

APPLICATION OF LKPD FOR THE DEVELOPMENT OF ISLAMIC RELIGION FOR CHILDREN AGED 5-6 YEARS BASED ON SCIENTIFIC ACTIVITIES AT THE RUMAH TAHFIDZ SOFWAN SALIM PALEMBANG

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Abstract. The research in this study uses a qualitative descriptive method that aims to describe and reveal the facts as they are what happened at the research location about the application of scientifically based LKPD at Rumah Tahfidz Sofwan Salim Palembang in an effort to develop aspects of Islamic Religious Values. Data collection is done through observation and documentation. The data in this study was obtained using data collection techniques in the form of observation, interviews, and documentation. Then the data was analyzed using the analysis techniques of the Miles and Huberman model. Based on the results of research that have been conducted that child aged 5-6 years at Rumah Tahfidz Sofwan Salim Palembang which was carried out by working on LKPD for the development of Islam with 3 activities, namely (1) religious introduction activities; (2) activities of knowing the creation of Allah SWT; and (3) habitually reading prayers before activities. The development of religious values contained in LKPD aims to increase piety to God and build children's attitudes. The results showed that learning activities using scientifically based Islamic development LKPD are fun activities such as religious children are very enthusiastic (excited and active) and do assignments to completion, children also collect assignments on time. Thus, the scientific approach is a learning process designed so that children can actively observe, question, collect information, reason, and communicate. With this process, children will have the ability to think scientifically. To stimulate the ability to think scientifically, teachers need to apply a scientific approach as an effort to develop positive behavior.

Keywords: LKPD Religious Development, Age 5-6 Years, Scientific Approach

INTRODUCTION

Educating children is a major responsibility for parents. Since birth, children have been given various kinds of potential that are ready to be developed. This potential will develop perfectly if parents, educators and people around the child's environment are able to stimulate the child's development properly. Some aspects of early childhood development are religious and moral development, social-emotional development, cognitive development, language development, physical-motor development, and artistic development. In general, development is different from growth. Growth is related to the physical, which involves increasing the size and structure of the biological and quantitative nature. While development is related to the child's psychic and is skinative.

One of the early childhood developments that must be optimized is moral and religious development. Children who have good religious potential will not do bad things or other evil acts when they grow up. Children who since childhood are equipped with good religious knowledge will not be easily affected by a bad environment. He will always be introspective and stick to the

religion he professes. The importance of optimizing early childhood religious development. Education intended for early childhood has been written in the Constitution No. 20 of 2003 concerning the National Education System Article 1 point 14 which states that ECCE is guidance aimed at children from birth to the age of 6 years, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. (Latif et al., 2014)

Education in ECCE can create a quality generation in the future because education from an early age can help develop the intellectual / intelligence of children at the age of 0-4 years reaches 50%, at the age of 0-8 years reaches 80% and at the age of 0-18 years reaches 100% the statement is the result of research in the field of neuroscience conducted by Obson, White, and Bloom. Based on these findings, it can be understood that intellectual development occurs very rapidly at the age of birth 4 years to 8 years, or in the golden age (Nisa & Suyadi, 2020; Prastowo, 2015) and the remaining 20% occurs at the age of 18 years. The results of these findings further strengthen the reason for being able to develop the potential of early childhood in this case the development of religion to become adult humans who believe and fear God Almighty, are responsible and become human beings for development and succession to the ideals of the struggle of the nation and state. One way to optimize early childhood religious development in ECCE is to use printed teaching materials. Teaching materials are materials or learning materials that are arranged systematically, which are used by teachers and students in the learning process. One type of printed teaching material is in the form of LKPD, which is a student activity sheet. For the learning process in early childhood to be interesting, of course, it is necessary to use a learning approach that is appropriate to the stage of development of students in ECCE (Prastowo, 2015).

There are several types of early childhood education services that are divided into several age groups according to the stage of early childhood development. There are formal education pathways, namely Kindergarten (TK) and Raudhatul Athfal (RA) which are specifically for children aged 4-6 years. While the non-formal education path of Child Care Park (TPA) and other equivalent forms that use programs for children aged 0-2 years, 2-4 years, and 4-6 years. Furthermore, non-formal education is education held in the early childhood family environment. Based on the description above, non-formal education for early childhood can also be in the form of a Rumah Tahfidz or an educational place to learn Islam or read the Quran. One of the Rumah Tahfidz places is on Jl. Panca Usaha Lr. Cempaka RT. 50 District SU 1 Palembang. The Tahfidz House is under the auspices of the Sofwan Salim Palembang Education Foundation. Rumah tahfidz sofwan salim has been established since 2020 until now in 2023. One of the founders of the Sofwan Salim Education Foundation is the first author of this study, Gustiana Yuantini and her husband. There are two study programs at Rumah Tahfidz Sofwan Salim, namely the Tahsin program (learning to read the Quran) and Tahfidz (memorizing the Quran). The number of students at Rumah Tahfidz Sofwan Salim amounts to 60-70 students, including early childhood students 4-6 years old. The religious learning process of early-age students at home Tahfidz Sofwan Salim has not used LKPD teaching materials but uses hijaiyah letter props. While at an early age, it is necessary to use interesting teaching materials in order to help optimize child development.

The learning approach that will be used in the LKPD is a scientific approach which is a learning process designed in such a way that students can actively build competencies, attitudes, knowledge, and skills.

Through the above problems, the researcher made a research title entitled "Application of LKPD for the development of Islamic religion for children aged 5-6 years at the Sofwan Salim Education Foundation Palembang. Based on the description above, the first purpose of this study is to find out how the process of applying religious learning to children aged 5-6 years at the Sofwan Salim Palembang Education Foundation; second, to find out how the process of implementing LKPD for the development of Islam for children aged 5-6 years at the Sofwan Salim Education Foundation Palembang.

The following is the understanding of LKPD or also commonly referred to as LKS according to Ramadhan (2014) LKS is one of the means to help and facilitate in understanding the material. Furthermore, according to Prastowo, what is quoted by is printed teaching materials in the form of sheets of paper containing material, summaries, and instructions for the implementation of learning tasks that must be done by students, which refers to the basic competencies that must be achieved. According to the general guidelines for the development of teaching materials according

to the Diknas quoted in saying that Fannie and Rohati (2014)Prastowo, (2015)*student worksheets* are sheets that contain tasks that must be completed by students, activities are usually in the form of instructions or steps to complete a task, and the task must be in accordance with the basic competencies to be achieved.

Based on the opinions of some of the experts above, it can be said that LKPD is printed teaching material in the form of sheets used as guidelines in learning activities to help and facilitate understanding of material containing tasks that must be done by students along with instructions for task implementation. According to Hidayah quoted by stated that the content of LKPD messages must pay attention to the elements of writing, graphic media, material hierarchy, and the selection of questions as a stimulus. Therefore, LKPD must attract students' attention to read it. The LKPD that will be implemented at Rumah Tahfidz Sofwan Salim is the result of the design of Gustiana Yuantini, the first author of this study which has been made by adjusting the development stages of children aged 5-6 years which refer to government regulations or STPPA Fannie and Rohati (2014).

Development is a change in physical (motor), emotional, cognitive, and psychosocial aspects (how children interact with the environment), changes that occur in children from various aspects are child development. The concept of child development is put forward by Werner (1957) as follows: "Development is in line with the *orthogenetic* principle, that child development takes place from a global state and is less differentiated to a state where differentiation, articulation and integration increase gradually. The process of differentiation is defined as the principle of totality in children that from the appreciation of totality gradually the parts become more real and clearer in the overall framework. Since the baby is born, he has had a "total picture or complete picture" of the world, only that the picture is still vague and vague. Carried away by its development, the vague total picture just now gradually became bright, and the parts grew more real, and clear and the structure more and more complete. Then arise complexes and elements, for example, elements of motion, distance, shape, structure, color, and others. However, they are all part of one totality or whole and contain the properties of said totality (Mursid & Nur, 2015).

Religion comes from Sanskrit, which consists of the word "a" which means no, and "gam" which means to go. Linguistically religion can be interpreted as not leaving, remaining in place, lasting, eternal, which is passed down continuously from one generation to another. On the other hand, there are also those who interpret "gama" which means chaotic so that in the religious language it is interpreted as not chaotic. Thus it can be interpreted that a religious person does not experience chaos. On the other hand, religion can be interpreted as the absolute truth of life that has physical manifestations above the world. Religion has a testimony of faith, community, and code of ethics. So religion is a certain set of behavioral practices that are linked to beliefs expressed by certain intuitions and embraced by its members. Religion provides information about what to do and what to forbidden. Early childhood has the level of achievement of children's moral and religious development in children aged 5-6 years that has been determined by BNSP is (1) already able to know the religion adhered to; (2) habituate to worship; (3) understand noble behavior (honest, helpful, courteous, respectful); (4) recognize good and bad behavior; (5) recognize the rituals of religious holidays; (6) respect the religion of others (Wiyani, 2014)(Suhada, 2016)(Wiyani, 2014). Meanwhile, to do interesting learning requires an approach. The scientific approach is a learning process that is designed in such a way that students can actively build competence, attitudes, knowledge and skills through the stages of observing, questioning, collecting information, reasoning and communicating. A scientific approach needs to be applied in the learning process because it can stimulate children to think critically, analytically and have problem-solving skills. In addition, children can have a more meaningful learning experience through scientific 5 M activities, causing children to find out from various sources through observation. Some activities in the scientific approach are (1) observing, observing is done to find out objects by using the senses such as seeing, hearing, feeling, feeling and sniffing; (2) questioning, the child is stimulated to ask questions both about objects that have been observed and about things that want to be known; (3) collect information can be obtained from various ways including discussing, reading books, trying, asking questions and then inferring results from various sources; (4) reasoning is the ability to connect various information that is already owned with newly obtained information so as to get a better understanding of something; (5) Communication is an activity to convey things that have been learned in various forms such as storytelling, movement, performance and so on (Ministry of Education and Culture, 2014; Pratiwi, 2016).

There are several previous studies written about LKPD including, (1) entitled "Development of Children's Worksheets Using a Constructivist Approach to Improve Early Childhood Science Skills", with the conclusion that LKA by using the developed constructivist concepts can improve the science skills of group B children. The results of observations of science abilities in the aspect of observing skills obtained an average value of 95.75. In classifying skills, an average value of 100 is obtained, in other words, the products developed can improve the ability of science in children; (2) entitled the effect of the application of student activity sheets (LKPD) based on a scientific approach on the results of student learning on the material of the class XI coordination system at SMA Negeri 1 Sekampung". The result of this study is that there is an influence on the implementation of LKPD based on a scientific approach to the results of student learning on the material of the class XI coordination system at SMA Negeri 1 Sekampung. Furthermore, the learning outcomes of students who use scientifically based LKPD are higher than students who do not use scientifically-based LKPD; (3) Avida in the title of her thesis "Development of Experiment-Based Science Student Activity Sheets (LKPD) for Class V Students of SD Negeri 147 Palembang", based on research that has been conducted that experiment-based science LKPD has been declared in accordance with student characteristics, through the results of interviews and small group tests using questionnaires with a percentage score of 93.75% classified as very good. The use of LKPD is also effective in supporting student learning activities which can be proven by a test result score with a gain value of 0.75 included in the high category Pratiwi (2016)Yuliana et al., (2023).

Based on several previous studies, there are several similarities and differences with research that has been conducted by researchers, namely with the first research work entitled "Development of Children's Worksheets Using a Constructivistic Approach to Improve Early Childhood Science Skills", the similarities use LKPD for early childhood, while the difference is in the type of research, namely Rnd and Qualitative and using different approaches that is, constructive and scientific. The second research work) entitled the effect of applying student activity sheets (LKPD) based on a scientific approach to the results of student learning on the material of the class XI coordination system at SMA Negeri 1 Sekampung, the similarity is in the application of scientifically-based LKPD then the difference lies in the research subjects who are grade XI students and early childhood. The third study entitled Development of Experiment-Based Science Student Activity Sheets (LKPD) for Class V Students of SD Negeri 147 Palembang, by Avida, was similarities using LKPD while the differences are in experimental and scientific approaches and research subjects in grade V elementary school children and early childhood. In general, the research conducted by researchers is different from previous research by applying LKPD for religion development of children aged 5-6 years at Rumah Tahfidz Sofwan Salim Palembang Pratiwi (2016)Yuliana et al., (2023).

RESEARCH METHOD

The research in this study uses a qualitative descriptive method that aims to describe and reveal the facts as they are what happened at the research location about the application of scientifically-based LKPD at Rumah Tahfidz Sofwan Salim Palembang in an effort to develop aspects of Islamic Religious Values. Data collection is done through observation and documentation. Researchers make direct observations of the learning activities carried out. Then, the documentation study is carried out by taking photographs during learning activities. This study was conducted on children aged 5-6 years totaling 5 children. The data in this study was obtained using data collection techniques in the form of observation, interviews, and documentation. Then the data was analyzed using the analysis techniques of the Miles and Huberman model.

RESULT AND ANALYSIS

Qur'an learning activities at Rumah Tahfidz Sofwan Salim Palembang are carried out on Monday - Friday with learning time 13.00 -15.00 WIB. The activity programs at Rumah Tahfidz Sofwan Salim Palembang develop the ability to read, write and memorize the Qur'an from an early age. The development of learning activities contained in the LKPD for children's Islamic religious development refers to the criteria set in the Process Standard (Permendikbud number 137 of 2014).

Then LKPD the development of Islam is aimed at children aged 5-6 years based on a scientific approach.

1. Religious Introduction Activities for Children Aged 5-6 Years

This learning activity discusses religious introduction activities for children in kindergarten. The approach used is a scientific approach. Indicators of competency achievement developed are: Knowing the religion in Indonesia with the purpose of learning is that children have an attitude of religious tolerance. The following is a table of assessment of the development of children's Islam at Rumah Tahfidz Sofwan Salim Palembang:

Table 1. Results of Development of Children's Religious Introduction Activities

Child Name	Competency achievement indicators: Knowing religion in children aged 5-6 years											
	Scientific activities											
	Mentioning the name of the religion in Indonesia				Classify religious symbols with their respective places of worship				Tells about religious people in Indonesia			
	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB
OAK			v			v				v		
ZR			v			v				v		
MS			v				v				v	
AZ		v				v				v		
DK			v			v				v		

The religions that exist in Indonesia and are officially recognized by the government are Islam, Protestant Christianity and Catholicism, Hinduism, Buddhism, and Confucianism. The implementation of learning activities from religious introduction activities for children aged 5-6 years is as follows:

- a.) The teacher invites children to observe pictures of places of worship of each religion
- b.) The teacher asked the names of the places of worship according to the pictures.
- c.) The teacher invites the children to find out which pictures they often visit with their parents. Then the teacher invites the children to find out what religionists like to go to the following places: (1) Mosques; (2) the Church; (3) Temple; (4) Viharas; and (5) Temples.
- d.) After the child together with the teacher find out about religious believers who often go to mosques, churches, temples, monasteries, and temples. Furthermore, the teacher invites students to have a conversation as follows: (1) Of the five places, which place are often visited by children and their parents?; and (2) What activities do people do in mosques, churches, temples, monasteries, and temples?
- e.) After questions and answers about places of worship that children often visit. The teacher explains the following to the students: (1) Explains that a mosque is a place of worship for Muslims; (2) Explain that the church is a place of worship for Christians; (3) Explain that a temple is a place of worship for Hindus; (4) Explain that monasteries are places of worship for Buddhists; (5) Explain that thaemple is a place of worship for Confucian believers.
- f.) The teacher conveyed the place of worship that the teacher often visited and explained the religion he embraced. Then the teacher invites the children to come one by one to the front of the class to convey about the religion he embraces and the places of worship that he and his family often visit.

The development of religious values for kindergarten children is an effort to develop religious values aimed at children from birth to the age of six years which is carried out through providing

educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. In Government Regulation No. 27/1990 Article 1 concerning Preschool Education, it is stated: "The existence of kindergartens is very strategic to help physical and spiritual growth and development, especially the religious spirit of children outside the family environment before entering basic education which is held in the preschool education path or in the out-of-school education path.

The development of religious values in children must be done from an early age, before the children grow, develop, and become adults, to lay the foundations of faith with a pattern of piety to Him and moral beauty, capability, believing in oneself, and having the readiness to live in the midst and together with society to live a life that He loves. In particular, the development of religious values in kindergarten-age children is: (1) Developing a sense of faith and love for Allah SWT, (2) Familiarizing children to worship Allah SWT, (3) Getting used to children's behavior and attitudes based on religious values, (4) accustoming children to grow and develop into individuals who believe and are devoted to Allah SWT.

2. Knowing God's Creation Activities for Children Aged 5-6 Years

This learning activity discusses the activities of knowing Allah SWT creatures and human creations. The approach used is a scientific approach. Indicators of competency achievement developed are: Distinguishing the creation of Allah SWT and human creation with the purpose of learning that children know the creatures created by Allah SWT. The following is a table of assessment of the development of children's Islam at Rumah Tahfidz Sofwan Salim Palembang:

Table 2. Results of Child Development Activities to Know Allah SWT Creation

Child Name	Competency achievement indicator: Distinguishing between Allah SWT creation and man's creation											
	Scientific activities											
	Mention the name of each image				Grouping God's creatures				Communicating the difference between God's creation and man's creation			
	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB
OAK			v				v				v	
ZR				v				v				v
MS				v				v				v
AZ				v				v				v
DK			v			v				v		

The implementation of learning activities from the introduction of God's creation SWT for children aged 5-6 years is as follows:

- a) The teacher took the children to the yard to pay attention to the flowers and other plants in the yard.
- b) The teacher stimulates the children to ask the teacher about the names of flowers, colors of flowers, and other plants in the yard.
- c) The teacher asks the students "What are the flowers and plants that the children encounter in the yard. Who created colorful flowers and colorful plants".
- d) The teacher and child sang the song: "Look at My Garden" while moving freely pointing to the beautiful flowers and plants in the yard.
- e) Teachers and children talked about other things Allah SWT created. In particular, the teacher explains to the children that teachers are created by Allah SWT, children are created by Allah SWT, fathers, and mothers are created by Allah SWT, and everything in this world is Allah SWT creation.
- f) Children are asked by teachers to convey some of Allah SWT creations in their respective homes.

- g) Learning activities are interspersed with teacher activities telling about the beauty of God's creation, and singing together about "I am Allah SWT Creation".
- h) The teacher informs the children about the importance of thanking Allah SWT, because Allah SWT has created us as perfect beings equipped with all other created facilities for the benefit of man. The teacher conveys to the children as an expression of gratitude to Allah SWT, we as Allah SWT creatures should carry out all of Allah SWT commandments in the form of worship activities. And shun everything that God forbids.
- i) Before the lesson ends, the teacher invites students as an expression of gratitude for always maintaining what God created in order to provide more benefits for all beings and always convey gratitude to God.

Children know God through language. Although the child cannot speak yet, but he already has the ability to hear and see. Children know God through their parents and then through their environment (Wardaya et al., 2019). The word God or in Islam called Allah which is often mentioned by parents was originally a foreign name for children. If parents repeat it often, then the name of the Lord will become familiar to the children's hearing and more embedded in their memory.

Children's concept of religion is very realistic because children translate what they hear and see according to what they already know. For a child, Allah SWT can take the form of someone with white hair, a long, white beard and dressed all in white. For another example, a child might describe an angel as being male or female and kind. This fact further confirms that children aged 3-4 years are still in the stage of egocentric thinking. Throughout this period of life, a person will go through three stages of religious development (Muntaha et al., 2022).

According to Ernest Harms, the three stages of religious development, namely (a) the fairy tale stage, (b) the realistic stage, and (c) the individual stage. Children aged 4-6 years are still in the early stages, namely the Fairy Tale Stage. Children's emotions and fantasies predominantly influence their understanding of the concept of divinity. It is said to be the fairy tale stage because children are still influenced by fairy tales that are rich in imagination. The story in the fairy tale was then reflected in their religious understanding. For example, a four-year-old child will say that God in his shadow is like the sun because he is so strong and always there when he wakes up from sleep; Its rays will enter into them unnoticed.

3. Habituation Activities to Read Prayers Before Activities

This learning activity discusses the activities of knowing Allah SWT creatures and human creations. The approach used is a scientific approach. Indicators of achievement of developed competencies are: Saying prayers before learning with learning objectives is that children are accustomed to praying before starting learning activities. The following is a table of assessment of the development of children's Islam at Rumah Tahfidz Sofwan Salim Palembang

Table 3. Child Development Outcomes Indicators Say a prayer before learning

Child Name	Indicator: Say a prayer before studying											
	Scientific activities											
	Observing pictures of prayers before studying				Say a prayer before studying				Get used to praying before studying			
BB	MB	BSh	BSB	BB	MB	BSh	BSB	BB	MB	BSh	BSB	
OAK			v		v				v			
ZR			v			v						v
MS			v			v						v
AZ			v		v				v			
DK			v				v					v

After the child knows his religion and knows Allah SWT then the teacher introduces and trains worship. Introduction and habituation activities for worship in early childhood can be carried out through habituation and exemplary methods. Learning activities to get children to say prayers before and after activities are usually included in habituation activities that are integrated in daily learning activities at Rumah Tahfidz Sofwan Salim Palembang.

Among the habituation activities for children in kindergarten, namely (1) introduction activities and habituation of daily worship. The introduction and habituation of daily worship in early childhood is certainly adjusted to their respective religions. Introducing and familiarizing worship to early childhood begins by introducing cleanliness (purification), daily worship (such as prayer in Islam). After that, it takes exercises or habituation so that children always maintain and maintain cleanliness, both limbs, clothing, and the environment. (2) learning activities related to greeting and answering greetings for early childhood in kindergarten. Greetings include general (national) greetings, special greetings (according to the religion adhered to), and greetings according to tribe or culture. (3) learning activities related to reading prayers before and after kindergarten activities, such as daily prayer. Daily prayer is a collection of simple but important prayers in the child's daily work and practice. So what is meant by the habituation of daily prayers is to ask Allah SWT about, success, salvation, blessings, self-goodness, family and property, as well as world affairs and the hereafter or ask to avoid disasters committed by one every day before starting a job or activity.

Based on the results of research that has been conducted that children aged 5-6 years at Rumah Tahfidz Sofwan Salim Palembang show the results that learning activities using LKPD scientifically-based Islamic religious development are fun activities. The child is a researcher who does all the things that interest him in the surrounding environment through observing, trying and asking questions. This natural way of learning is a process of scientific approach. Thus, the scientific approach is a learning process designed so that students can actively observe, question, collect information, reason, and communicate. With this process, children will have the ability to think scientifically. To stimulate the ability to think scientifically, teachers need to apply a scientific approach as an effort to develop positive behavior (Diananda, 2018).

The development of religious values contained in LKPD aims to increase piety to God and build children's attitudes. Children do activities to do LKPD religious development very enthusiastic (excited and active) and do assignments to completion, children also collect assignments on time. Education of religious values in children from an early age, is important for the child's life later in life (Sit, 2017). Therefore, guidance and education is an effort to develop aspects of children's personalities both physical and spiritual, including religious aspects in order to achieve a balanced life between material and mental spiritual needs between the world and the hereafter.

CONCLUSION

Some activities in the scientific approach are (1) observing, observing is done to find out objects by using the senses such as seeing, hearing, feeling, feeling and sniffing; (2) questioning, the child is stimulated to ask questions both about objects that have been observed and about things that want to be known; (3) collect information can be obtained from various ways including discussing, reading books, trying, asking questions and then inferring results from various sources; (4) reasoning is the ability to connect various information that is already owned with newly obtained information so as to get a better understanding of something; (5) Communication is an activity to convey things that have been learned in various forms such as storytelling, movement, performance and so on.

The child is a researcher who does all the things that interest him in the surrounding environment through observing, trying, and asking questions. Based on the results of research that has been conducted that children aged 5-6 years at Rumah Tahfidz Sofwan Salim Palembang show the results that learning activities using LKPD scientifically based Islamic religious development are fun activities. Therefore, guidance and education are an effort to develop aspects of children's personalities both physical and spiritual, including religious aspects in order to achieve a balanced life between material and mental spiritual needs between the world and the hereafter.

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