
INTRODUCING THE LAW OF CAUSALITY TO THE EARLY CHILDHOOD

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Abstract

Human Being is created by Allah in a state of not knowing anything, but equipped with the senses, minds, and heart as tools to be able in receiving knowledge, and also established the concepts and norms which forms the basis of educational process. Children are a gift and trust from Allah S.W.T., for parents. so it is the duty of parents to take care and educate him to become a human who can grow and develop optimally in all aspects of ability, including: motoric rough, fine motor, linguistic, emotional, social, moral, and religious. The family is one of the main and first elements in the process of children's education, so the family's success in educating his son in the Qur'an gets a glorious position, as Lukman is glorified and immortalized his name to be one of the letters in the Qur'an because his success in educating the family. Lukman's way in educating his family become a model of Qur'ani family education, which must be imitated and applied by every Muslim family. The fourth concept of family education Lukmanul Hakim version contained in Q.S Lukman: 13-19, is to introduce about the law of causality, which includes : good behavior, bad behavior, the stories of man or group who liked and hated by Allah, and the consequences they receives. With an explanative method, the effective learning methods that can be used to introduce the law of causality to Early Childhood are: The Chatting method, Sing a song, Animated film, Exemplary, Fieldtrip, Demonstration, and Storytelling.

Keywords : Introduce the Law of Causality; Early Childhood; Explanative Method; Learning Method.

INTRODUCTION

The occurrence of moral decadence and the decline of religious and moral values in society, not because of the changing times and the rapid development of science, technology, and art, but because people's readiness to adapt the change is not accompanied by a deep understanding the teachings of religion that has been designed perfectly and comprehensively for all times by the creator, even seemingly abandoned. The Islamic doctrine which is a divine religion revealed to the Prophet Muhammad is the right solution for moral improvement of society, because the main purpose of his prophetic message is to improve and perfect the morality of people. the morality of people will be good, if they want to read and study the references of Islamic teachings (al-Qur'an and as-Sunnah), with deep assessment and understanding of religious teachings, and applied in life gradually and sustainably in accordance with human growth .

Morality is closely related to religion, as Thomas Lickona's clarification of the meaning of first amendment as the basis of United State of America, there are seven points: (1). most people in this country are religious and have an identity that tends to vary, according to a survey by Newsweek

in 1989, states that 94% of Americans believe in the existence of an all-powerful god. (2). religion for most people is a major reference that leads them to form a moral life. (3). through the general view of religion, God is the supreme aid giver, and as his creatures have an obligation to do good deeds according to His command. (4). the founders of the state have seen a very close relationship between religion and human rights and the democratic system, (5). most students today are indifferent to the role of religion in moral formation and development of the country, (6). there are many people who live religiously, but have no significant role in life, (7). The steps in defining rational morality that can be accepted by all people are based on a classical principle of divinity. (Lickona 2015, 63-67)

From the clarification, we can know that the United States of America a liberal and uphold human rights country, views the importance of morality whose main source of value is the teachings of religion. People morality in Indonesia becomes a very important and serious thing to be addressed, this is indicated by the Strengthening character education program, its became the priority program of the Indonesian government in fixing the national education system in anticipation the symptoms of

moral collapse, and the decline of religious values in society, this is marked with the issuance of Presidential Regulation Number. 78 Year 2017 on Strengthening Character Education which is based on 3 (three) considerations, namely: (1). Indonesia as a cultured nation is a country that upholds noble character, noble values, wisdom, and character, (2). Enterprises in realizing a cultured nation through the reinforcement of religious values, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, communicative, love peace, care about the environment, social care, and responsible, need strengthening character education, (3). Strengthening character education is a shared responsibility of family, educational unit, and society

There are 3 (three) principal roles that are coherent and fundamental for the achievement of the goals, namely: state, religion, and family. The issuance of Presidential Regulation is one form of state responsibility, while the next is the task of the family to guide and direct the children behavior to become a moral person, by digging and assessing the value and norms of religion. Islam is one of the recognized religions of existence in Indonesia, with the largest adherents even the majority. Therefore the effort to explore, examine and implement the values and norms of Islamic teachings is a necessity, that must be done in forming a moral of Indonesia generation.

The concept of family education according to Q.S. Lukman: 13-19 is one model of Islamic education, and became the basic of moral education in the teachings of Islam, are : (1). Introducing the creator, (2). Introducing the origin of human, (3). Teaching a science as the basis of argumentation, (4). Introducing the law of causality, (5). Training and making habitual to prayer and amar ma`ruf nahi munkar, (6). Training the patience, (7). Training to caring for others, (8). Training the children not to be arrogant or humble, (9). Training the children live modestly, (10). Training the children for good manners or politeness (Khomaeny 2017, 8). In this article will be studied about one of the concepts of Islamic education with regard how to introduce the law of causality to the early childhood in order to train responsibility

RESEARCH METHOD

The approach used in this research is a qualitative approach, it is the work of research that emphasizes on the aspects of data deepening in order to get the quality of research, with the mechanism of research to rely on descriptive of words or phrases

arranged in a systematic and meticulous to collecting data and to interpret the results of research (Ibrahim 2015, 52), It also can be interpreted as a research approach based on postpositivism philosophy, used to examine the condition of natural objects, where researchers as a key instrument, data collection techniques performed in triangulation, the analysis is inductive or qualitative, and the results of his research more emphasis on the meaning of the generalization (Sugiyono 2016, 14).

The method used in this research is the explanative method, which is a way of research work more specific than the descriptive method, that is not only limited to describe the state of the object under study as it is, according to the situation and condition when the research is done, eksplanatif is a more specific way of research, in the form of elaboration and explanation of the more detailed aspects of the variables or focus under study. (Ibrahim 2015, 61). The variables on this research are introducing the law of causality, and early childhood.

RESULT AND DISCUSSION

The Stages of moral and religious development

Knowledge of the stages of moral and religious development is a fundamental thing known to parents or teachers, so children learn about morals and religion in accordance with the growing phase of development. Moral development stage according to Kohlberg is divided into six stages at three levels, namely : (1). **Pre-Conventional**, includes an orientation of obedience and punishment, which the children views that the rules is absolute, if they ignored will be punished, the second is the relativistic of hedonism stage, where the rules are not considered absolute, but dependent on the needs and also the considerations of others; (2). **Conventional**, orientation stage of a good child, at this stage children behavior can already be assessed as good or bad deeds based on benchmarks norms or rules that apply in the community. Furthermore, the stage of maintaining social norms and authority, in which the children has determined his responsibility in upholding the rules or norms prevailing in society, not only on the basis of public appraisal, but as a responsibility to enforce existing rules and regulate the order of life; (3). **Post Conventional**, the orientation stage of the agreement between himself and the social environment, and the universal principle stages (Lalompoh 2017: 55-57).

Jhon Dewey divides the moral development stage in three developmental phases, namely: (1) **Pre-conventional**, where human attitudes and behavior are still largely based on biological and social impulses; (2). **Conventional**, Where the children have the ability to criticize the group,

and (3). **The autonomous phase**, where moral development is largely determined by the mind itself. Based on Permendiknas (the ministry of national education regulation) Number. 58 Year 2009 on Early Childhood Education Standards, the development of religious and moral values starts from 0 years, although the demand to develop of religious and moral value as curriculum appears at 2 years to 6 years, as the following table:

Table 1. Levels of attainment of religious and moral values development

| Scope of Achievement | Rate Development | |
|--|---|--|
| | 2 - < 3 years | 3 - < 4 years |
| Religious and Moral Values | 1. Began to imitate the movement of prayer according to his religion. | 1. Begin to understand the notion of opposite behavior even though it has not always been done such as understanding good-bad, right-wrong, politely disrespectful behavior. |
| | 2. Begin to imitate a short prayer according to his religion. | |
| | 3. Begin to understand when to say hello, thank you, sorry, etc. | 2. Begin to understand the meaning of pity and affection to God's creation |
| | 4 - < 5 years | 5 - < 6 years |
| | 1. Know God through the religion he embraces. | 1. Begin to understand the notion of opposite behavior even though it has not always been done such as understanding good-bad, right-wrong, politely disrespectful behavior. |
| | 2. Mimics the movement of worship. | 2. Begin to understand the meaning of pity and affection to God's creation. |
| 3. Say a prayer before and / or after doing something. | | |
| 4. Know good behavior, polite and bad. | | |
| 5. Get used to behave well. | | |
| 6. Say hello and reply greetings. | | |

The Efforts to develop children's moral

The efforts to develop Children's moral can be done through several ways, are : (1). Direct education; (2). identify or imitate the appearance or behavior, that becomes his idol; (3). Trial & error process (Syamsu Yusuf 2002: 134). moral education can run efektif when the children is set and conditioned on the environment that helps children to learn and have good morale. The environment has a strategic and fundamental role for moral education, ranging from the family environment to the community environment, this is in line with the opinion of Maria Montessori, who has the belief that children educate themselves by absorbing knowledge directly into their minds. Just by living in an environment, children are able to learn to speak, this is called the theory of absorbent mind (Morisson 2016: 295)

There are two basic attitudes that must be trained to the children, that is respect and responsibility, which is extracted from the values and norms of religion. these two attitudes represent the basic values of universal morality. Training children with respect and responsibility is not easy, but it must be programmed in a massive, attractive and sustainable way, that attitudes inherent in the children life, even the respect and responsibility become the control for the child's behavior in interacting and socializing with each other . respect and responsibility are indispensable, to: (1). The development of a healthy soul; (2). Concern for interpersonal relations; (3). A humanist and democratic society; (4). A fair and peaceful world. (Lickona 2015, 70).

Stimulation of religious and moral development (spiritual development) must be done from an early childhood, because Spirituality is the craving deep within each human being for meaning. This feeling or experience emerges from time to time when people encounter shades of orange, red, and purple of a sunset or the stage of a magical summer evening, or when Josie, examined the smile and texture of a fish that appeared while she was walking out with mom and sister. Spirituality is manifested in ordinary human activities and concerns, and its definition embraces the ways in which people look for and perceive meaning, purpose, and values, as well as other qualities like beauty, appreciation of nature, fulfillment, happiness, and community. Spirituality influences how people think together, what they value, how they act, and especially, where they place their trust. Beginning at birth, spiritual development involves changes and continues to evolve over each stage of growth. Supporting the development and education of the "whole child," includes consideration of children's spiritual. (Kathleen 2014, 13).

Responsibility is one of the moral attitudes constructed on the Law of causality theory, in which the children makes judgment on speech and action, and has an awareness of the consequences of the cause. Train the responsibility to the early childhood is not enough to model behavior or express hope, but also need guidance to build a new behavior, where the children are taught to be the main responsibility for his own behavior, so the measure of pleasure, happiness, and appreciation for his behavior based on him (internal), not on the approval or appreciation from others (external), known as the concept of locus control. (Morisson 2016: 781). When the children are given responsibility, the children are trained to develop a greater self-direction, without the responsibility the children becoming bored and predated and thus problematic in discipline (Morisson 2016: 784)

Ki Hajar Dewantara considers the importance responsibility to the early childhood, as implied in his book, which his statement, "*Mardika iku jarwanya, nora mung lepasing pangreh, nging ugah kuwat kuwasa amandiri priyangga*", (freedom is not only independent of command, but also powerful enough to govern yourself). Accountability or *verantwoordelijkheid* is the imperative of a person to account for himself about the orderliness of his rights and obligations. (Ki Hajar Dewantara 1977: 469). Responsibility will be the provision of children life, when they reaches adult, where the children becomes the subject (*mukallaf*) to choose and act. To practice responsibility in Islamic teachings is to consider the Hereafter on the basis of faith, to measure our deeds in the world, to weigh and think about everything that is done in the world, for it must be responsible in the Hereafter, so that people are cautious in their actions (Sani and Kadri 2016, 170). When the children enter to the school or pre-school, the children will be trained in a responsible attitude in accordance with the children growth. The responsibility in a Kindergarten should be instilled to the children precisely when they are in the classroom. This can be done through game activities or tasks using tools (Santi, 2009: 29).

Teaching the law of Causality to The Early Childhood

In Wikipedia, The law of causality is a causal principle that science and knowledge can automatically be known without the need for knowledge and other interdisciplinary knowledge; that every event obtains certainty and necessity and the specificities of its existence due to something or other things which precedes it, are things that are accepted without hesitation and need no refutation.

The necessity and authenticity of the causal system is a part of the human sciences that has been known together and is not covered by any doubt. the law of causality is one of theories of knowledge, literally means everything responsible for the occurrence of change, motion or action, so the causal relationship is a necessity (Antun 1981: 164).

According to al-Ghazali, the relation between cause and effect is not certainty (*dharuri*), both are not necessarily relationships, but have their own individuality, because the causal relationship is merely the appearance and the effect of the human habit that links two events occur consistently in nature; "The continuity of habit (*'adah*) with respect to them, (seemingly necessary, but only possible things), from time to time, is firmly entrenched in our minds in accordance with past customs, so that continuity can not be separated (Nasr 2003, 326). the emergence of the Spiritual Causality based on al-Ghazali's desire to establish a miracle which is a supernatural power given to man as something out of habit (*khariq al-'adah*), and absolute god power. In the theory of spiritual causality, God is directly able to transcend causality by altering the nature of an object, or indirectly by sending an angel. (Seed 1962, 131).

Ibn Rusyd acknowledges that the judgments about the being of reason derive from empirical experience, this is the basis for why the cause is fixed, the mind serves to examine the phenomena and events that exist in this nature in terms the law of causality, the ability of reason is different with others. Logic establishes the law of causality, while knowing the consequences will not be perfect without knowing its causes, rejecting causality means rejecting the existence of science. a logical consequence, there is nothing can be known, and it's just a prejudice, there is no proof (*burhan*) and no definition at all (Ibn Rusyd 1972, 784). The law of causality is certain, the order of nature and the special properties indicates the existence of a definite law (*dharuri*). *Sunatullah* can not be changed accidentally because it has become resolutions since the time of azali. From these facts man can understand the laws of God, so he can manage this nature and realize the Mission of God as the Caliph on earth. According to Baqir ash Shadr, the law of causality becomes the foundation of science, namely: (1). The Principle of Causality states that every event has a cause; (2). The law of necessity which states that every cause necessarily raises its natural consequences, and can not be separated from the cause, (3). The law of harmony between cause and effect.

The law of causality must be taught to Early childhood is related to the rest of science, not on

philosophical studies. The children are taught about the cause and effect relationship, so the child has an understanding that every action will cause a reaction, so they has an awareness what he does is important.

By the end of the third , the children already has an awareness of himself and begins to accept the rules of behavior being taught. They have been able to feel emotions such as guilt, shame, pride, and fear. This is a good time to give a cause and effect lesson that reads every action has a reaction. For example, if you go there, you will fall or if you hit your sister, you will receive the consequences. Teaching the law of causality to the early childhood is essentially teaching about responsibility, so the children can be responsible for what they says and does. The steps to train responsibilities to children are as follows: (1). Be the example; (2). Ask your child for help; (3).Read books; (4).Be a little strict; (5). Assign age-based responsibilities: (6). Create a routine and (7). Start young.

Learning method to introduce the law of causality

1. Chatting method

Chatting method is an effective methods for Early Childhood Learning, especially when the conversation that occurs between a child with a parent or teacher begins because the child's curiosity. Conversations can be done in the following stages: do stimulating or impulse of curiosity, answer the questions until the child stopped to ask, give a new insights in your answer, concrete every answer we give, and give the questions back (Elfan 2016, 1-6). The Examples to use chatting methods in order to introduce the law of causality, are : Preparing and processing food ingredients in front of the child, until the child has an interest to ask and even involved in activities that we do. If the children asks about what we do with the ingredients, then answer each children's question until the children stops asking questions, and in each answer add new insights and concrete answers

Child : What is this?

Mother : This is spinach, son!

Child : does it taste good, Mom!

Mother : So good! can make a stronger, because spinach contains substance of iron

Mother : do you know! Who created (while handing the spinach ties to the child's hand, allowing the child to observe freely) When children stop asking, then the mother or teacher immediately

initiative to ask back to the children.

Mother : Will you eat a delicious spinach?

Child : yes, I want it, mom!

Mother : to have a nice spinach must be salt. What does Salt taste like?

Child : it tastes salty, bu!

Mother : 100 for your. Do you what does sugar taste like?

Conversations continue until the child is bored and not willing to talk again.

2. Sing a song Method

Sing a song is one of the most preferred methods for the children, especially when the singing activity is performed in the form of a game or tone and motion. Therefore this method is very effective to introduce the law of causality for Early childhood, as well as make it easier for children to always remember it. If parents or teachers have the ability to arranged a songs, then create a song, but if dont, it is enough to compose lyrics of songs from songs that are familiar in the ears of children.

Menanam Jagung

Ciptaan : Ibu Sud

Ayo kawan kita bersama, menanam jagung di kebun kita

Ambil cangkulmu, ambil pangkurmu

Kita berkerja tak jemu-jemu

Cangkul cangkul cangkul yang dalam

Tanah yang longgar jagung ku tanam

Beri pupuk supaya subur; tanamkan benih dengan teratur

Jangungnya besar lebat buahnya, tentu berguna bagi semua

Cangkul cangkul aku gembira

Menanam jagung di kebun kita

3. Animated Film Method

Animated Film methods is more interesting for early childhood learning, because children can learn through audio visual in a concrete, especially when the characters in the animated film is a figure become an idol for children in his day. Whatever is done and spoken by idol figures will quickly learn and imitate, because the children imagine to be the idol figure.

Animated films can be used as learning media for early childhood, are: the characters in the film is interesting, polite, indecent

appearance, colorful and variegated picture settings, has a religious and moral message, the language used is a language that can be understood by the children, the duration of the film is not too long, if any length be headed into several episodes. Animated films can be specially created if they are able to, or search for or purchase an animated film legally after the instructional material to be conveyed to the children, before being used as a movie learning media should be sorted first to ensure safe and appropriate impressions for early childhood.

There are so many short films that tell about cause and effect, such as about the bad guy who ends with failure and regret, a good person who ends up with happiness, and others

4. Exemplary Method

The children is a great imitator to the people closest to him, therefore the example of the person who is closest is very important to be directed to the positive and unlimited (Irawati Istadi 2017, 69-71). Rasulullah s.a.w., is the chosen man of Allah S.W.T., which is made an example for mankind. Exemplary in carrying out Islamic da'wah has a great impact in the process of receiving propaganda by the community, it is proven that Islam can grow and be accepted in almost 2/3 parts of the world.

Parents or teachers are the real model of teaching in the process of early childhood education and learning, if parents or teachers can show good things, speech or action, the children will follow, including when they want to introduce the law of causality to the children, the parents or the teachers give an example first. For example if the parents and teachers want to introduce about the hygiene relationship with health, where the teacher or parents invite the children to directly involved cleaning the home or school environment such as throwing the garbage in place, the activity is done repeatedly in front of the children, so the children are interested and follow what the parents or teachers does.

5. Fieldtrip Methods

Fieldtrips methods is conducted in order to provide experience directly in the learning process for early childhood, by visiting a place or community where children can learn concretely and directly about something to be achieved in the learning process. The

steps that must be taken in using this method are: establishing the learning materials the children wants to reach, looking for a place or community that can provide a hands-on learning experience of the child, planning the learning activities, implementing activities, and evaluating the learning outcomes. the development of information technology, the fieldtrip activity can be done virtually, because more web sites were developed which included images and information about people, places and time periods. It was therefore a small step for educators and individuals to recognise the potential for digital field trips. (Robinson 2009, 2). Fieldtrips methods as an alternative learning method that is fun for the children, can explore various new knowledge that can be applied in life and develop all potential aspect according to development stage (Ariyanto 2014, 219).

Training responsibilities to the children, can not be done virtually, but conventionally, because need for interaction and socialization among children. steps to train responsibilities, the children are given the task of list of luggage, to bring the items needed for fieldtrip activities, then the children are made in small groups and appoint one of them as group leader, then given direction to hold each other, keep each other and remind each other to follow every clue and rules that are in place visited, such as throwing garbage in place, not making noise, and others.

6. Demonstration Method

There is a Chinese proverb that states, "I heard, I forgot; I see, I remember; and I do, I understand". This provides a special message for parents or teachers in educating children, varied learning methods and even try to get the child to the stage of doing, so the children can easily understand. Demonstration method is a method of learning where children are invited to demonstrate an activity that can provide an understanding of learning materials to be conveyed to the children. Abstract thinking ability in early childhood is very low, so parents or teachers should be able to concrete every learning material, one of the efforts is in the form of demonstration. An example of a demonstration activity when we want to introduce the law of causality, as follows :

a. The law of Boomerang

The law of boomerang is another name for the law of causality, to remind the children

that humans will reap what they plant. In this world, every thought, speech and action will return to the source of the cause. In this learning, the teacher prepares materials, including: Rubber bracelets, boomerang, yoyo or party horns if blown that can poke in and out. Invite the children to play rubber bracelets, boomerang, yo-yo, and blow the party horns in a group, where each child is given a chance to demonstrate. Play yo-yo, and throw it by saying positive words, when turning back, just say those positive words or vice versa (Jenkins 2010: 21-22).

b. The law of attraction

The law of attraction states, that if we consciously have a mind and a feeling, we transmit through our bodies, and as energy passes through our bodies, we attract other kinds of energy or vibrations (Jenkins 2010: 48-49). To teach about the law of attraction, make the following materials: two magnets with strong appeal, a tray loaded with small, non-ferrous objects, then invite the child to play with drawing items from the tray with magnets, talk about what he does.

c. My world reflects my actions

in this game invite the children to the front of the mirror, do the activity in front of the mirror, for example: tell the child to smile, then the picture in the mirror smile, then tell the children to stick out the tongue as an insulting expression, then the picture in the mirror in the state of sticking out the tongue and being taught that every act or greeting of its nature returns to the person concerned.

7. Storytelling Methods

Storytelling methods is to present something that happened in ancient times, extracted from real stories, enrich the scientific treasures of the characters who have good track record and bad, serve as guidance, reminder and guidance of life for human, and to achieve the happiness of the world and hereafter. Storytelling or story has a purpose to convey the moral message contained in the story and as entertainment.

Telling people who are blessed with God like the prophets, righteous people to be good examples for the life of the children, while telling the people of the wrath of God in order to inform the children about the actions to be avoided through the character owned by figure. Storytelling for early childhood should be packaged in attractive packaging,

this element is the same as in storytelling, which should be able to make entertainment and fun for those who hear it. Therefore, in the delivery need to be interspersed with some joke or entertainment so the children are not saturated.

Moreover, this story is a real story and sourced from al-Quran, hence required method of proper ice breaking. Besides the subject is the early childhood, it needs totality in the action of his story. The meaning of totality in the appreciation of the story, the use of story media, and expressive facial expression. So the function of story use is as the delivery of moral and entertainment messages (Sidik 2017, 49-50). The children are invited to make a conclusion about the causal law of the story, that who does good will reap the good, and vice versa.

CONCLUSION AND SUGGESTION

Introduce the creator to the children should be done as early as possible, to stimulate the development of religious and moral values in accordance with the growth and development of children become fundamental in the minds of children, when the children grows up it will be easy to receive learning and education in the development of religious and moral values. Stimulating the development of religious and moral values in children must be done with various methods of learning so the children can receive well, the learning methods that can be used in order to introduce the law of causality to early childhood, are: The Chatting method, Sing a song, Animated film, Exemplary, Fieldtrip, Demonstration, and Storytelling.

Parents or teachers should learn and understand about the laws of causality, if they has ability to teach the law of causality to children with varied learning methods, it can form and equip the children responsible attitude, and become the control for the child's behavior in interacting and socializing with each other.

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