Religious Moderation Picture Book Innovation for Early Childhood: Teaching Tolerance and Respect for Diversity

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http://dx.doi.org/10.32505/atfaluna.v7i2.9959

Abstract

This research aims to develop an innovative picture book to teach children the values of religious moderation, such as tolerance and respect for diversity. Using the Research and Development method based on the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, this research is designed to produce learning media that is interesting, interactive, and effective. The initial stage of the research was conducted by conducting a needs analysis through interviews and observations with early childhood educators in Purwakarta, Indonesia, which revealed the need for media capable of introducing the concept of tolerance and respect for differences from an early age. The design and development process resulted in a picture book with clear illustrations and stories relevant to children's daily lives, making it easy to understand and enjoyable. This media was tested in several early childhood education institutions in Purwakarta, involving teachers and children as research subjects. The evaluation results show that this picture storybook increases children's understanding of religious moderation values. The results showed that the average pre-test score was 22.08, then the Post-Test score reached 53.24, with an average increase of 31.16. With the calculation results showing the t value of -44.56, it can be concluded that picture book media is effective for increasing religious moderation in children aged 5-6. With this finding, the developed media can be used as strategic educational media to teach religious moderation in early childhood.

Keywords: *Early Childhood; Picture Book; Religious Moderation*

A. INTRODUCTION

Religious moderation is a concept that refers to the balance in understanding and practicing religious teachings that are moderate, tolerant, respectful of differences and rejection of extremism and fanaticism (Harmi, 2022; Muaz & Ruswandi, 2022; F. Nurdin, 2021). The concept of religious moderation is considered necessary to be implemented in Indonesia, which is a pluralistic country, so that the unity of Indonesia is maintained. All efforts need to be made to promote and implement the principles of religious moderation through inter-religious dialogues, trainings for religious and community leaders, as well as through various initiatives in the field of education including pre-school institutions or early childhood education (Nurhasanah et al., 2023; Nurlaili et al., 2024).   Religious moderation in early childhood involves a balanced approach that instills the values of compassion, justice, and brotherhood without extremism, while teaching tolerance for differences and respect for religious diversity (Nisak, 2022; Shaleh & Fadhilah, 2022). This approach emphasizes the importance of understanding that every individual has the right to choose their beliefs without being judged, and encourages children to respect and love others regardless of religious differences (Nurjanah et al., 2022). Religious moderation education also includes the application of universal moral values, such as justice, honesty and integrity in daily life (Nurdin & Muqowim, 2023; Umar et al., 2021; Yuliana et al., 2022). Families and educators play an important role in guiding children to understand and apply values to build the foundation of pluralism and interfaith harmony (Lessy et al., 2022).

Based on recent research, religious moderation education for early childhood is a major focus in character education development. Nisak (2022) highlighted the effectiveness of interactive multimedia "Kids Moderations" as a learning tool that can improve religious moderation attitudes in children. Research by Nurdin dan Muqowim (2023) also emphasizes the importance of introducing and instilling the value of religious moderation early on through character education in schools, as implemented in Raudhatul Athfal. This program not only teaches the value of religious moderation, but also involves aspects of tolerance, nationality, non-violence, and local culture. Abdillah (2023) dan Umar et al., (2021) put forward the concept of character education based on religious moderation in Early Childhood Education (PAUD), which focuses on developing character education programs by emphasizing the values of religious moderation as a foundation. The main goal is to create a generation with balanced attitudes and behaviors in religion. Meanwhile, Yuliana (2022) highlighted the importance of strengthening religious moderation in early childhood as a measure to prevent radicalization, especially during the COVID-19 pandemic. Research by Haryaningrum (2023) and Baiti (2023) highlights the important role of media, especially picture books, in early childhood education. Haryaningrum examines the use of digital picture storybooks with a local wisdom approach, while Baiti explores the use of Electronic Wordless Picture Book (EWPB) as an innovation to improve children's literacy skills. These two studies show that digital technology can be creatively utilized to enrich early childhood education. Although there has been research related to religious moderation in early childhood, there has been no comprehensive research on the development of picture book media to increase religious moderation, usually picture book media in the form of picture

books with too much narration or text that is not suitable for early childhood or language and the selection of the type of writing used in picture book media is not suitable for early childhood. Good media should be able to stimulate students' imaginations. This can be achieved by organizing and arranging visual elements in teaching materials effectively (Purwani et al., 2019). Therefore, this research has the potential to make a significant contribution in developing new approaches in religious moderation education in early childhood.

Picture book media plays an important role in child development by providing visual stimulus and imagination through interesting illustrations and meaningful stories (Baiti et al., 2023). The colorful illustrations stimulate children's creativity, visual skills and imagination, while the stories teach the values of empathy, kindness, tolerance and understanding of others' feelings. In addition, the complex situations in the stories encourage children to think critically, analyze, and understand various concepts. This media also strengthens the emotional connection between children, teachers, parents, and fellow children (Haryaningrum et al., 2023).

Based on the needs analysis in early childhood education institutions, limited media is a significant challenge in implementing religious moderation in children. The results of the analysis show the lack of media that support this approach, making it difficult for teachers to provide a holistic and in-depth learning experience about religious values. In Purwakarta District, incidents of intolerance, such as the rejection of non-Muslim students in various early childhood education institutions often occur, for example in Plered District there is only one institution that is willing to accept non-Muslim students, besides that there are also kindergarten students who are Muslims inviting their non-Muslim friends to embrace Islam. This emphasizes the urgency of overcoming media limitations so that religious moderation can be effectively implemented in early childhood education institutions. Solving this problem requires collaborative efforts between the government, educational institutions and communities, with a focus on developing creative solutions and expanding access to relevant media. The goal is to ensure that young children understand religious moderation in an appropriate, memorable way and to create an educational environment that is inclusive and respectful of diversity.

B. METHOD

This research adopts a mixed method with a Research and Development (R&D) approach. R&D is a series of systematic steps to create a new innovative product or improve an existing product (Muqdamien et al., 2021). This study aims to develop a picture book media that is effective in teaching religious moderation to children aged 5-6 years. It combines qualitative and quantitative methods to explore qualitative dimensions such as visual appeal and messages conveyed through images, as well as statistically measuring their impact on improving children's understanding. This research integrates the ADDIE model; Analyze by identifying needs through initial observations to understand the conditions and needs of children and teachers, Design by involving detailed planning such as sample selection, expert testing of media design and data collection strategies. Develop is designing

the picture book according to the plan and collecting validation data systematically. Implement is directly applying the picture book media in the learning process Evaluate is conducting periodic evaluations to maintain the quality of the media in terms of validity, reliability and impact on early childhood. As a product development framework with the aim of producing media that is not only innovative but also effective in supporting the learning of religious moderation values. In the development stage, the visual design made with full-color images, as well as illustrations that are in accordance with the daily life of early childhood will be translated into real products through trials and evaluations involving experts and direct users, namely children in Purwakarta Regency.

For data collection, this study used various techniques, including interviews with teachers to obtain their views on the needs and effectiveness of the media, observation to monitor children's interaction with the media, and documentation to record the process and progress of the research. The researcher also conducted a literature study and comparative analysis to ensure the uniqueness and relevance of the developed media. The research location was determined through a random sampling technique in four PAUD institutions in Purwakarta District, which have special characteristics as institutions under the auspices of Islamic organizations.

C. RESULT AND DISCUSSION

1. Result

The needs analysis began with a literature study to identify the concept of appropriate media supporting religious moderation at an early age. The literature study found that interactive media, such as picture books and multimedia, effectively teach children religious moderation. The results show that using picture media and picture stories in learning religious moderation in PAUD can introduce concepts such as tolerance, non-violence, and diversity. Research by Nisak (2020) and Nurdin (2023) Research by Nisak (2020) and Nurdin (2023) shows that learning media based on pictures and simple stories supports children's understanding of religious moderation. Findings from Umar (2022) show that learning religious moderation focuses on strengthening faith, moral education, and tolerance. These results encourage the development of learning media in the form of picture books that are expected to meet these needs. The comparative analysis results show that picture book media has several advantages over other religious moderation storybook media. The following are the results of the comparison.

Tabel 1. Comparative Analysis of Picture Book Media

No.	Compared Media	Disadvantages
1.	The book is entitled "Cultivating Tolerant Attitudes in Children" by the Ministry of Education and Culture.	It is unsuitable for early childhood understanding because this book only describes concepts and understanding, which is not suitable for use as a learning medium.

2. A storybook is entitled "Appreciating Differences".

he images used are often not simple or developmentally appropriate, hindering understanding of the storyline.

The observations from conducting research in four early childhood education institutions in Purwakarta show that learning about religious moderation is generally still conventional, with little or no use of specific learning media. Although some institutions have adequate facilities and infrastructure, media supporting religious moderation teaching is not yet available. Results Interviews with teachers and principals in four PAUD institutions show that introducing religious moderation is generally done through simple conversations or songs. However, more effective and relevant learning media do not yet exist. Teachers expressed difficulty in teaching the concept of religious moderation without the help of appropriate media that is suitable for children's age. Principals also expressed the need for media that can be used to support learning religious moderation in a more interesting and fun way. The development of this picture book media is based on the results of a needs analysis conducted through interviews with teachers and direct observation in the school environment. The purpose of this development is to create media that is in accordance with

the conditions and needs at school, in order to increase religious moderation in children aged 5-6 years.

1) Media Planning

The first step in making the picture book media involved designing a concept consisting of four titles: "Playing Together," "Respecting Friends," "Doing Good to Friends," and "Learning to Know Culture." Each title contains a simple story equipped with picture illustrations, layouts, color combinations, and writing styles that match the characteristics of early childhood. The size and type of paper were chosen to make the media easy to use and durable. The draft I was tested through assessments by experts in Early Childhood Education, learning media, language, and religion. This assessment resulted in feedback used to improve the media and improve quality and effectiveness.

Tabel 2. Final Draft Picture Book Media

No.	Media	Description
1.		The picture book media consists of four book titles: "Playing Together," "Respecting Friends," "Doing Good to Friends," and "Learning to Know Culture," which represents the entire concept of religious moderation.
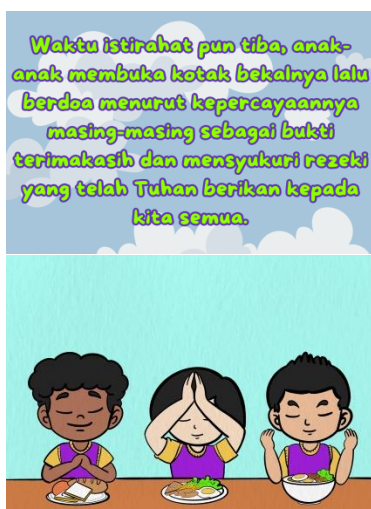
| 2. | | The picture book media presents the picture and story pages next to each other to make it easier for the teacher to explain the contents of the picture to the child." |

Draft II is the result of improvements from Draft I, which was tested at the one-to-one and small-group stages. In the one-to-one stage, five children aged 5-6 years were tested with results that showed high interest in the media; this can be seen when they pay close attention to the story from the picture book media, ask questions, and ask for the story to be repeated. Children can easily understand concepts through pictures, even without text. However, there are obstacles in the patience of children waiting for their turn to see the picture. At the small group stage, the trial was conducted with 18 children, and they showed great interest in the story in the picture book by asking several questions. However, it is necessary to simplify the story to make it easier for children to understand. Based on the pilot test results, the final model of the picture book media was developed by simplifying the storybooks into four titles. This revision ensures that the media effectively teaches religious moderation to young children, taking into account the practical needs of teachers and the interests of children.

2) Feasibility of Picture Book Media Model to Increase Religious Moderation

The feasibility test results of this model involve two types of tests: theoretical tests and empirical tests. The theoretical test shows that the picture book media is effective and follows the principles of religious moderation. In contrast, the empirical test confirms these results through direct observation in the field. Media development was carried out systematically through theoretical studies and related research. The media feasibility test involved various experts to provide constructive feedback on the product design. The feasibility test was conducted by an Early Childhood Education (ECED) expert. Inputs can be added using the table of contents. Input from religious experts includes children's understanding of religious moderation as outlined through images, which must be clarified when introducing places of worship, for example, by adding certain religious symbols. Media Expert: Input from media experts separates all stories into four series of storybooks from 1 storybook with different titles; Language Expert: Input from language experts includes repairing typo words and simplifying words so that children easily understand them; Research Instrument Expert: Instrument

experts are in charge of validating the assessment questionnaire used to measure the effectiveness of the media. The validation results show that the instrument and picture book media are suitable for use.

Based on the feasibility assessment of the test results from experts, this picture book media received a high assessment, with a percentage of feasibility reaching 95% from early childhood and media experts and 96% from religious and language experts. This assessment shows that this media is very feasible to support learning religious moderation early on. In the empirical test involving small group (5 children) and small group (18 children) trials, the observation results showed a positive response from the children. They showed high interest in the picture book media, proving that it effectively attracts attention and supports children's understanding of religious moderation.

3) Effectiveness Test of Picture Book Media in Increasing Religious Moderation

This study used a quasi-experimental method with a pre-test and post-test design to measure the effectiveness of picture book media in increasing religious moderation in children aged 5-6 years. A total of 25 respondents, consisting of 10 children in Group B Siti Aminah Kindergarten and 15 children in Group B RA Umar Bin Khattab Kindergarten, were involved in this study. Data was obtained through pre-tests and post-tests to measure the understanding of religious moderation before and after media use. The results showed a significant increase in all children. The results showed an average pre-test score of 22.08, then the Post-Test score reached 53.24, with an average increase of 31.16. This shows that picture book media effectively increases the understanding of religious moderation.

1.3 Pre-test and Post-test Data Table

No.	Name	Pre-test Score	Post Test Score
1.	AS	23	53
2.	AZ	22	57
3.	AX	22	57
4.	AC	21	57
5.	AV	22	54
6.	AQ	21	56
7.	AW	25	55
8.	AR	21	58
9.	AT	24	52
10.	AF	21	57
11.	AG	25	52
12.	AH	20	51
13.	AB	21	51
14.	AN	21	49
15.	AM	21	52
16.	AL	21	52
17.	AK	22	52
18.	AP	25	50
19.	AO	21	52
20.	AI	25	53
21.	AU	18	55

22.	AY	22	49
23.	AJ	22	51
24.	AA	24	51
25.	BS	22	55

The effectiveness test was carried out with a paired t-test using SPSS 22. The calculation results showed a t-value of -44.56 and a significance value of 0.000. Because the significance value is smaller than 0.05, it can be concluded that picture book media effectively increases religious moderation in children aged 5-6.

2. Discussion

This study develops and tests the effectiveness of Picture Book media as a tool to increase understanding of religious moderation in children aged 5-6. The results showed that using specially designed picture book media can significantly improve children's understanding of religious moderation. It can be seen from the increase in pre-test and post-test scores, which show positive changes in all children (respondents). The following discussion will outline some important findings in this study.

a. The Importance of Visual Media in Early Childhood Learning

One of the main findings of this study is that picture book media can increase understanding of religious moderation more effectively than conventional methods such as lecturing or singing. Children aged 5-6 years prefer and more easily understand information conveyed through visual media, such as pictures and illustrations. This aligns with Piaget's cognitive theory, which states that children at this age absorb visual information more efficiently than long or abstract texts.(Marinda, 2020; Nainggolan & Daeli, 2021). Piaget's theory of cognitive development focuses on how children develop their thinking abilities over time. Piaget argues that children go through four stages of cognitive development: sensorimotor, pre-operational, concrete operational, and formal operational. Each stage reflects how children process information and interact with the world. In the pre-operational stage (around 2-7 years old), which is relevant to early childhood, Piaget argued that children begin to develop the ability to think symbolically. However, thinking relies heavily on visual perception and direct experience (Syafrina & Adiningsih, 2020).

Children at this stage tend to have difficulty understanding abstract concepts that have not been linked to concrete experiences. Therefore, children more easily understand information conveyed through visual media, such as pictures or illustrated stories, which can help them better understand the world around them more concretely and clearly. Visual media effectively supports early childhood cognitive development, especially in teaching abstract concepts such as religious moderation. This aligns with Piaget's idea that children in the pre-operational stage need concrete and visual representations to facilitate their understanding of more complex concepts. The use of visual media in early childhood learning can accelerate and deepen their understanding of social, religious, and moral values.

b. Increased Understanding of Religious Moderation

Using picture book media in learning has shown a significant increase in understanding religious moderation in early childhood. Based on the pre-test and post-test results, children who initially did not understand the concept of religious diversity and tolerance, after using picture book media, were able to identify religious differences, places of worship, and the basic principles of religious moderation so that afterward, they could appreciate the differences that exist in their school or home environment. This improvement shows that visual media, such as pictures and illustrations, can help children absorb complex concepts more interestingly and understandably. These results align with research by Arielle Friedman (2020), which states that image-based media can accelerate children's understanding of abstract ideas, expand linguistic abilities, and improve storytelling skills. Piaget's cognitive theory of child development also supports these findings, especially in the concrete operational stage of 5-6-year-olds. Piaget argues that children at this age understand information more easily through concrete or visual objects, such as pictures, rather than abstract information (Karim, 2014; Ratnawati, 2016).

In the context of learning religious moderation, picture books provide opportunities for children to see and process information through more concrete images, making it easier for them to understand diversity and the principles of tolerance. For example, pictures showing different places of worship or religious customs can provide a clear picture of diversity, which is difficult to achieve with words or lectures alone. In addition to cognitive aspects, learning with picture books also impacts children's social and emotional development. As explained by Vygotsky in his social development theory, children learn through social interaction and the surrounding environment (L. Dewi & Fauziati, 2021; Putu et al., 2020). Visual media such as picture books in teaching religious moderation allows children to discuss and interact with their peers, enriching their understanding of tolerance and diversity. The pictures in picture books also help express their feelings and views on differences, enhancing their empathy and respect for each other.

In the context of ECD learning, using visual media in the form of picture books provides more advantages in conveying concepts related to diversity and tolerance. This aligns with the opinion Dewi (2017) expressed that engaging learning media can strengthen children's understanding of the material taught in a fun way. With visual media, this method children not only learn about religious moderation conceptually but also get a direct learning experience through pictures, which makes it easier for them to remember and apply the values learned. Therefore, developing picture book media like this can be a very effective tool in early childhood education to introduce the importance of religious moderation in everyday life.

c. Positive Impact on Children's Language and Cognitive Development

In addition to providing an understanding of religious moderation, picture book media also plays a role in children's language and cognitive development. Learning through pictures helps children enrich their vocabulary, develop speaking and storytelling

skills, and improve their ability to understand and remember information (Afnida & Suparno, 2020; Rohmah, 2016). Children who engage in learning with picture books tend to retell the story in the book in their own words, which shows that they are not just memorizing information but understand and can communicate ideas. This supports their cognitive development, especially in organizing and processing more complex information. Based on research by Halim and Munthe (2022), the development of picture storybooks significantly impacts early childhood development, especially in cognitive, social-emotional, and moral aspects. Picture storybooks help children understand abstract concepts through a combination of engaging visuals and simple narratives that are relevant to their daily lives.

The impact is that children recognize that in Indonesia, there are various religions besides Islam; they realize that they must respect different religions by not mocking and respecting differences in worship and places of worship then, in addition to tolerance, empathy, and cooperation, which are conveyed interactively through stories. In addition, this book also supports the development of early literacy skills, such as vocabulary recognition, storytelling ability, and imagination formation. In the context of classroom learning, picture storybooks are an effective tool for teachers to facilitate discussions and reflective activities that actively engage children. The results show that using this media improves children's understanding of character education values and strengthens the relationship between teachers and children through more enjoyable and meaningful learning.

d. Maintain Child's Interest and Focusenjaga Minat dan Fokus Anak

Fun and engaging learning is essential to keep children focused and motivated in the learning process (Idhayani et al., 2021; Septikasari, 2018). When children feel bored, they tend to lose interest in learning. In this study, picture book media effectively maintained children's attention, so they did not feel bored during learning activities. Picture books that contain engaging illustrations and simple stories make children more involved in the material being taught. Using interesting pictures and easy-to-understand stories helps children understand the topic of religious moderation in a fun way. Children can more easily grasp the message since the stories presented are relevant to everyday life. The learning process becomes enjoyable, and this has a positive effect on the success of learning. In this way, picture books make learning more engaging and strengthen children's understanding of important values in life.

D. CONCLUSION

The religious moderation picture book in this research effectively increases children's understanding of tolerance and respect for diversity and introduces the other values of religious moderation. This innovative media supports children's language, cognitive, and artistic development, which is crucial in early childhood development. Using this media, teachers can more easily convey complex concepts and form the basics of children's character to live in a diverse society. The results showed an average pre-test value of 22.08, then the Post-Test value reached 53.24, with an average increase of 31.16. With the calculation results

showing the t value of -44.56, it can be concluded that picture book media effectively increases religious moderation in children aged 5-6. Therefore, developing and applying this picture book can improve the quality of learning in ECE, especially in teaching religious moderation values.

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