



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

The Use of Religious-Based Prompt Methods in Preventing Violence Against Children in Group B at Tunas Mekar Kindergarten

Widya Maharani*, Nurhayati, Amrullah, Andi Agusniatih

Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Jurusan Ilmu Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tadulako, Palu, 94119, Indonesia

ARTICLE INFO

Article history:

Received: 30 March 2026

Accepted: 28 April 2026

Available Online: 05 May 2026

Keywords:

Prompt Method,
Religious Values,
Violence Prevention,
Early Childhood

* Corresponding author:

E-mail: Wmaharani539@gmail.Com

Article Doi:

<https://doi.org/10.31258/jes.10.5.p.403-415>

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ABSTRACT

This study aims to examine the application of religious-value-based prompt methods in preventing violence against young children and to analyze their impact on children's social skills. The study employed a descriptive qualitative approach with a correlational design, conducted at Tunas Mekar Kindergarten in Palu during the 2025/2026 academic year, with 18 children from Group B as the subjects. Data collection techniques included observation, interviews, and documentation, while data analysis utilized percentage calculations and qualitative interpretation. The results of the study indicate that the application of prompts based on religious values is effective in improving children's emotional regulation skills, non-violent social behavior, as well as their understanding and application of religious values. In the first week, the majority of children were in the "beginning to develop" category (55.56%) and the "not yet developed" category (24.07%). Following the implementation of the prompts method in the second and third weeks, there was an increase in the "developing as expected" (37.03%) and "developing very well" (29.62%) categories, and no children remained in the "not yet developing" category. Interview results with teachers also indicated that learning became more active, interactive, and enjoyable, and that children were better able to exhibit non-violent social behavior. Thus, prompts based on religious values are effective in improving the social skills of young children and can serve as a learning strategy to prevent violence against children in school settings.

1. Introduction

Early Childhood Education (PAUD) is an educational program for children from birth to age six that provides educational stimulation to support their physical and mental growth and development, preparing them to advance to the next educational

level (Haruna, 2019). PAUD is delivered through formal channels such as Kindergarten (TK) and Raudhatul Athfal (RA), as well as non formal channels such as Playgroups (KB) and Childcare Centers (TPA). The PAUD program is designed to develop children's potential holistically, encompassing physical, cognitive, language, social-emotional, moral, and artistic aspects (Kemendikbud, 2014). Every child possesses innate potential that must be developed through appropriate stimulation. The role of educators is crucial in optimizing this potential, including children's creativity, so they can adaptively address various challenges (Saputra, 2018). Learning in PAUD must be tailored to children's developmental stages and designed in an engaging manner to ensure educational goals are optimally achieved.

Early childhood development is greatly influenced by the environment, particularly the family and school. Positive interactions between parents and children play a role in shaping social-emotional skills and reducing the risk of aggressive behavior (Dewi, 2020). Conversely, negative parenting styles can have a detrimental impact on a child's behavioral development. Therefore, parental involvement and a safe environment are essential for supporting a child's growth and development. Furthermore, the prevention of violence against children is a shared responsibility among families, schools, the community, and the government. Preventive efforts can be implemented through enhancing understanding of religious values, legal awareness, the fulfillment of children's rights, and the integration of child protection programs into family empowerment initiatives (Rochmawati, 2018). Thus, an educational approach grounded in religious values can serve as a key strategy in creating a safe environment that optimally supports children's development.

Several studies relevant to the topic of using religious value based prompts to prevent violence against young children have shown positive results. A study by Kadafi (2023) on the prevention of violence against young children through religious value-based prompt methods, conducted at the Dharma Wanita Karanglor Kindergarten, involved 15 children aged 5–6 years using purposive sampling (Sugiyono, 2019). Data collection used a checklist to measure children's knowledge regarding violence. The results showed that the religious-value-based prompt method effectively increased children's knowledge about violence as well as their ability to avoid or resist violent acts. Additionally, collaboration between researchers and teachers, along with teacher training prior to the intervention, contributed to the program's success (Kadafi, 2023).

Another study by Siregar (2022) examines the prevention of child abuse from an Islamic perspective, particularly in the post-pandemic era. Child abuse was initially understood as physical abuse, but the concept has expanded to include verbal and psychological abuse (Probosiwi, 2015). During the COVID-19 pandemic, cases of child abuse increased by approximately 15%, primarily in the form of physical and verbal abuse. Verbal abuse, such as shouting, can even have serious impacts on a child's brain and mental development (Salami, 2017). Parents' limited understanding of the forms of abuse is one of the main contributing factors. From an Islamic perspective, violence can be prevented by instilling values of

compassion, respect, and positive parenting (Nurjanah, 2018). One cause of verbal abuse is parents' own lack of knowledge regarding verbal abuse (Indika, 2017).

The development of high-quality human resources (HR) begins with education as a learning process aimed at improving the quality of human life. One form of education in Indonesia is Early Childhood Education (PAUD), which involves nurturing children from birth to age six through educational stimulation to support their physical and mental growth and development, preparing them to advance to the next educational level (Mujadi, 2018). The psychological impacts of verbal abuse include children becoming insensitive to others' feelings, developmental disorders, aggression, emotional disturbances, disrupted social relationships, sociopathic or antisocial personality disorders, creating a vicious cycle within the family, low motivation to learn, and, in the most severe cases, suicide (Lestari, 2016).

Early childhood education (PAUD) is regarded as fundamental education because it lays the foundation for the development of children's knowledge, attitudes, and skills (Umrauni, 2019). During this stage, children are in a period of high developmental potential and therefore require appropriate stimulation. The learning process in PAUD is carried out based on the principles of "learning through play" and "playing while learning" to optimize children's development. The goal of PAUD is to facilitate children's growth and development in an optimal and comprehensive manner in accordance with the values and norms of life. Through PAUD, children are expected to be able to develop their full potential, including cognitive, social-emotional, and physical-motor aspects (Solehudin in Ulfah Maulidya, 2013). Thus, the goal of PAUD is to prepare children to adapt to their environment and be ready to navigate life and education in subsequent stages.

Early Childhood Education is delivered through three channels: formal, non-formal, and informal. In the formal channel, Early Childhood Education is provided at kindergartens (TK) and Raudhatul Athfal (RA) for children aged 4–6 years. The non-formal track includes Playgroups (KB) for children aged 2–4 years, Childcare Centers (TPA) for children aged 0–2 years, and Similar Early Childhood Education Units (SPS) (Muazar, 2015). Additionally, the informal track takes place within the family environment, which plays a crucial role in providing early stimulation before and during a child's participation in PAUD institutions (Mukhtar, 2019). Based on this description, it can be concluded that the three PAUD tracks formal, non formal, and informal play complementary roles in optimizing early childhood development.

The prompt method is a learning approach that uses cues, signals, or stimuli to help students respond and complete tasks appropriately. For young children, this method is used to support cognitive, social, and emotional development by providing guidance in the form of questions, statements, or signals from the educator (Ali, 2018). Prompts serve as stimuli provided before or during a behavior to elicit the desired response, allowing children to receive reinforcement from the teacher or the learning environment (Cooper, 2020). This approach helps children understand instructions and develop positive behaviors through systematic support.

Law No. 20 of 2003 states that Early Childhood Education (PAUD) is an effort to nurture children from birth to the age of six through the provision of educational stimulation to support their physical and mental development (Kemendikbud, 2014). However, in practice, children remain vulnerable to various forms of violence, both within the family and in the community. Article 53(1) of the Human Rights Law affirms that every child has the right to life, to sustain life, and to develop optimally. Nevertheless, violence against children can occur in various settings, including the family which should serve as a place of protection. As the nation's future generation, children require guaranteed protection to grow optimally in physical, mental, and social aspects. According to Stephens (as cited in Al Adawiah, 2015), children are not only potential victims but can also become perpetrators of violence due to the experiences they undergo. Children tend to mimic adult behavior, so the violence they experience can shape similar behavioral patterns. Violence against children encompasses various forms, such as physical, emotional, sexual, social, and culturally based violence.

According to Nurhayati (2025), in early childhood, children also begin to learn from the social relationships they build, both with their peers and with the adults around them. If the value of tolerance is part of these interactions, children will have a strong foundation for understanding the importance of cooperation, communication, and mutual understanding. Conversely, if children are not introduced to the concept of tolerance, they may struggle to develop these skills later in life. The character formed during early childhood will serve as the foundation for children as they interact with the world around them. If positive values, such as tolerance, are taught from an early age, children are more likely to accept diversity and build healthy relationships with others. Conversely, if children grow up without an understanding of the importance of tolerance, they risk developing prejudices or discriminatory attitudes that are difficult to change later in life.

The factors contributing to child abuse can be divided into two categories: internal and external factors (Na'imah, 2020). Internal factors include parents' limited knowledge of child development and their own past experiences of abuse, which may lead them to repeat such patterns. External factors include economic conditions, life pressures, and the social environment. Economic factors often trigger stress within the family, which is then vented on the child. Additionally, the environment and media, such as television, can also influence the emergence of violent behavior. According to Kurniasari (2019), children become victims of violence due to the behavior of parents, caregivers, or other adults.

Preventing violence against children is a shared responsibility involving families, communities, and the government. This is emphasized in Law No. 35 of 2014, which states that anyone who becomes aware of an act of violence is obligated to take preventive measures, provide protection, and offer assistance to the victim. According to Rochmawati (2018), efforts to prevent violence against children can be carried out through strengthening faith and piety, enhancing understanding of human rights and children's rights, raising legal awareness regarding the impacts of violence, and integrating violence prevention programs into family and

community empowerment activities. Additionally, the implementation of positive, non-violent parenting practices within the family environment and the strengthening of the role of child focused community groups in society are crucial factors in creating a safe and child friendly environment. A supportive environment will foster children's optimal growth and development physically, emotionally, and socially.

Based on the background described above, the objectives of this study are to examine the application of religious value based prompt methods among young children and to assess the level of violence prevention among children. Additionally, this study aims to analyze the impact of using religious-value-based prompt methods on the prevention of violence against young children. It is hoped that this study will reveal an increase in children's understanding and ability to avoid violent behavior following the implementation of religious-value-based prompt methods.

2. Methodology

This study employs a qualitative approach using a descriptive research design aimed at systematically describing the application of religious-value-based prompt methods in the prevention of violence against young children. Additionally, this study is correlational in nature to examine the relationship between variable X (religious value-based prompt methods) and variable Y (prevention of violence against young children) (Sugiyono, 2009). The study was conducted at Tunas Mekar Kindergarten, South Palu District, Palu City, during the 2025/2026 academic year with 18 children in Group B as research subjects. The data used consisted of qualitative data obtained through observation, interviews, and documentation. Primary data was obtained directly from learning activities, while secondary data came from relevant literature.

Data collection techniques included observation to monitor children's behavior, interviews to gather information from teachers and relevant parties, and documentation as supporting data. Research instruments consisted of observation sheets, interview guidelines, assessment rubrics, and documentation tools. Data analysis was conducted descriptively using percentage techniques to identify trends in the research results, which were then interpreted qualitatively (Sugiyono, 2009). The research procedure included the preparation stage, the implementation stage, and the final stage, which involved compiling the research report.

3. Result and Discussion

This study aims to examine the role of religious-value-based prompts in preventing violence against children at Tunas Mekar Kindergarten, focusing on three aspects: emotional regulation skills, non-violent social behavior, and the understanding and application of religious values, with each aspect having four indicators. The study was conducted over three weeks, from December 1 to 19, 2025, beginning with

coordination between the researcher and the kindergarten principal and Group B teachers to prepare for data collection. During the first week, initial observations were conducted to gather data on the children's social development and religious values through direct observation and interviews with teacher Ikrima, S.Pd, yielding an overview of the children's abilities across these three aspects.

Table 1. Summary of the First Week

Category	Areas of Development						Average %
	Emotional Regulation Skills		Nonviolent social behavior		Understanding and applying religious values		
	F	%	F	%	F	%	
BSB	1	5,55	0	0	0	0	1,85
BSH	3	16,67	3	16,67	4	22,22	18,52
MB	10	55,56	10	55,56	10	55,56	55,56
BB	4	22,22	5	27,77	4	22,22	24,07
Total	18	100	100	100	100	100	100

Based on Table 1 above, the summary results of the study on children's social skills show that 1.85% fall into the "developing very well" (BSB) category, 18.52% into the "developing as expected" (BSH) category, while the assessment of children's social skills in the "beginning to develop" (MB) category was 55.56%, and 24.07% of children's social skills were assessed as "not yet developed" (BB). Children's social skills have not developed as expected. As seen in the first week's summary results, this is due to the inappropriate use of learning media; teachers spent more time lecturing in front of the class, making the learning ineffective. Given that the summary data shows many children's social skills have not developed as expected by teachers, the researcher proposes using visual prompts in the second week to develop children's social skills.

Results of the Second Week's Observations

During the second week, the researchers conducted further observations of the children's social skills. The researchers and teachers had implemented specific prompts to develop the children's social skills. A summary of the second week is presented in Table 2.

Table 2. Summary of the Second Week

Category	Areas of Development						Average %
	Emotional Regulation Skills		Nonviolent social behavior		Understanding and applying religious values		
	F	%	F	%	F	%	
BSB	4	22,22	3	16,16	3	16,16	18,18
BSH	5	27,77	4	22,22	5	27,22	25,92
MB	7	38,88	8	44,44	8	44,44	45,58
BB	2	11,11	3	16,16	2	11,11	24,07
Total	18	100	100	100	100	100	100

Based on Table 2 above, the summary of the study on children's social skills shows that 18.18% were in the "developing very well" (BSB) category, 25.92% were in the "developing as expected" (BSH) category, while children's social skills in the "beginning to develop" (MB) category were 45.58%, and 12.79% of children's social skills were assessed as "not yet developed" (BB). By the second week after the use of medical prompts, the children's abilities began to develop; however, some children's social skills had not yet developed as the teachers had hoped. Since children's abilities vary, there were still some who had not developed as expected. Given that some children's development had not yet progressed, the researcher repeated the application of medical prompts.

Findings from the Third Week

In the third week of the study, researchers and teachers conducted a follow up session to develop the children's social skills across three research areas: emotional regulation, non-violent social behavior, and the understanding and application of religious values. The theme was violence against children, with the subtheme focusing on the definition of violence and the importance of compassion. The method used was the "Medis Prompts" approach, and the findings are as follows.

Table 3. Summary of the Third Week

Category	Areas of Development						Average %
	Emotional Regulation Skills		Nonviolent social behavior		Understanding and applying religious values		
	<i>F</i>	%	<i>F</i>	%	<i>F</i>	%	
BSB	6	33,33	5	27,77	5	27,77	29,62
BSH	7	38,88	6	33,33	7	38,33	37,03
MB	5	27,77	7	38,88	6	33,33	33,32
BB	0	0	0	0	0	0	0
Total	18	100	100	100	100	100	100

Based on Table 3 above, the summary of the study on children's social skills shows that 29.62% fell into the "developing very well" (BSB) category, 37.03% into the "developing as expected" (BSH) category, 33.32% into the "beginning to develop" category, and 0% into the "not yet developed" (BB) category. By the third week after using the medical prompts, the children's abilities began to develop very well, though some children still fell into the "beginning to develop" category. However, compared to the first week, the children's social skills improved significantly after the medical prompts were implemented.

Summary of the First, Second, and Third Weeks

To clarify the research results for the first, second, and third weeks, the data can be summarized as follows.

Table 4. Summary of the First Week, Second Week, and Third Week

No	Category	Average %		
		First Week	Second Week	Third Week
1	BSB	1,85	18,18	29,62
2	BSH	18,52	25,92	37,03
3	MB	55,56	42,58	33,32
4	BB	24,07	12,79	0
	Total	100	100	100

Based on Table 4 above, the average research results for the first through third weeks regarding children's social skills are as follows. In the first week: Very Good Development (BSH) 1.85%, Developing as Expected (BSH) 18.52%, Beginning to Develop (MB) 55.56%, and Not Yet Developing (BB) 24.07%. In the second week, the "Developing Very Well" (BSB) category was 18.18%, the "Developing as Expected" (BSH) category was 25.92%, the "Beginning to Develop" (MB) category was 42.58%, and the "Not Yet Developing" (BB) category was 12.79%. In the third week, the Very Good Development (BSB) category was 29.62%, the As Expected Development (BSH) category was 37.03%, the Beginning Development (MB) category was 33.32%, and there were no children in the Not Yet Developing (BB) category. Based on the results of the research from the first week to the third week, it can be seen that the average scores of the study indicate that children's social development varies: some are in the Very Well-Developed (BSB) category, Developing as Expected (BSH), Beginning to Develop (MB), and Not Yet Developed (BB). Children's social skills can be observed before and after the implementation of the virtual reality medium, as illustrated by the following graph.

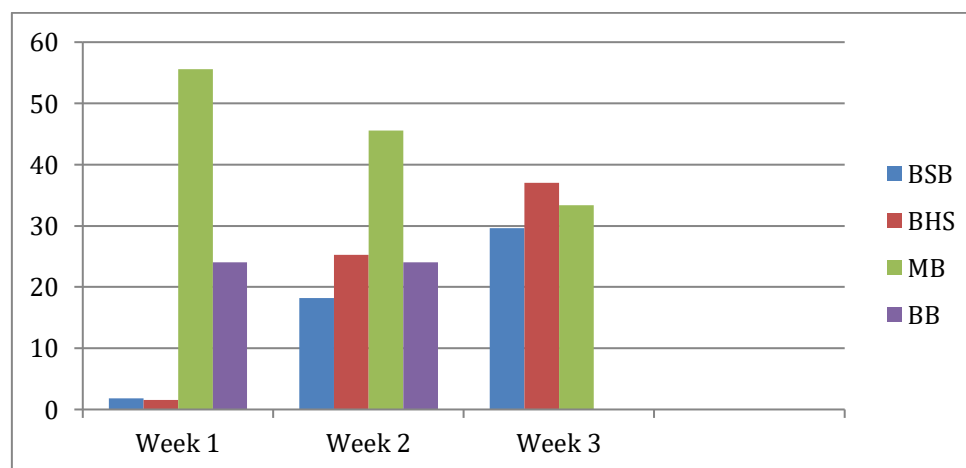


Figure 1. Graph of Children's Social Skills

Based on the graph above, it can be seen that from the first week to the third week, the children's social skills improved; this is evident in the graph above, as the researcher conducted observations on social development during the first week. The results of the first week's observations showed that the children's social skills had not yet developed; as shown in Table 4.1.4: children's abilities in the "Developing Very Well" (BSB) category were 1.85%, in the "Developing as Expected" (BSH)

category 18.52%, in the “Beginning to Develop” (MB) category 55.55%, and in the “Not Yet Developing” (BB) category 24.07%. This was due to the teaching materials used by the teacher during learning activities. Furthermore, in the second week, by using visual prompts to develop children’s social skills, performance began to improve by the third week: in the Very Good Development (BSB) category 29.62%, the As Expected Development (BSH) category 37.03%, the Beginning Development (MB) category 33.32%, and the Not Yet Developed (BB) category no children fell into this category. Children’s social development improved more significantly compared to the first week because the learning materials used were more engaging and captured the children’s attention more effectively.

Data from Teacher Observations and Interviews

Observations were conducted on the activities of teachers in Group B at Tunas Mekar Palu Kindergarten, focusing on five aspects: the teachers’ performance during learning activities (introduction, main body, and conclusion), their skill in using teaching aids, their volume when delivering the material, and their adherence to the schedule. In addition to the observations, the researcher also conducted an interview with the teacher of Group B, Mrs. Ikrima, S.Pd, on December 1, 2025, at Tunas Mekar Palu Kindergarten. The interview results indicated that before using prompt media, the children’s social skills and religious values had not developed as expected. Ms. Ikrima, S.Pd, stated that “the children were unable to control their emotions, could not behave socially without aggression, and became easily bored because learning relied solely on storytelling and drawing on the blackboard.” After implementing prompt media, the children’s social skills and religious values improved. Ms. Ikrima, S.Pd, explained that “before using the prompts, the children tended to be passive; however, after implementation, many children developed as expected, and the classroom became more active and enjoyable.” Nevertheless, there was a challenge in the form of differences in the children’s comprehension levels. “Some children grasped the lessons quickly, while others were slower, so the teacher needed better strategies,” said Ms. Ikrima, S.Pd. Based on the results of observations and interviews, media prompts play a role in enhancing children’s social skills and religious values through more engaging and interactive learning.

Discussion

The research findings indicate that the use of media prompts has a positive impact on children’s social skills. Prior to the use of media prompts, teachers more frequently relied on storytelling, pictures, and worksheets, resulting in less engaging lessons and suboptimal development of children’s social skills. Following the implementation of media prompts, the learning environment became more interactive and enjoyable, and there was an improvement in children’s emotional regulation skills shifting from the “beginning to develop” and “not yet developed” categories to “developing as expected” and “developing very well.” This is reinforced by the results of interviews with classroom teachers who stated that children became more active and their social development improved each week following the use of media prompts. Thus, religious-value-based media prompts are

effective in enhancing children's social skills, particularly in the aspects of emotional regulation and the prevention of violence from an early age.

Nonviolent social behavior refers to a child's ability to express their desires, emotions, and opinions without hitting, pushing, teasing, or attacking peers, thereby enabling the child to resolve problems through communication and cooperation. Research results from Tunas Mekar Kindergarten in Palu indicate that the use of media prompts can improve non-violent social behavior in children. During the first week, most children were still in the "beginning to develop" and "not yet developed" categories because the learning process still relied on storytelling methods, which made it difficult for the children to focus. The teacher provided a video on non-violent social behavior, as shown in Figure 2.



Figure 2. Teacher Showing a Video on Nonviolent Social Behavior

After the gradual use of media prompts through the third week, there was an increase in the "developing as expected" and "developing very well" categories, and no children remained in the "not yet developing" category. Results from interviews with the classroom teacher also indicated that the children became more active and were able to interact nonviolently after the use of media prompts. Thus, media prompts are effective in developing nonviolent social behavior in young children.

The understanding and application of religious values in early childhood can be instilled through enjoyable learning methods, such as storytelling, role-playing, and the use of concrete materials. Research findings at Tunas Mekar Kindergarten in Palu indicate that the use of prompts can enhance children's understanding and application of religious values. During the first week, most children were still in the "beginning to develop" and "not yet developed" categories because the learning process was still dominated by storytelling, which caused the children to lack focus.

After the use of prompts through the third week, there was an increase in the “developing as expected” and “developing very well” categories, and no children remained in the “not yet developing” category. Results from interviews with classroom teachers also indicated that children became more active, grew accustomed to speaking politely, and were able to remind peers to behave well following the use of prompts. Thus, religious-value-based prompts are effective in enhancing the understanding and application of religious values in early childhood.

This study is related to several previous studies on the use of prompts in preventing violence against young children. Kadafi (2023) study on the prevention of violence against young children through religious-value-based prompts at Dharma Wanita Karanglor Kindergarten indicates that the use of prompts can enhance children’s understanding of non-violent behavior through a structured, religious-value-based learning approach. Additionally, Siregar (2022) study on child abuse prevention from an Islamic perspective explains that child abuse can be prevented through religious values education and character development from an early age. Both studies align with the findings of this research, which demonstrate that religious-value-based prompts can enhance children’s social skills, particularly in emotional regulation, non-violent social behavior, and understanding of religious values. Thus, this study reinforces previous findings while contributing to the application of prompts in the learning context at Tunas Mekar Kindergarten in Palu.

4. Conclusion

Based on the results of the research and discussion conducted in Group B at Tunas Mekar Kindergarten in Palu, it can be concluded that prompt-based media play an important role in improving the social skills of young children. At the beginning of the learning process, the children’s social skills had not developed as expected, as evidenced by poor emotional regulation, a lack of non-violent social behavior, and limited understanding and application of religious values. However, after the use of media prompts in the learning process, the children’s social skills and religious values improved to the point of reaching the “developing as expected” category. The use of prompts helps children understand the material more concretely through activities such as looking, observing, and drawing conclusions directly, making learning more engaging and easier to understand. Thus, religious-value-based prompts are effective as a learning tool for developing the social skills and religious values of young children and for supporting the prevention of violent behavior in the school environment.

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How to cite this article:

Maharani, W., Nurhayati., Amrullah., & Agusniatih, A. (2026). The Use of Religious-Based Prompt Methods in Preventing Violence Against Children in Group B at Tunas Mekar Kindergarten. *Journal of Educational Sciences*, 10(5), 403-415.
