

Integrating YouTube Digital Media in Early Childhood Education for Introducing Dompu Local Culture

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Abstract

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This study aims to analyze the use of YouTube digital media as a means of introducing the local culture of the Dompu community in early childhood in PAUD Amalia Kreatif. The development of digital technology provides opportunities for early childhood education institutions to utilize audiovisual media in the learning process, especially in introducing local cultural values from an early age. The research method used is a qualitative approach with data collection techniques through observation, interviews, and documentation. The research subjects include teachers and students at PAUD Amalia Kreatif. The results of the study show that the use of YouTube media can increase children's interest in learning, make it easier for children to understand local cultural elements such as dance, traditional clothing, regional languages, and the traditions of the Dompu people. In addition, audiovisual media helps teachers convey material in a more interesting, interactive, and contextual way. However, the use of digital media still requires teacher assistance so that the content presented is appropriate for the child's age and learning goals. Thus, the use of YouTube can be an effective alternative learning media in introducing local culture to early childhood while supporting the preservation of regional culture.

Keywords: Digital Media, Youtube, Dompu Local Culture, Early Childhood Education, Technology-Based Learning.

Abstract

Penelitian ini bertujuan untuk menganalisis penggunaan media digital YouTube sebagai sarana memperkenalkan budaya lokal masyarakat Dompu kepada anak usia dini di PAUD Amalia Kreatif. Perkembangan teknologi digital memberikan peluang bagi lembaga pendidikan anak usia dini untuk memanfaatkan media audiovisual dalam proses pembelajaran, khususnya dalam mengenalkan nilai-nilai budaya lokal sejak dini. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian meliputi guru dan peserta didik di PAUD Amalia Kreatif. Hasil penelitian menunjukkan bahwa penggunaan media YouTube dapat meningkatkan minat belajar anak serta memudahkan mereka memahami unsur-unsur budaya lokal seperti tarian daerah, pakaian adat, bahasa daerah, dan tradisi masyarakat Dompu. Selain itu, media audiovisual membantu guru dalam menyampaikan materi secara lebih menarik, interaktif, dan kontekstual. Namun, penggunaan media digital tetap memerlukan pendampingan guru agar konten yang disajikan sesuai dengan usia anak dan tujuan pembelajaran. Dengan demikian, penggunaan YouTube dapat menjadi alternatif media pembelajaran yang efektif dalam memperkenalkan budaya lokal kepada anak usia dini sekaligus mendukung pelestarian budaya daerah.

Kata Kunci: Media Digital, YouTube, Budaya Lokal Dompu, Pendidikan Anak Usia Dini, Pembelajaran Berbasis Teknologi.

INTRODUCTION

Early Childhood Education (PAUD) is the main foundation in the formation of children's character, skills, and knowledge, which not only involves cognitive and motor aspects, but also the introduction to cultural values and local identity (Wulansari, 2023). In today's era of globalization, children are often exposed to foreign cultures through mass media, which can obscure their understanding of their own cultural heritage (Wahib, 2022). This is a big challenge for educators and parents to ensure that the younger generation stays connected to their cultural roots (Tjahjono et al., 2023). Local culture, as an integral part of national identity, needs to be introduced early on so that children can develop a sense of pride and love for their ancestral traditions (Pradipta et al., 2025). Without proper intervention, the risk of loss of local culture is even higher, especially in areas such as Dompu Regency which are rich in cultural richness but less exposed in the formal education curriculum.

Dompu Regency, located in West Nusa Tenggara Province, has an incredible cultural richness, including traditional dances such as the Bura Dance which symbolizes the spirit of struggle of the community, the Cow Frequency as a symbol of courage and unity, and the unique Dompu language with its own dialect. In addition, typical culinary such as Ayam Taliwang and various traditional ceremonies are part of the identity of the Dompu people that need to be preserved. However, in the context of early childhood education, the introduction of these cultural elements is often limited to conventional methods such as oral stories or hands-on demonstrations, which may be less appealing to children who are already familiar with digital technology (Syafiqoh et al., 2023). Early childhood, which ranges from 4 to 6 years old, has a high ability to learn through visual and interactive experiences, so digital media can be an effective tool to enrich learning local cultures (Janah, 2024).

Digital media, especially platforms such as YouTube, have become an integral part of the daily lives of children in Indonesia, with easy access through smartphones or electronic devices at home and school (Seviana et al., 2023). YouTube offers a wide range of video content, from educational to entertainment, that can be tailored to your learning needs (Hazrullah & Lubis, 2023). In the context of early childhood education, the use of YouTube for introduction to local culture can bring great benefits, such as increasing children's interest through engaging visuals and rhythmic music (Tristya, 2024). However, the main challenge is to ensure that the content displayed is age-appropriate, avoiding the risk of exposure to uneducational or even harmful material. Therefore, educators need to select and curate videos carefully, as well as integrate them with face-to-face activities for optimal results.

Globalization has accelerated the flow of foreign information and culture into Indonesia, which often dominates children's digital spaces (Febriyanti et al., 2022). Early childhood children in Dompu, for example, may be more familiar with international cartoons than local folklore such as the legend of Dompu's version of Malin Kundang or the myth about the origin of the Cow Frequency. This can result in

the erosion of cultural identity, where children lose connection with local values such as mutual cooperation (Janah & MAULIDIN, 2024), respect for ancestors, and linguistic diversity. The use of digital media such as YouTube can be an innovative solution to reverse this trend, by providing easy access to local cultural content created specifically for early childhood (Raji et al., 2025). Through interactive short videos, children can learn about Dompu culture without having to leave the comfort of a classroom or home.

The importance of introducing local culture since PAUD is not only for preservation, but also for building children's emotional and social intelligence (Hasanah & Tentiasih, 2025). Child development theory, as put forward by Jean Piaget, emphasizes that early childhood learns through sensory experiences and interactions with the environment. Thus, YouTube videos featuring a demonstration of the Bura Dance or a simulation of the Cow Frequency can stimulate children's imagination, encouraging them to actively participate in learning. In addition, the introduction of the Dompu language through children's songs or simple dialogues can help children develop multilingual communication skills, which are important in multicultural areas such as Dompu. However, without close supervision, these digital media can also be a source of distraction, so an integrated approach between technology and traditional methods is key to success.

On a practical level, PAUD institutions in Dompu often face limited resources, such as a lack of educators skilled in technology or the lack of local content available on YouTube. Many of the existing videos about Dompu culture are aimed at adult audiences or tourists, with complexities that are not suitable for early childhood children. Therefore, this study aims to examine how YouTube can be used effectively, focusing on the development of child-friendly content and evaluating its impact on understanding local culture (Gamar et al., 2023). Through this analysis, it is hoped that it can provide practical recommendations for PAUD teachers, parents, and content creators to improve the quality of cultural education in Dompu.

The main purpose of this study is to analyze the effectiveness of the use of YouTube as a digital medium in the introduction of the local culture of the Dompu community in PAUD children. Specifically, this study will explore how video content can be adapted to the stage of child development, as well as identify challenges such as content quality and digital health risks (Andrisyah, 2025). With a qualitative approach, this research involves direct observation in early childhood education institutions, interviews with teachers and parents, and analysis of relevant video content (Febriyanti et al., 2022). The results are expected to contribute to the development of an early childhood education curriculum that is more inclusive of local culture, as well as encourage innovation in the use of educational technology.

The scope of this research is limited to PAUD children in Dompu Regency, with a focus on local cultural elements such as dance, language, and tradition. The research does not cover cultural aspects of other regions or other digital platforms, in order to maintain the depth of analysis. The methodology used includes case studies in several PAUD institutions, which allow for an in-depth understanding of daily practices. Thus,

this research is not only descriptive, but also prescriptive, providing suggestions for better implementation.

The significance of this research lies in its potential to enrich the literature on cultural education through digital media, especially in the context of Eastern Indonesia which is often overlooked (Kurniati, 2025). Amid the threat of cultural homogenization, this research offers insights into how technology can be used to preserve cultural diversity. For education practitioners, the results can serve as a guide to integrating YouTube into day-to-day PAUD activities, while for local governments, it can encourage the development of quality local content. Ultimately, this research is expected to contribute to the formation of a younger generation that is more culturally aware and ready to face the challenges of globalization (Ihlas et al., 2025).

Overall, this introduction emphasizes the urgency of introducing local culture through digital media in the modern era, focusing on the specific case of Dompu. Through an in-depth exploration of challenges and opportunities, this research paves the way for further discussions on the role of technology in early childhood education. By understanding these dynamics, we can ensure that early childhood children learn not only about the outside world, but also about the cultural heritage that shapes their identity. The research also underscores the importance of collaboration between educators, parents, and communities to create a holistic and sustainable learning environment.

METHODS

This study uses a qualitative approach with a multiple-case study design (Kusumastuti & Khoiron, 2019). This design was chosen to gain a deep understanding of the use of YouTube digital media as a means of introducing the local culture of the Dompu community in early childhood through the involvement of several children as the main participants. Multiple case studies allow researchers to observe variations in children's learning experiences as well as patterns that arise in the same learning context.

Research Locations and Cases

The research was carried out in two to three Early Childhood Education (PAUD) institutions in Dompu Regency, West Nusa Tenggara, which actively use YouTube media in local culture-based learning activities. The research case is focused on learning practices that utilize YouTube videos containing local Dompu culture, such as traditional dances (Mpa'a Mbojo/welcome dance), traditional clothes rimpu and tembe nggoli, timbu traditional food, traditional houses, and Dompu folklore .

Research Participants

The study participants involved several children aged 4–6 years (groups A and B) who were selected purposively, with a total of about 8–12 children in each PAUD institution. The children involved are active participants in learning activities that use

YouTube media. In addition to children, research participants also include, 1) Early childhood education classroom teachers as learning designers and implementers, 2) school principals as policy makers and supporters of learning implementation, 3) Parents as supporting informants to see the relationship between learning at school and the practice of using digital media at home (Roosinda et al., 2021).

Data Collection Techniques, Data is collected through the following techniques:

Focused Participatory Observation

Observations were made on children's learning activities while participating in YouTube video-based learning. The focus of observation included children's interests, levels of attention, active participation, verbal and nonverbal responses, and children's ability to imitate, mention, and explain the elements of the local Dompu culture displayed (Tersiana, 2018).

Semi-Structured Interviews

Interviews were conducted with teachers, principals, and parents to explore their views on the effectiveness of YouTube use, local cultural content selection strategies, and changes in behavior and cultural understanding in children (Rosyidah & Fijra, 2021).

Documentation Studies

Documentation includes the Daily Learning Implementation Plan (RPPH), a list and screenshot of YouTube videos used, photos of learning activities, and notes of teachers' reflections on children's development during local culture-based learning (Kusumastuti & Khoiron, 2019).

Data Analysis Technique, Data analysis is carried out thematically across cases, with stages (Roosinda et al., 2021):

1) Data reduction, by sorting out data relevant to the focus of the research, Early coding, to identify children's response patterns and teachers' learning strategies; 2) Categorization and theme pulling, such as forms of use of YouTube, types of cultural content, children's responses and participation, and the roles of teachers and parents; 3) Cross-case analysis, to compare findings between children and between PAUD institutions to find general patterns and uniqueness of each case.

The results of data analysis were obtained through participatory observation of learning activities, interviews with teachers, principals, and parents, as well as analysis of learning documentation that utilizes YouTube digital media with content with local Dompu culture. The analysis was carried out thematically across cases involving several children aged 4-6 years from several PAUD institutions in Dompu Regency. The findings of the study are presented into five main themes, namely: (1) children's interest and attention, (2) children's understanding of local culture, (3) children's active

participation in learning, (4) the role of teachers in the use of YouTube media, and (5) parental support.

RESULTS AND DISCUSSIN

Results

The results of the research were obtained through direct observation of learning activities, interviews with teachers, the head of PAUD Amalia Kreatif, and parents, as well as the analysis of learning documents related to the use of YouTube digital media with content with local Dompu culture. The presentation of the results of the research focused on aspects observed during the learning process, including children's attention and interest in local cultural shows, children's ability to recognize Dompu cultural elements, children's involvement in learning activities, the role of teachers in managing and accompanying the use of YouTube media, and parental support in strengthening local culture-based learning in the family environment.

Table 1. The Use of YouTube Digital Media in Introduction to the Local Culture of the Dompu Community in PAUD Amalia Kreatif

Observation Aspect	Field Findings
Children's Attention and Interest	Children show interest when watching YouTube videos with local culture, characterized by focusing on impressions and following the teacher's directions during learning.
Introduction to Local Cultural Elements	Children begin to get to know various elements of Dompu culture shown in the video, such as traditional dances, traditional clothing, typical foods, and folklore.
Children's Involvement in Learning	The child engages in follow-up activities after video playback, such as imitating movements, saying the names of the cultures displayed, and participating in simple discussions.
The Role of Teachers in YouTube Utilization	Teachers play an active role in choosing appropriate YouTube content, accompanying children during watching, and providing explanations and reinforcement of local cultural materials.
The Role of Parents as Supporters	Parents are starting to know the use of YouTube as a learning medium in schools, although the use at home is still more dominant as a means of entertainment.

The implementation of learning at PAUD Amalia Kreatif shows that YouTube digital media is used as one of the supporting media in early childhood learning activities. Videos are shown at specific times in learning and are used as a visual means to introduce a variety of materials related to local culture. The teacher shows the video using the available device and accompanies the child during the activity.

The video content used in learning displays various elements of local culture of the Dompu community. The video shows cultural forms such as traditional dances, traditional clothing, regional specialties, traditional houses, and local folklore. The

content is presented in audiovisual form with simple language and clear images so that early childhood can follow it.

During the learning activity, children show attention to the video shown shows. Children can be seen paying attention to the screen, following the teacher's instructions, and engaging in follow-up activities after video playback. Some children mimic the movements shown in the video, name the object or activity they see, and interact with friends and teachers during the learning process.

The results of interviews with teachers and the head of PAUD Amalia Kreatif show that the use of YouTube digital media has become part of the variety of learning media used in the classroom. The teacher prepares and selects videos before the lesson, and adapts them to the theme and conditions of the child. Parents said that children often recounted learning activities at school and showed interest in the videos they had watched. The documentation collected in the form of a Daily Learning Implementation Plan (RPPH), screenshots of YouTube videos, photos of learning activities, and teachers' reflection notes show that digital media-based learning has been integrated into learning activities at PAUD Amalia Kreatif. All of this data is an empirical picture of the use of YouTube digital media in local culture-based learning activities at the institution.

Discussion

The Use of YouTube Digital Media in Local Cultural Introduction Activities at PAUD Amalia Kreatif

The use of YouTube digital media in learning activities at PAUD Amalia Kreatif shows a transformation of the learning approach that adapts to the characteristics of early childhood in the digital era. Children who are familiar with gadgets and audiovisual content from an early age need learning media that is able to attract attention while having educational value (Rahmah et al., 2025). In this context, YouTube is used as a learning medium that not only serves as entertainment, but is directed to support educational goals, especially the introduction of the local culture of the Dompu people.



Figure 1. Explanation by the teacher about culture

The use of YouTube in learning local culture provides a more concrete and contextual learning experience for children (Gamar et al., 2023). Through video shows, children can see firsthand cultural forms that were previously difficult to present in the classroom, such as traditional dances, traditional clothing, and cultural activities of the Dompu community. This is in line with the characteristics of early childhood cognitive development that it is easier to understand information through visuals and direct experience than abstract explanations. In its implementation, the use of YouTube in PAUD Amalia Kreatif is not carried out passively. Teachers play an active role in directing learning by providing an introduction before the video is played, accompanying the child during the viewing process, and reinforcing the material after the video is finished (Tristya, 2024). This mentoring is important to ensure that children not only watch, but also understand the meaning of the cultural content being displayed (Ramadhon et al., 2025).

The use of YouTube also allows for the creation of more varied and non-monotonous learning. Local culture videos became an initial stimulus that was then developed through various follow-up activities, such as singing, moving, simple discussions, or role-playing. Thus, digital media becomes an integral part of the holistic learning process, not just an additional tool (Ihlas et al., 2022). In terms of learning planning, the integration of YouTube in the RPPH shows that the use of digital media has been adjusted to learning objectives and indicators of child development. This is important to keep the use of technology within a pedagogical framework and not to be separated from the expected developmental achievements in early childhood education.

Furthermore, the use of YouTube in the introduction of local culture also reflects the innovative efforts of PAUD institutions in preserving culture in the midst of globalization (Dina, 2025). As global popular culture dominates the digital space, presenting local cultural content through the same platform becomes a relevant and adaptive strategy. Children are introduced to their own culture through a medium that they like and understand. Thus, the use of YouTube digital media in PAUD Amalia Kreatif can be understood as a form of educational adaptation to the times, as well as a strategic effort to instill local cultural values from an early age through an interesting, contextual, and meaningful approach.

Local Cultural Forms of the Dompu Community Introduced to Early Childhood through YouTube Digital Media

The form of local culture of the Dompu community that is introduced to early childhood at PAUD Amalia Kreatif is quite diverse. Teachers not only display one type of culture, but try to introduce various cultural elements that are close to the life of the Dompu people. This is done so that children get a broader picture of their own regional culture (Suriati, 2025). One of the cultural forms that is often displayed is the traditional Mpa'a Mbojo dance. Through videos, children can see dance movements, musical rhythms, and dancers' expressions. Children are then invited to imitate some simple

movements according to their abilities (Rosydi, 2013). This activity not only introduces the art of dance, but also trains the courage and coordination of children's movements.

Traditional clothes of rimpu and tembe nggoli were also introduced through video shows. Children can see how the traditional clothes are used as well as the cultural situation in which they are worn. From here, children begin to know that traditional clothes are part of the identity of the Dompu people which are used in certain activities. In addition, traditional foods such as timber were introduced as part of everyday culture. Videos featuring regional specialties help children get to know the types of local food that they may have rarely encountered. (Rahmah et al., 2025) The introduction of this traditional food is important to foster a sense of pride in local cuisine. Traditional houses and traditional environments of the Dompu people are also displayed as part of the learning. Children can see the shape of traditional houses and understand that the way of life of people in the past has its own characteristics. This enriches children's knowledge of the cultural environment they come from. Dompu folklore is also introduced through videos as a means to convey moral values. Presenting stories in audiovisual form makes it easier for children to understand the storyline and the message contained in it. Children look more interested and able to remember stories than if they are only delivered orally.

Through the various forms of culture that are introduced, children not only get to know culture as knowledge, but also begin to understand that culture is part of people's daily lives. The introduction of diverse cultures is an important basis in building identity and belonging to local culture from an early age.

Early Childhood Response and Engagement to YouTube's Use of Digital Media in Introduction to Local Culture

The use of YouTube digital media in learning activities at PAUD Amalia Kreatif is a form of adjustment of early childhood education institutions to technological developments that are getting closer to children's lives. Children today grow up in an environment full of visual impressions, so the use of video-based media becomes more acceptable and appealing to them. (Cahyaningrum et al., 2023) This condition is used by teachers as an opportunity to present learning local culture in a more relevant way for children.

In its implementation, YouTube is used as a learning support medium, not as a substitute for the role of teachers. Local culture videos are selected and adapted to the learning theme, then played at a certain time as an introduction to the material. The teacher remains in full control of the learning process, starting from giving an initial explanation, accompanying the child while watching, to inviting the child to discuss after the video is played.

The use of local culture videos provides a more real learning experience for children. Children can see firsthand the forms of dance, traditional clothing, and cultural activities of the Dompu community that they previously only heard from stories or explanations from teachers. This visualization helps children understand the material

more easily and reduces the abstract nature of cultural learning. Learning becomes more lively because the videos are not only watched, but followed by follow-up activities. After watching the video, children are invited to imitate simple movements, mention the name of the culture displayed, or retell what they saw. (Gamar et al., 2023) This kind of activity makes children more involved and does not get bored quickly.

YouTube usage planning has also been adjusted to the daily learning plan. This shows that digital media is used in a directed manner and not spontaneously (Loulyta Sari, 2025).. Teachers consider the duration of the video, the suitability of the content, and the child's ability to receive information, so that learning continues to run according to the goals that have been set. On the other hand, the use of YouTube also helps teachers bring variety in learning methods. Children not only learn through oral explanations or picture books, but also through richer audiovisual media. This variety is important to maintain a child's interest in learning and create a more enjoyable classroom atmosphere. Overall, the use of YouTube digital media in PAUD Amalia Kreatif shows that technology can be used positively if used with the right mentoring. This media helps teachers introduce the local culture of Dompu to children in a more interesting way, without putting aside the educational values that they want to inculcate.

CONCLUSION

This study concludes that the use of YouTube digital media plays a significant role in supporting the introduction of the Dompu community's local culture in early childhood education at PAUD Amalia Kreatif. Through audiovisual presentations, YouTube provides concrete and engaging learning experiences that help children recognize various forms of local culture, such as traditional dances, traditional clothing, local foods, traditional houses, and folklore. The use of this media also increases children's interest, participation, and enthusiasm in the learning process, especially when supported by teacher guidance and parental involvement. However, this study is limited to a single educational setting with a relatively small number of participants, which may restrict the generalizability of the findings. Therefore, future research is recommended to involve broader samples and explore the integration of various digital learning media to strengthen early childhood cultural education and local cultural preservation.

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