

## Psychomotory Formation of Children Through Islamic Religious Education in the Family

Inamatun Nadharah<sup>1✉</sup>, Khoirul Amin<sup>2</sup>, Laode Muhammad Al-Fateh Arifin<sup>3</sup>

Institut Agama Islam Negeri Madura, Indonesia<sup>1</sup>  
Universitas Islam Sunan Kalijaga Yogyakarta, Indonesia<sup>2</sup>  
Uskudar University, Turkey<sup>3</sup>

✉Corresponding Email: khoirulmin46@gmail.com

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### ABSTRACT

*Education cannot be separated from family life. One of the successes of education is the role of the family in educating children. Education in the family is a form of conscious effort carried out by parents. The psychomotor aspect is a very important aspect for educators to know. These psychomotor abilities can be grouped into five, namely imitation, manipulation, movement accuracy, articulation and naturalization or autonomy. This research aims to determine the formation of children's psychometrics through Islamic religious education in the family. This research uses qualitative methods (field research). Meanwhile, the data collection method uses interviews, observation and documentation. Data analysis in this research uses data reduction which consists of checking data and organizing data, presenting or displaying data, and verification. The results of this research show that in forming children's psychomotor skills through Islamic religious education, families usually use methods, advice, example, habituation, rewards and punishments, training children for practices, stories, and so on, while supporting factors in the formation of psychomotor skills in the family are the existence of prayer room close to home, parents' preferences, family and school environment, surrounding environment and social friends, while the inhibiting factors are excessive use of gadgets, and busy parents who work outside the home.*

*Keywords: Psychomotor, Islamic Religious Education, Family.*

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## INTRUDUCTION

The family or parents as a whole are one of the main holders of education. Parents act as caregivers and educators of children. Therefore, parents must take part in educating their children, in order to achieve educational success at school.<sup>1</sup> Most of a child's life is spent in the family, so the education that most children receive is in the family. The experience gained by a child through education in the family will greatly influence the child's development in the subsequent educational process. If children's education is neglected, it will be a disaster for parents and a disruption for society as a whole.<sup>2</sup>

In the family, parents can play a role in developing a more positive home environment. Arrange the house to be more enjoyable, so that children can be more comfortable staying at home.<sup>3</sup> Ki Hajar Dewantoro stated that the family environment for a child is the initial educational environment. For the first time, a father and mother are tasked with being guides as teachers, mentors and first educators for children.<sup>4</sup>

Parents are the first and most important educators for children because it is from parents that children begin to receive education.<sup>5</sup> Education and instilling religious values must be given to children as early as possible. As in the Al-Quran surah at-Tahrim explained:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

*“O you who believe, protect yourselves and your families from the fire of hell whose fuel is people and stones, whose guardians are angels who are rough, tough and do not disobey Allah in what He has commanded them and always do what they are commanded to do” (QS. At-Tahrim, 66:6).<sup>6</sup>*

The meaning of the verse above is that it is very important to build a family so that it is protected from the torment of hellfire. However, it does not only mean the fire of hell in the afterlife, but also includes various problems that damage a person's personality. Thus it is clear that it is important to teach religious values to children.

Having children who are successful in the afterlife is the dream of all parents. This will be successful if parents provide education with examples, not just orders.<sup>7</sup> For example, when the sound of the call to prayer is heard, parents should invite their children to immediately rush to perform congregational prayers. Because this will instill in children a love of worship. Students who learn will definitely experience changes. The results of this learning can improve mental abilities. Learning outcomes cover several domains, namely cognitive, affective and psychomotor domains.<sup>8</sup>

However, currently, the family, which should be the first education for children, has instead become a scary place and hinders children's psychomotor development. This is triggered and caused by

<sup>1</sup> & Ardita Ceka and Rabije Murat, 'The Role of Parents in the Education of Children', *Journal of Education and Practice*, 7.15 (2016), 221–230.

<sup>2</sup> Hasbi Wahy, 'Keluarga Sebagai Basis Pendidikan Pertama Dan Utama', *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan Dan Pengajaran*, 12.2 (2012), 246–257.

<sup>3</sup> Ana C. Lindsay and others, 'The Role of Parents in Preventing Childhood Obesity', *Future of Children*, 16.1 (2006), 169–186.

<sup>4</sup> M. Syahrani Jailani, 'Teori Pendidikan Keluarga Dan Tanggung Jawab Orang Tua Dalam Pendidikan Anak Usia Dini', *Nadwa: Jurnal Pendidikan Islam*, 8.2 (2014), 245–260.

<sup>5</sup> Zakiyah Daradjat, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 2012). Hlm, 35.

<sup>6</sup> Departemen Agama RI, *Al-Qur'an Dan Terjemahan* (Jakarta: Darus Sunnah, 2002).

<sup>7</sup> Ida Latifatul Umroh, 'Peran Orang Tua Dalam Mendidik Anak Sejak Dini Secara Islami Di Era Milenial 4.0', *TA'LIM: Jurnal Studi Pendidikan Islam*, 2.2 (2019), 208–250.

<sup>8</sup> Dimiyati dan Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: PT. Rineka Cipta, 2013).

family economic factors,<sup>9</sup> cases of violence, parents cheating, educating children with high emotions, being busy with the world of work.<sup>10</sup> The case of a mother's abuse of her toddler child by putting his head under water.<sup>11</sup> Unconsciously, some of these cases can have an impact on the calmness of the child's life in the near or long term.

The psychomotor aspect is one of the most important aspects for educators to know. These psychomotor abilities can be grouped into five, namely imitation, manipulation, movement accuracy, articulation and naturalization or autonomy.<sup>12</sup> Psychomotor aspects are also often referred to as students' learning skills. It can be understood that students are not only required to be able to carry out and understand, design and carry out experiments, but students are also able to display or present the results obtained during learning.<sup>13</sup>

Research conducted by Harisun discussed "Strategies for Instilling Islamic Religious Education Values in Children in Career Women's Families". This research explains the obstacles in instilling the values of Islamic religious education in children in the families of career women. This is a mother who works as a career woman in relation to the role of religious values in the family environment whose position is also as the main and first educator.<sup>14</sup> And also Rizkinda also discussed the same thing, discussing "Implementation of Religious Education for Adolescents in the Family". This research discusses the application of Islamic religious education in the family to adolescents in the formation of actual adolescent behavior. This research explains that the education that must be given to teenagers is education of monotheism, belief or faith in Allah SWT.<sup>15</sup> Research conducted by Ernita in 2016 with the title "Implementation of Islamic Religious Education in the Families of Out of School Teenagers. This research discusses the family profile of out-of-school teenagers and what obstacles there are in implementing education for out-of-school teenagers. These obstacles are the lack of Islamic religious education of both children's parents so that teenagers who drop out of school lose role models in the family due to cases of parents' broken homes, or the death of parents, the busyness of fathers and mothers in earning a living, resulting in children lacking love and so on.<sup>16</sup>

Based on several of the research findings above, in depth it only focuses on the application, strategy, implementation of Islamic religious education in the family, and does not focus on the psychomotor formation of children through Islamic religious education in the family. Therefore, it is very important to carry out research with the aim of finding out the methods, supporting and inhibiting factors for the formation of children's psychomotor skills through Islamic religious education in the family.

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<sup>9</sup> Shabrina Zakaria, 'Masalah Keluarga Dominasi Aduan Kekerasan Anak', *REPUBLIKA.CO.ID*, 2021 <<https://news.republika.co.id/berita/qxhv3n330/masalah-keluarga-dominasi-aduan-kekerasan-anak>>.

<sup>10</sup> Darosy Endah Hyoscyamina, 'Peran Keluarga Dalam Membangun Karakter Anak', *Jurnal Psikologi Undip*, 10.2 (2011), 144–152.

<sup>11</sup> Tim Detikcom, 'Masalah Keluarga Di Balik Ibu Aniaya Anak Di Ciputat', *DetikNews*, 2020 <<https://news.detik.com/berita/d-5264817/masalah-keluarga-di-balik-ibu-aniaya-anak-di-ciputat>>.

<sup>12</sup> Triana Asih, 'Perkembangan Psikomotorik Peserta Didik Di Kota Metro', *BIOEDUKASI (Jurnal Pendidikan Biologi)*, 10.1 (2019), 100–111.

<sup>13</sup> Coryna Oktaviani, Cut Nurmaliah, and Mahidin Mahidin, 'Upaya Pengembangan Psikomotorik Peserta Didik Melalui Implementasi Problem Based Learning', *Jurnal Serambi Ilmu*, 20.2 (2019), 202–216.

<sup>14</sup> Moh. Harisun RA, 'Strategi Penanaman Nilai-Nilai Pendidikan Agama Islam Pada Anak Dalam Keluarga Wanita Karier Di Kecamatan Sampang.' Tesis Pendidikan Islam IAIN Madura (2020).

<sup>15</sup> Tika Riskinda Nasution, 'Implementasi Pendidikan Agama Pada Remaja Dalam Keluarga Di Lingkungan VIII Kelurahan Bandar Selamat Kecamatan Medan Tembung' (IAIN Sumatera Utara, 2017).

<sup>16</sup> Ernita, 'Pelaksanaan Pendidikan Agama Islam Pada Keluarga Remaja Putus Sekolah (Studi Terhadap Keluarga Etnis Banten Di Kecamatan Medan Tembung Kota Medan).' (IAIN Sumatera Utara, 2016).

## RESEARCH METHODOLOGY

This type of research is qualitative or field study. According to Lexy J. Moleong, this type of qualitative research is research that is intended to understand real phenomena about what research subjects experience, such as behavior, perception and motivation in the form of words and language using various natural methods.<sup>17</sup> In this research, the researcher uses a sociological approach, which can be used and functions to find out, reveal and resolve conflicts, behavior and social phenomena that exist in society, educational institutions, organizations and socio-economics.<sup>18</sup>

Data collection techniques in this research, researchers used three methods including: Interview, Observation, Documentation.<sup>19</sup> Data analysis in this research uses data reduction which consists of checking data and organizing data, presenting or displaying data, and verification. And also techniques for checking the validity of the data in this research include extended participation, persistence, and also triangulation.<sup>20</sup> The subjects of this research were PAI teachers at MI Nurulhuda and MI Nurussa'adah West Pakandangan.

In this research, there are several steps taken by the researcher, such as identifying the problem, limiting the problem, determining the problem formulation, determining the problem objective, carrying out the research, collecting data, processing and interpreting the data, generating theory, and reporting research results.

## RESULTS AND DISCUSSION

Psychomotor skills are a relatively new concept, if you trace their origins its origins go back to the early 20th century. Before this time, philosophical approaches and dualism theory body and mind suggest the existence of a the relationship between body movements and thought action.<sup>21</sup> The learning outcomes obtained are actually sustainable from the affective learning outcomes that are just visible for behavior.<sup>22</sup> In the formation of children's psychomotor skills, there are several factors that can influence their development, in the form of: nerve growth and development, muscle growth, development and changes in the function of the endocrine glands, changes in physical structure. And also in the formation of children's psychomotor skills, there are several factors that can influence it, including: parenting patterns, parents' genes, environmental influences, and the interior of the study room.<sup>23</sup>

In human life and development, there are three educational centers that are important and can influence human development, including: family, school and community. Therefore, Islamic religious education for children in the family is an education that must receive full attention from parents. Islamic religious education lays its foundation in the household.<sup>24</sup> Caring for and educating children is a parent's obligation starting from the mother's womb. As far as education is concerned, it can be done by creating a calm, serene, peaceful and religious atmosphere.<sup>25</sup>

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<sup>17</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2010).

<sup>18</sup> Amir Hamzah, *Metode Penelitian Kepustakaan (Kajian Filosofis, Teorits, Dan Aplikasi Proses Dan Hasil)* (Depok: PT Raja Grafindo Persada, 2022). Hlm, 31-32.

<sup>19</sup> Suharsimi Arikunto, *Prosedur Penelitian 200*. (Jakarta: Rineka Cipta, 2010). Hlm, 200.

<sup>20</sup> Lexy J. Meleong, *Metode Penelitian Kualitatif (Edisi Revisi)* (Bandung: PT Remaja Rosda Karya, 2016). Hlm, 248.

<sup>21</sup> Francisco Javier and others, 'Stimulation of Fine Psychomotor Skills in Children. Methodological Introduction According to the BAPNE Method', *International Journal of Innovation and Research in Educational Sciences*, 2.6 (2015), 2349–5219.

<sup>22</sup> Nana Sudjana, *Penilaian Hasil Proses Belajar* (Bandung: Remaja Rosda Karya, 2019). Hlm, 32.

<sup>23</sup> Muhibbin Syah, *Psikologi Belajar* (Jakarta: Rajawali Press, 2012).

<sup>24</sup> Munawiroh, 'Pendidikan Agama Islam Dalam Keluarga', *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 14.3 (2016), 345–366.

<sup>25</sup> Toto Suryana, *Pendidikan Agama Islam* (Bandung: Tiga Mutiara, 2019). Hlm, 133.

Every parent certainly hopes that their child will become someone who develops perfectly. Therefore, preparing a good generation is not easy. Parents as educators in the family environment must have knowledge about moral education and child development. In maintaining the development of children's psychomotor skills well, parents and educators (teachers) must have several methods that are relevant, and can be used well to help develop children's psychomotor skills, several methods that can be supporting factors in the formation of children's psychomotor skills in the family through Islamic religious education includes the following:

### **Methods for Forming Children's Psychomotor Skills in the Family**

Psychomotorics has relevance to learning outcomes that involve muscles and physical strength.<sup>26</sup> In a broad definition, psychomotor aspects are imitation (imitating movements), use (using concepts to carry out movements), accuracy (carrying out movements correctly), sequencing (carrying out several movements at once correctly), naturalization (carrying out movements naturally).<sup>27</sup>

The psychomotor aspect is part of individual development which is related to physical movement based on the results of processing between cognition and affection which produces physical movement in the form of behavior. To reach the psychomotor realm, there are seven very significant activities and methods, in the form of (1) perception, (2) readiness, (3) imitation, (4) getting used to, (5) proficient, (6) natural, and (7) original.<sup>28</sup>

The psychomotor aspect is an aspect related to students' skills or actions. It is very necessary for educators, especially parents, to pay attention and provide education to be able to hone and shape children's psychomotor skills. In this case, to obtain data related to this, researchers conducted interviews with PAI material teachers, students and parents with professions as PAI teachers. Based on the results of the presentation and research findings regarding the formation of children's psychomotor skills through Islamic religious education in PAI teacher families at MI Nurulhuda West Pakandangan and MI Nurussa'adah West Pakandangan, the method used is:

#### **1. Exemplary Method**

Based on the results of the interview with Mrs. Sulaisyah, the psychomotor formation method that I apply to children is the exemplary method because children have been with their parents since birth, so parents are the first role models for a child. "Exemplary is a very influential method and has proven to be very successful in preparing and forming children's psychomotor skills".<sup>29</sup>

As when the researcher visited the house of one of the PAI teachers named Mrs. Sulaisyah on 15 June 2021, Tuesday at 14.30, the method used by Mrs. Sulaisyah in forming children's psychomotor skills was by using the exemplary method. This can be proven by her children who are exemplified by behaving politely. to elders and respect others. Exemplary is a very effective educational method applied by a teacher in the educational process. Because basically education is a conscious effort by educators towards the physical and spiritual development of students towards the creation of a primary personality.<sup>30</sup>

In this exemplary method, Muslims imitate the Prophet Muhammad, as stated by Allah SWT in the Qur'an, Surah Al-Ahzab verse 21.

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<sup>26</sup> Andi Nurwati, 'Penilaian Ranah Psikomotorik Siswa Dalam Pelajaran Bahasa', *Edukasia : Jurnal Penelitian Pendidikan Islam*, 9.2 (2014), 385–400.

<sup>27</sup> Syeh Hawib Hamzah, 'Aspek Pengembangan Peserta Didik: Kognitif, Afektif, Psikomotorik', *Dinamika Ilmu*, 12.1 (2012), 1–22.

<sup>28</sup> Dewi Amaliah Nafiati, 'Revisi Taksonomi Bloom: Kognitif, Afektif, Dan Psikomotorik', *Humanika*, 21.2 (2021), 151–72 <<https://doi.org/10.21831/hum.v21i2.29252>>.

<sup>29</sup> Sulaisyah, *Guru al-Quran dan Hadist MI Nurul Huda, wawancara langsung, (04 Juni 2021)*.

<sup>30</sup> Muhammad Qutb, *Sistem Pendidikan Islam* (Bandung: Al-Ma'arif, 2013). Hlm, 326

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُو اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

“ Indeed, there is in (the person of) the Messenger of Allah a good role model for you (namely) for those who hope for (the mercy of) Allah and (the coming of) the Day of Judgment and He mentions Allah a lot” (QS. Al-Ahzab, 33:21).<sup>31</sup>

## 2. Story Method

When the researcher conducted an interview with Mrs. Widia Agustina about methods for developing children's psychomotor skills, she stated that the story and example methods were two methods that I used to develop children's psychomotor skills. According to him, the story method can make children more motivated by the stories of the apostles, scholars and scholars, so that it can attract children's attention. With stories, children don't get bored quickly and more quickly absorb the messages contained in the wisdom of the stories conveyed”.<sup>32</sup> According to the results of observations by researchers in the field, several teachers who are also parents, they always talk about ulama, or people who have a big influence on the state, education and surrounding society at the right time, such as during lunch break, or When you want to study with your parents.<sup>33</sup>

The storytelling method is a way of conveying or presenting learning material orally in the form of stories from the teacher to the students. In the implementation activities, the storytelling method is implemented in an effort to introduce, provide information, or explain new things in order to convey learning that can develop various basic competencies.<sup>34</sup> The storytelling method is very important in the world of education, delivery has an urgency to innovate and reflect on students.<sup>35</sup>

Allah SWT, in giving lessons to humans, uses many storytelling methods, namely telling good stories to emulate and telling bad stories to avoid. For example, this can be seen in a verse which describes the pedagogical values in history expressed by Allah SWT and this also serves as the basis for the following storytelling method:

نَحْنُ نَقُصُّ عَلَيْكَ أَحْسَنَ الْقَصَصِ بِمَا أَوْحَيْنَا إِلَيْكَ هَذِهِ الْقُرْآنُ، وَإِنْ كُنْتَ مِنْ قَبْلِهِ لَمِنَ الْغَالِينَ

“ We told you the best story by revealing this Al-Quran to you, and indeed you before (we revealed) it were among those who did not know ” (QS. Yusuf, 10:3).<sup>36</sup>

## 3. Habituation Method

Based on the results of an interview with the deputy principal of MI Nurul Huda, Mr. Halimi, who is also a teacher of the history of Islamic culture, regarding the methods used in developing children's psychomotor skills, he stated that as a teacher and as a parent, the method that I always apply to children is the habituation method. This is proven by training children to get used to doing something good so that it becomes a normal thing without any coercion or encouragement. Because habits will make things easier and will give rise to feelings of joy in every child when doing work.<sup>37</sup>

<sup>31</sup> Depag RI, *Al-Qur'an Dan Terjemahnya* (Jakarta: Balai Pustaka, 1977). Hlm, 773.

<sup>32</sup> Widia Agustina, *Guru Bahasa Arab MI Nurussa'adah, wawancara langsung, (06 Juni 2021)*.

<sup>33</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI, 15 Juni 2021. Jam 14.30 WIB.*

<sup>34</sup> Nurbiana Dhieni, *Materi Pokok Metode Pengembangan Bahasa* (Jakarta: Universitas Terbuka, 2008). Hlm, 66.

<sup>35</sup> Kathleen Marie Gallagher, 'In Search of a Theoretical Basis for Storytelling in Education Research: Story as Method', *International Journal of Research and Method in Education*, 34.1 (2011), 49–61.

<sup>36</sup> Depag RI, *Al-qur'an dan ...*, 323.

<sup>37</sup> Halimi, *Wakil Kepala Madrasah Ibtidaiyah Nurul Huda, wawancara langsung, (10 Juni 2021)*.

In accordance with the results of the researcher's observations, in families where the majority are teachers of Islamic religious education, they teach their children to do good things, such as fasting, praying in congregation, being polite to guests who come to their house and other things. The habituation method is depicted in the Al-Qur'an in the description of educational material through habits carried out in stages. This includes changing negative habits. Habituation is the process of forming attitudes and behavior that are relatively permanent and automatic through a repeated learning process. The habituation process begins with imitation, then habituation is carried out under the guidance of parents to become more accustomed to it. If it has become a habit that is embedded deep in his heart, it will be difficult for the child to change that habit.<sup>38</sup>

In connection with the success of parents in getting their children to practice worship, it is part of their devotion to Allah SWT, so this must be pursued seriously, in order to produce ideal results. This is as Allah SWT says in Surah An-Najm:

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى

“ *And that a human being does not obtain anything other than what he has worked for*” (QS, An-Najm, 53:39).<sup>39</sup>

#### 4. Giving Advice

As a result of an interview with Ustadzah Kholidah as an aqidah akhlak teacher, he said that actually our children don't dislike advice, it's just that sometimes parents don't know the right way to give advice. For example, when a child makes a mistake, parents usually immediately blame and corner the child. "If you're told, you don't want to hear it." This habit will close communication with your child. Give advice when he is calm. Approach slowly and create comfort first. When comfort is created, children will definitely want to talk to us. If he is still silent, it means we cannot provide comfort for them.<sup>40</sup>

Based on the results of the researcher's observations, the method for forming children's psychomotor skills through Islamic religious education in the family is to use the advice method. In several families that researchers found, mothers and fathers always worked together to find the right and comfortable time to be able to advise their children. If parents can apply this method to their children, the children will automatically accept the advice given by their parents well. So that children can easily apply the good life values that have been given by their mother and father through advice.<sup>41</sup>

Advice is an educational method that is quite effective in forming a person's faith, morals, soul and social feelings. Giving advice can also provide great benefits and changes to open and make someone's heart aware of the nature of something, encouraging them to behave well and think positively.<sup>42</sup> This method of advice has been mentioned explicitly by Allah SWT in His word QS. az-Zariyat verse 55:

وَذَكِّرْ فَإِنَّ الذِّكْرَ تَنْفَعُ الْمُؤْمِنِينَ

“ *And keep giving warnings, because indeed warnings are beneficial for those who believe*”

<sup>38</sup> Kartini Kartono, *Patologi Sosial 2 Kenakalan Remaja* (Jakarta: Raja Grafindo Persada, 2013). Hlm, 22.

<sup>39</sup> Depag RI, *Al-qur'an dan ...*, 323.

<sup>40</sup> Kholidah, *Guru Materi Aqidah Akhlak MI Nurussa'adah, wawancara langsung, (10 Juni 2021)*.

<sup>41</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI, 15 Juni 2021. Jam 14.30 WIB*

<sup>42</sup> A Doni Koesoema, *Pendidikan Karakter* (Jakarta: Grassindo, 2007). Hlm, 19.

(QS. Ad-Dhariyat, 51:55).<sup>43</sup>

## 5. Training Children to Practice

Meanwhile, the researcher conducted an interview with one of the PAI teachers who told the researcher that the good habits taught cannot make children change all at once. Parents must be patient and consistent in modeling kindness. So, the most appropriate method for this is to continue training children to practice".<sup>44</sup>

The connection with the method of forming children's psychomotor skills through Islamic Religious Education in the PAI teacher's family is in accordance with the results of the researcher's observations that the conditions for life in the teacher's household are built around a Muslim life in all respects. An example is that children are able to pray properly in congregation, both at home and in the prayer room or mosque. This is so that children know this and also do it and get used to it in their daily lives.<sup>45</sup>

The method of training children for practice that actually refers to this in real terms is not found in more detail in the Qur'an. However, if you trace the meaning of this method, it will be found substantively.<sup>46</sup> The method for training children to practice comes from the Koran and the basis used for this method can be understood from the verse which reads:

لَا تُحَرِّقْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ (16) إِنَّ عَلَيْنَا جَمْعَهُ، وَقُرْآنَهُ (17) فَإِذَا قَرَأْتَهُ فَاتَّبِعْ قُرْآنَهُ (18) ثُمَّ إِنَّ عَلَيْنَا بَيَانَهُ (19)

*"Do not move your tongue to (read) the Koran because you will quickly (master) it. Indeed, it is upon us to collect them (in your bosom) and (make you clever) in reading them. When We have finished reciting it, then follow the recitation. Then, it is truly up to us to explain it"* (QS. Al-Qiyamah, 75:16-19).<sup>47</sup>

## 6. Do's and Don'ts Method

As Mrs. Nur Zaidatin believes, parents must set clear rules for their children. Parents must tell children what they can do and what they can't do. In order for these rules to be followed successfully, parents must involve their children in making the rules. What prohibitions are burdensome or what commands are difficult to obey? Without discussion with the child, without an explanation of why the parents forbid him to do this or that, the child will only experience confusion, so when parents give orders and prohibitions on something, it must be accompanied by an explanation, so that the child understands and comprehends better.<sup>48</sup>

This is confirmed by the results of observations, that this method has been widely used by parents with their children, in the form of when children do something negative and not in accordance with religious teachings, parents directly reprimand and forbid children who do that, and vice versa.<sup>49</sup> The following are several examples of verses calling for faith accompanied by mentions of Allah Ta'ala's commands or prohibitions. These verses contain two sides at once, namely:

<sup>43</sup> Ibid., 675.

<sup>44</sup> Saiful Islam, *Guru Materi al-Qur'an dan Hadist MI Nurussa'adah*, wawancara langsung, (18 Juni 2021).

<sup>45</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI*, 15 Juni 2021. Jam 14.30 WIB

<sup>46</sup> Tholihah Hasan, *Pendidikan Anak Usia Dini Dalam Keluarga* (Jakarta Selatan: Mitra Abadi Press, 2009).

<sup>47</sup> Depag RI, *Al-qur'an dan ...*, 323.

<sup>48</sup> Nur Zaidatin, *Guru Materi Akidah Akhlak MI Nurul Huda*, wawancara langsung, (11 Juni 2021).

<sup>49</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI*, 15 Juni 2021. Jam 14.30 WIB



- a. As an incentive for a servant to perfect his faith by carrying out Allah Ta'ala's commands and avoiding His prohibitions. Because carrying out Allah Ta'ala's commands or avoiding His prohibitions for those who have believed is part of the perfection of faith.
- b. As a call to be grateful for the blessings of faith by carrying out Allah Ta'ala's commands and avoiding His prohibitions. Because carrying out Allah Ta'ala's commands or avoiding His prohibitions is part of being grateful for the blessings of faith.<sup>50</sup>

يَا أَيُّهَا الَّذِينَ ءَامَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى الَّذِينَ مِن قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ (183)

“ O you who believe, fasting is enjoined upon you as it was enjoined upon those before you so that you may attain piety” (QS. Al-Baqarah, 2:183).<sup>51</sup>

### Supporting Factors in the Formation of Children's Psychomotor Skills Through Islamic Religious Education in the Family

Factors that influence children's psychomotor development are as follows:

#### 1. There is a Prayer Room Near the House

After choosing the right method to be able to shape children's psychomotor skills through Islamic religious education in the family, there must be many supporting factors, as stated by Mrs. Sulasiyah, S.Pd.I: The supporting factors in forming children's psychomotor skills through Islamic religious education in the teacher's family are the existence of The prayer room is near my house, making it easier for me to train and get my children used to praying together in the prayer room, even though they only pray Maghrib, Isha and Trawih prayers during the month of Ramadhan. Apart from that, sometimes the prayer room is used for routine recitation, and usually my child takes part in the recitation in the prayer room together with his grandmother.<sup>52</sup>

As a result of the researcher's observations, the supporting factor in the formation of children's psychomotor skills through Islamic religious education in the PAI teacher's family at MI Nurul Huda and MI Nurussa'adah is the presence of a prayer room near his house, making it easier for him to train and get his children used to praying in congregation. Apart from that, sometimes the women from RW 1 and RW 2 use routine recitation in the prayer room, and usually their children take part in the recitation in the prayer room together with their grandmother.<sup>53</sup>

The term prayer room has been known since the time of the Prophet Muhammad, the beginning of the name prayer room in today's terms was for a small building that was used as a place for prostration, a place for prayer that could provide some shade from the hot sun. The second term used as a place of prayer is mosque. Linguistically, mosque comes from the words sajada-yasjudu-sujudan, which means a place of prostration in order to worship Allah SWT. or a place to pray. In terms of terms, a mosque contains the meaning of being the center of all virtues towards Allah SWT. In it there are two forms of virtue, namely virtues which are packaged in the form of special worship towards Allah SWT. and virtues packaged in the form of daily amaliyah in communicating with fellow congregants.<sup>54</sup>

From the definition above, it can be said that the term mosque has a fairly broad meaning. Apart from being a place for worship, the mosque is also used as a place to carry out various activities. As the

<sup>50</sup> Adrian Adrian and Muhammad Irfan Syaifuddin, 'Peran Orang Tua Sebagai Pendidik Anak Dalam Keluarga', *Eduagama: Jurnal Kependidikan Dan Sosial Keagamaan*, 3.2 (2017), 147–167.

<sup>51</sup> Depag RI, *Al-qur'an dan ...*, 323.

<sup>52</sup> Sulasiyah, *Guru al-Quran dan Hadist MI Nurul Huda, wawancara langsung, (04 Juni 2021)*.

<sup>53</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI, 15 Juni 2021. Jam 14.30 WIB*

<sup>54</sup> Ahmad Tafsir, *Ilmu Pendidikan Islam* (Bandung: Remaja Rosda Karya, 2013). hlm, 111.

word of Allah SWT. in QS. At-Taubah verse 18:

إِنَّمَا يَعْمُرُ مَسَاجِدَ اللَّهِ مَنْ ءَامَنَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ وَأَقَامَ الصَّلَاةَ وَءَاتَى الزَّكَاةَ وَلَمْ يَخْشَ إِلَّا اللَّهَ، فَعَسَىٰ أُولَٰئِكَ أَنْ يَكُونُوا مِنَ الْمُتَّقِينَ

“Only those who prosper in Allah's mosques are those who believe in Allah and the Last Day, and continue to perform prayers, pay zakat and do not fear (anyone) but Allah, then they are the people who are expected to be included in the group of people who the person who gets the instructions” (QS. At-Taubah, 9:18).<sup>55</sup>

## 2. Motivation in Children

On another occasion, the researcher also conducted an interview with an informant who said: The supporting factor in the formation of children's psychomotor skills through Islamic religious education in my family is the child's motivation. As a parent, I see the enthusiasm of my children and always encourage my children at family gatherings so that their psychomotor skills improve, because this will make our children knowledgeable, religious and have character.<sup>56</sup>

As research observations show, this factor is an innate characteristic that is passed down from biological parents or biological parents to their children. So it can be said that this factor is a biological gift from birth. It is the traits that have been present since birth that determine a child's development in the future.<sup>57</sup>

Motivation in children is internal and external encouragement for children to carry out behavior, generally with several indicators or supporting elements. These indicators include: the desire and desire to succeed, the drive and need for learning, hopes and aspirations for the future, appreciation for learning, and a conducive learning environment.<sup>58</sup> Motivation is generally considered as a drive to achieve targets and processes. Motivation can provide an important foundation for completing cognitive behaviors, such as planning, organizing, decision making, learning, and judgment.<sup>59</sup>

## 3. Parents' Option in Making a Pious and Sholehah Child

Meanwhile, another opinion regarding the supporting factors in the formation of children's psychomotor skills through Islamic religious education in the family is parental choice, as shown in the following interview: If we talk about the supporting factors in the formation of children's psychomotor skills through Islamic religious education in my family, it is in educating my children's religion, because I want their children to be pious and pious children. So that later my children can send prayers to me when I die. I don't want my children to be like me in the future, if I didn't really know about education and could be said to be stupid, my children shouldn't be like me.<sup>60</sup>

In line with researchers' findings, on average, every parent wants their child more from themselves in the future. Both in the religious field and in the formal field. And also every parent has a strong desire to send their child to college. If their children are educated, their fate will change for the better, they will get a comfortable job and can help their parents' economy.<sup>61</sup>

<sup>55</sup> Depag RI, *Al-qur'an dan ...*, 545.

<sup>56</sup> Kholidah, *Guru Materi Aqidah Akhlak MI Nurussa'adah*, wawancara langsung, (10 Juni 2021).

<sup>57</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI*, 15 Juni 2021. Jam 14.30 WIB

<sup>58</sup> Widayat Prihartanta, 'Teori-Teori Motivasi', *Jurnal Adabiya*, 1.83 (2015), 1–11.

<sup>59</sup> Kulwinder Singh, 'Study of Achievement Motivation in Relation to Academic Achievement of Students', *Shared Seasoned International Journal of Topical Issues*, 6.1 (2011), 1–12.

<sup>60</sup> Kholidah, *Guru Materi Aqidah Akhlak MI Nurussa'adah*, wawancara langsung, (10 Juni 2021).

<sup>61</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI*, 15

Almost all parents have ambitions for their children, often so high that they are unrealistic. This ambition is often influenced by unfulfilled parental ambitions and the parents' desire for their children to move up the social status ladder. If children cannot fulfill their parents' ambitions, children tend to be hostile, irresponsible, and achieve below their abilities.<sup>62</sup>

#### 4. Family and School Environment

In the opinion of Mrs. Nur Zaidatin who told researchers: The supporting factors in the formation of children's psychomotor skills in my family are the most important, of course the role of parents, the environment and their relationships, especially the environment and relationships at school, because most of the time children are at school and interacting with the community. starting from teachers, classmates to several educational staff within it, so parents only use their children's free time to provide Islamic religious education independently as much as possible so that they can still have the main influence in the formation of children's psychomotor skills.<sup>63</sup>

In accordance with the combination with observation data carried out on 19 June 2021, Saturday at 15.30 at Mr Muhyidin's residence, it can be seen that the supporting factors for Islamic religious education in PAI teacher families that can shape children's psychomotor skills are the environment, family, parents, social friends and education at school.<sup>64</sup>

Before children get to know the school environment and society, the family is the first they meet. The environment is a collection of all external conditions and influences on the life and development of an organization. The environment is all conditions in this world that in certain ways influence our behavior, growth, development or life processes. While schools are basically a place to study for everyone, where schools as formal education must be able to meet educational needs in supporting the learning and teaching process, in this case the school must have a school environment that meets the standards.<sup>65</sup>

#### **Inhibiting factors in the formation of children's psychomotor skills in the family**

The inhibiting factors in the formation of children's psychomotor skills through Islamic religious education in the families of PAI teachers at MI Nurul Huda and MI Nurussa'adah are:

##### 1. Surrounding Environment and Social Friends

As stated by Mr. Muhyidin, to be able to shape children's psychomotor skills through Islamic religious education, especially in the family, of course parents experience many obstacles, because children do not only interact with family, some of the inhibiting factors are the surrounding environment and their social friends, because I am a person. Parents can't monitor who my child socializes with every day and whether the relationship is good because I also have a job outside the home, so even though my family has provided good examples, habits and even religious learning, the social interactions and environment around my child are not good. so it could be said that it's useless, therefore sometimes I also try to limit his interactions a little for the good of my child, of course.<sup>66</sup>

After the researchers made observations, it was found that the inhibiting factors for parents in providing Islamic religious education to shape children's psychomotor skills include excessive use of gadgets, the surrounding environment, circle of friends, and also education at school. Then, several ways to overcome these inhibiting factors are that parents should have a maximum role in instilling

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*Juni 2021. Jam 14.30 WIB*

<sup>62</sup> Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* ( Bandung: Remaja Rosda Karya, 2003).

<sup>63</sup> Nur Zaidatin, *Guru Materi Akidah Akhhlak MI Nurul Huda, wawancara langsung, (11 Juni 2021)*.

<sup>64</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI, 15 Juni 2021. Jam 14.30 WIB*

<sup>65</sup> Marcia L. Tate, *Menyiapkan Anak Untuk Sukses Di Sekolah Dan Kehidupan* (Jakarta: Indeks, 2013). Hlm, 75.

<sup>66</sup> Muhyidin, *Guru Fiqih MI Nurul Huda, wawancara langsung, (04 Juni 2021)*.

Islamic religious education in children so that they can form children's psychomotor skills perfectly. Parents also need to pay attention to the development and education of their children, especially those related to children's psychomotor skills to hone children's talents and interests with extensive parental knowledge regarding unlimited creativity.<sup>67</sup>

In principle, the surrounding environment and their social friends have a very important meaning for children and teenagers. According to Jean Piaget and Harry Stack S, it is through peers that children and adolescents learn about systematic reciprocal relationships. Children learn the principles of honesty and justice through conflict events with teenagers. They also actively study the interests and perspectives of their peers in order to facilitate their integration in ongoing peer activities. One of the most important functions of peer groups is to provide a source of information and comparison about the world outside the family environment.<sup>68</sup>

## 2. Excessive Gadget Use

There are various purposes for someone to use a gadget. Among them as a means to facilitate long-distance communication with other people, both between cities and abroad, and also as a medium of information. Gadgets can shorten long distances, so they can communicate with each other at the same time. Gadgets help communication between individuals and even between groups with various service facilities provided by telecommunications services. The existence of gadgets has now defeated landline telephones. Mobile technology is always developing continuously and will never stop at one point. Technology is closely related to the design and quality of a product so that people will not get bored with increasingly sophisticated technology. Apart from that, the aim of gadgets is to improve the quality of learning, effectiveness and efficiency.<sup>69</sup>

## 3. Parents' busy work outside the home

Meanwhile, another opinion regarding the inhibiting factors in the formation of children's psychomotor skills through Islamic religious education in the family is as per the results of interviews that the first inhibiting factor in the formation of children's psychomotor skills through Islamic religious education in the family is limited time to gather with children because they are busy working. I have time to hang out with my children in the afternoon and evening.<sup>70</sup>

In accordance with researchers' observations, on average parents do not have the opportunity for parental time to guide their children, and parents rarely gather with their families and also have difficulty sharing time with their children. They almost do not have the opportunity to educate, guide and develop their children, because they are busy so that time for their children is neglected. In fact, no matter how busy working parents are, they must set aside time for their children, especially in educating, guiding and developing their children.<sup>71</sup>

Work in a broad sense is the main activity carried out by humans. In a narrow sense, the term work is used for a task or work that earns someone money. In everyday conversation this term is often considered synonymous with profession. The work that a person does over a long period of time is called a career. A person may work for several companies during his career but remain at the same

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<sup>67</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI, 15 Juni 2021. Jam 14.30 WIB*

<sup>68</sup> Slamet Bambang Riono dan Agung Aji Saputra Farhan Saefudin Wahid, Didik Tri Setiyoko, 'Pengaruh Lingkungan Sekolah Keluarga Dan Lingkungan Sekolah Terhadap Prestasi Siswa', *Jurnal Ilmiah Indonesia*, 5.8 (2020), 555–564.

<sup>69</sup> Milana Abdillah Subarkah, 'Pengaruh Gadget Terhadap Perkembangan Anak', *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 15.1 (2019), 125–139.

<sup>70</sup> Saiful Islam, *Guru Materi al-Qur'an dan Hadist MI Nurussa'adah, wawancara langsung, (18 Juni 2021).*

<sup>71</sup> *Observasi metode pembentukan psikomotorik anak melalui Pendidikan Agama Islam dalam keluarga guru PAI, 15 Juni 2021. Jam 14.30 WIB*

job.<sup>72</sup>

## CONCLUSION

The family is included in the tricerter of education which must educate children well and correctly. In the formation of children's psychomotor skills in the family, Islamic religious education is very necessary to be implemented, but in order for this to run well, there are several methods that we can realize in the formation of children's psychomotor skills in the family through Islamic religious education, including: advice method, prohibition method, story method , punishment methods, habituation methods and so on.

In the formation of children's psychomotives in the family through Islamic religious education, there are several supporting and inhibiting factors in the form of the presence of a prayer room close to the house, parental preferences, the family and school environment, the surrounding environment and social friends, excessive use of gadgets, and busy parents. work outside the home.

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