

The Concept of Family Education For Early Childhood According to Zakiah Daradjat and its Relevance to Children's Social Development in the Modern Era

Ade Ria Ristanti, Abdi Syahrial Harahap, Mhd. Habibu Rahman

Abstract

This study aims to describe and analyze the concept of family education for early childhood according to Zakiah Daradjat and its relevance to children's social development in the modern era. The method employed in this study is library research using a qualitative and descriptive-analytical approach. The primary data sources consist of the works of Zakiah Daradjat, while the secondary data sources include relevant literature. Data were collected through documentation techniques and analyzed using content analysis. The findings indicate that family education holds a highly important position in shaping the social development of early childhood. Zakiah Daradjat's thought provides a strong conceptual foundation because it views the family as the first educational environment that shapes children's faith, morality, psychological development, and social behavior. In the modern era, which is characterized by changes in lifestyle patterns, technological advancement, and a decrease in the intensity of direct interaction, this concept remains highly relevant for strengthening the role of the family.

Keywords: Education, Family, Zakiyah Daradjat, Modern Era

Ade Ria Ristanti¹

Pendidikan Islam Anak Usia Dini, Universitas Pembangunan Panca Budi, Indonesia

e-mail: aderiaristanti@gmail.com¹

Abdi Syahrial Harahap², Mhd. Habibu Rahman³

e-mail: abdisyahrial@dosen.pancabudi.ac.id², mhdhabiburahman@dosen.pancabudi.ac.id³

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Introduction

Family education is the primary foundation in the formation of children's personality, particularly during early childhood, which is widely recognized as the golden period of development. At this stage, children experience very rapid growth in cognitive, emotional, moral, and social aspects. The family serves as the first and foremost educational environment that shapes children's values, habits, attitudes, and patterns of interaction with others. In this context, the family occupies an important position because it is not merely a place for fulfilling children's physical needs, but also a space for mental, moral, and social development integrated with religious values. This perspective remains relevant for further examination because it emphasizes that the success of children's education is largely determined by the quality of parenting and role modeling provided by parents within the family environment (Zannatunnisya et al., 2024).

In the modern era, children's social development faces increasingly complex challenges due to changes in lifestyle patterns, advances in digital technology, and shifts in societal values. Early childhood children today grow up in situations influenced not only by direct interaction at home and in their surrounding environment, but also by digital media, popular culture, and increasingly individualistic communication patterns. This condition requires a concept of family education that is not only normative but also adaptive to the social developmental needs of children in the present era. Therefore, Zakiah Daradjat's thought needs to be examined in depth to understand how her concept of family education can be interpreted and actualized in responding to the social developmental needs of children amid the dynamics of modern life (Asti, 2017).

The reality shows that not all families are able to perform their educational functions optimally. Many parents tend to place greater emphasis on children's academic achievement, while the formation of social character such as empathy, cooperation, politeness, responsibility, and self-control often receives insufficient attention. On the other hand, the increasing busyness of parents, limited time for family interaction, and children's dependence on gadgets have weakened the process of socialization within the family. As a result, children may experience obstacles in developing healthy social skills, such as difficulty communicating, low concern for others, and weak adaptability to the social environment (Abdi Syahrial Harahap, 2022).

This issue becomes increasingly important when linked to early childhood education, which should ideally be oriented toward the balanced development of all aspects of child development. In practice, there remains a tendency to understand family education simply as the fulfillment of material needs and behavioral supervision, whereas family education actually includes value internalization, habituation, discipline, affection, and role modeling. Zakiah Daradjat's thought, which emphasizes the importance of psychological, religious, and moral education within the family, has not yet been fully adopted as a reference in contemporary parenting patterns. In fact, this concept has the potential to provide a solid foundation for building children's social development that is healthy, ethical, and responsive to the demands of the times.

Academically, studies on Zakiah Daradjat have generally focused more on her thoughts in the fields of Islamic education, mental health, and moral development in general, whereas studies that specifically connect her concept of family education with the social development of early childhood children in the modern era remain relatively limited. Empirically, various social issues among children—such as declining direct interaction skills, low patience, egocentric tendencies, and weak social sensitivity—are increasingly evident in everyday life, while family education practices have not fully relied on a systematic and educative conceptual framework. Thus, there is a gap between the richness of Zakiah Daradjat's normative thought and the real needs of modern society in shaping the social development of early childhood children (Widya, 2020).

Based on the above description, this study is directed toward answering the main questions concerning the concept of family education for early childhood according to Zakiah Daradjat, the characteristics of children's social development in the modern era, and the relevance of Zakiah Daradjat's concept of family education to strengthening the social development of early childhood children in the context of contemporary family life.

This study aims to describe and analyze comprehensively the concept of family education for early childhood according to Zakiah Daradjat and to examine its relevance to children's social development in the modern era. Through this research, it is expected that a conceptual relationship can be identified between the values of family education proposed by Zakiah Daradjat and the needs of children's social development, thereby producing a more comprehensive understanding of the importance of the family's role in shaping children's social abilities from an early age.

This research is important for enriching the body of thought in Islamic education, particularly in relation to family education and early childhood development. Practically, the findings of this study are expected to serve as a reference for parents, educators, and observers of child education in formulating parenting patterns that are more relevant, humanistic, and value-oriented. Thus, this study is not only academically valuable but also socially urgent because it offers a conceptual basis for families in facing the challenges of children's social development in the modern era.

Literature Review

2.1. The Nature of Family Education in Early Childhood

Family education is a process of instilling values, habits, attitudes, and behavioral patterns that begins within the household environment. Within the framework of education regulations in Indonesia, early childhood education is intended for children from birth to six years of age through a series of educational stimulations aimed at supporting physical and spiritual growth and development so that children are prepared to enter the next level of education. The same regulation emphasizes that child development includes aspects of religious and moral values, physical-motor development, cognitive development, language, social-emotional development, and art. This indicates that social development is not an additional element, but an integral part of the objectives of early childhood education (Harahap et al., 2025).

Conceptually, family education holds a highly strategic position because the family is the first environment recognized by children and becomes the initial space in which children learn to understand the world. UNICEF emphasizes that early childhood is a crucial window of opportunity that determines the direction of children's holistic development. During this phase, children require security, protection, early learning opportunities, and responsive caregiving from parents and caregivers. Therefore, the quality of children's relationships with their family has a significant influence on the formation of basic personality, interaction skills, and social readiness in later life (Diana & Harahap, 2023).

In the context of social development, the family serves as the first arena in which children learn rules, empathy, cooperation, responsibility, and ways of expressing and regulating emotions. National regulations on Child Development Achievement Standards affirm that child development is a continuous and integrated behavioral change influenced by genetic and environmental factors. In this regard, the family functions as the closest and most intensive environment influencing the child. Therefore, family education is not merely the fulfillment of biological needs, but also a process of forming a social habitus that determines how children understand themselves and others.

Family education in early childhood must be understood as a primary educational process that operates through role modeling, habituation, affective communication, and value reinforcement. Children do not learn solely from verbal instruction, but also from the emotional

atmosphere of the home, patterns of interaction among family members, and the consistency of parental behavior. From a developmental perspective, good-quality family education strengthens children's readiness to build healthy, adaptive, and ethical social relationships. Conversely, weak educational functions within the family may lead to interaction barriers, low social sensitivity, and underdeveloped self-control abilities (Indria, 2019).

2.2. The Concept of Family Education According to Zakiah Daradjat

In Zakiah Daradjat's thought, the family is positioned as the first and foremost educational institution for children. Studies that summarize her ideas indicate that the concept of family education according to Zakiah Daradjat includes the definition, objectives, functions, materials, and methods of education. The family is viewed as the basic vessel for personality formation, the development of faith and monotheism, moral formation, habituation in worship, and children's social development. In other words, family education according to Zakiah Daradjat is comprehensive because it addresses spiritual, moral, psychological, and social aspects in an integrated manner (Nurseha, 2024).

One of the important points in Zakiah Daradjat's thought is the assertion that education must not be reduced merely to instructional activities at school. Articles on Zakiah Daradjat's educational thought explain that, according to her, Islamic education encompasses all dimensions of human beings, addresses worldly and spiritual life in a balanced manner, takes into account human relations with others, and continues throughout life. From this perspective, family education can be understood not as an incidental activity, but as a continuous process that requires the presence of parents as educators of values, moral role models, and guides for children's personality development from an early age.

Zakiah Daradjat's thought emphasizes the importance of instilling faith, habituating worship, and forming noble character from an early age. A good, harmonious, and loving family is viewed as an essential foundation for the growth of a healthy personality. This is in line with recent studies which conclude that, in Zakiah Daradjat's view, the family is the initial center of children's physical and spiritual development, as well as the first space where values, behaviors, and life habits are instilled. Therefore, family education must not stop at advice, but must be manifested through role modeling, supervision, habituation, and a home atmosphere that is both religious and psychologically healthy (Al-farabi, 2023).

Zakiah Daradjat's perspective also demonstrates a close relationship between education and mental health. In studies of her thought, personality is shaped by experiences, education, and beliefs acquired from childhood. Islamic education according to Zakiah Daradjat is understood as a means of guiding life, helping individuals face difficulties, calming the inner self, and regulating morality. Within the framework of family education, this idea is important because it shows that children's social development cannot be separated from the formation of sound mental health. Children who grow up in stable, religious, loving, and consistent families are more likely to develop a sense of security, empathy, and the ability to adjust to their social environment.

Based on the above explanation, it can be emphasized that the concept of family education according to Zakiah Daradjat is oriented toward the formation of the whole human being. Family education does not merely function to transmit knowledge or rules, but also to form religious awareness, moral refinement, emotional stability, and the ability to live together with others. This concept has theoretical depth because it positions the family as the earliest, most fundamental, and most decisive basis of value education in shaping the direction of children's development.

2.3. The Relevance of Zakiah Daradjat's Concept to Children's Social Development in the Modern Era

The relevance of Zakiah Daradjat's thought becomes increasingly evident when confronted with the challenges of child development in the modern era. The development of information technology and social media has transformed patterns of human interaction, including among children who grow up in digital environments from an early age. A 2024 study on the influence of social media on child development affirms that the flood of digital platforms affects children's cognitive, social, and emotional aspects, and may increase the risk of declining direct social interaction and changes in interpersonal communication patterns. At the same time, studies on screen time state that social interaction skills and emotional regulation are the core of early childhood social-emotional development (Damsir, 2020).

Empirically, research published in *Jurnal Obsesi* shows that excessive gadget use is associated with negative effects on children's social-emotional development. The summary of the study states that children may experience difficulty socializing, become more withdrawn, prefer to be alone, become difficult to manage, and become easily angered. The study also found a relationship between the duration of gadget use and the social-emotional development of children aged four to five years. Other studies on the digital era in 2024 also affirm that parental control and guidance strategies are highly important to prevent disruption in the child development process.

In this situation, Zakiah Daradjat's concept has strong relevance because it emphasizes value-based family education, role modeling, and personality development. If modern challenges tend to push children toward more individual patterns of interaction, then family education according to Zakiah Daradjat offers reinforcement of direct relationships, habituation of noble character, self-control, and moral and emotional guidance from an early age. This concept can be read as both a preventive and constructive framework: preventive because it protects children from harmful environmental influences, and constructive because it helps children build a healthy, religious, and responsible social identity (Olfah, 2020).

The relevance of Zakiah Daradjat's thought to children's social development in the modern era lies in its ability to bridge normative needs and contemporary realities. Her thought has not lost its meaning amid changing times; rather, it has become increasingly important because it offers a conceptual foundation for families to carry out their educational functions comprehensively. Through family education that instills faith, morality, affection, discipline, and role modeling, children acquire a stronger social foundation for living in a complex modern society. Therefore, the concept of family education according to Zakiah Daradjat deserves to be used as a theoretical reference in understanding and strengthening early childhood social development in the present era (Indria, 2019).

Research Methodology

This study employed library research with a qualitative approach. Library research was selected because the object of study consists of Zakiah Daradjat's ideas, concepts, and thoughts regarding family education in early childhood and its relevance to children's social development in the modern era (Satori, 2009). The data sources in this study consist of primary and secondary data sources (Ahmad, 2003).

The data collection technique used in this study was documentation. This technique was carried out by collecting, reading, examining, and identifying various written documents related to the focus of the study. These documents included books, scientific articles, previous research findings, and other supporting literature related to the concept of family education and children's social development (Moeleong, 2006). The data analysis technique used in this study was content analysis. Content analysis was conducted by examining the literature in depth to identify the main ideas, meanings, values, and interconceptual relationships contained in Zakiah

Daradjat's thought. The stages of analysis included data reduction, data presentation, and conclusion drawing (Miles, M. B., & Huberman, 1994).

Results

4.1. The Concept of Family Education for Early Childhood According to Zakiah Daradjat

Based on the results of the library analysis, the concept of family education for early childhood according to Zakiah Daradjat places the family as the first and foremost educational environment in children's lives. The family does not only function as a place for fulfilling physical needs, but also as the primary space for shaping children's personality, morality, faith, mental health, and social abilities. During early childhood, children are in a developmental phase that is highly sensitive to environmental influences. Therefore, the experiences children acquire within the family environment become an important foundation for the formation of their attitudes, habits, and patterns of social interaction. The findings indicate that family education according to Zakiah Daradjat is comprehensive in nature:

- a. Children's education cannot be separated into religious, moral, psychological, and social aspects. These four aspects are interrelated in forming a healthy and balanced personality.
- b. Parents occupy the position of primary educators who are responsible for providing guidance, examples, habituation, and supervision in children's development.
- c. Education within the family cannot be carried out merely through commands or advice, but must be realized through concrete role modeling that children can observe and imitate in everyday life.

The concept of family education according to Zakiah Daradjat also emphasizes the importance of instilling religious values from an early age. The internalization of religious values is not only intended to make children familiar with formal worship, but also to provide them with a moral foundation for behavior. Through a religious family atmosphere, children learn to recognize the values of goodness, honesty, compassion, responsibility, politeness, and respect for others. These values become an important foundation in shaping children's social behavior. Children who are accustomed from an early age to living in a family atmosphere filled with religious and moral values will find it easier to understand the boundaries between good and bad behavior.

The methods of family education in Zakiah Daradjat's thought include role modeling, habituation, affection, advice, supervision, and discipline. Role modeling becomes the primary method because early childhood children tend to learn through imitating the behavior of adults around them. Habituation is necessary so that positive values are not only understood, but also become part of daily behavior. Affection serves as an important foundation because children need a sense of security and acceptance within the family. Advice functions to provide understanding, while supervision and discipline help children recognize rules and responsibilities.

The concept of family education according to Zakiah Daradjat can be understood as a process of nurturing children holistically. Family education is not only directed toward forming obedient children, but also children who possess moral awareness, emotional stability, and the ability to live together with others. The family becomes the first place where children learn to love, respect, share, cooperate, and control themselves. Therefore, family education plays a major role in determining the quality of children's social development from an early age (Abdi Syahrial Harahap, 2020).

4.2. Characteristics of Children's Social Development in the Modern Era

The findings show that children's social development in the modern era faces increasingly complex challenges. Early childhood children today grow up in an environment that differs from that of previous generations. Changes in family lifestyle patterns, advances in digital technology, increasing parental busyness, and shifts in communication patterns within society influence the way children build social relationships. Children do not only interact directly with family members and peers, but also begin to encounter digital media, gadgets, and various forms of visual information from an early age.

Children's social development in the modern era is characterized by both opportunities and risks. On the one hand, technology can broaden children's access to information, images, sounds, and learning experiences. On the other hand, excessive use of technology can reduce children's opportunities for direct social interaction. Early childhood children need real experiences in communicating, waiting for turns, sharing, cooperating, resolving conflicts, and understanding the feelings of others. If children spend more time with digital devices without guidance, the process of forming social skills may be disrupted.

The findings reveal that several issues in children's social development in the modern era are related to weak interaction within the family. Parents' busyness often limits communication time between children and family members. Children may lose the dialogical space that should serve as a place for learning to recognize emotions, understand rules, and build closeness with others. This condition may result in low ability to control oneself, demonstrate empathy, respect others, and adapt to the social environment.

Children's social development in the modern era is also influenced by changes in societal values. Individualistic culture, rapid communication patterns, and the habit of obtaining instant entertainment may shape children's character in ways that make them less patient, easily bored, and less accustomed to engaging in direct social processes (Harahap, 2022). Early childhood children require consistent social practice in order to develop positive behavior. Such practice cannot be fully replaced by digital media because social development requires emotional involvement, body language, direct responses, and real interpersonal relationships (Agustia et al., 2023).

The findings also indicate that children's social development remains highly dependent on the quality of family caregiving. Children who grow up in communicative, warm, and well-directed families tend to have better social abilities. They have opportunities to learn how to express desires, listen to others, obey rules, and understand the consequences of behavior. Conversely, children who receive insufficient guidance may experience difficulties in interacting, sharing, managing emotions, and building relationships with peers.

4.3. The Relevance of Zakiah Daradjat's Concept of Family Education to Children's Social Development in the Modern Era

The findings show that the concept of family education according to Zakiah Daradjat has strong relevance to children's social development in the modern era. This relevance can be seen in the alignment between the idea of family education, which emphasizes religious values, morality, affection, role modeling, and habituation, and children's needs in facing the challenges of modern life. When children live in an environment influenced by technology, social change, and weakened direct interaction, the family remains the center for forming values and social behavior.

Zakiah Daradjat's concept is relevant because it emphasizes that parents have the primary role in shaping children's personality. In the modern era, parents are not only required to provide educational facilities, food, clothing, or technological devices. Parents must also be emotionally and educationally present in children's lives. This presence is manifested through warm communication, habituation of good behavior, supervision of social and digital

environments, and the provision of examples in everyday life. Children need figures they can emulate in order to develop good social behavior.

Another aspect of relevance lies in the importance of affection in family education. Early childhood children need a sense of security in order to develop socially and emotionally. A loving family helps children build self-confidence, courage to interact, and the ability to express feelings in a healthy manner. In the context of the modern era, which often presents excessive pressure and stimulation, family affection becomes psychological protection for children. Children who feel accepted within the family will more easily develop empathy and concern for others.

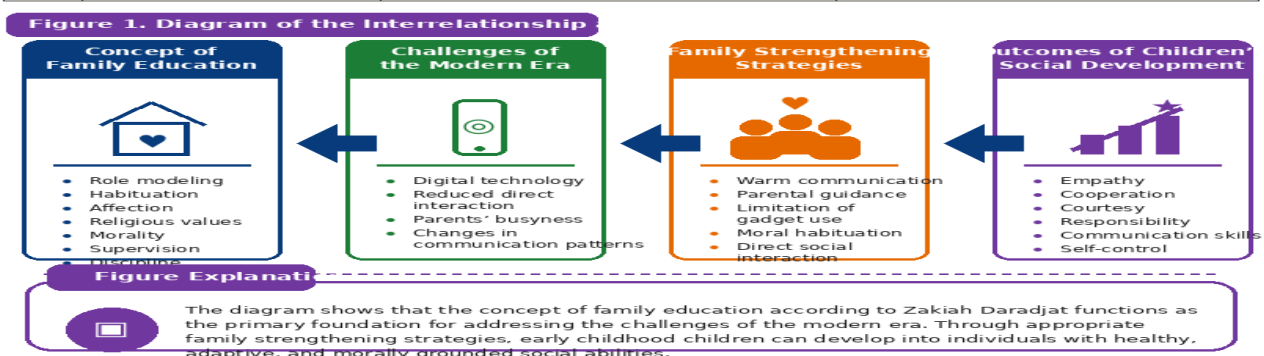
Zakiah Daradjat's thought is also relevant because it emphasizes character formation through habituation. Children's social development cannot be formed merely through explanation, but must be trained through daily behavior. Children need to be accustomed to greeting others, speaking politely, apologizing, expressing gratitude, sharing toys, helping parents, respecting others, and obeying simple rules. Such habituation becomes the foundation for children's social abilities in broader life. In the modern era, moral habituation is highly important so that children are not only cognitively intelligent, but also socially mature.

Although Zakiah Daradjat's thought emerged before the development of digital technology as it exists today, her educational principles remain applicable. Supervision, discipline, role modeling, and moral development can be used as foundations for parents in regulating gadget use. Parents need to set time limits, select appropriate content, accompany children while using digital media, and continue to prioritize direct interaction within the family.

The relevance of Zakiah Daradjat's concept of family education to children's social development in the modern era lies in its ability to provide both a value foundation and practical guidance for families. Family education becomes an important means of protecting children from the negative influences of modernity and equipping them with healthy social abilities. Families that carry out their educational functions comprehensively will help children grow into individuals who possess noble character, emotional stability, and the ability to live well within their social environment (Na'imah et al., 2020).

Figure 1. Visualization of Research Findings on the Concept of Family Education for Early Childhood According to Zakiah Daradjat and Its Relevance to Children's Social Development in the Modern Era

Table 1. Summary of Research Findings Based on			
No.	Research Question	Core Findings	Implications
1	What is the concept of family education for early childhood according to Zakiah Daradjat?	The family is the first and foremost educational environment. Family education includes role modeling, habituation, affection, the internalization of religious values, morality, supervision, and humane...	Children acquire the foundations of social behavior, empathy, responsibility, courtesy, and self-control from an early age through family parenting patterns.
2	What are the characteristics of children's social development in the modern era?	Children's social development is influenced by digital technology, changes in communication patterns, parents' busyness, and the decline of direct interaction. Children still require real social experiences and family...	Without adequate guidance, children are at risk of experiencing barriers to interaction, low empathy, and individualistic tendencies.
3	How is the concept of family education according to Zakiah Daradjat relevant to...	Zakiah Daradjat's concept remains relevant because it emphasizes religious values, morality, role modeling, affection, habituation, and supervision in modern family parenting.	This concept helps shape children who are religious, morally upright, emotionally stable, empathetic, cooperative, communicative, and responsible.



Conclusion

Based on the findings of this study, it can be concluded that family education holds a highly important position in shaping the social development of early childhood children. Zakiah Daradjat's thought provides a strong conceptual foundation because it views the family as the first educational environment that shapes children's faith, morality, psychological development, and social behavior. In the modern era, which is characterized by changes in lifestyle patterns, technological advancement, and decreasing intensity of direct interaction, this concept remains highly relevant for strengthening the role of the family.

1. The concept of family education for early childhood according to Zakiah Daradjat emphasizes the holistic development of children through role modeling, habituation, affection, advice, supervision, and humane discipline.
2. Children's social development in the modern era is marked by the need for stronger guidance because children face the influence of digital technology, changes in communication patterns, and challenges in building direct social interaction.

The relevance of Zakiah Daradjat's concept of family education lies in its ability to serve as a religious, humanistic, and adaptive foundation for parenting. This concept helps families shape children who are able to empathize, communicate, cooperate, control themselves, and act responsibly in social life.

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