Journal of Basic Education and Thematic Learning

e-ISSN: 2987-7083
Volume 2, Issue. 1, 2025, pp. 37-47
https://jurnal.isimupacitan.ac.id/index.php/jurasic.

Integrating Learning Theories and Parenting Practices: An Educational Perspective of Imam Al-Ghazali

Samsul Haq[1*], Mamluatul Hasanah[2], Rizal Al Hamid[3]

[1] *State Islamic University of North Sumatra, Indonesia.*
[2] *State Islamic University of Maulana Malik Ibrahim Malang, Indonesia.*
[3] *Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia.*
e-mail:
[*]samsulhaq@uinsu.ac.id
hasanah@pba.uin-malang.ac.id
rizal.alhamid@uin-suka.ac.id

Submitted: 19-08-2026 Revised : 31-10-2026 Accepted: 05-11-2026

ABSTRACT. Education in the contemporary era requires an integrated approach that addresses not only cognitive development but also moral, emotional, and social dimensions of children's growth. This study aims to analyze the relationship between learning theories and parenting practices through the educational perspective of Imam Al-Ghazali. This research employed a literature review method by examining relevant academic publications from 2019 to 2025 related to Islamic educational thought, learning theories, and parenting practices. Data were analyzed through qualitative content analysis to identify conceptual connections between Al-Ghazali's educational principles and contemporary educational approaches. The findings reveal that Al-Ghazali's educational philosophy emphasizes holistic development through knowledge acquisition, moral formation, habituation, and exemplary behavior. His concepts of riyadhah (training and habituation) and uswah (role modeling) demonstrate similarities with behavioral and social learning theories, which highlight the influence of experience, repetition, and environmental interaction in shaping children's behavior. Furthermore, Al-Ghazali's perspective positions parents as the first educators responsible for guiding children's intellectual, emotional, and ethical development. The integration of learning theories and parenting practices based on Al-Ghazali's educational framework provides valuable insights for developing contemporary education that balances academic achievement with character formation. This study concludes that classical Islamic educational thought remains relevant in supporting holistic learning practices and responsive parenting strategies in the modern educational context.

Keywords: *Imam Al-Ghazali; Learning Theories; Parenting Practices; Islamic Education; Character Development*

https://doi.org/10.52640/jurasic.309
How to Cite Haq, S., et al. (2025). Integrating learning theories and parenting practices: An educational perspective of Imam Al-Ghazali. *Journal of Basic Education and Thematic Learning*, 2(1), 37-47.

INTRODUCTION

Education is a fundamental process in shaping human development, not only through the transfer of knowledge but also through the formation of character, values, and moral awareness(Arthur, 2024). In contemporary educational discourse, learning is understood as a complex process involving cognitive, emotional, social, and environmental dimensions. The effectiveness of education is therefore influenced not only by instructional strategies

implemented in schools but also by the quality of interactions that occur within the family environment. The relationship between learning theories and parenting practices has become an important area of study because children's development is shaped through continuous experiences between formal education and family-based education(Ma et al., 2024).

Modern learning theories emphasize that students actively construct knowledge through meaningful experiences, social interactions, and reflective processes. Constructivist perspectives argue that learning occurs when students actively engage with their environment, connect new information with previous experiences, and develop personal understanding through exploration and reflection(Ariati et al., 2025). Meanwhile, social learning theory explains that children acquire behaviors, values, and attitudes through observation, imitation, and interaction with significant others. These perspectives demonstrate that learning is not limited to formal classroom activities but also takes place within the family environment, where parents function as the first educators who influence children's intellectual, emotional, and moral development(Lehrl et al., 2020). Therefore, parenting practices should be understood as an educational process that contributes substantially to shaping children's personality, learning motivation, and character formation.

The integration between learning theories and parenting practices has become increasingly important due to contemporary challenges affecting child development. Digital transformation, changes in family communication patterns, and the rapid availability of information require parents to adopt adaptive and responsive educational strategies(Tan et al., 2024). Children today require guidance that not only supports cognitive development but also strengthens ethical awareness, emotional regulation, independence, and social responsibility. Recent research indicates that effective parenting involves supportive communication, emotional responsiveness, consistent supervision, and opportunities for children to develop autonomy within appropriate moral boundaries(Distefano & Meuwissen, 2022). These principles are closely related to learner-centered educational theories that emphasize individual differences, active participation, and holistic development. Consequently, the family environment becomes an essential learning space where children develop foundational competencies that influence their future educational experiences.

Within Islamic educational thought, the relationship between learning and parenting has been extensively discussed by classical scholars, particularly Imam Al-Ghazali. His educational philosophy emphasizes that education is not merely a process of transferring knowledge but a comprehensive effort to purify the soul, develop intellectual abilities, and cultivate noble character (*akhlaq*)(Maksudin, 2023). Al-Ghazali viewed children as individuals with significant potential that must be guided through appropriate educational methods, moral instruction, habituation, and exemplary behavior demonstrated by parents and educators. The process of education, according to Al-Ghazali, requires balance between knowledge acquisition and character development because intellectual capability without moral guidance may not produce meaningful human development(Orona et al., 2024). His perspective reflects an integrated understanding of education in which cognitive, spiritual, emotional, and ethical dimensions are interconnected and mutually supportive(Walters, 2021).

Furthermore, Al-Ghazali's educational ideas demonstrate relevance with contemporary learning theories because both emphasize the importance of environment, experience, and continuous guidance in shaping human development(Baars et al., 2021). The role of parents as educators and moral models corresponds with modern perspectives that recognize the influence of social environments on children's learning processes. Therefore, examining the connection between Al-Ghazali's educational philosophy, modern learning theories, and parenting practices provides valuable insights for developing holistic educational approaches that address both academic competence and character formation(Cosso et al., 2022).

Imam Al-Ghazali's educational philosophy provides significant relevance for contemporary discussions on parenting and learning theories. His perspective emphasizes that education is a comprehensive process involving intellectual, emotional, moral, and spiritual development(Razak

et al., 2024). The principles of gradual learning, attention to children's psychological conditions, and the importance of educators as role models correspond with modern educational concepts regarding developmental appropriateness and meaningful learning experiences(Cade et al., 2022). In Al-Ghazali's view, children are individuals who require proper guidance and a supportive environment to develop their potential. Parents are not merely responsible for fulfilling children's physical needs but also serve as the first educators who shape knowledge, attitudes, and moral character. Through affection, discipline, habituation, and continuous guidance, parents create an educational environment that encourages children to become knowledgeable and virtuous individuals (Liu et al., 2024).

Furthermore, Al-Ghazali's educational ideas demonstrate strong connections with contemporary learning theories, particularly those emphasizing experience, environment, and social interaction as essential factors in human development(Jiang & Zhang, 2020). The concept of habituation (*riyadhah*) in Al-Ghazali's thought reflects behavioral learning perspectives, which explain that repeated actions and consistent reinforcement contribute to the formation of positive habits(Fiorella, 2020). In addition, his emphasis on exemplary behavior (*uswah*) is closely related to social learning theory, which highlights that children acquire knowledge, attitudes, and behaviors through observation and imitation of significant figures around them (Ahn et al., 2020). This relationship indicates that classical Islamic educational thought remains relevant in addressing modern educational challenges. Integrating Al-Ghazali's principles with contemporary learning theories can provide a holistic educational approach that balances cognitive achievement, character formation, and moral responsibility(Corcoran et al., 2020).

However, studies examining the relationship between contemporary learning theories and Islamic parenting perspectives, particularly through Imam Al-Ghazali's educational framework, remain relatively limited(Jaafar, 2024). Previous research has extensively explored either modern learning theories or Islamic parenting concepts separately, but fewer studies have attempted to integrate these perspectives into a comprehensive educational framework. This gap indicates the need for further investigation into how Al-Ghazali's educational principles can contribute to contemporary discussions on effective parenting and child learning development.

The integration of Imam Al-Ghazali's educational perspective with modern learning theories offers an opportunity to develop a more holistic understanding of education. Such integration recognizes that successful learning requires harmony between cognitive development, emotional support, moral guidance, and social interaction. In this context, parenting practices become an essential educational foundation that complements formal learning processes. Parents and educators can benefit from understanding that children's learning outcomes are not only determined by instructional methods but also by the values and experiences provided within their daily environments(Kim, 2022).Therefore, this study aims to analyze the integration of learning theories and parenting practices from the educational perspective of Imam Al-Ghazali. The study seeks to explore how Al-Ghazali's educational principles relate to contemporary learning theories and how his ideas can provide insights for developing effective parenting practices in modern educational contexts(Prime et al., 2023). By examining this relationship, the study contributes to broader discussions on Islamic educational thought and its relevance for contemporary child development.

METHOD

This study employed a literature review method to analyze the integration between learning theories and parenting practices from the educational perspective of Imam Al-Ghazali(Abuhassna et al., 2024). A literature review approach was selected because it enables researchers to systematically examine, compare, and synthesize previous studies related to Islamic educational thought, learning processes, and parental roles in children's development(Page et al., 2021). The analysis focused on identifying conceptual relationships between Al-Ghazali's educational principles and contemporary learning theories, particularly regarding character

formation, moral development, and meaningful learning experiences.The literature sources were collected from scientific articles, books, and academic publications published between 2019 and 2025. The selection criteria included studies discussing Imam Al-Ghazali's educational philosophy, Islamic parenting, learning theories, child development, and the relationship between family education and school-based learning(Md Sham et al., 2021). The data collection process involved identifying relevant literature through academic databases, followed by classification based on thematic relevance.

The selected sources were analyzed using a qualitative content analysis approach to identify key concepts, similarities, differences, and educational implications.The analysis procedure consisted of three stages: data reduction, thematic categorization, and interpretation(Nicmanis, 2024). First, relevant information from each source was extracted based on themes such as learning principles, teacher student relationships, parental responsibilities, moral education, and child-centered approaches. Second, the findings were categorized to reveal connections between Al-Ghazali's educational ideas and modern learning perspectives. Third, the synthesized findings were interpreted to explain how Al-Ghazali's views remain relevant in contemporary educational practices, particularly in integrating cognitive, affective, and spiritual dimensions of learning.Through this method, the study aims to provide a comprehensive understanding of how Imam Al-Ghazali's educational framework can contribute to the development of integrated learning theories and parenting practices. The literature review approach allows the research to bridge classical Islamic educational thought with current educational discussions, emphasizing the importance of holistic child development involving intellectual, emotional, and moral dimensions.

RESULT AND DISCUSSION

Result

The Integration of Learning Principles and Islamic Educational Values in Imam Al-Ghazali's Perspective

The literature review findings indicate that Imam Al-Ghazali's educational perspective emphasizes the integration of intellectual, moral, and spiritual dimensions as the foundation of effective learning. Contemporary studies reveal that learning is not merely a cognitive process but also involves emotional development, ethical formation, and the internalization of values. Al-Ghazali's concept of education highlights the importance of transforming knowledge into practice through continuous guidance, reflection, and character development. This perspective aligns with modern educational theories that emphasize holistic learning, where students are expected to develop cognitive abilities as well as social and moral competencies (Wortham et al., 2020a).

The reviewed literature shows that Al-Ghazali viewed the learner as an active individual who requires appropriate guidance from educators. The teacher's role is not limited to transferring knowledge but also includes becoming a moral model who guides students toward self-improvement. This concept corresponds with contemporary constructivist learning theory, which positions learning as an active process involving interaction, experience, and personal meaning construction. Several studies indicate that Islamic educational principles, including Al-Ghazali's thought, support student-centered learning by emphasizing dialogue, reflection, and meaningful experiences rather than passive memorization (Cui & Teo, 2021).

Furthermore, the findings demonstrate that Al-Ghazali's educational philosophy has strong relevance to current discussions regarding character education. Modern education faces challenges related to declining moral awareness, digital influences, and changes in social behavior among children. Literature from 2019–2025 indicates that character education requires collaboration between schools and families because moral development cannot be achieved only through classroom instruction. Al-Ghazali's ideas reinforce that parents and educators share responsibility in cultivating children's habits, attitudes, and ethical awareness from an early age (Gerdes et al., 2022).

Parenting Practices as an Educational Foundation for Child Development

The literature analysis reveals that parenting practices occupy an important position in Al-Ghazali's educational framework. Parents are considered the first educators who influence children's intellectual growth, emotional stability, and moral formation. Contemporary studies on Islamic parenting demonstrate that effective parenting involves affection, supervision, discipline, and exemplary behavior. These principles are consistent with Al-Ghazali's view that children's character is shaped through continuous interaction with their environment, particularly through parental guidance and daily practices(Wong et al., 2021).

The findings also indicate similarities between Al-Ghazali's parenting concepts and contemporary theories of authoritative parenting. Modern parenting research emphasizes that children develop optimally when parents provide emotional support while maintaining appropriate boundaries. This approach reflects Al-Ghazali's recommendation that education should combine compassion (*rahmah*) with discipline (*ta'dib*) to develop balanced personalities. Studies suggest that parenting approaches based on emotional connection and moral guidance contribute significantly to children's self-control, responsibility, and social competence (Rothenberg et al., 2020).

In addition, the reviewed literature identifies that Al-Ghazali's parenting perspective emphasizes gradual education according to children's developmental stages. Education should be adapted to children's psychological readiness, abilities, and individual characteristics. This principle is consistent with contemporary developmental learning theories, which argue that effective instruction requires consideration of learners' cognitive and emotional development. Research conducted between 2019 and 2025 confirms that adaptive parenting and differentiated learning strategies support children's engagement and long-term educational outcomes (Lerner et al., 2022).

Relationship Between Learning Theories and Al-Ghazali's Educational Perspective

The literature review highlights a significant relationship between modern learning theories and Al-Ghazali's educational perspective. Behavioristic principles can be connected with Al-Ghazali's emphasis on habit formation through repetition and consistent practice. Cognitive learning theories correspond with his view that knowledge acquisition requires understanding, reasoning, and reflection. Meanwhile, humanistic learning theories share similarities with Al-Ghazali's emphasis on personal growth, self-awareness, and the development of human potential.

Recent studies show that integrating Islamic educational thought with contemporary learning theories provides opportunities to develop more comprehensive educational models. Such integration allows education to address not only academic achievement but also emotional intelligence, ethical responsibility, and spiritual awareness. Researchers argue that Al-Ghazali's educational framework remains relevant because it views humans as multidimensional beings who require balanced development between intellect, character, and spirituality (Wortham et al., 2020b).

The findings further indicate that learning theories and parenting practices are interconnected components in children's education. Schools provide structured learning environments, while families provide continuous value formation through everyday interactions. Therefore, educational success depends on collaboration between teachers and parents. Studies on family-based education emphasize that parental involvement strengthens learning motivation, character development, and academic achievement among children(Özyıldırım, 2024).

Implications for Contemporary Education

Based on the reviewed literature, the integration of Al-Ghazali's educational principles with contemporary learning theories provides important implications for modern education. First, education should move beyond academic achievement toward holistic human development. Second, teachers should function as facilitators and role models who support students' intellectual and moral growth. Third, parenting practices should become an essential component

of educational strategies because children's character development begins within the family environment.

The findings suggest that Al-Ghazali's perspective can contribute to current educational challenges by offering a balanced framework that combines knowledge, values, and character formation. In the context of globalization and digital transformation, educational approaches based on moral guidance, emotional support, and meaningful learning experiences are increasingly important. Therefore, integrating classical Islamic educational thought with contemporary learning theories can strengthen educational practices that aim to produce intellectually capable and ethically responsible generations.

Table 1. Summary of Literature Review Findings on Integrating Learning Theories and Parenting Practices in Imam Al-Ghazali's Educational Perspective

No	Focus of Analysis	Main Findings
1	Integration of learning principles and Islamic educational values	Al-Ghazali's educational perspective emphasizes the integration of cognitive, moral, and spiritual dimensions. Learning is viewed as a process of knowledge acquisition, character formation, and ethical development.
2	Role of teachers in the learning process	Teachers are not only knowledge transmitters but also moral role models who guide students through meaningful learning experiences, reflection, and personal development.
3	Character education development	Al-Ghazali's educational thought supports contemporary character education by emphasizing values, habits, discipline, and ethical behavior as essential educational outcomes.
4	Parenting practices in Islamic education	Parents are considered the first educators who influence children's intellectual, emotional, and moral development through affection, supervision, and exemplary behavior.
5	Relationship between parenting and child development	Effective parenting requires a balance between emotional support and discipline, which contributes to children's self-control, responsibility, and social competence.
6	Developmentally appropriate education	Al-Ghazali's concept of gradual education aligns with modern developmental theories that emphasize adapting learning strategies to children's abilities and psychological readiness.
7	Connection between learning theories and Al-Ghazali's thought	Behavioristic, cognitive, and humanistic learning theories share similarities with Al-Ghazali's concepts of habit formation, reasoning, reflection, and self-development.
8	Family-school collaboration	Educational success requires cooperation between parents and schools because academic achievement and character development are shaped by both environments.
9	Relevance in contemporary education	Al-Ghazali's educational framework remains relevant in addressing modern challenges such as moral decline, digital influence, and the need for holistic education.
10	Implications for educational practice	Integrating Al-Ghazali's educational ideas with contemporary learning theories can produce balanced educational practices that develop intellectual, emotional, and spiritual capacities.

Discussion

Integrating Learning Theories and Islamic Educational Values in Imam Al-Ghazali's Perspective

The findings indicate that Imam Al-Ghazali's educational perspective provides a comprehensive framework that integrates intellectual development, moral formation, and spiritual cultivation. Unlike approaches that view learning merely as the acquisition of knowledge, Al-Ghazali emphasizes that education should transform individuals into morally responsible human beings. This perspective is consistent with contemporary educational paradigms that promote holistic learning, where cognitive competence must be accompanied by character development, emotional maturity, and ethical awareness. Recent educational studies highlight that

effective education requires integration between academic achievement and value-based learning to prepare students for complex social challenges (Wortham et al., 2020c).

Al-Ghazali's concept of education demonstrates similarities with modern learning theories, particularly constructivist and humanistic approaches. Learning is considered a meaningful process in which learners actively develop understanding through experiences, reflection, and interaction with their environment. In this context, education is not only concerned with what students know but also how knowledge influences their attitudes and behaviors. Modern learning research emphasizes that meaningful learning occurs when students are actively engaged and when educational experiences are connected to real-life contexts (Nachtigall et al., 2022). This idea corresponds with Al-Ghazali's emphasis on internalizing knowledge through practice and moral habituation.

The Role of Teachers as Educators and Moral Models

One important finding is the central role of teachers in Al-Ghazali's educational thought. Teachers are not positioned merely as instructors who deliver information but as educators responsible for guiding students' intellectual and moral development. This concept reflects the contemporary understanding of teachers as facilitators of learning who create supportive environments, encourage critical thinking, and become examples of positive behavior. Research in Islamic education confirms that teacher professionalism includes not only pedagogical competence but also personal integrity and moral responsibility because students often learn through observation and interaction with educators (Fauzi & Mubin, 2022).

The teacher's role as a moral model is also closely related to Bandura's social learning theory, which explains that individuals acquire behaviors through observation, imitation, and social interaction. Children and students tend to internalize values demonstrated by significant figures around them. Therefore, teachers' attitudes, communication patterns, and ethical behavior become important components of the educational process. This connection shows that Al-Ghazali's educational ideas remain relevant to contemporary theories that emphasize the social dimension of learning (Sanderse, 2024).

Character Education and Moral Development

The literature findings show that character education represents a fundamental element in Al-Ghazali's educational framework. Character formation is achieved through continuous practice, discipline, and habituation of good values. This approach is aligned with current character education models that emphasize the development of responsibility, empathy, honesty, and social awareness. In modern educational contexts, character education has become increasingly important due to challenges such as moral degradation, cyber behavior problems, and declining social interaction among young generations (Gao et al., 2020).

Al-Ghazali's concept of character development through habituation (*riyadhah*) has similarities with behavioral learning theory, where repeated actions gradually shape individual habits. However, Al-Ghazali extends this idea beyond external behavior by emphasizing internal transformation and purification of the soul. This demonstrates that Islamic educational thought provides a deeper perspective by connecting behavioral changes with spiritual and ethical consciousness. Studies on Islamic character education suggest that integrating religious values with modern pedagogical approaches can strengthen students' moral identity and social responsibility (Diana et al., 2021).

Parenting Practices and Children's Educational Development

The findings also reveal that parenting practices occupy an essential position in Al-Ghazali's educational perspective. Parents are considered the first educators because the family environment becomes the initial space where children learn values, attitudes, and social behaviors. Al-Ghazali emphasizes that parents have responsibilities in providing affection, guidance, supervision, and moral examples. This understanding is consistent with contemporary parenting theories that identify responsive parenting as a significant factor influencing children's cognitive, emotional, and social development (Sokolovic et al., 2021).

Effective parenting requires a balance between emotional support and appropriate discipline. Excessive control may hinder children's independence, while a lack of supervision may negatively affect their moral development. Contemporary research indicates that authoritative parenting, characterized by warmth, communication, and consistent guidance, contributes positively to children's self-regulation and social competence (Xie & Li, 2022). This principle is compatible with Al-Ghazali's view that education should combine compassion and discipline according to children's developmental conditions.

Developmentally Appropriate Education and Contemporary Relevance

Another important finding is the relevance of Al-Ghazali's concept of gradual education with modern developmental theories. Al-Ghazali argues that educational methods should consider children's psychological readiness, abilities, and stages of development. Education should not force knowledge beyond learners' capacity but should be delivered progressively according to their needs. This principle corresponds with contemporary developmental psychology, which emphasizes age-appropriate learning strategies and individualized educational approaches (Tetzlaff et al., 2021).

In the context of contemporary education, Al-Ghazali's ideas provide valuable insights for addressing challenges caused by technological advancement and changing social environments. Digital exposure, information overload, and changes in family interaction patterns require educational approaches that strengthen children's critical thinking, emotional regulation, and moral awareness. Therefore, integrating classical Islamic educational thought with modern learning theories can provide a balanced framework for developing competent and ethical individuals (Zainuddin & Mustapha, 2024).

Family-School Collaboration and Educational Implications

The integration between parenting practices and school-based learning highlights the importance of family-school collaboration. Education cannot achieve optimal results when schools and families operate separately. Parents provide the foundation of values and habits, while schools provide structured learning experiences and social development opportunities. Current educational studies emphasize that collaboration between families and schools improves students' academic performance, character formation, and psychological well-being (Smith et al., 2021).

Overall, the integration of learning theories and parenting practices through Imam Al-Ghazali's educational perspective demonstrates the relevance of Islamic educational philosophy in contemporary contexts. His ideas provide a holistic educational framework that connects knowledge, character, spirituality, and social responsibility. By combining Al-Ghazali's principles with modern learning theories, educational practices can move beyond academic achievement toward the development of balanced individuals who possess intellectual competence, emotional stability, and moral integrity.

CONCLUSION

The literature review concludes that Imam Al-Ghazali's educational perspective provides a comprehensive framework that integrates intellectual, moral, and spiritual dimensions in the learning process. His educational ideas emphasize that learning should not only focus on knowledge acquisition but also on character formation and ethical development. The integration between Al-Ghazali's thought and contemporary learning theories demonstrates similarities in promoting active learning, reflection, habit formation, and personal growth. Furthermore, parenting practices in Al-Ghazali's perspective highlight the essential role of families in shaping children's attitudes, behaviors, and values through guidance and exemplary actions. Therefore, Al-Ghazali's educational framework remains relevant as a foundation for developing holistic educational practices in the modern era.

The findings indicate that the collaboration between learning theories and parenting practices can strengthen children's cognitive, emotional, and moral development. Teachers and

parents have complementary roles in creating educational environments that support academic achievement while nurturing ethical and responsible individuals. The application of Al-Ghazali's principles in contemporary education can provide solutions to challenges related to character degradation, social changes, and digital influences affecting children's development. Integrating classical Islamic educational thought with modern educational approaches can contribute to a more balanced and meaningful learning system. Thus, Al-Ghazali's perspective offers valuable insights for developing education that focuses on the formation of knowledgeable, virtuous, and socially responsible generations.

REFERENCES

Abuhassna, H., Adnan, M. A. B. M., & Awae, F. (2024). Exploring the synergy between instructional design models and learning theories: A systematic literature review. *Contemporary Educational Technology*, *16*(2), ep499. https://doi.org/10.30935/cedtech/14289

Ahn, J. N., Hu, D., & Vega, M. (2020). "Do as I do, not as I say": Using social learning theory to unpack the impact of role models on students' outcomes in education. *Social and Personality Psychology Compass*, *14*(2), e12517. https://doi.org/10.1111/spc3.12517

Ariati, J., Pham, T., & Vogler, J. S. (2025). Constructivist learning environments: Validating the community of inquiry survey for face-to-face contexts. *Active Learning in Higher Education*, *26*(1), 41–57. https://doi.org/10.1177/14697874231183642

Arthur, J. (2024). Character education in universities. *Church, Communication and Culture*, *9*(2), 329–344. https://doi.org/10.1080/23753234.2024.2390128

Baars, S., Schellings, G. L. M., Krishnamurthy, S., Joore, J. P., Den Brok, P. J., & Van Wesemael, P. J. V. (2021). A framework for exploration of relationship between the psychosocial and physical learning environment. *Learning Environments Research*, *24*(1), 43–69. https://doi.org/10.1007/s10984-020-09317-y

Cade, J., Wardle, F., & Otter, J. (2022). Toddler and preschool teachers' beliefs and perceptions about the use of developmentally appropriate practice. *Cogent Education*, *9*(1), 2018908. https://doi.org/10.1080/2331186X.2021.2018908

Corcoran, R. P., O'Flaherty, J., Xie, C., & Cheung, A. C. K. (2020). Conceptualizing and measuring social and emotional learning: A systematic review and meta-analysis of moral reasoning and academic achievement, religiosity, political orientation, personality. *Educational Research Review*, *30*, 100285. https://doi.org/10.1016/j.edurev.2019.100285

Cosso, J., Von Suchodoletz, A., & Yoshikawa, H. (2022). Effects of parental involvement programs on young children's academic and social–emotional outcomes: A meta-analysis. *Journal of Family Psychology*, *36*(8), 1329–1339. https://doi.org/10.1037/fam0000992

Cui, R., & Teo, P. (2021). Dialogic education for classroom teaching: A critical review. *Language and Education*, *35*(3), 187–203. https://doi.org/10.1080/09500782.2020.1837859

Diana, R. R., Chirzin, M., Bashori, K., Suud, F. M., & Khairunnisa, N. Z. (2021). PARENTAL ENGAGEMENT ON CHILDREN CHARACTER EDUCATION: THE INFLUENCES OF POSITIVE PARENTING AND AGREEABLENESS MEDIATED BY RELIGIOSITY. *Jurnal Cakrawala Pendidikan*, *40*(2), 428–444. https://doi.org/10.21831/cp.v40i2.39477

Distefano, R., & Meuwissen, A. S. (2022). Parenting in context: A systematic review of the correlates of autonomy support. *Journal of Family Theory & Review*, *14*(4), 571–592. https://doi.org/10.1111/jftr.12465

Fiorella, L. (2020). The Science of Habit and Its Implications for Student Learning and Well-being. *Educational Psychology Review*, *32*(3), 603–625. https://doi.org/10.1007/s10648-020-09525-1

Gao, L., Liu, J., Wang, W., Yang, J., Wang, P., & Wang, X. (2020). Moral disengagement and adolescents' cyberbullying perpetration: Student-student relationship and gender as

moderators. *Children and Youth Services Review*, *116*, 105119. https://doi.org/10.1016/j.childyouth.2020.105119

Gerdes, J., Goei, S. L., Huizinga, M., & De Ruyter, D. J. (2022). True partners? Exploring family-school partnership in secondary education from a collaboration perspective. *Educational Review*, *74*(4), 805–823. https://doi.org/10.1080/00131911.2020.1778643

Jaafar, N. (2024). PARENTS' INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH ISLAM BASED ON IMAM AL-GHAZALI'S PERSPECTIVE. *Profetika: Jurnal Studi Islam*, *25*(01), 95–106. https://doi.org/10.23917/profetika.v25i01.4210

Jiang, D., & Zhang, L. J. (2020). Collaborating with 'familiar' strangers in mobile-assisted environments: The effect of socializing activities on learning EFL writing. *Computers & Education*, *150*, 103841. https://doi.org/10.1016/j.compedu.2020.103841

Kim, S. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review*, *37*, 100463. https://doi.org/10.1016/j.edurev.2022.100463

Lehrl, S., Evangelou, M., & Sammons, P. (2020). The home learning environment and its role in shaping children's educational development. *School Effectiveness and School Improvement*, *31*(1), 1–6. https://doi.org/10.1080/09243453.2020.1693487

Lerner, R. E., Grolnick, W. S., Caruso, A. J., & Levitt, M. R. (2022). Parental involvement and children's academics: The roles of autonomy support and parents' motivation for involvement. *Contemporary Educational Psychology*, *68*, 102039. https://doi.org/10.1016/j.cedpsych.2021.102039

Liu, Y., Chen, J., Wei, S., Wang, P., Chen, K., Liu, J., & Wang, W. (2024). The association between parental warmth and children's prosocial behaviour: A moderated mediation analysis. *Acta Psychologica*, *248*, 104344. https://doi.org/10.1016/j.actpsy.2024.104344

Ma, T., Tellegen, C. L., Hodges, J., & Sanders, M. R. (2024). The Associations Between Parenting Self-Efficacy and Parents' Contributions to the Home-School Partnership Among Parents of Primary School Students: A Multilevel Meta-analysis. *Educational Psychology Review*, *36*(3), 93. https://doi.org/10.1007/s10648-024-09937-3

Maksudin. (2023). Uncovering the Moral Nexus, Morality, Akhlaq, and Character in Islamic Religious Education: A Comprehensive Conceptual Analysis. *Jurnal Pendidikan Agama Islam*, *20*(1), 123–135. https://doi.org/10.14421/jpai.v20i1.7028

Md Sham, F., Yaqin, A., & Wachidah, H. N. (2021). Moral Reasoning Theory: Between Kohlberg 's and al-Ghazali's Perspective. *International Journal of Islamic Thought*, *20*. https://doi.org/10.24035/ijit.20.2021.207

Nachtigall, V., Shaffer, D. W., & Rummel, N. (2022). Stirring a Secret Sauce: A Literature Review on the Conditions and Effects of Authentic Learning. *Educational Psychology Review*, *34*(3), 1479–1516. https://doi.org/10.1007/s10648-022-09676-3

Nicmanis, M. (2024). Reflexive Content Analysis: An Approach to Qualitative Data Analysis, Reduction, and Description. *International Journal of Qualitative Methods*, *23*, 16094069241236603. https://doi.org/10.1177/16094069241236603

Orona, G. A., Pritchard, D., Arum, R., Eccles, J., Dang, Q.-V., Copp, D., Herrmann, D. A., Rushing, B., & Zitzmann, S. (2024). Epistemic virtue in higher education: Testing the mechanisms of intellectual character development. *Current Psychology*, *43*(9), 8102–8116. https://doi.org/10.1007/s12144-023-05005-1

Özyıldırım, G. (2024). Does parental involvement affect student academic motivation? A meta-analysis. *Current Psychology*, *43*(36), 29235–29246. https://doi.org/10.1007/s12144-024-06568-3

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E.,

McDonald, S., … Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, n71. https://doi.org/10.1136/bmj.n71

Prime, H., Andrews, K., Markwell, A., Gonzalez, A., Janus, M., Tricco, A. C., Bennett, T., & Atkinson, L. (2023). Positive Parenting and Early Childhood Cognition: A Systematic Review and Meta-Analysis of Randomized Controlled Trials. *Clinical Child and Family Psychology Review*, *26*(2), 362–400. https://doi.org/10.1007/s10567-022-00423-2

Razak, A., Wirawan, H., Alwi, M. A., Lukman, & Jalal, N. M. (2024). The development of spiritual competence training for high school students in Indonesia. *Cogent Education*, *11*(1), 2401254. https://doi.org/10.1080/2331186X.2024.2401254

Rothenberg, W. A., Lansford, J. E., Alampay, L. P., Al-Hassan, S. M., Bacchini, D., Bornstein, M. H., Chang, L., Deater-Deckard, K., Di Giunta, L., Dodge, K. A., Malone, P. S., Oburu, P., Pastorelli, C., Skinner, A. T., Sorbring, E., Steinberg, L., Tapanya, S., Tirado, L. M. U., & Yotanyamaneewong, S. (2020). Examining effects of mother and father warmth and control on child externalizing and internalizing problems from age 8 to 13 in nine countries. *Development and Psychopathology*, *32*(3), 1113–1137. https://doi.org/10.1017/S0954579419001214

Sanderse, W. (2024). Taking modelling beyond 'teaching morally' and 'teaching morality.' *Journal of Curriculum Studies*, *56*(6), 692–703. https://doi.org/10.1080/00220272.2024.2342828

Smith, T. E., Holmes, S. R., Sheridan, S. M., Cooper, J. M., Bloomfield, B. S., & Preast, J. L. (2021). The Effects of Consultation-based Family-school Engagement on Student and Parent Outcomes: A Meta-analysis. *Journal of Educational and Psychological Consultation*, *31*(3), 278–306. https://doi.org/10.1080/10474412.2020.1749062

Sokolovic, N., Rodrigues, M., Tricco, A. C., Dobrina, R., & Jenkins, J. M. (2021). Teaching Parents to Be Responsive: A Network Meta-analysis. *Pediatrics*, *148*(2), e2020033563. https://doi.org/10.1542/peds.2020-033563

Tan, C. Y., Pan, Q., Tao, S., Liang, Q., Lan, M., Feng, S., Cheung, H. S., & Liu, D. (2024). Conceptualization, measurement, predictors, outcomes, and interventions in digital parenting research: A comprehensive umbrella review. *Educational Research Review*, *45*, 100647. https://doi.org/10.1016/j.edurev.2024.100647

Tetzlaff, L., Schmiedek, F., & Brod, G. (2021). Developing Personalized Education: A Dynamic Framework. *Educational Psychology Review*, *33*(3), 863–882. https://doi.org/10.1007/s10648-020-09570-w

Walters, D. (2021). The mind, the heart and the joule in the crown: A holistic approach to lifelong learning. *Thinking Skills and Creativity*, *39*, 100755. https://doi.org/10.1016/j.tsc.2020.100755

Wong, T. K. Y., Konishi, C., & Kong, X. (2021). Parenting and prosocial behaviors: A meta-analysis. *Social Development*, *30*(2), 343–373. https://doi.org/10.1111/sode.12481

Wortham, S., Love-Jones, R., Peters, W., Morris, S., & García-Huidobro, J. C. (2020a). Educating for Comprehensive Well-being. *ECNU Review of Education*, *3*(3), 406–436. https://doi.org/10.1177/2096531120928448

Wortham, S., Love-Jones, R., Peters, W., Morris, S., & García-Huidobro, J. C. (2020b). Educating for Comprehensive Well-being. *ECNU Review of Education*, *3*(3), 406–436. https://doi.org/10.1177/2096531120928448

Wortham, S., Love-Jones, R., Peters, W., Morris, S., & García-Huidobro, J. C. (2020c). Educating for Comprehensive Well-being. *ECNU Review of Education*, *3*(3), 406–436. https://doi.org/10.1177/2096531120928448

Xie, S., & Li, H. (2022). Self-regulation mediates the relations between family factors and preschool readiness. *Early Childhood Research Quarterly*, *59*, 32–43. https://doi.org/10.1016/j.ecresq.2021.10.005