

## CENTER AND CIRCLE LEARNING STRATEGIES IN DEVELOPING THE QUALITY OF STUDENTS' CHARACTER EDUCATION

M. Zakaria Hanafi; Iim Wasliman; Agus Mulyanto; R. Supyan Sauri  
Universitas Islam Nusantara, Bandung, Indonesia

### ABSTRACT

This research aims to determine the development of ESQ and multiple intelligences (MI) intelligence points, in an integrated manner so that students in their learning activities become active, creative, and think directly. ESQ and MI intelligence, on student character in seeking learning success. This research method uses a qualitative descriptive approach. The research results are by scientific facts through the process of observation, interviews, and documentation studies. The results of this research show that in planning, organizing, implementing, and evaluating, obstacles and solutions to students' character education strategies through a comprehensive environmental center model, which combines various problem-centered learning disciplines, which are developed based on the needs and potential of ESQ and multiple intelligences, which he has. Early childhood character education strategy through learning with a center and circle model in developing MI, by prioritizing students' interests by facilitating the needs of early childhood, so that students can realize the potential of ESQ intelligence and multiple intelligences, according to interests and potential that can produce character noble as the basic foundation for student success.

Keywords: Center Circle, Learning, Strategies, Quality Student.

### A. INTRODUCTION

Center-based and circle-based learning is an approach to organizing PAUD that focuses on children in the learning process which is centered in play centers and when children are in a circle using 4 types of scaffolding to support children's development, namely: play environment footholds, pre-play footholds, footing during play and footing after playing.

One of the learning models in the strategy for teaching and learning activities for early childhood is learning with the "Beyond Centers and Circles Time (BCCT)" approach which has proven its reliability in many countries. Learning with the BCCT approach is based on the assumption that children learn through playing with objects and people around them (the environment). In playing children interact with their environment. The right play experience can optimize all aspects of multiple intelligences, such as children's physical, emotional, cognitive, and social development.

In the center-based learning model and circle time, each (group of) children plays every day in a different center (moving class) so that their character, character, and multiple intelligences are developed simultaneously and in balance. Meanwhile, the children of reform later became a group of leaders in this country directly and only played in "Role Playing Centers" without including other centers. That too, unfortunately, without any accompanying teachers to enforce work procedures. As a result, their character, manners, and multiple intelligences are not developed. They do not pass through the center of the beam so cannot build in precision or accuracy. They do

not go through art centers so they are not creative, their manners are rude, and their hearts become nests of tomcats. They do not go through mental centers so their morals are bad because religion stops being just rituals and memorization without meaning.

Instilling character education from an early age is the most appropriate period for getting used to developing the quality of character education for early childhood because this period is the period with the most potential for learning. Developing the quality of character education has an important role in changing the behavior of early childhood, which includes the application of the center and circle time learning model strategy in developing the quality of character education needs to be applied in Early Childhood Education (PAUD) to achieve goals effectively and efficiently.

## **B. RESEARCH METHODS**

This research is a type of field research using a qualitative descriptive approach. The researcher will thoroughly describe the findings from the field. through the following steps: (1). Selecting and determining the location of researchers; (2). Communication with the selected object place (3). Identifying informants (4). Record everything that happens at the research location based on data facts

### **1. Data Collection Techniques**

In collecting data in research, the source consists of various information, including the following:

- a. Observations at the research location to observe phenomena occurring in the field
- b. In-depth interviews with key informants, including teachers, school principals, parents, and local neighborhood association administrators.
- c. Documentation studies on documents at the school location, in the form of archives, official meeting notes, and learning materials that have been taught at the school

### **2. Data Analysis**

After the data has been collected, it is analyzed in the play center in the children's play area which is equipped with a set of play equipment that functions as an environmental platform needed to support children's development in 3 types of play, namely: sensorimotor or functional play, role play, and developmental play. Meanwhile, Circle Time is the time when the educator sits with the child in a circle position to give the child a foothold as a student, which is done before and after playing. In this way, teachers can see the impact and development of students and can conclude and provide assessments for each child.

## **C. RESULTS AND DISCUSSION**

### **1. Planning Center and Circle-Based Learning Strategies in Developing the Quality of Student Character Education**

The learning planning takes the form of a semester program (promes), a Weekly Learning Implementation Plan (RPPM), a Daily Learning Implementation Plan (RPPH), and a schedule of central learning activities. The RPPM and RPPH at each center are arranged based on themes and sub-themes as well as material coverage that leads to optimizing children's religious and moral, social-emotional, cognitive, artistic language, and physical motor development. To support the implementation of learning centers that focus on developing the character of young children, image (faith and piety) centers were created.

Formulate themes based on the context of the child's life. One concept in the theme is related to the concept of divinity. For example, the concept of animals is linked to the concept of Allah SWT so the theme of animals created by Allah SWT emerges. The concept of Allah SWT is also included in the sub-theme so that the sub-theme of wild animals created by Allah SWT and livestock created by Allah SWT appears.

Each center has different objectives according to its characteristics. Although the goals of each center are different, the goals of all centers are aimed at achieving quality assurance for graduates of Al Falah Cipayung Kindergarten, East Jakarta, DKI Jakarta, and Batutis Al Ilmi Kindergarten, Bekasi, West Java. This means that the implementation of early childhood character education strategies through the sending approach (center and circle time) also leads to the vision of Al Falah Cipayung Kindergarten, East Jakarta, DKI Jakarta, and Batutis Al Ilmi Kindergarten, Bekasi, West Java because the quality assurance of graduates is based on the vision and mission of TK Al. Falah Cipayung, East Jakarta, DKI Jakarta and TK Batutis Al Ilmi, Bekasi, West Java.

## **2. Organizing Center and Circle-Based Learning Strategy Planning in Developing the Quality of Student Character Education**

In various kinds of centers, these centers are then organized into several centers, namely the preparation center is a place that provides children with literacy, one of which is a love of literacy. The art center is a place for children to be creative and stimulate their creativity with various kinds of works. Beam Center, is a place to explore knowledge as widely as possible, especially regarding the world of buildings. Imtaq Center introduces children to religious concepts in a simple way. Natural materials center, introducing children to various kinds of objects and the wonders of the universe. The center of role-playing is to objectively describe to children the various roles in the world and the dynamics of life.

Character education implemented through the central sending (center and circle time) approach consists of several processes such as planning, implementation, and evaluation. Character values can be raised in each center activity by the plans that have been designed.

## **3. Implementation of Center and Circle-Based Learning Strategies in Developing the Quality of Students' Character Education**

The implementation of teaching and learning activities to improve early childhood character education strategies through the approach centers and circles is supported by the existence of educational game tools (APE) in each center. The APE was created by the teacher as a learning medium used in central learning. The implementation of central learning is also accompanied by the implementation of familiarization activities at the initial activities, opening activities, and final

activities. Children are also involved in making APE. Most of the APE is made by teachers and children, while the rest is made by purchasing as needed.

The character education strategy for early childhood through the approach center and circle time is implemented simultaneously with habituation activities. In habituation activities, children can apply the knowledge about goodness (knowing the good) that they get in teaching and learning activities through the approach center and circle time. It can be said that habituation activities are carried out so that children can do good (act the good). So that children can do this, teachers cultivate in children a sense of love for goodness (loving the good) through providing Islamic stories and tales.

Conditioning activities are carried out to support the implementation of habituation activities. This conditioning activity is related to the procurement and utilization of various supporting facilities in habituation activities. For example, the ablution area, prayer area, bathroom dining area, sink, shoe rack, bag rack, and others.

The habituation activities carried out at Al Falah Cipayung Kindergarten, East Jakarta, DKI Jakarta, and Batutis Al Ilmi Kindergarten, Bekasi, West Java, are routine habituation activities. The implementation has been scheduled. The implementation of routine conditioning activities has been accompanied by the implementation of optimal conditioning activities and has been accompanied by the implementation of supervision activities and providing examples from teachers.

The activity of playing on a platform when playing is used as a medium for internalizing character values. In play activities, there are also rules that children must obey when playing. These rules give children an idea of what is good behavior and what is bad behavior. Play activities can also prevent children from getting bored while participating in central learning activities. A child's world is a world of play, a child's hobby is playing, and children learn by playing. That is why the types of games at Al Falah Cipayung Kindergarten, East Jakarta, DKI Jakarta, and Batutis Al Ilmi Kindergarten, Bekasi, West Java, have an educational nuance.

The completeness of facilities and infrastructure, the existence of an Islamic environment, and the availability of adequate funds have an influence on the successful implementation of early childhood character education strategies through the center and circle time approach to shaping the character of early childhood. An Islamic environment is formed through the implementation of rules and regulations for school residents.

To realize the wishes of the parents and the needs of the students, the kindergarten principal utilizes various mass media in implementing early childhood character education strategies through approach centers and circle times by providing external motivation to teachers, in the form of giving rewards, salary increases, and family trips. ; carry out monitoring and supervision activities and follow up on the results; organize training and comparative studies; as well as collaborate with external parties such as the education department, community leaders, graduate users, and universities in implementing parenting activities.

#### **4. Evaluation of Center and Circle-Based Learning Strategies in Developing the Quality of Student Character Education**

Evaluation is needed by every human being and has the potential to have character by the nature of human creation at birth, but later in life, it requires a long process of developing (forming) character education strategies for early childhood through care and education from an early age.

Therefore, character education as an active effort to form good habits, needs to be instilled and continuously evaluated as a good trait in children from an early age. Thus, evaluation should always be applied in everyday life. Moreover, KBM (Teaching and Learning Activities) must be evaluated so that not only mathematical logic and language intelligence are developed in schools, but all intelligences must be considered and developed in classroom learning and must not ignore the potential of other intelligences. Because student success in the real world is not only determined by mathematical logic and language intelligence, but other intelligences are also very influential.

### **5. Barriers to Center and Circle-Based Learning Strategies in Developing the Quality of Student Character Education**

Obstacles in implementing early childhood character education strategies through the approach center and circle time at Al Falah Cipayung Kindergarten, East Jakarta, DKI Jakarta, and Batutis Al Ilmi Kindergarten, Bekasi, West Java. Improving the noble character of early childhood can be achieved by being influenced by several supporting factors and inhibitors.

Inhibiting factors that influence the implementation of the based learning model strategy center and circle time in developing the quality of early childhood character education at Al Falah Cipayung Kindergarten, East Jakarta, DKI Jakarta, and Batutis Al Ilmi Kindergarten, Bekasi, West Java, namely: (1). Students' changing moods; (2). Lack of ideal teaching human resources for character education strategies in early childhood education through center-based learning models and circles in developing multiple intelligences; (3). Tools and playing materials that are less supportive when the theme is difficult.

Meanwhile, the advantages and disadvantages of the circle-center-based learning model are as follows:

- a. The advantages are that the based learning model is more accommodating to children's talents and interests, the themes in central learning are more realistic and enable children to understand the learning material easily,
- b. The weaknesses include requiring complete and varied educational game tools (APE) according to the themes, as well as requiring a large learning space based on the number of centers in PAUD institutions.

### **6. Center and Circle Based Learning Strategy Solutions in Developing the Quality of Student Character Education**

In achieving perfection, it turns out that various kinds of obstacles cannot be separated. The biggest obstacle for the world of education in Indonesia to produce intelligent children and get the title of quality graduates is that there are still many phenomena among educators from early childhood schools to universities, they have an understanding of traditional thought patterns in carrying out the teaching and learning process, namely the curriculum. what applies in schools only emphasizes mathematical logic and language skills. The education system in Indonesia only prepares students to enter the tertiary level or only for those who have the talent and academic potential to achieve success.

## D. CONCLUSION

Based on the findings and discussion above regarding learning strategies based on teachers and children through a game center that surrounds the teacher so that students have a basis for this learning method, which includes the following:

1. The student learning strategy carried out by the Al Falah Cipayung Kindergarten, East Jakarta, and the Batutis Al Ilmi Bekasi Kindergarten, West Java, has shifted from a conventional learning model to a based learning model center and circle time which has a positive impact on students and teachers as educators. All students were happy to accept the change. Children don't feel bored and are excited to go to school. Sometimes there are some students, even though they are not healthy, they still want to go to school, because they are worried about missing out on the special moments they get through the centers that they experience with their teachers and friends. In center activities, they play while learning and choose for themselves what games they like by exploring with full imagination. All activities run naturally, without pressure and coercion.
2. Early childhood character education strategies are a process of internalizing character values in children through learning activities, habits, and games. Implementation of character education strategies in early childhood education through the approach center and circle time can be implemented optimally if the PAUD strategy supports the practice of providing PAUD services that focus on character building in early childhood. This can be done when the PAUD institution has a policy that serves as the legal basis and basis for implementing character education strategies in early childhood education through a based learning model (center and circle time). The policy must be formulated and determined jointly between the PAUD institution, the school committee, and official parties.
3. New learning and knowledge, especially about how to direct, develop, and build multiple intelligences in an integrated manner is mixed with the 18 attitudes of Asmaul Husna, then these attitudes are channeled in every center as habituation and provision and a strong foundation to improve character education strategies early childhood so that their lives in the future will be better with the basic capital of multiple intelligences and ESQ intelligence that they have in developing quality early childhood character education strategies as a fortress to navigate the oceans of their future lives.

## REFERENCE

- Afrianti, et al. (2018). Improving Children's Cognitive Abilities with the Ludo Game. *Aulad: Journal on Early Childhood*, 1(1), 52–59.
- Alhamid, T., & Anufia, B. (2019). Data Collection Instrument. *STAIN*, 1–20.
- Amini, M. (2014). The Nature of Early Childhood. *Development and Basic Concepts of Early Childhood Development*.
- Andriawan, B. (2019). Identification of Logical Thinking Abilities in Solving Mathematical Problems in Class VIII-1 Students of SMP Negeri 2 Sidoarjo. *MATHEdunesa*, 3(2), 42–48.
- Ardian, et al. (2020). Improving Children's Ability to Recognize Cause and Effect Through Experimental Methods in Group B Children. *Potential Scientific Journal*, 5(2), 163–172.

- Atik Wartini, M. A. (2016). Al-Quran and the Use of Educational Games in Early Childhood. *Al-Afkar: Journal of Islam & Civilization*, 3(1), 104. <https://doi.org/10.28944/afkar.v3i1.97>
- Anita W, Sri. 2018. *Learning Strategies in Elementary Schools*. Jakarta: Open University
- Arifin, Bambang Samsul, and Rusdiana. A., (2019). *Character Education Strategy*, (Jakarta, CV. Pustaka Setia:
- Apriani, Wahyuni Eka. (2018). *Application of Google Classroom in Accounting Learning*. Yogyakarta: Indonesian Islamic University.
- Astriyanti, Ganis. (2016). *Task-Based Blended Learning Model Using Journal Assessment and Learning Outcomes Related to Achieving Basic Competencies in Class X*. Semarang: Unpublished thesis.
- Darmadi. (2017). *Development of Learning Models and Methods in Student Learning Dynamics*. Yogyakarta: Deepublish.
- Dwiyogo, Wasid D. (2018). *Blended Learning-Based Learning*. Depok: PT. Raja Grafindo Persada.
- Dian Pertiwi. (2021). Parents' Perception of the Importance of Calistung for Children Aged 5-6 Years. *PAUD Lectura: Journal of Early Childhood Education*, 4(02), 62–69.
- Dina Puspita Sari, Ari Sofia, N. F. (2019). Introduction to Early Childhood Number Symbols Through Traditional Games. *Journal of Childhood Education*, 5(1), 124–133.
- Dodon Suryono (1st ed., Issue Stimulation and aspects of child development). (2018). Prenadamedia Group.
- Dwi Ratnasari. (2015). Improving Cognitive Ability in Counting 1-10 Through Grain Grouping Activities in Group A Children of PAUD TUNAS NANGSA. *Simki.Unpkediri. Ac.Id*, 01(08), 1–13. 71
- Erfayliana, Y. (2016). Play activities and children's physical development 145. 3(1), 145–158.
- Elfiadi. (2016). Play And Share Games. *ITQAN: Journal of Educational Sciences*, VII(1), 53. [file:///C:/Users/BKPUTRAWAN/Downloads/115- Article Text-299-1-10-20180109.pdf](file:///C:/Users/BKPUTRAWAN/Downloads/115-Article%20Text-299-1-10-20180109.pdf)
- Elihami and Hasnidar., (2018). *Early Childhood Education Strategy through Gramedia Character Education*, Jakarta
- Fardiah, F., Murwani, S., & Dhieni, N. (2019). Improving Early Childhood Cognitive Abilities through Science Learning. *Obsession Journal: Journal of Early Childhood Education*, 4(1), 135.
- Fauziddin, M., & Mufarizuddin, M. (2018). The Usefulness of Clap Hand Games to Optimize Cognitive Aspects in Early Childhood Education. *Obsession Journal: Journal of Early Childhood Education*, 2(2), 164.
- Gora, Winastwan and Sunarto. (2020). *ICT-Based Innovative Learning Strategies*. Jakarta: Elexmedia Komputindo. Gunawan,
- Hadi, I. A. (2017). The Importance of Recognizing Children's Differences in Learning. *Journal of Inspiration*, 1(1), 71–92.
- Hasanah, U. (2016). Development of Physical Motor Abilities Through Traditional Games for Early Age Children. *Journal of Childhood Education*, 5(1), 717–733.
- Hasanah, U. (2019). The influence of parental divorce on children's psychology. *Agenda Journal*, 2(1), 19–24. Hewi, L. (2020). Social Emotional Development at Al-Aqsho Kindergarten, South Konawe. *AWLADY: Journal of Children's Education*.
- Wisdom. (2019). *Learning 2. Early Childhood Development and Learning*. Module 2 PPG for PAUD Teachers 201 9, 41–70.

- Holis, A. (2016). Primary helium or inside the magnetosphere: A transmission function study. *Learning Through Play for Early Childhood Creativity and Cognitive Development.*, 909–916
- Idris, M. H. (2016). Characteristics of Early Childhood. *Gems: Special Issue on Early Childhood Teacher Education Research Results*, 1(1), 37–43.
- Imroatun, I. (2014). Traditional Games as Social Skills Learning for Early Age Children. *Journal of Psychological Science*, 3(1), 1.
- Iskandar, M. C. C. (2017). Assessment Analysis of the Implementation of Compensation Management for Bunda Mulia University Employees. In *Business Management Journal* 72 (Vol. 8, Issue 2).
- Fauzan, Rahman and Fitria. (2018). “Digital Disruption in Student Behavioral Learning; Towards Industrial Revolution 4.0”, in *Hasnur Polytechnic Information Engineering Journal*, vol.4, no.2.
- Francis Ivan. (2018). "Development of virtual classes with Google Classroom in vector topic problem-solving skills for vocational school students to support learning." National Seminar, Sanata Dharma University, Yogyakarta, no.1.
- Hamidah, Siti. 19. Interview with the head of TKIT Alqolam Undaan Kudus. September.
- Hanif, Yulingga Handa and Himawanto, Wasis. (2017). *Education Statistics*. Yogyakarta: Deepublish.
- Hardani, et al., (2020). *Qualitative and Quantitative Research Methods*. Yogyakarta: CV Library Science.
- Herlina, Nina. 2016. "Using the Cooperative Learning Model to improve student learning outcomes in science lessons", in the *Scientific Education Journal*, vol.4 (2016).
- Hidayat, Wahyu and Sudiby, Nugroho Arif. 2018. "Implementation of Interactive Learning on Basic Electronics Using Adobe Flash CS6 in a Pseudo Class with Framework-Based Google Classroom", in *Journal of Science and Science Education*, vol.1, no.2
- Himawan P, et al. 2018. *Learning Model: Behavioral System*. Yogyakarta: Himawan Putranta.
- Husamah. 2019. *Blended Learning*. Jakarta: Library achievements. Kusairi,
- Hermawanto, S. and Wartono. 2018. "The Effect of Blended Learning on Class X Students' Mastery of Physics Concepts and Reasoning", in *Indonesian Journal of Physics Education*, vol.9.
- Judge, Abdul Bahir. (2016). "Effectiveness of Using E-Learning Moodle, Google Classroom and Edmodo", in the *STIMIK ESQ I-statement Journal*, vol.2, no.1.
- Java Region (2017). Winarsunu, Sincere. 2006. *Statistics in Psychological and Educational Research*. Malang: Muhammadiyah University Press. Yahfizham., et al., "Software-Based Cloud Learning as a Descriptive Analysis Service", in *Technology Journal*, vol.17, no.3.
- Khadija. (2016). *Early Childhood Cognitive Development* (S. Aulia (Ed.)). Prime publishing.
- Khaeriyah, E., Saripudin, A., & Kartiyawati, R. (2018). Application of Experimental Methods in Science Learning to Improve the Cognitive Abilities of Early Childhood. *AWLADY: Journal of Childhood Education*, 4(2), 102
- Khaironi, M. (2018). *Early Childhood Development*. *Golden Age Journal*, 2(01), 01.
- Khiyarusoleh, U. (2016). Basic Concepts of Cognitive Development in Children According to Jean Piaget. *PGSD Department Dialectics*, 5(1), 1–10.

- Khoiron, A. K. and A. M. (2019). *Qualitative Research Methods*. Sukarno Pressindo Educational Institute.
- Kurnia, R. (2012). The Concept of Play in Fostering Creativity in Early Childhood. *Educhild*, 01(1), 79
- Lefudin. 2017. *Learning and Learning is equipped with Learning Models, Learning Strategies, Learning Approaches, and Learning Methods*. Yogyakarta: Deepublish.
- Lestari, Vika Dian, Increasing Competency in Making Various Skirt Patterns with the Cooperative Learning Model 101 Jigsaw Types at SMK N 6 Yogyakarta. (eprints.uny.ac.id access 05 July 2019). URLs.
- Lilawati, R. A. (2020). Dakon Traditional Games for Kindergarten Children A RA Team Scholars Dukuh Pakis District. *JIEEC.Um. Ac.Id*, 1, 3.
- Lisa. (2018). Introduction to Mathematical Counting in Early Childhood. IV, 1–14.
- Mekarisce, A. A. (2020). Data Validity Checking Techniques in Qualitative Research in the Field of Public Health. *Scientific Journal of Public Health*, 12(33), 145–151.
- Musfiroh, T. (2014). *Playing Theory and Concepts*. 1–44.
- Mustafa, et al. (2020). Quantitative, Qualitative, and Classroom Action Research Methodologies in Sports Education. *State University of Malang*, 53(9), 1689–1699.
- Muhid, Abdul. 2019. *Statistical Analysis 5 Practical Steps to Statistical Analysis with SPSS for Windows*. Sidoarjo: Zifatama Champion. Neolaka, Amos and Amialia, Grace. 2017. *Basic Educational Foundations of Self-Introduction Towards Life Change*. Depok: Kencana.
- Nasichah, Dhuriyatun et al., 2017. Implementation of the Block Center Learning Model for Class B 6 Children, no. 3.
- Nurjati, Sheikh. Facilities and infrastructure. (Sc.syekhnurjati.ac.id.URL). accessed March 15, 2020. P, Ahmar Dwi Agung. Implementation of Natural Environment-Based Science Learning for Class III at Ibnu Mas'ud Kulon Progo Integrated Islamic Elementary School, Faculty of Education, Yogyakarta State University
- Pradana, Diemas Bagas Panca. 2017. "The effect of implementing Google Classroom tools in the Project Based Learning learning model on student learning outcomes", in the *IT-edu Journal*, vo.2.
- Pranajaya, Ricki Bagus and Santosa, Agus Budi. 2018. "Development of E-books as interactive learning media in the subject of antenna system engineering for class XI TAV SMKN 1 Mojokerto", in *Journal of Electrical Engineering Education*, vol.7.
- Poppyariyana, A. A., & Munajat, A. (2020). The Influence of Science Games on Children's Logical Thinking Ability. *AWLADY: Journal of Children's Education*, 6(1), 1.
- Pratiwi, N. I. (2017). Use of Video Call Media in Communication Technology. *Scientific Journal of Social Dynamics*, 1(2), 202–224.
- Qoyyimah, et al. (2016). Application of traditional games to improve the social-emotional development of group A children at RA Baitul Muta'allim. *Early Childhood Education E-Journal*, 4(2), 3.
- Rahmatunnisa, S., & Halimah, S. (2018). Efforts to Increase the Natural Intelligence of Children Aged 4 – 5 Years Through Playing with Sand. *Journal of Early Childhood Education*, 2(1), 67–82.
- Rohmah, N. (2016). Play and its use in early childhood development. *Tarbawi Journal*, 13(2), 27–35.

- Ramadhani, Dhia Ghina. 2017. "Communication Effectiveness Of Online Media Google Classroom In Supporting The Teaching And Learning Process At Civil Engineering University Of Riau", in *JOM FISIP*, vo.4, no.1.
- Riyanto, Nokman. 2018. *Seven Works One Book*. Banjarnegara: Pelita Gemilang Sejahtera.
- Rusli, Muhammad, et al.. 2017. *Innovative Multimedia Learning, Basic Principles, and Development Models*. Yogyakarta: Deepublish.
- Rusman. 2017. *Learning & Learning: Educational Process Standards Oriented*. Jakarta: Kencana.
- Safitri, Ida. 2012. Nathan Hindarto, and Ellianawati, "Application of Blended Learning in Heat Transfer Theory to Improve Creative Thinking", in *Education Journal*, vol.1.
- Salma, S., & Amaludin, R. (2021). A Traditional Play to Improve Children's Cognitive. *AWLADY: Journal of Childhood Education*, 7(2), 198–210.
- Santi, S., & Bachtiar, M. Y. (2020). Improving Children's Numeracy Skills Through the Traditional Game Congklak in Yustikarini Kindergarten, Bantaeng Regency. *THEMATIC: Journal of Early Childhood Education Thought and Research*, 6(1), 22.
- Singestecia, R., Handoyo, E., & Isdaryanto, N. (2018). Political Participation of the Chinese Community in the Regional Head Election in Slawi, Tegal Regency. *JPPUMA: UMA Journal of Governance and Political Social Sciences*, 2(1), 63–72.
- Suherman, et al. (2017). Development of "MAJEDA" Based on Children's Play 74 to Optimize the Growth and Development of Kindergarten Students.
- Sulaiman, U., Ardianti, N., & Selviana, S. (2019). Achievement Levels in Early Childhood Development Aspects 5-6 Years Based on National Early Childhood Education Standards. *NANAEKE: Indonesian Journal of Early Childhood Education*, 2(1), 52.
- Supardi, R., Khaedar, M., & Alam, S. (2021). Improving Social Sciences Learning Outcomes Through Play Learning Strategies Student Answers in Class V Elementary School Inpres Bangkala Iii District. *Journal of Educational Studies*, 6, 58–68.
- Suyadi, & Ulfah, M. (2017). *Basic Concepts of PAUD (6th)*. PT TEENAGE ROSDAKARYA.
- Singgih. 2018. *Blended Learning Model Theory and Practice in Geography Learning*. Surakarta: Yuma Pustaka.
- Sit, Masganti. *Psychology of Early Childhood Development*, Jakarta: Kencana. 2017.
- Santoso Singgih. 2018. "The Influence of Collaborative Learning Models and Learning Motivation on Improving Physics Learning Outcomes for Class X Students", in *Indonesian Physics Periodical Journal*, vol.5.
- Sudjana, Nana. 2016. *Assessment of Teaching and Learning Process Results*. Bandung: PT Teen Rosdakarya.
- Sugiyono. 2018. *Educational Research Methods (Quantitative, Qualitative and R&D Approaches)*, (Bandung: Alfabeta).
- Sutrisna, Deden. 2018. "Improving Student Literacy Skills Using Google Classroom", in *Journal of Indonesian Language and Literature Education*, vol.13, no.2
- Tahir, M. Y., Rismayani, R., Sartika, I. D., & Hartika, A. S. (2019). Early Detection of Developmental Achievements in Children Aged 4-5 Years Based on National Education Standards. *NANAEKE: Indonesian Journal of Early Childhood Education*, 2(1), 39.
- Ulyasa. 2017. *Development and Implementation of the 2013 Curriculum*. Bandung: PT. Rosdakarya Teenager.
- Utami, Faithful Ribs. 2017. "Testing the Validity of the Blended Learning Model in Vocational High Schools", in *the Scientific Journal of Electrical Engineering Education*, vol.2.

- Utami, Faithful Ribs. 2017. "Practicality of Blended Learning Models in Basic Network Learning in Vocational Schools", in *Journal of Applied Science and Technology*, vol.11.
- Wahyudi. 2017. *Resource Sharing Blended Project Based Learning (RS-BPBL ©): Android, Linux, and Mac OS Operating Systems*. Yogyakarta: LeutikaPrio.
- Wicaksono, Vicky Dwi and Rachmadyanti, Putri. 2017. "Learning Blended Learning Through Google Classroom in Elementary Schools". National Seminar on UMS & HDPGSDI PGSD Education
- Wiwik Pratiwi. (2017). The Concept of Play in Early Childhood. *Islamic Education Management*, 5, 106–117.
- Yusnida, Endang, et al. (2016). Increasing the Ability to Sort Objects Using Rubber Seed Media in Children Aged 5-6 Years. *Equatorial Journal of Education and Learning*, 5, 1–15.
- Zubaedi, M, *Tactical Strategy for Character Education (for PAUD and Schools)*, (Jakarta: Rajawali Pers, 2017)