

Innovation Of Learning Methods In Improving Early Children's Language

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Abstract. The early childhood education learning model (PAUD) is a learning system that must be owned by teachers. The PAUD learning model also has characteristics in developing various aspects of child development. One of them is improving the language of early childhood. Namely through appropriate learning innovations to build children's enthusiasm to become skilled, experienced, and knowledgeable in language. From here, teachers are required to conceptualize learning innovations with fun online and offline learning collaborations for quality children. This study uses a qualitative description of the field. Data collection techniques through observation, interviews, and documentation. Research subjects to teachers and children. While the object is in PAUD Wadas Kelir. Then, analyze the data with data reduction techniques, present the data, and draw conclusions. As a result, researchers focused on innovative early childhood learning models at Wadas Kelir PAUD through ten learning models namely; (1) learning with parental assistance, (2) learning with a work project, (3) study visit learning, (4) joint quiz learning, (5) online learning, (6) creative competition learning, (7) film learning and videos, (8) learning creative and inspiring stories, (9) recording material, (10) learning appreciation. These ten learning models are called SUMO LARI DI MAS PEMI which means ten learning models during a pandemic. These ten models were created to improve children's language from an early age with the aim that material and child growth.

Keywords: Innovation, Learning Models, Language, Early Childhood.

1 Introduction

Education is currently experiencing very rapid development so that teachers or educators must be able to master various fields related to education, one of which is an expert in information technology. This is a demand for teachers to master technology, so that learning activities can be carried out with the development of this modern revolution. The benefits of knowing technology well need to be carried out by teachers or educators in elementary education to tertiary institutions, but PAUD teachers also have a role to serve the growth and development of children from an early age.[1]

While teaching PAUD teachers must have innovative learning strategies or models that must be mastered by the teacher. These learning models are regional models, group models, center models, group models, and many other learning models.[2] Implementing a fun learning model requires a creative part of the principal's and teacher's duties. However, over time education has experienced rapid development, starting from students learning with books, computers, laptops, gadgets and even now there is learning that is carried out without face to face but through networks or online. This is where educational changes occur, there are situations where you have to innovate with existing learning models[3].

Then, the teacher also pays attention to the National Education System Law Number 20 of 2003 Article 28 paragraph 1 which reads that early childhood is a child aged zero to six years who has a unique process of development and growth. Because of their uniqueness, children must be optimized in terms of development and growth[4]. Aspects of child development include socio-emotional, cognitive, artistic, physical, motor, religious and moral aspects, art, and language. These six aspects are included in the development of the PAUD curriculum in Indonesia. The PAUD curriculum still refers to child development in the form of themes in learning, assessment, curriculum management which are also implemented in PAUD institutions. In order for the PAUD learning process to be fun and memorable, teachers must innovate learning models that are creative and fun. Because creative teachers are teachers who are able to provide extraordinary experiences, skills and knowledge to children. Children can also be conditioned to side with the scientific learning model through safe, comfortable and easy facilities[5]. Creating innovative and creative learning models is the responsibility of teachers in educator professionalism. This is to understand the meaning of innovative learning models that originate from human ideas that are able to create innovative learning models that are fun for children. Innovation has the meaning of the word discovery and invention. This discovery means a new discovery discovered by humans. While discovery is defined as an invention that already exists and only needs to be updated so that it becomes more perfect to realize the goals that have been set.

New thoughts and opinions or actions that can be utilized in learning models that will solve educational problems are related to the emergence of learning innovations[6]. This is due to the irregularities of the school in providing education such as a decrease in predetermined achievement levels, students lack enthusiasm for learning, lack of student interest in participating in learning activities and others. For this reason, the importance of the teacher's role in implementing innovative learning models in the framework of carrying out teaching and learning activities. The purpose of learning innovation is to improve the quality of learning, increase effectiveness, skills according to needs, and the development of science and technology. So that the ability of these students can reduce the awkwardness that is felt in the process of education and learning. This learning innovation is intended to improve children's language while studying at school [6].

When children listen in learning, the teacher often tells stories or fairy tales to children to tell stories or respond through conversations with children. According to Suyadi, who emphasized that the best language development is when children act as conversation partners and are included in the actual conversation or dialogue. However, between one child and another there are always differences in language. Moreover, if the child has a distinctive culture in his social life. Of course, their language is heavily influenced by the surrounding environment. This research is to refine the previous research by Khadijah and Atika Angriani [7]. In the learning model for children during this

pandemic, various learning models were produced, namely learning through stories and songs, learning games to training skills..

2 Methodology

In this study the method used is field research (Field Research) which is called descriptive qualitative research. The data acquisition method in this study was to go directly to the field using several methods, namely observation, interviews and documentation. The object of this research is the Wadas Kelir Creative House PAUD which focuses on innovative early childhood learning models in improving language skills. The subjects of this study focused on children aged 4-6 years with a total of 20 children, consisting of 9 boys and 11 girls[8]. Then this study used a purposive sampling technique by relying on self-assessment through techniques that cannot be separated from interviews and field observations.

In the observation technique, this research is aimed at observing children and teachers in using the learning model at PAUD Wadas Kelir Creative House. Furthermore, this interview technique uses two interviews, namely online and offline interviews with teachers and target children. Then the researcher carried out the stages by looking for data sources that would be used for data reduction in classifying data according to the purpose of this study. Data reduction is finding data obtained through learning models as findings to develop significant theories [9] The findings that emerge will be presented through a brief and clear description. Through the presentation of this data, a brief description of innovative learning models in early childhood will be described. Starting from the results of observations of how teachers design learning models, teach, and evaluate children's learning models. the next stage is drawing conclusions or verification, this drawing is concluding the results and discussion by taking important points according to the data sources obtained in statement sentences with data in the field [10]

3 Results And Discussion

Early childhood learning In accordance with Permendikbud No. 137 of 2014 stated that learning innovation in early childhood is strongly influenced by the duties and roles of teachers in implementing learning innovations. There are several things that must be done which become teacher standards in carrying out innovations in children's learning including; (1) teachers are able to innovate and organize conditions, situations, and children's learning spaces to express children's experiences; (2) Teachers are able to organize children to discuss and convey ideas creatively and innovatively; (3) the teacher is able to organize children to improve children's language skills on problems given by the teacher; (4) teachers are able to condition children to work on the ideas of each group, (5) teachers are able to carry out assessments and appreciation of children's activities[4].

Based on the identification above, researchers can see that there is a learning innovation program carried out by PAUD Wadas Kelir teachers, namely: First, teachers are able to innovate and organize children's conditions, situations and spaces to learn to express children's experiences. During learning at home, RKWK PAUD teachers are required to think hard about how to innovate children's learning systems. Seeing the situation and conditions of the pandemic, school principals, class teachers and accompanying teachers feel worried and confused about implementing innovations in children's learning. Finally, learning is carried out alternately online and offline. So the task of the PAUD RKWK teacher is to provide active learning through

the media, the teacher can provide material, the RKWK PAUD teacher can condition the child, the RKWK PAUD teacher is able to communicate with guardians according to the child's condition [5].

Second, teachers are able to organize children to discuss and convey ideas creatively and innovatively. RKWK PAUD teachers provide challenges when children have read books, when children receive material, when children receive group assignments. So to condition it by discussing through unique questions in accordance with the material presented. This is to trigger so that children are not busy and effective in learning. The implementation can use WhatsApp social media or in an open space. As long as children solve problems, their minds will develop critically in understanding the world of life. From here, the teacher will try to always be critical in answering children's questions.

Third, the teacher is able to organize children, develop concepts or children's abilities in solving problems given by the teacher. The tasks given by the teacher to children are adjusted to the child's phase abilities. Like during learning activities where students are given the task of making handicrafts from origami paper, the teacher will accompany the children in the process of making origami handicrafts.

Fourth, the teacher is able to condition children to work on the ideas of each group. When RKWK PAUD children gain an understanding of learning material and then implement it through creative performances, children practice their learning understanding directly through a series of activities such as flag ceremony exercises, gardening, skills in making crafts, dancing, imitating, acting, giving speeches, playing drama, and so on. . The performance of this work shows the ability or psychomotor domain of children in learning. From here, the teacher knows the task of conditioning children to excel.

Fifth, the teacher is able to carry out assessments and appreciation of children's activities. Giving grades is one of the awards for children's learning outcomes. Standard values are made by teachers according to indicators in the 2013 curriculum. In addition to grades, there is appreciation in the form of publications made by initiated teachers. Teachers must have creativity in publishing children's learning outcomes, both creative works, creative performances, and educational activities. As is the case in PAUD Wadas Kelir Creative House where the teacher gives assessment and appreciation to students in the form of achievement stars for children who are active and able to answer questions from the teacher. From here, the teacher's five tasks in innovating PAUD learning at RKWK PAUD which then gave birth to ten learning models for PAUD which are called "SUMO LARI DI MAS PEMI". This term means SUMO RUNNING IN MAS PEMI which is defined as ten learning models used for carrying out online and offline learning activities. The ten models include learning with parental assistance, work projects, study visits, joint quizzes, online learning, creativity competitions, films and videos, creative and interactive stories, recorded materials, and learning appreciation.

2.1 Parental Learning and Assistance

Parental Learning and Assistance is parental involvement in an active and effective online-based learning model at home by presenting material and assignments exemplified by the teacher. Then the school uses a learning model in the form of parenting assistance, class teachers make detailed preparations starting from equipment to implementation examples [11]. From learning and accompanying parents, teachers prepare various things in developing language skills, namely by preparing fun material through stories, fairy tales, and others

Several things were done and prepared the Wadas Kelir Creative PAUD Classroom Teachers, namely First, the teacher prepared administrative tools in the form of Daily Learning Implementation Plans (RPPH) and Online Weekly Learning Implementation Plans (RPPM) in three forms, through RPPM for teachers, RPPM for Parents , and RPPM for schools. Each RPPM has characteristics and details, especially RPPM for parents. The special RPPM for parents contains the types of daily children's learning activities, the tools and materials needed, the procedure for implementing the activity assessment sheet that has been determined by the child (outline of children's tasks and parental tasks). Second, the teacher prepares material that will be conveyed to parents through children through video tutorials/photos that are made and demonstrated directly by the teacher. Third, the teacher reminds the assignment of activities every day where learning materials are carried out at home and reminds parents to provide reports on activities that have been carried out in the form of photos/videos/sound recordings to share on the whatsapp group of PAUD Wadas Kelir Creative House students with parents.

This learning model has advantages and disadvantages. The benefits are the creation of a good bond between children and parents, and children are trained to be responsible. In addition, the drawback is that parents need perseverance to accompany children to complete tasks that sometimes take a long time, while parents and children can only take care to study together in a short time.

2.2 Work Project

Project work is defined as an in-depth and broad investigation or study of specific topics that can be carried out by students individually or in small groups or from large groups according to the child's abilities, interests, and time. According to John Dewey, this is like the concept of learning by doing, namely children are involved in selecting various learning topics that attract attention and more curiosity which are actualized individually and in groups[12].

Wadas Kelir PAUD Creative House provides materials for making craft projects from items that are easy to get, both from school and at home. This craft project is carried out with direct guidance from parents, then the teacher will guide parents. After working on this craft project, the children's work will be presented online. In this craft project, the teacher provides several activities in the form of making collages with seeds at home, creations from used goods such as cartons and bottles, and so on. From here, the collage can support the school by providing picture media and wood glue, then parents are asked to provide the seeds they have at home to be pasted on the child's media.

This craft project model aims to enable children to develop their skills and creativity through objects that are already available around them through a work that has aesthetic value and usability. Children also gain knowledge in the introduction of objects, both their meaning and meaning or function, so that children can add to the language vocabulary in the child's memory. The advantage of the work project model is that children can be conditioned freely with the objects around them and invite them to express their creativity in their work.

2.3 Study Visit

Study Visit is a study visit activity with the aim of providing new knowledge to children according to their initial aspects and development. Study visit activities are carried out once a week by RKWK PAUD teachers to students in rotation. Comparative study activities are filled with studying with children, educating parents, and receiving direct input and advice from parents and children [13].

The relationship between parents and children will always be well maintained through Study Visit activities. Study visits are activities that children and their parents have been waiting for. This activity continues to comply with all health, environmental hygiene and parental protocols at the start of the new school year that have been agreed upon with a comparative study at home by Creative PAUD Teacher Wadas Kelir. Study visit activities are carried out every two weeks with a group distribution system. Each group consists of two to four children. The groups are always made differently every time a comparative study is held. This is done so that children can socialize well with all their classmates. Then a group is formed, the teacher invites parents to sit as the host of the meeting to study with the teacher and their children [14]. This study visit method has advantages and disadvantages. The advantage is that children become passionate about learning. Meanwhile, the drawback lies in the discipline of children and teachers when conducting face-to-face learning during the Pandemic because both teachers and children will reflexively hug each other, sit close together, and do other things that are contrary to association when meeting other people. During study visit lessons, children are invited to dialogue on how to visit, how to be polite when visiting, until children are trained to speak well when visiting. Children will learn from study visit activities to every house they visit.

2.4 Joint Quiz

Quiz together is a learning model to arouse students to learn actively in delivering material. This joint quiz is very popular with the students of the Wadas Kelir Creative House. The advantage of this learning model is to increase children's enthusiasm in cognitive and language development. Then the obstacles encountered in the learning model are the lack of parental roles in handling and guiding children by routinely working on each quiz, resulting in delays in submitting children's answers, sometimes children become annoyed that they are not in the mood because their friends left them. According to Mrs. Retno Kurniasih as the accompanying teacher, the advantage of this learning model is to foster children's enthusiasm for cognitive and language development. Children will be enthusiastic about taking quizzes and trying until they can answer quizzes when their friends have finished or can answer quizzes.

2.5 Online Learning

The advantage of this learning model is effective communication between children and teachers. Children become familiar with teachers and their younger siblings, because video calls are made together. The drawback of this learning model is that each child's readiness time for video calls is different, so it often makes children and teachers wait their turn for video calls. Meanwhile, smartphones that are used by children are usually brought by their parents to work [15]. During online learning, children always have discussions, questions and answers, and material according to the theme. Starting from greeting the children, Islamic songs, Islamic clapping, material, evaluation of learning. During online participation, children must be accompanied by their parents so that they can operate their cellphones during learning. From here, children acquire language skills from teachers giving materials, clapping, songs and more.

2.6 Creative Competition

PAUD Rumah Kreatif Wadas Kelir regularly holds competitions aimed at honing children's creativity. This learning model with a creativity competition can train courage and train children's creativity [16]. However, in this case the role of parents is needed to support, provide encouragement and motivation to children so that children's talents can develop properly. Children have participated in a daily prayer memorization competition organized by Himpaudi Banyumas, Ananda Alula Azkayraya Rafifah won 3rd place, a 5 year old child has memorized the daily prayer. This is the habit of teachers at school every morning always repeating short prayers in their daily activities. Even Ananda Alaula often does it at home with the help of her parents.

According to Chamdiyati, the creativity competition model can train children's creativity and courage. But on the other hand, parents who are busy working make the learning model less intensive in guiding children, and what happens is that children feel inferior to take part in competitions because of the lack of support and enthusiasm from parents for children. From here, children learn to memorize from the teacher's intonation while saying prayer sentences, short letters, and others. Children who take part in this competition have good language skills, understand easily, and are always enthusiastic in learning.

2.7 Movies and Videos

PAUD Rumah Kreatif Wadas Kelir prepares a creative team to work on films and videos directed by children. The results will be shared online via YouTube with the family at the same time. The purpose of the film and video learning model is to help stimulate self-confidence in children. When children are invited to talk or play roles in front of the camera, it will create different feelings, especially for shy children. The advantage of this learning model is to train children's self-confidence, but there are obstacles encountered in this film and video method, such as parents still having difficulty persuading children to make videos, and children tend to get annoyed when coaxed [8].

This activity takes place once a month, so that children are always creative and innovative by using the home visit system. This video will be uploaded on Instagram: @PAUD Wadas Kelir. A video made by children with the theme "Get to Know My Family". Children become presenters in the family, every parent, sister, brother, grandmother and grandfather become children's video material. The video will be watched together once everything is ready.

Then, the teacher also makes learning with videos, namely Islamic songs such as the song "Knowing the Prophet's Children", Asmaul Husna with movements, children's stories with their own recordings, and storytelling. We send this video to every parent so that children learn at their respective homes. The children will be asked by the teacher to identify the videos they have watched. This take video activity is the delivery of innovative learning material for children at RKWK PAUD.

In addition to videos, there are films that children watch together at other people's homes. The films that were shown, such as Nusa Rara, Dodo and Syamil, as well as films that taught children to learn, were even more enthusiastic. The children are happy, because the concept of showing films is like in a cinema, but we call it 'Mini Cinema' because the room we use is small. The purpose of the film and video learning model is to help stimulate self-confidence in children. When children are invited to talk or play roles in front of the camera, it will create different feelings, especially for shy children. From here, children can improve their language skills from an early age.

2.8 Creative and Inspirational Stories

Creating creative and interactive story content is one of the learning models created by Wadas Kelir Creative House PAUD for students. This story is presented in video form and shared with children. The children were accompanied by their parents to listen and answer the questions presented in the video story. The advantages of the interactive creative story learning method are stimulating children's language skills, developing children's imagination, instilling moral values from story characters to children. While this method has a weakness, namely when children listen to stories, they cannot immediately understand the contents of the story in one video play. It's different when children listen directly to children's stories read by teachers or parents, children will immediately understand and follow them [17].

2.9 Creative and Inspirational Stories

The teacher conveys learning material with various activities in the form of recordings. Records of learning activities are shared with parents and shared via social media for children to learn. The teacher makes recordings of material independently, from recording to editing. Some of the advantages of this learning model are training children's concentration and memory in understanding what the teacher conveys in the material[18].

Recalling the material by reviewing the material that has been delivered by the teacher, children are ready to be asked, "What did you learn yesterday?", "Do you know what a cow sounds like?", "So friends like milk, what are the benefits of cow's milk?". This question was asked to the children to repeat yesterday's material. This is to respond to the child's memory during the learning process. Apart from the material, there are tasks that are also reminded, such as children coloring cows. Children will show pictures that have been colored by themselves. From here the child becomes more confident after the questions are answered properly. Children try to answer independently. The teacher's task is not only to condition but always to be active from the child so that it is not controlled. Children get language vocabulary through stories told by the teacher, children will record all the words from the teacher's utterances from the five active senses. From here, children improve language through recording stories, fairy tales, and stories told by their teachers.

2.10 Appreciation of Learning

Appreciation of learning is one of the awards for the results and hard work of students. Appreciation of learning carried out by PAUD RKWK teachers is not only given to students who excel, learning appreciation is also not in the form of appreciation of learning outcomes. Giving awards aims to appreciate the struggles and efforts made by children, so that children are more enthusiastic about learning [19].

From the results of the analysis and discussion of innovative learning models for children in RKWK PAUD, it can be done using 10 learning innovation models or called 'Sumo Lari Dimas Pandemic', meaning ten learning models during a pandemic. Through the Sumo Running Pandemic, we can create a learning model for children by maximizing their potential and optimal development.

4 Conclusion

The role of the teacher at Wadas Kelir PAUD Creative House is very important in creating innovative learning models so that material can be conveyed for children's growth and

development. Learning model innovations produced by PAUD Wadas Kelir teachers are 1) learning model innovations with parental assistance, 2) learning model innovations with work projects, 3) learning model innovations with physics learning, 4) learning model innovations with joint quizzes. , 5) innovative learning models with online learning, 6) innovative learning models with creative competitions, 7) innovative learning models with films and videos, 8) innovative learning models with creative and inspiring stories, 9) innovative learning models with recording material and 10) learning model innovation with learning appreciation. These ten models were created by PAUD teachers at the Wadas Kelir Creative House with the aim that children can improve their language skills from material so that children's growth remains constant even in this new normal era.

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