

## THE IMPLEMENTATION OF A MUSLIM FASHION SHOW IN ISLAMIC RELIGIOUS EDUCATION AT TK IT CEUDAH MULYA

Sari Rizki<sup>1</sup> Novysa Basri<sup>2</sup> Siti Nur Balqis<sup>3</sup>

<sup>1/2</sup> Early Childhood Education Programme, Almuslim University, Bireuen

<sup>3</sup>Student, Early Childhood Islamic Education Programme, Almuslim University, Bireuen

Correspondence: [sari.riski1986@gmail.com](mailto:sari.riski1986@gmail.com)<sup>1</sup> [novysabasri@gmail.com](mailto:novysabasri@gmail.com)<sup>2</sup>  
[sitinurbalqis550@gmail.com](mailto:sitinurbalqis550@gmail.com)<sup>3</sup>

### ABSTRACT

This study aims to assess the implementation of a Muslim fashion show as a teaching tool for Islamic Religious Education (PAI) at Ceudah Mulya Nursery School. The research method employed was a descriptive qualitative approach with a focus on case studies. Data were collected through direct observation, in-depth interviews with the headteacher, teachers and parents, as well as documentation relating to the activity. The results of the study reveal that the organisation of the Muslim fashion show at Ceudah Mulya Islamic Kindergarten was carried out in a structured manner across three stages: planning, implementation, and evaluation. This activity proved effective in instilling the values of modesty, fostering a love for Islamic clothing, and shaping religious character in pre-school-aged children. Furthermore, this activity also had a positive impact on the children's social-emotional development, gross and fine motor skills, and self-confidence. This study concluded that the Muslim fashion show is a creative learning method that aligns with the principles of experience-based learning within the context of Islamic Education in Early Childhood Education.

**Keywords:** *fashion show, Muslim clothing, Islamic religious education, nursery school, early, childhood, internalisation of values.*

### INTRODUCTION

Islamic religious education for early childhood is a vital foundation in shaping the character and personality of a strong Muslim (El-Yunusi et al., 2025). Early childhood (0–6 years) is often referred to as the 'golden age', a period of great importance for the development of all aspects of human life, including spiritual and religious aspects (Yulia et al., 2025). During this period, children are highly susceptible to the influence of their surroundings; consequently, instilling religious values from an early age is of great importance and has a significant impact (Syarbaini & Triadi, 2021).

One of the key principles of Islam that should be taught from the very beginning is the obligation to cover one's aurat (Majri et al., 2024). The Qur'an, in Surah Al-Ahzab verse 59 and Surah An-Nur verse 31, explicitly instructs Muslims, particularly women, to cover the obligatory parts of the body by wearing clothing that complies with Islamic law (Nurhayati, 2020). Introducing this concept to young children cannot be done solely through direct teaching or rote

learning; rather, it must be approached in a way that is enjoyable, contextually appropriate, and in line with the children's developmental characteristics (Masturoh & Abdillah, 2024).

Kindergartens (TK), as formal early childhood education institutions, play a strategic role in instilling these religious values (Tasari et al., 2022). Early childhood educators continue to develop a variety of innovative teaching methods to convey Islamic education values effectively and in an enjoyable manner (Nurhidayah & Citrasukmawati, 2022). One method that is increasingly being implemented in Islamic schools is the Muslim fashion show, namely a display of Islamic clothing modelled by children in a fun and educational setting (Rusdiani & Artikel, 2023).

Ceudah Mulya IT Nursery School, located in Pidie Jaya, Aceh Province, is one of the Islamic-based early years education institutions. The school has organised a Muslim fashion show as part of its Islamic Education (PAI) curriculum. As the people of Aceh have a strong background in Islamic values and the practice of Sharia law, this event is highly relevant and has been well received by various parties.

From a developmental psychology perspective, young children are at the pre-operational stage according to Piaget's theory, during which they learn through concrete experiences and the manipulation of real objects (Wiresti & Na'imah, 2020). Therefore, effective Islamic Education (PAI) for young children must take these developmental characteristics into account by providing learning experiences that are direct, tangible and enjoyable.

The religious competencies developed in Islamic Education (PAI) for early childhood include the aspects of aqidah (belief), ibadah (religious practice) and akhlak (behaviour) (Busahdiar et al., 2023). Specifically regarding clothing, children need to be introduced to the concept of covering the 'aurat' as part of Islamic worship and moral conduct (Zaim, 2015). This introduction should ideally be carried out through an approach that is enjoyable, gradual, and appropriate to the child's stage of development (Wiresti & Na'imah, 2020).

In the context of early childhood education, a fashion show is not merely an entertainment-focused event, but rather a learning method rich in meaning and educational value. Conceptually, a Muslim fashion show within Islamic Education (PAI) can be categorised as experiential learning, which emphasises the importance of direct experience as the primary source of learning (Rusdiani & Artikel, 2023). A Muslim fashion show involving the participation of parents, teachers and the school community is an effort to create a conducive micro-environment for the internalisation of Islamic values in children (Irsyad et al., 2022).

Muslim clothing, or Islamic attire, refers to clothing worn in accordance with the teachings of Islamic law. In Surah Al-Ahzab, verse 59 of the Qur'an, Allah SWT states: 'O Prophet, tell your wives, your daughters and the wives of the believers to draw their cloaks round them.' This verse serves as the theological basis for the obligation for Muslim women to cover their aurat (Widiastutik, 2024).

Muslim clothing not only serves to cover the body, but also embodies noble values that need to be understood and internalised (Dwiayu et al., 2025). Said Hawa (2001) explains that Muslim clothing embodies at least three dimensions of value: (1) the theological dimension, namely as a form of obedience to Allah SWT; (2) the moral dimension, namely as a means of maintaining modesty and self-respect; and (3) the social dimension, namely as an identity and distinguishing feature of the Muslim community (Amalia, 2022). An understanding of these three dimensions of value needs to be instilled gradually in children from an early age. In the context of Acehnese society, which practises Islamic Sharia law, Muslim attire holds very strong cultural and social significance (Basri et al., n.d.).

The internalisation of values is a gradual process whereby individuals absorb values from their environment and incorporate them into their personality structure (Widiastuti, 2023). The process of value internalisation takes place through five stages: receiving, responding, valuing, organising, and characterising. In early childhood, this process is still in its early stages, namely receiving and responding to stimuli from the environment (Puspitasari et al., 2023).

Previous research has already discussed the use of creative methods in teaching Islamic Education (PAI) to young children. Research by Mumtahanah (2014) shows that by using visual aids in PAI lessons in early childhood education (PAUD), children find it easier to understand religious concepts. Research (Saputra et al., n.d.) (Basri et al., 2023) has found that arts-based activities can strengthen young children's grasp of Islamic values. However, there is still very little research specifically addressing the use of Muslim fashion shows in PAI lessons in nursery schools, particularly in the Aceh region.

Against this background, this study aims to: (1) describe how a Muslim fashion show is organised as part of Islamic Education (PAI) lessons at TK IT Ceudah Mulya; (2) analyse how the Muslim fashion show is conducted at TK IT Ceudah Mulya; (3) to evaluate the impact of the Muslim fashion show on the development of children's Islamic values; and (4) to identify the factors that facilitate and hinder the implementation of the event.

## METHODS

This study employs a qualitative approach using a case study design (Robbani, 2022). The choice of this approach was based on the research objective of gaining an in-depth understanding of the implementation of Muslim fashion shows in Islamic Education (PAI) lessons at TK IT Ceudah Mulya. A qualitative case study approach is appropriate when the researcher wishes to understand a phenomenon in depth within a real-life context (Fadilla & Wulandari, 2023).

This research was conducted at TK IT Ceudah Mulya, located in Meureudu Sub-district, Pidie Jaya, Aceh, during the second semester of the 2024/2025 academic year. The research subjects were the headteacher, three class teachers, two parents, and 20 pupils in Group B (aged 5–6 years).

Data was collected using three main methods: (1) Participant observation, in which the researcher was directly involved in the planning and implementation of the fashion show activities over a three-month period; (2) In-depth interviews with the headteacher, teachers and parents using a semi-structured interview guide; (3) Documentation, comprising photographs, videos of the activities, lesson plans, children's progress records and school programme documents (Yosep Dwi Kristanto & Russasmita Sri Padmi, 2020).

Data analysis was carried out using the Miles and Huberman model (Diah Ayu Rahmani, Sri Muhayati, 2025), which comprises data condensation, data display, and conclusion drawing/verification. Data validity was ensured through source triangulation, methodological triangulation, member checking, and peer debriefing.

## RESULTS AND DISCUSSION

### Planning for a Muslim Fashion Show

Based on the results of observations and interviews, the planning stage for the Muslim fashion show at TK IT Ceudah Mulya was carried out systematically and involved various parties. The Headteacher of TK IT Ceudah Mulya, Mrs Siska, explained:

*"We have been carefully planning this fashion show since the start of the school year. This is not merely a ceremonial event; rather, we have genuinely incorporated it into our Islamic Education (PAI) curriculum. There are clear learning objectives, a learning process leading up to the main event, and an evaluation afterwards."*

Activity planning encompasses several key aspects (Harahap et al., 2023). Firstly, the setting of learning objectives as set out in the Weekly Lesson Plan (RPPM) and the Daily Lesson Plan (RPPH). The learning objectives include: (a) children are able to name items of Muslim clothing and describe their functions; (b) children are able to distinguish between Muslim and non-Muslim clothing; (c) children demonstrate a positive attitude towards the obligation to cover the aurat; (d) children are able to put on Muslim clothing independently.

Secondly, the preparation of teaching materials for the pre-fashion show, which took place over four weeks prior to the main event. These materials included: an introduction to the names of Muslim garments (jilbab, headscarf, gamis, baju koko, peci, sarong); inspirational stories about Muslim women who wear the jilbab; Islamic songs on the theme of clothing; and hands-on practice in wearing simple Muslim attire.

Thirdly, technical preparations for the event, which include stage design, garment selection, the allocation of committee tasks involving parents, drawing up the event schedule, and coordination with various parties. This event is routinely held to coincide with major Islamic holidays such as the Prophet Muhammad's Birthday (Maulid Nabi Muhammad SAW) and Isra Mi'raj, thereby reinforcing its religious significance.

### **Organisation of a Muslim Fashion Show**

The Muslim fashion show at TK IT Ceudah Mulya took place in a festive atmosphere whilst retaining its educational and religious value. The event was divided into two phases: the thematic learning phase (pre-event) and the fashion show phase (main event).

During the thematic learning phase, teachers at IT Ceudah Mulya Nursery School integrated the theme of Muslim attire into various learning centre activities over a four-week period. In the language centre, the children were introduced to vocabulary relating to Muslim attire through storybooks, picture cards and songs. In the art centre, the children made miniature Muslim clothing from various materials (paper, fabric scraps, plasticine). In the worship centre, the children learnt the religious principles regarding the obligation to cover one's aurat in a simple and age-appropriate manner. In the building blocks centre, the children assembled puzzles in the shape of Muslim clothing.

Group B teacher, Mrs Sarah, explained the approach used:

*"We use an integrative thematic approach. We incorporate the theme of Muslim fashion into all our learning activities, not just on the day of the fashion show itself. So the children are already very familiar with the subject and enthusiastic when the day of the fashion show arrives, as they have been learning about it for weeks beforehand."*

On the day of the fashion show, the entire programme began with the recitation of the Basmallah, shalawat and a communal prayer. The event then continued with the children walking down the red carpet (catwalk) wearing various types of Muslim clothing that had been prepared, ranging from gamis, baju kurung, abayas, Muslim kebayas and baju koko.

Interestingly, each child not only walked the catwalk but was also required to state the name of the outfit they were wearing and give one reason why they liked it from an Islamic perspective. This was done in a simple manner, in keeping with the children's abilities, yet it held great educational value as it helped develop their public-speaking skills whilst reinforcing their understanding of Islamic values.

Parents were actively involved in this activity, whether as organisers, members of the audience, or accompanying their children. This parental involvement is in line with Epstein's (2011) view on the importance of school-family partnerships in early childhood education, which has been shown to enhance the impact of education (Millah & Pratama, 2025).

### **The Impact of the Fashion Show on the Development of Children's Islamic Values**

An evaluation conducted through observation, interviews and a review of documentation indicates that the organisation of a Muslim fashion show has had a significant positive impact on the development of Islamic values amongst children at the Ceudah Mulya Islamic Kindergarten. This impact can be analysed across several dimensions (Hayati, 2021) (Mardalena et al., 2025).

Firstly, from a cognitive perspective, the children demonstrated a significant increase in their knowledge of Muslim clothing. Before the programme, on average, children were only able to name 2–3 types of Muslim clothing. After participating in the programme, they were able to name 8–10 types of Muslim clothing along with their functions. The children were also able to explain, in simple terms, why Muslim women are required to cover their aurat.

Secondly, from an affective perspective, there has been a positive shift in attitudes towards Muslim clothing. Observations show an increase in the frequency with which children ask to wear

the hijab and Muslim clothing both at school and at home. Mrs Suriani, one of the pupils' parents, said:

*"Since that fashion show, my daughter has been asking to wear a hijab everywhere she goes. Before, it was very difficult to get her to wear one. She says the hijab is beautiful and that Allah loves it. This has exceeded my expectations as a parent."*

Thirdly, in terms of psychomotor development, the children demonstrated improved ability to put on Muslim attire independently. Before the programme, only 35 per cent of the children were able to put on a hijab by themselves. After the programme, this percentage rose to 78 per cent. This indicates that the fashion show also contributed to the development of the children's fine motor skills.

Fourthly, from a socio-emotional perspective, the fashion show has been shown to boost children's self-confidence. Children who were previously shy and lacked self-confidence appeared more confident when appearing in public after taking part in this activity. This finding is consistent with research by Masnipal (2013), which found that performing arts activities in early childhood education can enhance children's self-confidence and social skills.

### Supporting and Hindering Factors

The organisation of the Muslim fashion show at TK IT Ceudah Mulya was supported by several factors (Santosa, 2019). Firstly, the school leadership's strong commitment and clear vision regarding integrated Islamic education. Secondly, the highly enthusiastic support of parents, who not only provided outfits for their children but also actively participated as committee members and volunteers. Thirdly, contextual support from the Acehnese community, which as a whole supports the implementation of Islamic Sharia law, thereby giving this event strong social legitimacy.

On the other hand, several barriers have been identified. Firstly, financial constraints regarding the procurement of appropriate, high-quality Muslim attire. Some parents, particularly those on low incomes, struggle to provide the required clothing. Secondly, differences in parents' understanding of the standards for sharia-compliant Muslim attire, which sometimes lead to confusion about the 'appropriate' type of clothing to wear. Thirdly, there are time constraints on learning amidst the packed early years education curriculum.

The findings of this study indicate that the implementation of a Muslim fashion show at TK IT Ceudah Mulya is an innovative and effective practice in the teaching of Islamic Education (PAI) to young children. This is in line with Mulyasa's (2012) view that effective PAI teaching requires a holistic approach that integrates knowledge, attitudes and skills within a context that is enjoyable and meaningful for children.

From a learning theory perspective, this Muslim fashion show activity applies several key learning principles simultaneously. Firstly, the principle of 'learning through play', as proposed by Froebel and subsequently developed by Vygotsky. Secondly, Kolb's principle of 'experiential learning', whereby children learn through the direct experience of wearing and modelling Muslim clothing. Thirdly, the principle of contextual teaching and learning, whereby religious values are learnt within a real-life context relevant to the children's experiences.

The finding that children's appreciation of Muslim clothing increased following the fashion show reinforces Bandura's (1986) theory of social learning. When children see their peers, teachers and parents wearing and celebrating Muslim clothing in a festive and positive atmosphere, they form positive emotional associations with such clothing. These positive associations then encourage voluntary behaviour in wearing Muslim clothing.

The findings regarding the increase in children's self-confidence are also relevant to Erikson's (1963) developmental theory concerning the 'industry versus inferiority' crisis in early school-age children. When children successfully perform in public at a fashion show and receive appreciation from the audience, this reinforces their sense of competence and self-confidence, which are crucial aspects of personality development.

However, there are a number of critical points that need to be considered. Firstly, it is important to ensure that fashion shows do not degenerate into a competition of appearances that actually promotes arrogance and materialism, which are contrary to Islamic values. Secondly, there needs to be a balance between aesthetic and substantive aspects (Islamic values) in these events. Thirdly, consideration must be given to the accessibility of these events for children from less privileged families so as not to create discrimination.

Based on the research findings and discussion, it can be concluded that the implementation of a Muslim fashion show as part of Islamic Education (PAI) lessons at TK IT Ceudah Mulya was successfully carried out in a systematic manner and had a significant positive impact. This activity was carefully planned through the formulation of clear learning objectives, four weeks of preparatory work prior to the event, and intensive coordination with parents.

The fashion show was conducted using an integrative thematic approach that linked the theme of Muslim fashion to all areas of child development. The culminating fashion show event took place in a festive Islamic atmosphere with the active participation of parents.

The impact of this activity was identified across four dimensions: (1) the cognitive dimension, involving an increase in knowledge about Muslim clothing; (2) the affective dimension, involving a positive change in attitude and a sense of appreciation for Islamic clothing; (3) the psychomotor dimension, involving an improvement in the ability to wear Muslim clothing independently; and (4) the socio-emotional dimension, involving an increase in the children's self-confidence.

This study recommends that: (1) other Islamic schools adopt and adapt this model in accordance with their respective contexts; (2) local governments and education authorities provide policy and financial support for similar activities; (3) further research using a quantitative or mixed-methods approach be conducted to measure the impact of these activities in a more quantifiable and standardised manner.

## BIBLIOGRAPHY

- Amalia, I. (2022). KOMODIFIKASI NILAI ISLAM SEBAGAI ALAT PROMOSI BUSANA MUSLIM DI INSTAGRAM. *Living Islam: Journal of Islamic Discourses*, 5(2).  
<https://doi.org/10.14421/lijid.v5i2.3806>
- Basri, N., Saputra, R. J., Halim, F., & Syahrin, A. (2023). DEVELOPMENT OF CREATIVE ACTIVITIES THROUGH BATIK DECORATIVE ART VARIETY TO IMPROVE KINDERGARTEN TEACHERS' CREATIVITY. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(2).  
<https://doi.org/10.33578/pjr.v7i2.9221>
- Basri, N., Syahrin, A., Halim, Fauziatul, Ridha, M., & Guru Anak Usia Dini, P. (n.d.). Catharsis: Journal of Arts Education Seumapa Islamic Art Values in The Wedding Ceremony Process in Aceh. *CATHARSIS*, 12(1), 2023. <https://doi.org/10.15294/catharsis.v12i1.75652>
- Busahdiar, Karimah, U., Farihen, Wahyuni, S., Qursiasih, P., Fahriah, P. H., & Mu'minah, U. (2023). Edukasi Anak Usia Dini: Pentingnya Belajar Pendidikan Agama Islam. *Prosiding Seminar Nasional LPPM UMJ*.
- Diah Ayu Rahmani, Sri Muhayati, A. I. K. (2025). Analisis data kualitatif. *Jurnal Pendidikan Tambusai*, 9(2).

- Dwiayu, N., Haris, M. A. Al, & Idrus, I. I. (2025). Komodifikasi Agama Dalam Fashion Islami: Studi Atas Penggunaan Simbol Keagamaan Dalam Desain Pakaian. *JURNAL MEDIA AKADEMIK (JMA)*, 3(3).
- El-Yunusi, M. Y. M., Fatimatuazzahro, S., & Abidin, Z. (2025). Internalisasi Nilai-Nilai Pendidikan Agama Islam dalam Membentuk Kepribadian Muslim Sejak Dini Pada Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 9(2).
- Fadilla, A. R., & Wulandari, P. A. (2023). Literature Review Analisis Data Kualitatif: Tahap Pengumpulan Data. *Mitita Jurnal Penelitian*, 1(3).
- Harahap, E. F., Roaina, L., & Batubara, N. S. (2023). KURANGNYA PERSIAPAN GURU DALAM MENYUSUN RENCANA PELAKSANAAN PEMBELAJARAN HARIAN (RPPH) DI TK X. *Jurnal Sentra Pendidikan Anak Usia Dini*, 2(1). <https://doi.org/10.51544/sentra.v2i1.3557>
- Hayati, M. (2021). Pengembangan Program Pembelajaran Tematik Berbasis Nilai-Nilai Keislaman untuk TK/RA. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1). <https://doi.org/10.31004/obsesi.v6i1.938>
- Irsyad, I., Sukardi, I., & Nurlaila, N. (2022). Internalisasi Nilai-Nilai Agama Islam dalam Pembentukan Budaya Beragama Siswa. *Muaddib: Islamic Education Journal*, 5(1). <https://doi.org/10.19109/muaddib.v5i1.11738>
- Majri, A. K., Khairani, U., Zahara, P., Nurjanah, N. A., & Wismanto, W. (2024). Pentingnya Pendidikan Menjaga Aurat Antara Mahram dalam Islam. *MARAS: Jurnal Penelitian Multidisiplin*, 2(1). <https://doi.org/10.60126/maras.v2i1.165>
- Mardalena, R., Shofiah, V., & Lestari, Y. I. (2025). Psikologi Pendidikan Islam: Kunci Pembentukan Karakter Anak di Era Modern. *Jurnal Ilmu Pendidikan Dan Psikologi*, 2(3).
- Masturoh, U., & Abdillah, N. (2024). Pengembangan Nilai Agama dan Moral Anak Usia Dini Melalui Ragam Aktivitas Ramadhan. *Tinta Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1). <https://doi.org/10.35878/tintaemas.v3i1.1178>
- Millah, U. F., & Pratama, R. S. (2025). Pengaruh Keterlibatan Orang Tua Dalam Dukungan Dan Pengembangan. *KHIRANI: Jurnal Pendidikan Anak Usia Dini Volume*, 3(1).
- Mumtahanah, N. (2014). Penggunaan Media Visual Dalam Pembelajaran PAI. *AL HIKMAH Jurnal Studi Keislaman*, 4(1).
- Nurhayati, I. (2020). PENDIDIKAN AKHLAK DALAM BERPAKAIAN BAGI PEREMPUAN MENURUT SURAT AN-NUR AYAT 31 DAN AL-AHZAB AYAT 59. *THORIQTOTUNA: Jurnal Pendidikan Islam*, 3(1). <https://doi.org/10.47971/tjpi.v3i1.231>
- Nurhidayah, S., & Citrasukmawati, A. (2022). METODE PEMBELAJARAN KREATIF DAN INOVATIF UNTUK GURU PAUD TKM NU MUSLIMAT 114 MUTTABIUL HUDA. *Abdimas Galuh*, 4(2). <https://doi.org/10.25157/ag.v4i2.8104>
- Puspitasari, N., Muslim, M., & Jamilah, S. (2023). INTERNALISASI NILAI-NILAI PENDIDIKAN KARAKTER ANAK USIA DINI DI TAMAN KANAK-KANAK AISYIYAH III KOTA BIMA. *PELANGI: Jurnal Pemikiran Dan Penelitian Islam Anak Usia Dini*, 5(1). <https://doi.org/10.52266/pelangi.v5i1.1237>
- Robbani, H. (2022). Permodelan Koding pada Penelitian Kualitatif-Studi Kasus. *NUCLEUS*, 3(1). <https://doi.org/10.37010/nuc.v3i1.758>
- Rusdiani, N. I., & Artikel, R. (2023). Penguatan Rasa Percaya Diri pada Anak Melalui Kegiatan Fashion Show. *Journal of Basic Learning and Thematic*, 1(2).
- Santosa, D. (2019). Urgensi Pembelajaran Musik Bagi Anak Usia Dini. *IVET Teacher Preneur*, 1(Urgensi Musik).
- Saputra, R. J., Basri, N., & Aryesha, V. (n.d.). Catharsis: Journal of Arts Education Character Education Through Traditional Ranup Lam Puan Dance: A Study of Kindergarten Teachers at Almuna Bireuen. *CATHARSIS*, 13(2), 2024. Retrieved <http://journal.unnes.ac.id/sju/index.php/chatarsis>

- Syarbaini, & Triadi, Y. (2021). Penanaman Nilai-Nilai Agama Islam pada Anak Usia Dini. *Journal of Basic Education Research*, 2(1). <https://doi.org/10.37251/jber.v2i1.131>
- Tasari, N., Isnaini, M., & Fitri, I. (2022). Penanaman Nilai-Nilai Keagamaan Dan Moral Pada Anak Di Tk Nurul Iman Desa Srijaya Kecamatan Rantau Bayur Musi Banyuasin. *ULIL ALBAB : Jurnal Ilmiah Multidisiplin*, 1(7).
- Widiastuti, N. (2023). Metode Pembelajaran Dalam Upaya Internalisasi Nilai-Nilai Keislaman. *Al Fatih*, 1(1).
- Widiastutik, S. B. (2024). Etika Berbusana Muslimah Dalam Al-Qur'an Surat Al-Ahzab Ayat 59 ( Studi Komparatif antara Tafsir At-Thabari dan Tafsir Al-Misbah). *Skripsi*.
- Wiresti, R. D., & Na'imah, N. (2020). Aspek Perkembangan Anak : Urgensitas Ditinjau dalam Paradigma Psikologi Perkembangan Anak. *Aulad : Journal on Early Childhood*, 3(1). <https://doi.org/10.31004/aulad.v3i1.53>
- Yosep Dwi Kristanto, & Russasmita Sri Padmi. (2020). Analisis Data Kualitatif : Penerapan Analisis Jejaring untuk Analisis Tematik yang Cepat , Transparan , dan Teliti. *Jurnal Koridor*, 1(5).
- Yulia, Y., Suryana, E., & Zulhijrah, Z. (2025). Perkembangan Masa Anak Usia Dini dan Implikasinya dalam Pendidikan Islam. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 6(1). <https://doi.org/10.37985/murhum.v6i1.1274>
- Zaim, M. K. (2015). Pendidikan Seks Bagi Anak Dalam Islam (Telaah Pemikiran Yusuf Madani). In *Proceedings of the National Academy of Sciences* (Vol. 3, Number 1).