

Digital Da'wah Strategies In Guiding Parents To Become The First Madrasah For Children

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ABSTRACT

Abstrak: Penelitian ini menganalisis strategi dakwah digital orang tua dalam peran mereka sebagai *madrasah* pertama bagi anak-anak di tengah tantangan disrupsi teknologi. Menggunakan pendekatan kualitatif dengan metode studi kepustakaan, penelitian ini mensintesis temuan dari berbagai literatur untuk membangun sebuah kerangka kerja strategis yang unik dan orisinal. Hasilnya, penelitian ini mengidentifikasi Kerangka Strategis 5-M sebagai model yang efektif: (1) Memahami, yaitu memandang anak sebagai anugerah yang harus dijaga *fitrah*-nya; (2) Meneladani, yaitu membangun otoritas moral digital melalui praktik yang bertanggung jawab; (3) Mengarahkan, yaitu berperan sebagai *digital navigator* yang memandu anak; (4) Menghadirkan, yaitu menciptakan benteng spiritual dan emosional; dan (5) Mengembangkan, yaitu menjadi pembelajar berkelanjutan di era digital. Kerangka 5-M ini tidak hanya menjawab tantangan pendidikan anak di era digital tetapi juga menawarkan panduan praktis dan holistik bagi orang tua untuk menanamkan nilai-nilai agama secara efektif.

Abstract: This study analyzes the digital da'wah strategies of parents to effectively serve as the "first madrasah" for their children amid the challenges of technological disruption. Using a qualitative approach with a library research method, the study synthesizes findings from various literature to build a unique and original strategic framework. The results identify the 5-M Strategic Framework as an effective model: (1) Understanding (*Memahami*), viewing children as a divine gift whose *fitrah* must be protected; (2) Modeling (*Meneladani*), building digital moral authority through responsible practice; (3) Guiding (*Mengarahkan*), acting as a digital navigator to lead children; (4) Presence (*Menghadirkan*), creating a spiritual and emotional fortress; and (5) Evolving (*Mengembangkan*), becoming a continuous learner in the digital era. This 5-M framework not only addresses the challenges of child education in the digital age but also offers a practical and holistic guide for parents to effectively instill religious values.

I. Introduction

According to John Locke's view, a newborn baby is likened to a blank sheet of paper or *tabula rasa* (Hafiz & Suparto, 2024). This means that children do not carry innate values or knowledge, so it is the parents who shape their personality and future through parenting and education applied early on. This is where the importance of the role of fathers and mothers in the child's education process becomes clear.

As the leader of the family, a father has a considerable responsibility regarding how a child's education begins from birth. He recites the *azan* in the child's right ear and *iqamah* in the left ear, gives the right name, performs the *akikah*, and guides the child to become a pious or pious person. On the other hand, the role of mothers is crucial as the main and first educator for children, even before they enter formal education. This is very much the saying of an Arabic proverb that, "*al-ummu madrasah al-ula, idza a'dadtaha a'dadta sha'ban tayyiban al-a'raq*", which means "the

mother is the first school; if you prepare it well, then you have prepared a superior generation" (Nurhayati et al., 2015).

In the Qur'an, a father's responsibility is not solely to earn a living, but includes a role as an educator in instilling moral and spiritual values. Meanwhile, mothers not only function as caregivers, but are also fully responsible for the formation of personality and guiding children from an early age (Najwah, 2021). As the first educators in a child's life, both parents are responsible for instilling Islamic values and shaping the child's character. In Islamic teachings, the family is the main educational institution in charge of teaching creed, worship, and morals since childhood. This is as stated by the Prophet ﷺ who stated that every child is born in a state of fitrah, and it is his parents who will determine the direction of his religion (HR. Bukhari dan Muslim).

Educating children requires an approach that is in line with the times. This is in accordance with Ali bin Abi Talib RA's famous saying, "Educate your children according to their time, because they do not live in your time" (Aeni, 2022). Currently, we are in the midst of a digital revolution, where digital technology has been closely integrated with all aspects of daily life. The rapid development of technology has caused almost all aspects of life to become completely digital, which has a very real effect on people's lifestyles (Nahriyah, 2018). As a result, the impact of the digital world on children's growth and development has become very significant in this era.

In today's digital era, the challenges in guiding children are increasingly complex. The rapid flow of information, rapid technological development, and socio-cultural changes that occur require parents to have the right strategy in educating children in accordance with Islamic teachings. Unfortunately, many parents have little knowledge about educating children in an Islamic manner, especially in the midst of the influence of digital media that often presents contradictory content. digital media that often presents content that is contrary to religious values.

On the other hand, new opportunities are opening up in terms of preaching thanks to the rapid advancement of digital technology, including in guiding parents to become the first madrasah for their children. Digital da'wah through various platforms such as social media, websites, Islamic educational applications, as well as YouTube channels and podcasts, is an effective means of spreading Islamic knowledge and values to parents. Through the right digital da'wah strategy, parents can get guidance and insight in educating children in accordance with Islamic teachings, so that they can carry out the role of an effective first madrasa for their children.

Previously there were several articles that resembled this research, namely research from Muhammad Parhan entitled "Actualization of the Role of Mothers as the First and Main Madrasah for Children in Era 4.0" this study aims to further examine the actualization of the role of a mother as the main madrasah for her child in era 4.0. The research approach used is qualitative-quantitative (mix method). The research findings explain that respondents really know the impact of the digital revolution era (industrial revolution 4.0) on children, and agree to have direction in terms of the direction of life goals, control of using various online media, and provide explanations to children about the meaning of positive freedom in this digital revolution era, by strengthening it through a spiritual attitude approach, instilling good attitudes and habits, responsibility, fostering self-confidence, discipline and independence, all of which start from the family environment through the role of the mother as the first and main madrasa (Parhan, 2020).

Research from Andi Riski Pratama discusses the role and influence of digital da'wah in spreading various Islamic values in the modern digital era. Along with the rapid development of information technology, da'wah through digital media has become one of the main approaches used by preachers and religious institutions to reach a wider community. A review of the literature shows that digital da'wah has a positive impact, including facilitating access to religious information, expanding the spread of moderate Islamic teachings, and strengthening the solidarity of Muslim communities in cyberspace. However, digital da'wah also faces various challenges, such as the risk of spreading misinformation, digital security threats, and the potential for divisive views among the ummah. Therefore, combining conventional da'wah methods with digital approaches is considered the right step to improve the understanding and application of Islamic

values in a global society that is increasingly connected through technology (Riski Pratama et al., 2024).

The next research was conducted by Safinah with the title "Da'wah Approach of Parents in the Digital Era in Early Education of Children." The results of the study confirm that communication has a crucial role in the early stages of children's education. In the context of the digital era, parents have a great responsibility to ensure that the child's education process takes place optimally. Unfortunately, many parents today pay less attention to their children's use of devices and are often distracted by their own busy lives, resulting in negative impacts experienced on children's moral development.

The purpose of the study was to explore communication approaches to be used by parents in educating early childhood in the digital age. The method used was qualitative research with a content analysis approach. Data was collected through document review from various sources such as books, journals, proceedings, and digital applications available online. Researchers used the thematic analysis method, which categorizes data based on certain relevant themes.

The findings show that parents can implement an effective communication approach through the 5M principle: choosing, monitoring, accompanying, motivating and repeating. This research makes an important contribution as a practical guide for all parents to establish positive communication with children, so that children's education not only shapes noble morals, but also equips them to achieve success in this world and the hereafter. (Ismail et al., 2023). Based on this description, the purpose of this article is to analyze the digital da'wah strategy in guiding parents to become the first madrasah for children, as well as identifying the effectiveness and challenges faced in its implementation.

II. Methods

This study adopts a qualitative approach with a library research method. Its purpose is to analyze and evaluate data from various literature, including scientific journals, books, and expert content on social media, that are relevant to the topic of digital da'wah strategies for parents. The data collection process is conducted systematically. Initially, key terms such as "digital da'wah strategies," "children's education," and "parenting patterns" are identified. These keywords are then used to search for credible literature from academic databases. The selected sources are then extracted to obtain definitions, theories, and findings related to the challenges and digital da'wah strategies.

The collected data is analyzed using a descriptive-synthesis analysis method. This method begins by describing each finding from the literature. Afterwards, similar data are classified and compared to identify patterns and differences. The most crucial stage is critical synthesis, where ideas from various sources are combined to build new arguments and create a more comprehensive strategic framework. Through this approach, the research aims to provide a structured and analytical review of the existing literature, which can result in strong and evidence-based recommendations for parents.

III. Discussion

A. The Role of Parents in Islamic Perspective

In the Islamic view, children's education begins with the role of parents. Parents have the main responsibility in guiding, educating, and providing direction to children from an early age. This is confirmed in a hadith narrated by Abu Hurairah, in which the Messenger of Allah (peace be upon him) said: "Every child is born in a state of fitrah, but it is his parents who make him a Jew, Christian, or Majusi." (HR. Bukhari and Muslim).

In the Quran surah An-Nahl 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

Meaning: "Allah took you out of your mother's belly knowing nothing and He made for you hearing, sight, and a heart that you may be grateful" (Umroh, 2019).

In fact, Islam actually goes far beyond John Lucke's tabula rasa concept, namely that mothers have an important role in making children educated before they are born into the world. About this, Quraysh Shihab in the YouTube channel Najwa Shihab (2022) explained that Islam positions children as a gift from Allah Swt. and therefore must be nurtured by being educated and prepared as well as possible since they are in the stomach. Here, the quality of parents, especially mothers, determines the quality of the character of the children who will be born later.

Since in the Islamic view parents are the first educators for their children, they should have the character and traits of an educator. According to Al-Ghazali, an educator is an individual who is tasked with guiding, improving, perfecting, and cleansing the child's heart to be closer to God. Therefore, parents need to have traits that are reflected in the Qur'an, such as: honesty (shiddiq) as mentioned in QS. An-Nisa':104; trustworthy (amanah) as in QS. Al-Qashash:26; able to convey the truth (tabligh); intelligent (fathanah); sincere (mukhlis) as in QS. Al-Bayyinah:5; patience as explained in QS. Al-Muzammil:10 and QS. Ali Imran:159; being pious, namely loving, guiding, and supporting goodness as in QS. An-Nur:55; fair as mentioned in QS. Al-Maidah:8; able to control themselves as in QS. An-Nur:30; having social skills as mentioned in QS. Ali Imran:112; and have piety to Allah as stated in QS. Al-A'raf:26 and QS. Al-Mudatstsir:1-7 (Laela et al., 2016).

B. Digital Da'wah Strategy for Parents

Digital da'wah strategy is a way of inviting people to the path of God - believing and implementing Islamic law through education - by utilizing digital media, especially websites and applications. Digital media, especially websites and applications. However, digital disruption affects all aspects of human life, including the family space and how people end up educating children in the midst of technology that penetrates so quickly and easily.

In the midst of rapid digital development, parents' responsibilities have become more complex as they have to monitor their children's behavior, both in the real world and in the digital world. In this situation, it is important for moms and dads to understand technological advancements. Therefore, the right strategic approach is needed to prevent children from getting too engrossed in playing gadgets. The approach includes: 1) Selection, which parents need to carefully select applications or digital channels that are appropriate and support the formation of positive character in children 2) Supervision, including parents must actively observe children's activities, especially when they access the internet, so that the content consumed remains safe and age-appropriate. 3) Presence, is mothers and fathers are encouraged to always be present to accompany children, especially at home. The closest family, such as parents and siblings, are the most instrumental in shaping children's habits. 4) Providing encouragement by parents can act as communicators by providing motivation and advice in a gentle, loving manner to instill Islamic values in their children. (5) Repetition. Another approach that can be applied is to repeat the advice regularly. Words that are repeated continuously can stick in the child's heart and encourage him to behave well. (Rahmat, 2018).

There are several efforts and steps that need to be taken by parents to anticipate the impact of smart phone use, namely: (1) Parents need to continue to develop insights and increase understanding, especially regarding the benefits and risks of technological advances that are increasingly unstoppable. (2) The role of parents is needed in guiding children to use digital devices wisely and as needed. Proper direction will help children make positive use of technology. (3) In today's digital era, it is almost impossible for early childhood to completely avoid exposure to technology. Therefore, what is needed is assistance and supervision, not a total ban.

The American Academy of Pediatrics (AAP) recommends several steps in using digital technology in the family environment so as not to cause negative impacts, namely: 1) Develop a family plan for using digital media. Parents are advised to create a joint guide in regulating the

use of media in daily life. 2) Treat digital media like any other environment that affects children. Media should be considered as part of the environment that needs to be supervised and directed like other physical and social environments. 3) Setting time limits on the use of digital devices is a wise move. This time limit is important to maintain a balance between digital and other activities. 4) Use digital media together, not always alone. Encouraging interaction while using technology helps to strengthen relationships and monitor the content that children consume. 5) Parents should not just be rule-givers, but role models. Children are more likely to imitate behavior, so parents need to set a good example in using technology wisely and responsibly. 6) Realize the importance of direct interaction or face-to-face communication in daily life. 7) Set limits on the use of digital media for all family members. 8) Provide a special area at home that is free from the use of technology devices. 9) Avoid using technology as a tool to calm children's emotions when they are angry or fussy. 10) Learn and choose apps that have educational value to support children's learning process. 11) Provide children with an understanding of the importance of protecting personal information and the risks that may arise from using digital media (Rachmat dan Hartati, 2019).

C. The Challenge of Parents Guiding Children

Each generation of parents has its own way of raising children, influenced by the values and environment of their times. This difference creates its own challenges, especially for today's parents who live in the midst of the rapid development of digital technology. According to Rahmawati, Septiana, and Masitoh (2019), there are striking character differences between parents from generation X and generation Y (millennials). Generation X parents, who are generally more individualistic and independent, tend to educate children directly without the help of caregivers. They give their full attention, are directly involved in their children's learning process, and rely more on their parents' previous experiences than technology (Rahmawati et al., 2019).

Generation Y parents, on the other hand, face different challenges. Their fast-paced lives and work demands mean they often rely on caregivers to assist their children. They also rely heavily on technology in their children's education process. For example, in introducing fruits, generation Y parents may choose to use educational videos on YouTube or learning apps on gadgets. The use of technology does provide convenience, but it also presents a big challenge. Without proper supervision, children can easily be exposed to age-inappropriate content. This challenge is compounded by the fact that generation Y parents have to educate children from the Alpha generation of children born in 2011 to 2025—who have been accustomed to digital devices from an early age and understand technology very quickly.

Generation Alpha is growing up in a highly digitalized environment, and their sophistication in accessing information can be a double-edged sword. On one hand, they can become smarter and more critical. On the other hand, without clear guidance and boundaries from parents, they are vulnerable to the negative impacts of technology, such as screen addiction, inappropriate information, or impaired social development. This is the big challenge faced by today's parents. They are required to not only understand traditional parenting, but also to be tech-savvy in order to guide their children wisely. The role of parents is becoming increasingly complex—not only as educators, but also as digital supervisors, learning facilitators, and protectors from cyber threats.

Basically, any change always has two sides. The rapid development of technology on the one hand has a positive impact if addressed proportionally. On the other hand, technology can be a bomboerang when children's activity time is consumed by playing social media.

D. The synthetic analysis

Based on a synthetic analysis of various literature, this research finds that digital da'wah strategies for parents are not merely a series of separate actions, but a holistic, interconnected framework. These findings unify various scattered ideas in the literature into a single, applicable

strategic model centered on five main pillars: Understanding, Modeling, Guiding, Presence, and Evolving.

1) *Understanding: Viewing Children as a Divine Gift*

This research confirms that the foundation of a successful digital da'wah strategy begins with a paradigm shift. In contrast to the *tabula rasa* concept that sees a child as a "blank slate," Islamic literature emphasizes that a child is born in a state of *fitrah*. Thus, parents are not "fillers" but guardians of the child's *fitrah*. In the digital age, this means parents must realize that their primary role is to protect and guide the child's spiritual essence from the negative information circulating.

2) *Modeling: Building Digital Moral Authority*

This study synthesizes the finding that a parent's role as a *role model* is crucial. However, in the digital age, this role must extend beyond the physical world. Parents must build digital moral authority by practicing the wise and responsible use of technology. This was found through a literature analysis showing that parents who limit their own gadget use are more effective in advising their children. With this consistency, the advice and teachings provided, whether digital or verbal, will have greater weight.

3) *Guiding: Becoming a Digital Navigator, Not a Gatekeeper*

Synthetic analysis reveals a shift in the parental role from merely a "gatekeeper" who prohibits digital access to a "digital navigator" who guides the child. Instead of prohibiting, the effective strategy is to guide children toward positive and educational da'wah content. Findings indicate that parents can transform passive activities, such as watching videos, into active interactions, such as discussing the moral message of a da'wah video. This approach transforms technology from a source of potential harm into a tool for da'wah.

4) *Presence: Creating an Emotional Fortress*

Although digital da'wah focuses on media, this research finds that the success of digital strategies is highly dependent on the parents' physical and emotional presence. Findings show that family warmth functions as a spiritual and emotional fortress that protects the child from the negative impacts of technology. Without this foundation, the digital da'wah message may feel empty. A parent's presence in the form of face-to-face conversations and shared activities strengthens the values being taught.

5) *Evolving: Becoming a Lifelong Learner*

Finally, this research synthesizes that digital da'wah strategies are not a static guide. Parents must become lifelong learners who continuously develop their knowledge of technology and parenting. Findings show that Gen Y parents face challenges in educating Gen Alpha, who are more technologically literate. Therefore, a digital da'wah strategy requires parents to proactively seek resources, participate in communities, and learn from experience to remain relevant and effective in their role as the "first madrasah."

IV. Conclusion

Fundamentally, this research affirms that the role of parents as the "first madrasah" for children in the digital age is a responsibility that demands a new approach. Rather than being a passive duty, this role must be carried out actively, consistently, and with conscious effort. The results of the literature synthesis show that the success of a digital da'wah strategy depends on the application of the holistic and interconnected 5-M Strategic Framework.

First, parents must Understand (*Memahami*) that children are born with an innate *fitrah* that must be protected from technological disruption. Second, they must be Modeling (*Meneladani*) by building digital moral authority through the wise and responsible use of technology. Third, parents need to be Guiding (*Mengarahkan*) their children as digital navigators, not just

"gatekeepers." Fourth, they must be Present (*Menghadirkan*) by creating family warmth as a spiritual and emotional fortress. And fifth, parents must be Evolving (*Mengembangkan*) to remain relevant with the rapid development of technology.

The implementation of this 5-M framework not only addresses the challenges of education in the digital age but also offers a structured and proven roadmap for effectively instilling religious values. By adopting this model, parents can integrate technology as a tool for da'wah, rather than as an obstacle, thereby building a generation that is faithful, of noble character, and ready to face a digitally connected future.

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