



The Effect of Learning Strategies and Independence on Language Capability: An Experimental Study on Early Childhood in North Bengkulu Regency

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Abstract

The aims of this study: (1) Differences in language skills of children who have high independence learn using contextual and conventional learning strategies, (2) Differences in language skills children who have high independence and low independence who learn to use contextual learning strategies, (3) the interaction between learning strategies and independence on language skills, (4) differences in language skills between children who have low independence who learn to use contextual and conventional learning strategies, (5) Differences in language skills between children who have high independence and those who learn using conventional learning strategies. This study used an experimental method, 2x2 factorial with a population of children aged 5-6 years (group B) and a sample of 40 children. The data collection technique used is a matter of language ability test and independence observation. The analysis technique uses the two-way ANOVA test and the t-test. From the results of the hypothesis test, it can be concluded: (1) There are differences in language skills between children who have high independence who learn to use contextual and conventional learning strategies, (2) There are differences in language skills. between children who have high independence and low independence who learn to use contextual learning strategies, (3) there is an interaction between learning strategies and independence on children's language skills, (4) there are differences in the language skills of children who have low independence who learn to use contextual learning strategies with conventional learning, (5) There are differences in language skills between children who have high independence and low independence who learn to use conventional learning strategies.

Keywords: *Learning Strategy; Independence; Language Capabilities*

Introduction

Language ability is one of the needs that must be achieved by children because language is very important for children's social-emotional development. Language skills can be achieved well if children are able to practice it as a daily learning experience because language skills are not an ability that is obtained automatically but there must be learning and examples from others.

According to Law Number 20 of 2003 concerning the National Education System in article 1 quoted by Sanjaya (2006: 2), it is stated that education is a conscious and planned effort to create a

learning atmosphere and learning process so that participants are actively trained to develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, language skills, independence and the skills needed by him community, develop all the potential of students through the learning process. And one of the processes in education according to Trianto (2009: 17) is learning. Learning is a conscious effort from a teacher to teach and direct the interaction of students with other learning resources, in an effort to achieve the expected learning goals. In learning, there is interaction between teachers and students and intense and directed communication occurs to achieve predetermined goals.

Thus it can be understood that education is a planned effort to be able to develop one's potential to achieve one's desired goals. A very important process in educators is learning, because learning is a process that is needed by everyone, including a student. Students are required to study seriously in order to be able to face the developments and changes of the times, so that by learning children have relevance to increase their potential, language skills and skills, the learning process in children with others takes place at any time, in the surrounding environment.

Therefore, the learning process can be something that is inherent and affects the work behavior shown by each individual. Thus, it can be said that with differences in behavior, attitudes, views, or perceptions held by everyone, it can be caused by the results of the learning process experienced by children. However, not always every learning process can affect changes in a person's attitude or behavior when doing a job. Likewise, children's language skills do not always have good language skills when undergoing the learning process in class, because each child's language ability is different.

The identification of the problems in this research are: (1) The child's low knowledge of relationships in a language, understanding language, being receptive (listening and reading). (2) The child has not been able to listen to what is conveyed by the teacher. (3) The ability of children in expressive language (expressing language verbally and non-verbally) is not optimal based on their age. (4) The low ability to recognize early literacy in children, (5) Children do not dare to ask or answer simple questions. (6) The child's ability to express opinions or ideas is low. (7) The child has not been able to make simple decisions. (8) The child has not been able to carry out the tasks given to completion. (9) The ability of children to play the desired object according to the character is still very low. (10) Low discipline or not being able to obey the rules that apply at school. (11) Teachers teach using the same method continuously. (12) Teachers do not try to train children with examples of attitudes in everyday life. (13) Teachers rarely read books to children (14) Teachers' teaching methods are teacher-centered (15) Less effective learning management. (16) The teacher has not used learning strategies that are in accordance with the characteristics of the child. (18) The teacher has not given the freedom to express ideas/opinions in each learning activity.

Based on the identification of these problems, it shows that there are still many children whose language skills and independence are still not optimal. One of the reasons is that the learning process that has been implemented so far has not been maximized, conventional learning, does not involve the active role of children, low mastery of children in asking and answering questions and still need teacher assistance in doing assignments. Based on the existing problems, it is necessary to have a suitable learning strategy and be able to involve the active role of the child as a whole, so that learning is able to achieve the expected goals. Therefore, in this study, contextual and conventional learning strategies will be used.

The purpose of this study is to describe: (1) Differences in language skills between groups of children who have high independence and children who learn to use conventional learning strategies. (2) The difference in language skills of children who have high independence and low independence who learn to use contextual learning strategies. (3) The effect of the interaction between learning strategies and independence on language skills. (4) Differences in language skills of children who have high

independence who learn to use conventional learning strategies. (5) The difference in language skills between children who have low independence who learn to use conventional learning strategies.

Theoretical Research

Learning Strategies

In the learning process, there are several components according to Sanjaya (2008: 14-20) learning strategy is a design and implementation of a teacher to achieve learning objectives that are adapted to the level of child development.

Contextual Learning Strategy

Trianto (2017: 29) contextual teaching and learning is a learning concept that helps teachers relate learning materials to everyday real-life situations for children. CTL is a child's thinking system that integrates the content of learning materials with the context of their daily lives in a meaningful way. Furthermore, Johnson (2002: 16-24) suggests that contextual learning is a system that stimulates the child's brain to find something meaningfully. In learning, children are actively seeking and finding their own subject matter.

Rustana (2002: 4) describes that the purpose of contextual learning is to equip children to be able to transfer knowledge flexibly between one problem to another and from one context to another.

To equip children to achieve self-confidence competence and be able to relate the knowledge they have learned to real-life everyday phenomena, it is a need for knowledge to be used. Therefore, children need to be encouraged to build conclusions from the experience of understanding the theoretical concepts they have learned based on the experiences they have.

The steps of the components of contextual learning strategies according to Reigeluth (1999: 613) are (1) Constructivism, (2) Inquiry, (3) Question (asking), (4) Learning Community, (5) Reflection.

Conventional Learning Strategies Conventional

Learning is a learning concept that emphasizes ways that are considered common in teaching or traditional. In learning language skills, traditional learning patterns emphasize more on learning objectives so that the learning process is only seen as a process of memorizing, imitating and repeating what is conveyed by the teacher.

Ruseffendi (2005: 17) suggests that in conventional learning strategies the learning pattern adopts a one-way approach that has its own peculiarities and prioritizes memorization rather than understanding the results of the process. Children are prepared to know about language by definition so that through a conventional approach children give birth to knowledge about language, not language skills. Learning language skills (listening and speaking) through conventional learning leads children to mastery of memorizing and imitating what the teacher says. This mastery through repetition and memorization cannot guarantee that children are able to use memorized sentences or words in communicating.

The purpose of learning language skills (listening and speaking) with conventional learning strategies is to provide as much knowledge as possible without paying attention to the previous experience of the child. Sidi (2001: 24-25) states that this kind of learning does not function the potential of the child's brain so it tends to aim solely at teaching. In line with the opinion of Latif (2002: 12-13) suggests that the objectives of conventional language learning are more focused on mastering existing rules. Therefore, the learning process needs to be changed from teaching goals to learning goals or the learning process of children who are more active and the teacher as a facilitator.

Independence

Parker (2005: 226) suggests that independence is the ability to manage all those who have, know how to manage time, walk and think independently as well as the ability to take risks and solve problems. This ability is part of the personality which is an arrangement of elements of the reason that can distinguish the behavior of each individual, children's independence is closely related to self-confidence, responsibility, discipline, good at getting along, willingness to share and able to control emotions. Nurfalah (2010: 13), Furthermore, Yamin and Saman (2013: 89) state that independence is a child's ability that is adapted to developmental tasks.

Mustafa (2008: 78) explains that independence is a child's ability to make choices and accept the consequences that accompany them.

Language Skills

Santrock (2007: 353) language is a child's ability to communicate in the form of spoken, written or sign based on a system or symbols, language is a means of conveying information between others, through language allows children to convey experiences and symbols communicate and think. Yusuf (2007: 118) argues that language is a way to communicate where thoughts and feelings are expressed in the form of symbols or symbols to express verbally, in writing, signs, numbers, paintings, or with facial expressions.

In line with the opinion of Boomley (2009: 285) states that in general good language skills children must be able to explain the desire to control behavior, help cognitive development and strengthen interactions.

Interact with others of the same age as adults and express the uniqueness of the individual. In this discussion only describes the ability to hear and speak children.

Submission of Hypotheses

Based on the theoretical study and framework of thinking, the following research hypotheses can be proposed; (1), the language skills of children who have high independence who learn to use contextual learning strategies are better than children who learn to use conventional learning strategies. (2) the language skills of children who have high independence and low independence who learn to use contextual learning strategies are higher than those who learn to use conventional learning strategies. (3) there is an interaction effect between learning strategies and independence on children's language skills. (4) there are differences in the language skills of children who have high independence and low independence who learn to use conventional learning strategies. (5) there is a significant difference between the language skills of children who have high independence and those who have low independence who learn to use contextual learning strategies.

Research Methods

This research was conducted on group B children for the 2019/2020 academic year in the Arga Makmur District which consists of 15 Kindergartens spread over 1 Arga Makmur District. This research was conducted in the learning process on the theme of self for 8 meetings. The steps for implementing this research were (1) testing of instruments and making scenarios of learning programs for treatments that were in accordance with contextual and conventional learning. (2) taking the value of independent observation to determine the high and low independence groups of the two treatment groups. (3) the determination of groups of children randomly in two different classes. (4) the implementation of treatment, namely the application of the learning design of contextual learning strategies and conventional

learning strategies by classroom teachers. (5) test the language skills of both groups of children in the learning process and at the end of learning.

This study uses an experimental method with the dependent variable of language ability, learning strategy treatment variable and as an attribute variable, namely the independence of the experimental design used is a 2 x 2 factorial design where the treatment variables and attribute variables are classified into two levels or levels. The treatment variable is a learning strategy consisting of contextual learning strategies and conventional learning strategies while the attribute is independence consisting of high independence and low independence.

The population of this study was all school children aged 5-6 years (group B) for the 2019/2020 academic year in the North Bengkulu Regency which consisted of 15 Kindergartens spread over one sub-district, namely Argamakmur District. Sampling using random sampling technique. Random sampling of the number of Kindergartens (15 TK) which consists of 3 clusters, from 3 clusters 1 group is taken consisting of 5 Kindergartens, from 5 Kindergartens while randomly 2 Kindergartens namely Baiturahman Kindergarten and Permata Bunda Kindergarten, Baiturahman Kindergarten has 4 classes, each class consisting of 20 children while Permata Bunda Kindergarten has group B totaling 3 classes with the number of children each - 20 children each. From Baiturahman Kindergarten, 2 classes were taken randomly, class B1 and class B2 as the experimental class and Permata Bunda Kindergarten had 3 classes, 2 classes were taken, namely class B1 and B3 as the control class. In the two classes that have been used, one of which is used as a place for testing the instrument, then the independent observation scores are taken to determine the high and low groups of the two research treatment groups. The results of ranking and calculation of the percentage value of the independence observation were selected as 22 children as members of the experimental group and 22 children as members of the control group so that the total sample was 44 children or each unit (cell) of the treatment group was 11 children, so the sample members of each cell of the experimental group were children. have high independence and low independence, each as many as 11 children, while in the control group, children who have high independence and low independence also have 11 children each.

This research data was collected using a test technique, namely a language ability test (listening and speaking) a test to obtain data on children's language skills carried out during the learning process and after the end of treatment. Observation of independence to obtain data on high independence and low independence was carried out before and during treatment.

The instruments used to measure language skills are listening tests and speaking tests. Children are asked to answer questions given by the teacher by looking at pictures, and questions about what they have heard from what the teacher has told the children. To measure children's language skills, assessment criteria are used, for independent observation instruments the validity is not tested empirically but is based on theoretical validity tests conducted rationally by experts. To measure the reliability (reliability) of language skills, a calculation of conformity between assessments was carried out on 10 assessors, including school principals, Kindergarten supervisors and academics. The data were analyzed through content validation by the panelists using the CVR (content validity ratio) formula, item analysis through correlation with SPSS 21, reliable analysis using the Cronbach Alpha method (a).

Results and Discussion

After the prerequisite test data was obtained, then hypothesis testing was carried out. Test the hypothesis of the effect of the independent variable on the dependent variable. The model of the influence of the independent variables on the dependent variable was analyzed based on understanding the theoretical concept for determining the two-way ANOVA hypothesis test and t-test with the criteria if the significance value is 0.05, then H_0 is declared rejected and H_a is accepted. The summary of the calculation results of the hypothesis test is as the table follows;

Table 1. The result of the testing model of the influence of the independent variables on the dependent variable

No	Hypothesis	Significance Value Significant	The Levels	Conclusion
1	Hypothesis 1	0.049	0.05	Ho Rejected
2	Hypothesis 2	0.810	0.05	Ho Rejected
3	Hypothesis 3	0.014	0.05	Ho Rejected
4	Hypothesis 4	0.000	0.05	Ho Rejected
5	Hypothesis 5	0.003	0.05	Ho Is Rejected

Hypothesis 1

There are differences in language skills between children who have high independence who learn to use contextual learning strategies and groups of children who learn to use conventional learning strategies.

Hypothesis 2

There are differences in the language skills of children who have low independence who learn to use contextual learning strategies and children who learn to use conventional learning strategies.

Hypothesis 3

There is an interaction between learning strategies and independence on children's language skills.

Hypothesis 4

There are differences in language skills between children who have high independence and children who have low independence in conventional strategy learning.

Hypothesis 5

There is a significant difference in language skills between children who have high independence and children who have low independence in learning contextual strategies.

The difference in language skills between groups of children who have high independence who learn to use contextual learning strategies and those who learn to use conventional learning strategies. The language ability of children who have high independence who learn to use contextual learning strategies is higher than that of children who learn to use conventional learning strategies. , while those who learn to use conventional learning strategies are 85.09. The high language ability of children who have high independence who learn to use contextual learning strategies because the learning strategy involves all children's activities.

1. Differences in language skills of children who have high independence and children who have low independence who learn to use contextual learning strategies
2. Hypothesis testing proves that children who have high independence who learn to use contextual learning strategies are higher than children who have low independence who learn to use contextual learning strategies, because children who have high independence tend to have the characteristics of being more confident. Meanwhile, children who have low independence tend to prefer to study alone, feel inferior and passive.
3. The effect of the interaction between learning strategies and independence on language skills.

4. There is an interaction between learning strategies and independence on language skills.

Based on the different test table, the *probability value* (sig) in the *Levene's Test for Equality of Variances* $0.037 < 0.05$, which means that the variance of each data group is different (not homogeneous). With a significance level of 5%, the $T_{calculated}$ (at *Equal variances not assumed*) $3,586 > T_{table}$ which is 2,086 and the *probability value* (sig.) is $0.003 < 0.05$. This means that H_0 , so it can be concluded that there is a significant difference in language skills between children who have a high type of independence and children who have a low type of independence in learning contextual strategies.

5. The difference in language skills between groups of children who have low independence who learn to use contextual learning strategies and those who learn to use conventional learning strategies.

The competency test shows that the language ability of children who have high independence who learn to use conventional strategies is higher than children who have low independence, starting with a significance value of 0.000 which is smaller than 0.05 (0.000 < 0.05), so there is a difference in the average value. (mean) children who have high independence who learn to use conventional learning strategies (86.61) while children who have low independence who learn to use conventional learning strategies are (58.75).

6. Differences in language skills of groups of children who have high independence and those who have low independence who learn to use conventional learning strategies.

Hypothesis testing shows that the language ability of children who have high independence is higher than children who have low independence, the results of data analysis obtained a significance value of 0.003 smaller than 0.05 ($0.003 < 0.05$).

The use of learning strategies is proven to have a good influence on the achievement of children's language skills and interact positively with children's independence. The findings of this study have implications that in planning the language skills learning program for Kindergarten children, it is necessary to strive for the use of better effective learning strategies and according to the character and age of children, materials and learning objectives, especially in Kindergarten so that they can use learning strategies. contextual learning, through learning that uses contextual learning strategies, the learning process takes place not only by providing material directly from the teacher to the child, but rather in the process of developing knowledge building in accordance with the experience that has been had by the child, because more and more children have experience about language skills, the wider the knowledge that can be obtained.

Research knowledge of children's language skills will affect the pattern of thinking. Problem Solving and self-confidence. This allows children to be able to socialize and actualize their knowledge, therefore the more experience the child has, the more confident the child will be, good at getting along, controlling emotions, discipline and being responsible for what he does. In an effort to improve language skills using contextual learning strategies, children's activities can develop well through interacting activities, working together in teams, discussing and asking questions during learning.

Therefore, teachers need to change teaching patterns by compiling learning programs that are appropriate to the age, development and character of early childhood, including; 1) the learning process should be carried out by bringing the child closer to the closest thing that is experienced and meaningful to the child, 2) in preparing learning activities, especially those that improve language skills (listening and speaking) the teacher should be able to identify the interests, ages and needs of children, examples for learning language skills (listening and speaking) need to be added with more interesting and varied media.

In contextual learning, media and learning resources can use objects in the school environment, 3) assessment and observation of children is carried out before, during and after learning.

The findings in this study indicate that the use of contextual learning strategies in developing language skills looks more effective when compared to the use of conventional learning strategies, especially for children who have high independence. This means that learning strategies that involve activeness and are child-centered are better than learning that uses conventional teacher-centered strategies, so teachers need to increase knowledge about how to provide appropriate teaching strategies in the classroom, namely that teachers must act as motivators, facilitators, moderators, and not as the sole information for children. In the learning process, the teacher must be able to distinguish the responsibilities that must be carried out and according to their roles so that the learning process can be achieved. Based on the findings in this study, there are several suggestions that can be conveyed, namely;

First, for classroom teachers in Kindergarten schools where this research was conducted so that teachers, 1) strive to always use contextual learning strategies as an alternative in improving children's language skills, because through the use of contextual learning strategies the achievement of language skills has been proven to be more effective. better than learning to use conventional learning strategies, especially for children who have high independence, while for children who have low independence it is more effective to learn to use conventional learning strategies. 2), in making a learning program plan, it should be to understand the character, age, and background of the child by considering the circumstances and meaning of the material/learning activity, 3). In the assessment given, the teacher should observe the child during the learning activities and provide recall to improve what the child has learned.

Conclusion

The use of learning strategies is proven to have a good influence on the achievement of children's language skills and interact positively with children's independence. The conclusion is : (1) contextual learning strategies are better than conventional learning strategies in achieving children's language skills learning language skills using contextual learning strategies is better than those using conventional learning strategies. (2) for children who have high independence, the use of contextual learning strategies is better than the use of conventional learning strategies, this can mean that the language skills of children who have high independence who learn to use contextual learning strategies are higher than children who learn to use conventional learning strategies. (3) there is an interaction effect between learning strategies and independence on language skills. (4) children who have high independence who learn to use learning strategies are better than children who have low independence who learn to use conventional learning strategies. (5) children who have low independence use conventional learning strategies better than those who use conventional learning strategies. This means that the achievement of language skills of children who have low independence who learn to use contextual learning strategies are lower than those who learn to use conventional strategies. Based on the research findings, it can be briefly concluded that language skills are influenced by learning strategies and the independence of the teacher's efforts in improving children's language skills will be more appropriate when using contextual learning strategies. Children's language skills need to be continuously improved, especially for children who learn to use contextual learning strategies and have low independence. On the other hand, children who have high independence need to optimize their language skills to be even better.

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