



## A CLINICAL PSYCHOLOGY EXAMINATION OF THE INTEGRATION OF ISLAMIC VALUES AND SOCIO-EMOTIONAL DEVELOPMENT IN EARLY CHILDHOOD

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### **Abstract:**

This study aims to examine the integration of Islamic values in the social-emotional development of early childhood. The main focus of the study is to analyze the effect of the application of Islamic values on social-emotional aspects, such as social interaction skills, emotional management, and character building in early childhood. The method used is a qualitative approach with case studies involving observation, interviews with parents and educators, and analysis of documents related to Islamic education in early childhood education institutions. The results of the study indicate that the application of Islamic values, such as compassion, honesty, patience, and responsibility, contribute significantly to improving children's social-emotional abilities, especially in forming positive behavior and harmonious relationships with peers. The implication of this study is the importance of integrating Islamic values in the early childhood education curriculum to support healthy and positive social-emotional development, as well as provide a strong foundation for children's moral and character development in the future.

**Keywords:** *Integration of Islamic Values, Social Emotional Development, Early Childhood, Children's Character*

### **INTRODUCTION**

In Indonesia, especially in Bungo, Jambi, early childhood education (PAUD) that integrates Islamic values is increasingly developing. However, there is a significant gap between theories that emphasize the benefits of Islamic values in education and social facts that show a lack of empirical evidence regarding their influence on children's social-emotional development (Allothman et al., 2024; Amin, 2024; Arar et al., 2022). Many theories propose that religious-based education can support children's moral and character development, but few discuss social-emotional aspects, such as social interaction and emotional management (Khilmiyah & Wiyono, 2021; Mathur, 2022).

Social facts show that despite the many Islamic educational institutions, the specific impact of integrating Islamic values on the social-emotional aspects of early childhood is still not sufficiently explored (Brifkani, 2021; Geng et al., 2024; Massouti et al., 2024). This indicates the need for more in-depth research on this matter. The focus of this study is how Islamic values can be used as a tool to build the emotional resilience and psychological well-being of early childhood in facing the challenges of everyday life at the Lab School Integrated Kindergarten, Bungo, Jambi. Several previous studies have highlighted the

importance of Islamic values in the formation of children's morals and character, such as studies by (Abbas et al., 2024; Gamage et al., 2021), which show that religious values help children develop good behavior. However, the majority of these studies have not investigated the social-emotional aspect in depth. Another study by (Rahman et al., 2024) stated that religious education in PAUD can improve the quality of social interactions, but the main focus remains on morality and ethics. This study will complement this gap by focusing on the direct impact of the integration of Islamic values on the social-emotional development of children at the Lab School Integrated Kindergarten, Bungo, Jambi, which has not been widely studied. The specific focus of this study is how Islamic values can be a tool to build emotional resilience and psychological well-being in early childhood in facing their everyday challenges.

The purpose of this study is to examine the influence of the integration of Islamic values in education on the social-emotional development of early childhood, with a particular focus on how Islamic values can be used to build the emotional resilience and psychological well-being of children facing the challenges of everyday life. The main question to be answered in this study is: How does the integration of Islamic values influence the social-emotional development of early childhood at the Lab School Integrated Kindergarten, Bungo, Jambi, especially in building emotional resilience and psychological well-being of children in facing daily challenges? This study will identify the extent to which values such as compassion, patience, and honesty in education can influence children's ability to interact with peers, manage emotions, and form positive behaviors amidst the challenges of everyday life. The application of Islamic values in early childhood education has a significant influence on children's social-emotional development, with a focus on children's emotional resilience and psychological well-being.

This argument is based on the theory that Islamic values that teach compassion, honesty, patience, and responsibility can strengthen children's social skills and improve their ability to manage emotions. With positive character building through education based on Islamic values, children will have better emotional resilience to face the challenges of everyday life. This hypothesis will be tested through direct observation at the Lab School Integrated Kindergarten to measure the extent to which Islamic-based education contributes to the social-emotional development and psychological well-being of early childhood in the environment.

## **RESEARCH METHOD**

This study uses a qualitative design with a case study approach and grounded research. The case study approach was chosen because the researcher wanted to explore in depth the phenomenon of the integration of Islamic values in early childhood education at TK Lab School Integrated, Bungo, Jambi, and its influence on children's social and emotional development. Grounded research is used to build theories that emerge from direct field data so that the theories developed are relevant and in accordance with the local context. With this approach, researchers can holistically understand the interaction between Islamic values, children's social and emotional development, and the challenges faced in their daily lives.

The location of this study is TK Lab School Integrated, Bungo, Jambi. The reason for choosing this location is because TK Lab School Integrated is known

as an educational institution that integrates Islamic values in its curriculum and is located in an area that has social and cultural diversity. In addition, this kindergarten has a holistic educational approach, combining religious aspects with children's social and emotional development. This study will provide insight into how Islamic values can be applied in a local context and have an impact on the development of early childhood, especially in increasing their emotional resilience.

The sources of information in this study consisted of respondents and informants. The respondents of the study were early childhood children who participated in the program at the Lab School Integrated Kindergarten. The informants of the study included parents, teachers, and principals involved in the education and care of children. In addition, the texts used as sources of information were the educational curriculum documents at the kindergarten, relevant Islamic teaching books, and articles related to early childhood education and Islamic values. This data will provide insight into how the integration of Islamic values is carried out in daily practices at school.

The data collection process was carried out through direct observation, in-depth interviews, and filling out questionnaires. Observations were made to record the children's social interactions, their behavior, and how Islamic values are applied in daily activities at the kindergarten. Interviews were conducted with teachers, parents, and principals to obtain their views on the application of Islamic values and their influence on children's social and emotional development. Interview guidelines were prepared to explore information about the perceptions and experiences of parents and teachers in educating children with Islamic values. In addition, questionnaires were used to measure children's social and emotional aspects and their level of psychological well-being.

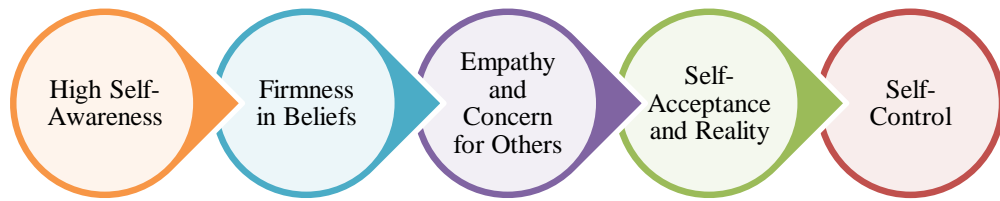
Data analysis was carried out through three stages: data condensation, data reduction, data display, and data verification. Data condensation is done by summarizing relevant information and filtering out unnecessary data. Data reduction is used to simplify and organize information from interviews and observations. Data display is done by presenting findings in an easy-to-understand narrative form. Finally, data verification is done by checking the consistency and validity of the findings. The analysis methods used include content analysis to explore the meaning of texts and observations, discourse analysis to understand the context of the use of Islamic values in children's social interactions, and interpretation analysis to conclude the impact of the application of Islamic values on children's social-emotional development.

## **RESULTS AND DISCUSSION**

### **Result**

#### **Internalization of Spiritual Values to Foster Emotional Resilience**

Internalization of spiritual values, such as patience, honesty, and compassion, helps foster emotional resilience in children. By internalizing these values, children learn to manage emotions, face challenges, and maintain psychological balance. Spiritual values also strengthen social relationships and shape children's character, making them more resilient in dealing with stress and conflict.



**Figure 1. Internalization of Spiritual Values to Foster Emotional Resilience**

The following interview results support this finding:

"I feel that the Islamic values applied at home and at school really help my child in managing his emotions. For example, when he is angry or disappointed, we often teach him to be patient and remember that all trials are part of Allah's test. In this way, he becomes calmer and does not get emotional quickly. Even at school, I see that he can be more patient when interacting with his friends." (Mz\_24)

"At school, we often teach children about the importance of mutual respect and patience, especially when they feel upset or disagree with friends. We also teach prayers that help them feel calmer. I see that children become more adaptable to social situations, and they are better able to control their emotions. This emotional resilience is clearly seen when they face difficult situations such as conflicts with friends or learning difficulties." (Sf\_24)

The application of Islamic values both at home and at school plays an important role in helping children manage their emotions. At home, parents teach children to be patient and remember that trials are tests from Allah so that children learn to remain calm when angry or disappointed. As a result, children become more patient in interacting with their friends. At school, teachers also instill an attitude of mutual respect and patience, especially when dealing with differences or disagreements with friends. They also teach prayers that help children feel calmer and more adaptable to social situations. In this way, children are not only better able to control their emotions but also show better emotional resilience, both in dealing with conflicts with friends and learning difficulties.

Overall, Islamic values applied at home and school shape children's characters to be more patient and able to manage their emotions well. The application of Islamic values in everyday life, both at home and at school, has a positive impact on managing children's emotions. At home, parents teach the importance of patience and remember that every test comes from Allah so that children learn to remain calm when faced with anger or disappointment. This makes them more patient when interacting with their friends.

At school, teachers teach an attitude of mutual respect and patience, especially when dealing with differences of opinion or disagreements with friends. They also teach prayers that help children feel calmer, which makes it easier for children to adapt to social situations around them. In this way, children become better able to control their emotions and demonstrate emotional resilience, whether in the face of conflict with friends or difficulties in learning.

Overall, Islamic values applied at home and school help children develop better emotional maturity.

The application of Islamic values at home and school plays an important role in shaping children's emotional resilience. At home, parents teach children to be patient and accept every trial as a test from Allah, which helps children remain calm when angry or disappointed. This teaching strengthens children's ability to control their emotions and interact with their friends more patiently. At school, teachers also emphasize the importance of mutual respect, especially when there are differences of opinion or disagreements between friends. In addition, the prayers taught at school also provide peace for children so that they can adapt more easily to social situations. With this approach, children are not only better able to control their emotions but also show strong emotional resilience in facing challenges, both in social conflicts and in the learning process. Overall, Islamic values that are consistently applied have a positive impact on children's emotional management.

### **Formation of Positive Identity through Islamic Values**

The formation of a positive identity through Islamic values is carried out by internalizing monotheism, implementing noble morals, obeying sharia, and contributing socially. This forms a strong, meaningful, and beneficial personality for society. The following interview results can be used to strengthen these findings.

"A person's positive identity is formed when they understand and practice Islamic values in their daily lives. Examples include sincerity in worship, maintaining good relationships with others, and being trustworthy. These values are not only taught, but must also be instilled from an early age, both through formal religious education and role models in the family and community environment." (Ln\_24)

"For me, the formation of a positive identity is greatly influenced by an understanding of Islamic teachings, especially values such as honesty, patience, and responsibility. At Mahad Aly, we are taught to practice these values, both in terms of worship and social interactions. This makes me more confident in living my life and feel that I have a clear purpose as a Muslim." (Zn\_24)

The formation of a positive identity in Islam is rooted in a deep understanding and practice of Islamic values in everyday life. Values such as sincerity, honesty, trustworthiness, patience, and responsibility are the foundation that strengthens a person's character. This process requires early habituation through formal religious education, family role models, and direct practice in the social environment.

Positive identity is formed from a combination of understanding Islamic values and their consistent application in life. Values such as sincerity, patience, honesty, and responsibility are the main characteristics that support the personality of Muslim individuals. In addition, comprehensive religious education and environmental support play a major role in this process.

According to informants, the formation of a positive identity begins with understanding and practicing Islamic values such as sincerity in worship, honesty in social interactions, and patience and responsibility in facing life's challenges. Informants emphasized the importance of formal religious education, such as in Islamic boarding schools or Mahad Aly, which provide space to practice these

values. In addition, the family and community environment are also important factors in instilling these values from an early age. This creates self-confidence, a clear purpose in life, and the ability to contribute positively to society.

The following is a table that illustrates the formation of a positive identity through Islamic values with aspects and descriptions:

**Table 1. Formation of Positive Identity through Islamic Values**

<b>Aspects</b>	<b>Description</b>
Strong Faith	Cultivating awareness of the presence of God Almighty and the importance of having a close relationship with Him. Strong faith provides a clear purpose in life and strengthens mental resilience in facing life's trials.
Noble Morals	Islam emphasizes the importance of having noble morals, following the example of the Prophet Muhammad SAW, such as honesty, patience, humility, and generosity. These values shape individuals with good character and are respected by others.
Independence and Responsibility	Islam teaches the importance of trying (ikhtiar) with full responsibility in all things, both in work, family, and society. Independence and responsibility help individuals develop well and make positive contributions to the surrounding environment.
Social Concern	Through zakat, alms, and charity, Islam encourages its followers to care for others. Caring for those in need forms a sensitive social identity and helps create a more just and prosperous society.
Justice	Islam teaches the importance of being fair in all aspects of life, both in personal and social relationships. Fair actions form an identity that always tries to be honest, does not show favoritism, and respects the rights of others.
Life Balance	Islam teaches a balance between maximum effort and surrender to God (tawakal). This attitude teaches the importance of maintaining a balance between the world and the hereafter, as well as maintaining physical, mental, and spiritual health.
Patience	Islam teaches the importance of patience in facing life's trials. Patience forms an individual who is calm, steadfast, and continues to try even in difficulties. This helps a person to survive and grow stronger in facing challenges.
Behaving Well to Parents	Being devoted to parents (birrul walidain) is a primary value in Islam. Respecting and caring for parents helps form individuals who value family and have respect for their elders, creating harmonious social relationships.
Simplicity	Islam teaches simplicity in life, avoiding excess and consumerism. A sense of sufficiency (qana'ah) helps individuals to feel satisfied with what they have, avoid pride or arrogance, and form a humble identity.
Diversity and Tolerance	Islam teaches the importance of respecting differences between fellow human beings, whether in religion, culture, or background. This tolerance forms an inclusive identity, reduces conflict, and encourages the creation of a peaceful and harmonious society.

Table 1 illustrates how Islamic values play a role in the formation of a positive identity of individuals who are balanced, responsible, and have good character in social and spiritual life.

### **Emotional Regulation Exercises through Worship Practices**

Emotional regulation exercises through worship practices involve managing feelings by getting closer to Allah. Worship, such as prayer, dhikr, and dua, help calm the heart, control stress and increase patience and gratitude. Through worship routines, a person learns to deal with emotions in a calmer and more controlled way, thus being able to maintain mental and spiritual balance.

The following interview results support this finding.

"Practices of worship such as prayer and dhikr are very effective in helping someone manage their emotions. When someone is angry or sad, taking ablution and performing prayers can calm the heart and mind. In addition, dhikr helps remember Allah, so that emotions become more controlled and do not explode easily. All of this needs to be practiced consistently so that it becomes a habit." (Fz\_24)

"I feel that the practice of worship, especially prayer, really helps me regulate my emotions. When I am under pressure or feel anxious, I often take the time to pray and pray. After that, I feel calmer and able to think more clearly. At Mahad Aly, we are taught to make worship a means of getting closer to Allah while controlling emotions." (Im\_24)

Emotional regulation training through worship practices involves spiritual activities such as prayer, dhikr, and prayer to help individuals manage negative feelings such as anger, sadness, or anxiety. This process creates inner peace, increases self-awareness, and strengthens emotional control. This practice needs to be done consistently so that it becomes part of everyday life habits.

Worship, such as prayer, dhikr, and dua, play an important role in regulating one's emotions. These activities help calm the heart, control stress and keep away from emotional outbursts. Through consistent practice, worship can be an effective means of maintaining mental and spiritual balance.

Informants explained that the practice of worship, especially prayer and dhikr, is an effective way to manage emotions. When someone is angry or sad, taking ablution and performing prayer can bring peace to the heart and mind. Dhikr also strengthens Allah's memory so that emotions are more controlled. In addition, personal experience shows that prayer and supplication when facing stress or anxiety help a person feel calmer and able to think more clearly. At Mahad Aly, worship is taught not only as an obligation but also as a means to get closer to Allah and practice emotional control. This practice requires habituation so that its effects are increasingly felt in everyday life.

### **Optimizing Family and Community in Building Resilience**

Optimizing family and community in building resilience is done by creating a supportive environment that supports individuals in facing challenges. The family plays a primary role in instilling positive values, such as patience, togetherness, and responsibility. Meanwhile, the community provides a social network that strengthens a sense of solidarity, shares resources, and provides emotional support. The synergy of the two builds individual and collective resilience in facing the pressures of life. The following interview results reinforce this finding.

"Family is the first foundation in building resilience. At home, we teach children to support each other and face difficulties together. In addition, the community also plays a big role in providing social support. In community activities, we share experiences and resources, which helps us overcome various challenges. When families and communities work together, resilience will be stronger." (Am\_24)

"Community resilience is formed when families and communities support each other. In the community, we often hold programs to help families in need, such as skills training and health counseling. In the family, we teach the importance of togetherness and caring for each other. When these two

elements function well, individual and community resilience will be better maintained." (Zh\_24)

The importance of collaboration between families and communities in building individual and community resilience is emphasized in this interview. The family serves as the basis for teaching values that strengthen resilience, such as togetherness and support. The community, on the other hand, provides practical social support, such as assistance and training programs, which strengthen collective resilience. The collaboration between these two elements strengthens mental and social resilience in facing various challenges.

Individual and community resilience is formed through synergy between families and communities. Families teach the values of togetherness and emotional support, while communities provide social support and programs that strengthen resilience. These two elements work together to maintain and develop resilience in the face of adversity.

Informants explained that families are the first foundation in building resilience. At home, parents teach children to support each other and face challenges together. In addition, communities also play an important role by providing social support through various activities, such as sharing experiences and resources. Other informants mentioned that community resilience is formed when families and communities support each other. Community programs, such as skills training and health counseling, help families in need, while within families, the values of togetherness and caring for each other are taught to maintain resilience. The synergy of these two elements strengthens the resilience of individuals and communities in the face of life's difficulties.

## **Discussion**

This study found that the integration of Islamic values in early childhood care at the Lab School Integrated Kindergarten, Bungo, Jambi, plays a significant role in children's social-emotional development. Islamic values, such as compassion, honesty, patience, and mutual respect, are internalized from an early age through formal and non-formal education (Suryani & Muslim, 2024; Widana & Wirata, 2023). This finding is in line with the literature stating that teaching religious values from an early age has a positive impact on children's social-emotional development (Alhosani, 2022; Birhan et al., 2021; Malti et al., 2021). However, differences were found in terms of the intensity of the application of these values, which sometimes focused more on the ritual aspect of worship than on the aspect of daily social interaction (Kišjuhas, 2024; Schirmer, 2024; Wu et al., 2023). The implementation of these findings shows that the integration of Islamic values not only has an impact on strengthening children's spiritual aspects but also strengthens their social-emotional aspects. In research by (Browning et al., 2022 Herland, 2022 Sahoo et al., 2023), it was found that religious values play a role in shaping emotional intelligence, which helps children manage feelings and interact well in groups. Therefore, teaching Islamic values that are integrated into children's social lives has been shown to be a reinforcing factor in the formation of a positive social identity (Aderibigbe et al., 2023; Alabdulhadi & Alkandari, 2024; Cheah et al., 2021).

The application of Islamic values can strengthen the emotional resilience of early childhood, helping them deal with negative feelings such as anger or disappointment in a healthier and more controlled way (Pahwa & Khan, 2022; Usama et al., 2025). This implies that when religious values are applied in daily



learning, children are more likely to develop better social skills, such as empathy, cooperation, and effective communication. This implication is important in creating an environment that supports children's holistic development.

The causality of these findings indicates a positive correlation between teaching Islamic values and children's social-emotional development. Children who are introduced to Islamic values from an early age tend to have better self-control and are more adaptable in social environments. The underlying structure is the existence of a parenting pattern that creates a sense of security and control for children, which allows them to develop optimally in social and emotional aspects (Ali et al., 2021; Paley & Hajal, 2022; Zhang, 2023). However, although the results of this study show a positive impact, it should be noted that some aspects of teaching Islamic values in the school environment still need to be improved, especially in terms of implementing these values in everyday social interactions. This indicates the importance of a more holistic and contextual approach in integrating religious values with social-emotional education in the future.

## **CONCLUSION**

The most important finding of this study is that the integration of Islamic values in early childhood education, such as compassion, honesty, and discipline, significantly supports children's social-emotional development. Religious values applied in TK Lab School Integrated, Bungo, Jambi, help children manage their emotions better and form positive social relationships. The wisdom gained from this study is the importance of strengthening moral and spiritual values in children's education, which not only affects their cognitive development but also leads to the creation of better and emotionally stable characters.

This study also shows that religious-based education has a profound impact on children's emotional resilience in various social situations. This study makes an important contribution to renewing the perspective on the relationship between religious values, especially Islam, and the social-emotional development of early childhood. Using a clinical psychology approach, this study introduces the integration of Islamic values in the context of children's education as a relevant variable in managing emotions and forming social behavior. The method used, namely a case study at TK Lab School Integrated, provides new insights into how the consistent application of religious values can strengthen children's social-emotional aspects. This study can be a basis for further research on the influence of religious values on the development of early childhood character in various educational contexts.

This study has limitations in terms of coverage and location because it only focuses on one school in Bungo, Jambi, which may not represent conditions in other areas. In addition, this study is limited to the age of children in kindergarten, so it cannot be generalized to a larger age group. Gender aspects are also not accommodated in this study, so further research is needed to examine the differences in impact on social-emotional development between boys and girls. The method used in the form of a case study also limits broader understanding, and therefore, further research is needed using surveys or quantitative methods to obtain a more comprehensive picture. This will be very helpful in formulating more appropriate and targeted education policies.

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