts as a supervisor who provides direction and support during the game. Through the interaction that occurs between children and teachers, the learning process becomes more collaborative and children can learn from the observations and guidance provided. The role of the teacher in directing the game is very important to ensure that children stay focused on the learning goal, which is to master the Movement.

One of the challenges faced in the first cycle is the limitation of children's concentration. As stated in various literatures, early childhood has a short attention span and is easily distracted by other things. In the first cycle, children tend to focus more on the game aspect than learning prayer movements. However, modifications made in the second cycle, such as shortening the duration of the game and emphasizing the repetition of prayer movements, successfully addressed this problem. The results of this study show that adjustments to learning methods are needed to balance between play activities and learning focus (Harisa et al., 2022).

The changes that occur in the second cycle can also be explained through the learning theory of behaviorism. Children show a better response to the repetition of prayer gestures, which gradually form their habits. With the repetition and consistent guidance provided by the teacher, children began to remember and practice prayer movements more smoothly. This shows that learning prayer movements in early childhood requires intensive and structured repetition so that children can master these movements.

Another positive impact of using snake and ladder media is the increase in children's motivation to learn. This medium creates a fun and interactive learning atmosphere, which is very important for early childhood. Children are more motivated to participate in learning activities because they feel involved in the game. As the theory of intrinsic motivation explains, children tend to be more enthusiastic about learning when they engage in activities that are interesting and relevant to their interests. This is evident through increased children's involvement in learning during the study (Nurhadi et al., 2022).

In addition, the results of this study also show that interactive learning approaches such as snakes and ladders not only improve children's cognitive abilities, but also social skills. During the game, children interact with each other and work together to complete the game, which indirectly trains them in social and emotional aspects. Learning through this interactive medium helps children learn to work in groups, share roles, and observe movements performed by their peers, all of which are important parts of early childhood development.

Overall, this study makes an important contribution to the development of more effective learning methods for religious education in early childhood. The

use of snake and ladder media as a means of learning has been proven to be able to improve children's ability to pray and provide a more enjoyable learning experience. Thus, interactive media such as snakes and ladders can be one of the alternatives to more interesting and efficient learning methods, especially in the context of religious learning that requires active involvement from children.

This research also supports the theory of constructivism which emphasizes the importance of direct experience in the learning process of children. In the context of learning prayer movements, the use of snake and ladder media gives children the opportunity to learn through hands-on experience that engages all their senses. Children not only listen to instructions from the teacher, but also perform physical movements, which strengthens their understanding of the concepts being taught. As stated by Piaget, learning that involves hands-on experience tends to be more effective because children can build their own knowledge through interaction with the environment (Mazlin et al., 2023).

Furthermore, the results of this study show that the use of snake and ladder media also contributes to the improvement of children's motor skills. The prayer movement involves good body coordination, and through the game of snakes and ladders, children are trained to perform the movement repeatedly. This supports the theory of motor development which states that the repetition of physical movements in play activities can improve children's fine and gross motor skills. Therefore, snake and ladder games not only help children in understanding prayer movements, but also in developing the physical coordination necessary to perform those movements correctly (Harisa et al., 2022).

Another aspect that needs to be considered in this study is the role of teachers as facilitators in the learning process. As a mentor, teachers not only provide instruction, but also ensure that each child gets the opportunity to actively participate. In Bandura social learning theory, children learn through observation and imitation. Therefore, the interaction that occurs between teachers and children during the snake and ladder game is very important to facilitate the learning process. The teacher acts as a model who provides examples of correct prayer movements, so that children can imitate them more easily (Bhoko et al., 2023).

This research also emphasizes the importance of a supportive learning environment. At Kindergarten IT Anak Bintang, a positive and interactive learning atmosphere encourages children to participate more in learning activities. This is in accordance with Bronfenbrenner's ecological theory, which states that a supportive learning environment will have a positive impact on children's development. The use of fun and interactive learning media such as snakes and ladders creates a safe and conducive learning environment, where children feel comfortable learning and exploring (Su'udin Aziz & Farida Isroani, 2021).

In terms of improving children's ability to remember and practice prayer movements, this study found that repetition and consistency are essential. In the context of religious learning, the ability to memorize movements is a crucial aspect. The repetition done during the snake and ladder game helps children to strengthen their memory of the sequence of prayer movements. This supports the memory theory which states that repetition is one of the effective strategies in strengthening long-term memory (Salsabila, 2022). In addition, the approach

used in this study also combines visual and kinesthetic learning elements. The snake and ladder media provide visual stimulation in the form of pictures and illustrations of prayer movements, while children actively move to follow instructions in the game. The combination of these two approaches increases the effectiveness of learning, as children can make connections between what they see and what they do. According to the theory of multimodal learning, children learn better when their various senses are activated simultaneously (Rusdiana, 2023)

The study also shows that interactive learning media such as snakes and ladders can reduce the anxiety that children may experience when learning religion. In some cases, religious teaching can be stressful for children, especially if they find it difficult to memorize or understand the prayer movements. However, by using game media, the learning atmosphere becomes more relaxed and fun, so that children do not feel burdened. This is in line with the theory of emotional learning which states that a positive learning atmosphere can increase children's ability to absorb information (Saharuni, 2022). In the second cycle of this study, it was found that by modifying the duration of the game and adding the repetition of prayer movements, the children's ability to memorize these movements increased significantly. This shows that flexibility in teaching methods is very important in achieving optimal learning outcomes. Modifications made according to children's needs help them more easily understand and master prayer movements, and show that adaptive teaching methods can give better results (Yulianto et al., 2023).

Overall, this study makes an important contribution to the development of more effective religious learning methods for early childhood. The use of interactive snake and ladder media not only helps children in understanding and remembering prayer movements, but also creates a more fun and non-stressful learning atmosphere. Thus, this approach can be a relevant alternative to be applied in religious education in early childhood education, especially to increase children's involvement and motivation in learning religious concepts (Zaira & Marlina, 2023).

The results of this study are expected to provide new insights for educators and policymakers in designing more innovative religious learning methods that are in accordance with the characteristics of early childhood. Thus, the use of interactive media such as snake and ladder games can be used as one of the strategies to strengthen religious learning in early childhood education, which not only focuses on cognitive aspects, but also on the social, emotional, and motor aspects of children.

CLOSER

Conclusion

This research aims to improve children's ability to practice prayer movements through the use of snake and ladder media at IT Anak Bintang Kindergarten. Based on the results of the research that has been carried out, it can be concluded that the use of snake and ladder media has proven to be effective in improving children's understanding and skills in performing prayer movements. In addition, this interactive learning method has succeeded in increasing children's

motivation to learn, creating a more enjoyable learning atmosphere, and providing a more meaningful learning experience for children.

The results of the study show that modification of learning methods, especially through the combination of aspects of play with the repetition of movements, is able to help children remember and practice prayer movements better. In the second cycle, there was a significant increase in children's ability to master prayer movements compared to the first cycle. This indicates that interactive and varied learning is more effective in overcoming early childhood attention limitations, especially in routine learning such as prayer movements.

Overall, teachers need to continue to innovate in learning methods so that the material taught can be well received by children. Snake and ladder media can be an alternative method of religious learning that is effective and fun for early childhood. It is hoped that these findings can be a reference for educators in designing more interactive learning strategies, especially in religious education that requires repetition and continuous practice. For further research, it is recommended to develop other interactive media and test their effectiveness in learning different aspects of religion.

Implication

This study offers important implications for early childhood education, particularly in religious teaching. First, interactive learning media like snakes and ladders effectively boost children's motivation and engagement. Teachers should consider using similar interactive tools, especially for repetitive materials like prayer movements. Second, the findings highlight teachers' role in designing learning that suits children's needs, acting as facilitators to create a conducive and engaging environment. Third, it suggests enriching religious education curricula with creative media, beyond traditional methods. Lastly, it emphasizes the role of parents in supporting school learning, reinforcing religious practices at home for better learning outcomes.

REFERENCE

- Athfal, R., Kabupaten, A.-I., Provinsi, G., & Barat, J. (2024). *Penerapan Metode Pembiasaan Sholat Pada Anak Usia Dini*. 2, 82-90.
- Bermain, M., Pengajaran, D., Kepada, S., & Usia, A. (2024). Membangun Dasar Ibadah Melalui Kegembiraan : Eksplorasi Metode Bermain Dalam Pengajaran Sholat Kepada Anak Usia Journal of Social Science and Humanities Research. *Journal of Social Science and Humanities Research*, 2(2), 122-127. <https://doi.org/10.56854/jsshr.v2i2.324>
- Bhoko, V., Wungo Kaka, P., & Uge Lawe, Y. (2023). UPAYA MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR SISWA MELALUI PENERAPAN MODEL PEMBELAJARAN PBL (Problem Based Learning) TEMA CITA-CITAKU. *Jurnal Citra Pendidikan*, 3(1), 723-733. <https://doi.org/10.38048/jcp.v3i1.1039>
- Harisa, A., Ubaidillah, A., Alam, M., & Rachmawati, U. (2022). Efektivitas Media Audio dalam Mengenalkan Gerakan Sholat pada Anak Usia Dini. *El-Athfal: Jurnal Kajian Ilmu Pendidikan Anak*, 2(02), 120-134. <https://doi.org/10.56872/elathfal.v2i02.835>
- Irfan Syahroni, M. (2023). Analisis Data Kuantitatif. *EJurnal Al Musthafa*, 3(3), 1-13. <https://doi.org/10.62552/ejam.v3i3.64>
- Kumaidi, M., Febriani, E., & Dwiputri, A. S. (2024). Pengaruh Pola Asuh Orang Tua

- terhadap Kedisiplinan Pelaksanaan Sholat pada Anak. *Jurnal Syntax Admiration*, 5(4), 1054–1065. <https://doi.org/10.46799/jsa.v5i4.1073>
- Mazlin, M., Idrus, A. Al, Ilhamdi, M. L., & Jufri, A. W. (2023). Model Problem Based Learning Berbantuan Booklet Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Biologi Kelas X MA Darul Ihsan Lelong. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1775–1782. <https://doi.org/10.29303/jipp.v8i3.1564>
- Nurhadi, R., Lubis, M., & Fanhas Fatwa Khomaeny, E. (2022). Pengaruh Gerakan Sholat Dhuha Terhadap Perkembangan Motorik Kasar Pada Unsur Keseimbangan Anak Usia 5–6 Tahun. *Early Childhood: Jurnal Pendidikan*, 6(1), 110–120. <https://doi.org/10.35568/earlychildhood.v6i1.1874>
- Nurul Hana Aprilia, & Makroen Sanjaya. (2023). Program “Gerakan Subuh Mengaji” Episode 152 “Pendidikan Lingkungan Hidup Pada Anak Dan Remaja” Di TVmu Dalam Menjalankan Fungsi Pendidikan. *TUTURAN: Jurnal Ilmu Komunikasi, Sosial Dan Humaniora*, 1(4), 43–51. <https://doi.org/10.47861/tuturan.v1i4.493>
- Prasetyo, I. (2012). Teknik Analisis Data. *PLS FIP Universitas Negeri Yogyakarta*, 6, 11.
- Rajab, A., Baharullah, B., & Husniati, H. (2023). Pengaruh Penerapan Pembelajaran Matematika Realistik (PMR) Terhadap Kemampuan Pemahaman Matematika dan Kemandirian Siswa Kelas V Se-Gugus IV Kec. Tellu Siattinge Kabupaten Bone. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(4), 1517. <https://doi.org/10.35931/am.v6i4.1421>
- Rusdiana, M. (2023). *KEBERMAKNAAN HIDUP PADA REMAJA DENGAN PERILAKU SELF-INJURY DI KABUPATEN PEMALANG*. UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG.
- Saharuni. (2022). Kreatifitas Guru Pai Dalam Pennggunaan Metode Pembelajaran Untuk Meningkatkan Minat Belajar Pai Pada Siswa Di Sdn 4 Maroangin. *Jurnal Al-Tabayin : Journal of Islamic Education*, 1(2), 37–50.
- Salsabila, ikhlas wardina. (2022). *Psychological Well-Being Guru*. UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU.
- Shofiyati, S., Sumiyati, S., & Marlina, H. (2023). Penanaman Nilai Agama dan Moral (Ibadah Sholat) Dalam Pendidikan Keluarga pada Anak usia dini. *AWLADY: Jurnal Pendidikan Anak*, 9(1), 17. <https://doi.org/10.24235/awlad.v9i1.10186>
- Shofuranisa, N., & Hamdan, S. R. (2021). Hubungan Tipe Kepribadian dalam Perspektif Islam dengan Perilaku Merokok pada Mahasiswa Unisba. *Prosiding Psikologi, volume 7*,(November), 188–196.
- Su'udin Aziz, & Farida Isroani. (2021). Meningkatkan Hasil Belajar Siswa Melalui Pembelajaran E-Learning Pada Mata Pelajaran PAI. *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)*, 1(2), 49–58. <https://doi.org/10.55606/jurdikbud.v1i2.1316>
- Sugiyono. (2018). Teknik Analisis Kualitatif. *Teknik Analisis*, 1–7.
- Yulianto, H. T., Tusmiyati, A., & Widiastuti, H. (2023). Peningkatan Aktivitas Dan Hasil Belajar Siswa Melalui Penerapan Model Problem Based Learning (Pbl). *TEACHING AND LEARNING JOURNAL OF MANDALIKA (TEACHER) e- ISSN 2721-9666*, 4(1), 1–12. <https://doi.org/10.36312/teacher.v4i1.128>
- Zaira, N. B., & Marlina, S. (2023). Efektivitas Penggunaan Media Audio Visual untuk Menstimulasi Motorik Kasar melalui Gerakan Sholat pada Anak Usia Dini di Taman Kanak-Kanak Aisyiyah 14 Ampang Padang. *Jurnal Pendidikan Tambusai*, 7(2), 3791–3797. <https://doi.org/10.31004/jptam.v7i2.6241>