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## **The Effectiveness Of The Games Manboka and Numbers Card to Increase The Concept Count Beginning at Child age 4 – 5 Years**

**Swantyka Ilham Prahesti <sup>✉</sup>, Elina Intan Apriliani, Nufitriani Kartika Dewi**

Faculty of Education in Ngudi Waluyo University, Indonesia

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### **Abstract**

The purposes of this research are 1) to determine the outcome of children's learning development towards the use of beginning calculation concepts using Manbota game tools; 2) to determine the outcome of the children's development towards the use of beginning calculation concept using number cards game tools; 3) to determine the differences among the result of the study using Manbota and number cards. The research uses the non equivalent control group design. The T test shows that the average percentage of the experimental group 1 changes from 17.75 into 30.55. Meanwhile, the T test shows that the average percentage of the experimental group 2 changes from 19.65 into 22.25. It can be concluded that: 1) the result of children development in beginning reading and writing concept using the Manbota is proven by the experimental class 1 result; 2) the result of children development in beginning reading and writing concept using the Manbota is proven by the experimental class 2; 3) the difference in learning outcomes of the beginning reading and writing concepts using the game Manbota and card numbers is proven through the results of the smaller experimental group increase compared to the experimental group 1.

## INTRODUCTION

On the kindergartens, in addition to play as a form of life in the facility gained his skills, children also can already receive a variety of knowledge in learning in academic for preparation of those entering primary education next. Early childhood education plays an important role against the development of the child because it is a foundation early in the child's personality. Children aged 4 – 6 years has the development of intelligence very rapidly so that the period called the golden age. At this time, the children experience a time-sensitive in accepting the various development efforts of all the potential it has. The sensitive is the occurrence of maturation of the function, of the physical and psychis are ready to respond to stimuli provided by the environment. This was also stated by Piere Duquet (in Jasni, 2018:23) that in the age range from birth to 6 years, children start to be sensitive to receive a variety of efforts to the development of their potential.

Mathematics as the mother of science certainly is not foreign for us, because with mathematics we can discover other sciences that are mutually corresponded. Arithmetic is the branch of mathematics that deals with the nature of the relationship of real numbers with their calculations especially involving addition, subtraction, multiplication and division (Abdurrahman, 2009: 253).

Jean Piaget said that the age of 2 to 7 years are at the stage of pre-operational. The thought of pre-operational is a short waiting period for a thinker operating, even if the label "pre-operational" emphasizes that the child at this stage not to think operationally (Desmita, 2009: 130). Stage pre-operational stager where children have a mental picture and be able to pretend, a short step to using the symbol (Sujiono, 2004: 3.7). So children the age of Kindergarten who are still at the stage of pre-operatioanl requires a medium of learning that is concrete when doing a learning activity. Media that can be used at the Kindergarten is safe, exciting, fun, mulrifunctional, as well as having educational value. The media supplied must also comply with the age of the child the learning media provided should be inversely proportional to the age of the child. The higher the age of the child, then the media is given is small and when the age of the child is low, then media provided should be greater. Kindergarten children in the activities of the literacy and numeracy don't forever use a worksheet that simply demands only the cognitive aspects, but rather requires a medium that can be used as game activity. The activities

on the worksheet only to the extent on the coloring image, recognize the object, search for the line, draw a line between the numbers with the number of images and checking image assigned. So many of the activities presented on the worksheet, but the worksheet itself isn't sufficient to improve the concept of numeracy in children, because to improve the concept of numeracy needed concrete objects to build an understanding of the child.

Currenton dan Craig (2009:123-146) in the journal entitled "*Shared-Reading Versus Oral Story Telling, Associations with Preschoolers Prosocial Skills and Problem Behaviours*" comparing the influence between reading and numeracy together with oral storytelling in preschool children in the skills of product and behavior problems. In this study they examined 33 families in America who practice reading and counting together and oral storytelling. *Shared-Reading Versus Oral Story Telling* is the practice of reading together and practice telling a mother to the child her early age continuously. The result of these studies are in addition to both of these methods can develop language skills was also able to instill the attitude of good behavior.

Gonzalez et.al (2009) in the journal titled "*An Evaluation of Early Reading First (ERF) Preschool Enrichment on Language and Literacy Skills*" provide additional evidence of its impact on the language of preschool and literacy development. Unlike previous studies, multilevel model used to explain the correlation between between dozens of students in the same class. Overall purpose of the ERF is to prepare preschool age children to enter kindergarten with language, cognitive, and reading and numeracy skills needed for success in reading and arithmetic. The design of this research using a pretest-posttest design experimental quasi-to compare the performance of preschoolers participating in the project with a group of ERF contrasts the children from the same schools receive instruction from typical school during the third year of implementation of the ERF project (2007-2008). The results of this study suggest that the schools ERF can improve the spoken language, knowledge of the alphabet, and the concept of writing. Although Deuteronomy is required, to increase the acquisition of vocabulary that is found is important, especially in vocabulary knowledge first child upon TK is probably one of the most powerful predictors of outcome standards through fifth grade in reading. In common with the research that will be done is on the concept of reading and using the method of research experiments. The difference with the research that will be done is on the evaluation of the learning

ability of literacy.

Hill (2011) elaborated the exploration aspect of the early language and literacy that can predict the development of literacy. The research to explore various assessment service procedures used for oral language, vocabulary, sentence structure, phonology, early reading and writing in Australia children aged 4-10 years. This article describes a small scale study that highlights the disconnection between oral language and early literacy and pointed out that learning to read and write is similar to learning a second language to children. The article points out that the language of the early children and literacy can best be measured by using a valid ecological procedures. A valid form of ecology is practiced in daily conditioning in social life. Not only does this assessment service focused individual, children need the support of teachers, artefact, cultural values and systems of knowledge. In common with the research that will be done is on the concept of reading. The difference with the research that will be done is at literasinya and the influence of literacy assessment service against artefact and its cultural values.

Mok and Lam (2011) has been researching in the Rating Scale assessment of the child's language development by using the Morrow's Checklist Language Development (MLSD) and Attitude toward Reading and Voluntary Reading Behavior (ARVRB) to assess the development of the of the revised early childhood. Their research aims to validate the average language development. The assessment to assess the development of early literacy to use with preschoolers in Hong Kong. The sample consisted of 2,619 preschoolers ages 3-5 years who is currently enrolled in

the preschool level K1-K2 in Hong Kong. Analysis shows two scales have a validity-internal consistency and internal consistency, and that both are in accordance with the model of Rasch. However, the Rasch analysis findings suggest that level of scale development language is not menyelarar properly. Language skills of children of kindergarten in the sample which was more advanced than on the level of proficiency required by items in the results of the scale. It is recommended that further improvement was held as the influx of sophisticated items may be required for a valid local applications. In common with the research that will be done is in the child's language proficiency in particular reading and writing and how to evaluate it and rating scale.

Gerde, et.al (2012) in the journal entitled "Writing in Early Childhood Classrooms: Gui-

dance for Best Practices" discuss an early writing skills for early childhood. Here is the definition of writing, writing is a skill critical emerging literacy laid the Foundation for later literacy skills of children and reading achievement. The latest work shows that many early childhood programs offers children's materials and tools to engage in the activity of writing but rarely seen teacher modeling writing for children or attempt to write scaffolding children. Writing is an important activity in early childhood classrooms because it support the integration of language and literacy skills appears essential that laid the Foundation for the reading skills of children. Writing is an activity of expressing ideas, opinions and views in print: writing for communication or drafting. For kids, writing is often confused with handwriting or penmanship (for example, make a well-formed). Unfortunately, when people talk about writing in early childhood classrooms, it is the activities forming the letters that often is the focus. Although practicing formation of letters is an important process, we do not include this as part of our discussion of writing. This study focuses on how children use writing to communicate and develop a deeper understanding of print is something to read. In the report of the National Early Literacy Panel (NELP) (2008, p. Vii), the writing was identified as one of six variables that represent the early literacy skills that have a "medium to large with a predictive relationship next steps from the development of literacy." Given the importance of writing in early literacy skills develop, we can assume writing activities will play a central role in preschool classrooms. The purpose of this research is to provide a brief review of what the research tells us about writing and the children. This review provided information on the development of writing development in children and offers suggestions for teachers to carry out their daily curriculum in writing. Also, the advice given to broaden the experience of writing in class for the family to make the home-school connection is a positive one. This study presents research-based guidelines for designing attractive and meaningful writing activities for kids. In order for the children to develop the skills of emerging literacy important correspondence of letter-sounds and understanding that print communicate the meaning that people read, children need some means, opportunities to write every day. This means opportunities should include the integration of writing into the classroom activities and expanding this important activity to the children's home. Writing opportunity sug-

gested will help children develop the skills of emerging literacy they need to learn and develop reading readiness. In common with the research that will be done is on a initial writing skills in early childhood.

Slavin, et.al (2014) examine how educators use Succes program for all to reach the students who are at risk and encourage academic achievement. Described about the effectiveness of the schools; merger, prevention early intervention and assessment of the progress in encouraging reading skills. Their research is stipulated in the book that includes among others there are: This guide about the readiness of the students to learn through the program preschool and Kindergarten that encourage early reading and writing skills and reading curriculum for every age group with additional information about the reading and mathematics. Similarities in this research related to the title of the thesis in this research about the ability to read and write the beginning.

Based on the understanding of some of the literature above it can be concluded that the ability of the children in to the beginning of the very low. In developing the ability to the need for stimulation or the stimuli so that children are more easier to accept what is conveyed by the teacher. Or stimulation of the right impulse given to the son of early age is using the appropriate gaming media with aspects of the development of the children. Some of the literature that has been presented above in accordance with the focus of the research will be the author of delicate and can be used as a reference by the author. Thus the author want to examine about the ability to count the beginning of children age 4-5 years using the appliance game that was created by the researchers are given the name of a Manbota.

## METHOD

The approach in the research that used to use the quantitative approach, where in this quantitative approach using numeric data and data processing. Quantitative research is used to examine on the population or certain samples, sampling techniques in general is done by random, data collection using the instrument research, data analysis were quantitative/ statistics with the aim to test the hypothesis that has been specified (Sugiyono, 2010: 13). Research experiment is the research that is used to find the influence of

the specific treatment of the other in the condition that terkendalikan (Sugiyono, 2010: 107). The experiment here is intended to involve the result of treatment.

The type of research used in this research is experimental studies. Research design that is used is a Quasi Experimental Design type None-quivalen Control Group Design (Sugiyono, 2010: 112). The design of the experimental research is an important part of the method experimental research done (Seniati, 2011: 103). This research design given pretest to know the initial state is the difference between groups of experiment 1 and experiment Group 2. The research design used to research the experiment focused and clear. Now the design of this research is as follows: a) determine research samples using the technique of purposive sampling; b) took the early data (pretes) learners group experiment1 and groups experiment2 to done normalitas tests and test homogenitas, with the purpose to make the class experiment1 and class experiment2 has levels and the same normalitas homogenitas before research; c) arrange bath activities the ball numbers and media word cards; d) carrying out the activities of the introduction of the concept of reading and writing beginning with using Media Room the ball numbers on the group experiment1 and media word cards on the group ekaperimen2; e) analyzing the results on the group experiment1 and groups experiment2; and f) arrange research results.

Free variables in this research is the use of the games room the ball numbers and card numbers, while the variables bound in this research is the introduction of the concept of the count the beginning. Research data collection technique that is designed researchers is as follows: The observation and documentation, oral test and write test. Test the requirements include two test, namely homogenitas normalitas tests and test. An instrument before used as a measurement of research, then first done testing. Testing conducted to know whether the research instrument is valid and reliabel for research. Analysis of the instrument used in this research is the analysis of the validity and reliability analysis. While the analysis of the data used in this research are using different test. Different tests done twice, namely Independent sample t-test and Paired sample t-test.

**RESULTS AND DISCUSSION**

**A. The results of the achievement of the development with the game Manbota**

Theresults of the achievement of the development with the game Manbota before conducted pretes has an average of calculating ability of 17,75 points. After the treatment was conducted using the game room the ball numbers, the group experiment1 has by an average of 30,55 points. The results of the experiment group1 based on the criteria can be seen based on the Table 1.

**Table 1.** The results of the concept of the Count Group Experiment 1

Score	Criteria	Pretest		Posttest	
		Jmlh	%	Jmlh	%
4	BSB	0	0%	4	20%
3	BSH	0	0%	16	80%
2	MB	12	60%	0	0%
1	BB	8	40%	0	0%

The results of tests using paired samples test paired sample tests) stated that the results of the test of the effectiveness of the game room the ball numbers in improving the concept of counting the beginning for children early age effective.

**Table 2.** Test results Paired Sample Statistics Group of experiment 1

**Paired Samples Statistics**

Pair	pretest_eksperi- men1	posttest_eksperi- men1	Mean		N	Std. De- viation	Std. Error Mean
			Mean	Std. Error			
1	pretest_eksperi- men1	posttest_eksperi- men1	17.75	.434	20	1.943	.434
1	posttest_eksperi- men1	pretest_eksperi- men1	30.55	.782	20	3.501	.782

Based on the table 2 obtained that the average value of the original pretes 17,75 experiencing the changes become 30,55, so the group experiment1 increase of 12,80. In addition to looking at the mean on the test sample pairs, can be seen also thitung value and significant results that are produced by the Table 3

**Table 3** Test Results Paired Sample Tests Experiment Group 1

Pair 1	Paired Samples Test					T	Df	S i g . (2-tailed)
	Paired Differences							
	Mean	Std. Devia- tion	Std. Error Mean	95% Lower	95% Upper			
pretes_eks1 - postes_eks1	12.806	2.64	.592	14.0	11.5	21.6	19	.000

Testing criteria if thitung < ttabel then H0 received. When thitung > ttabel then H0 rejected. Based on the table 5.4 appear thitung = 21,620 value with ttabel = -2,045. This shows that there is a difference between the average before and after the conducted research on the group experiment1. The conclusions drawn that the existence of the game room the ball numbers effective in improving the results of the study of children of the experiment Group 1.

**B. The results of the achievement of the development with the card game number**

Before carried out the activities, the results of the achievement of the development with the card game number values by an average of 19,65 points. After the activities of the sons of the group experiment2 measured again to get the final ability. The average results of the postes children experiment2 group 22, 25 points. The results of the experiment group learning2 based on the criteria can be seen based on the Table 4.

**Table 4** The results of the concept of the count of the Group Experiment2

Skor	Kriteria	Pretest		Posttest	
		Jml	%	Jml	%
4	BSB	0	0%	0	0%
3	BSH	0	0%	3	15%
2	MB	15	75%	17	85%
1	BB	5	25%	0	0%

Based on the data on the table 4 obtained that the children of the group experiment 2 before the existence of the treatment has obtained criteria that in children the group experiment 2 before the existence of treatment that have BB criteria as much as 5 children (25%), MB as much as 15 children (75%), and there are not located on the BSH stage and BSB. The results of the average group of experiment 2 worth 19,65 point. The average ability of the sons of the group experiment 2 when conducted pretest located on

the criteria began to grow (MB) of 75%. After carried out the treatment of the children of the experiment group 2 no who has the criteria of BB and MB. The sons of the group experiment 2 have BSH criteria as much as 17 children (85%). And the children who have the criteria of BSB as many as 3 children (15%).

**Table 5** The result of Uji Paired Sample Statistics Group Eksperimen2

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest_Eks2	19.65	20	1.926	.430
	posttest_Eks2	22.25	20	2.149	.480

Based on the table 5 value of average pretes experiment group 2 the original 19.66 turned into 22,73, so the group experiment2 increase of 3.07. In addition to looking at the results of the mean on the sample test pairs can be seen also thitung value and significant results that are produced by the Table 6.

**Table 6** The result of Uji Paired Sample Tests Group Eksperimen2

Paired Differences		Mean	Std. Deviation	95% CI Lower Bound	95% CI Upper Bound	t	Sig. (2-tailed)	
Pair 1	pretest_Eks2 - posttest_Eks2	2.600	.994	.222	3.065	2.134	11.689	.000

Testing criteria if  $t_{hitung} < t_{tabel}$  then  $H_0$  received. When  $t_{hitung} > t_{tabel}$  then  $H_0$  rejected. Based on the table 4.10 appear that values  $t_{hitung} = 11,691$  with table = -2,045. This shows that there is a difference between the average results of the pretes and postes experiment Group 2. Although differences the results before and after treatment in the group experiment2, but the difference produced is small compared to the differences from the group experiment 1.

**C. A difference in the study using the game Manbota and Card Numbers**

Effective learning activities can be observed based on the results of learning and achie-

ving the learning goals. Learning outcomes can be analyzed through the results of the postes, due to the results of the experiment group pretes1 and groups experiment2 has the results of the beginning of the same. The average results of the postes children groups experiment1 of 30,55 points, with great improvements from the pretes toward postes of 12,80. Meanwhile the result postes children experiment2 group 22, 25 points, with great improvements from the pretes toward postes of 2.60 hkd points.

The effectiveness of the game room the ball numbers can be seen and analyzed based on the results of the test through the output of the independent sample test on the table 7

**Table 7** The result of Uji Independent Sample Test Postes

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means			Mean Difference	Std. Error Difference
		F	Sig.	t	df	Sig. (2-tailed)		
Posttest	Equal variances assumed	3.480	.067	9.863	58	.000	7.600	.77053
	Equal variances not assumed			9.863	52.404	.000	7.600	.77053

Testing criteria if  $t_{hitung} < t_{tabel}$  then  $H_0$  received. When  $t_{hitung} > t_{tabel}$  then  $H_0$  rejected. Based on the table 7 shows that the Independent t test postes data between groups of experiment 1 and experiment 2 is  $H_0$  rejected because it has the value of  $t_{hitung} = 9,863$  with  $t_{tabel} = -2,048$ . This shows that there is a difference between the average results of the postes between groups of experiment 1 and experiment Group 2.

In general, the results of this study revealed that the use of the game room the ball numbers are more effective in improving the concept of counting the beginning for children ages 4-5 years compared to using the media card numbers, in other words the game room the ball numbers provide a significant influence on the concept of the count the beginning for children ages 4-5 years.

**CONCLUSION**

Based on the results of research and the discussion held about the game room the ball numbers to improve the concept of counting the beginning of children age 4-5 years, it can be concluded that:

1. The results of the achievement of the development of the children in the concept of counting the beginning of using the bath game

Ball Numbers proved by increasing the ability of learning results on developing criteria according to the expectations.

2. The results of the achievement of the development of the children in the concept of counting the beginning of using the appliance card game numbers proved by increasing the ability of learning results on the criteria began to grow.

3. A difference in the learning the concept of counting the beginning of using the bath game Ball numbers and card numbers evidenced by the results of the experiment group2 smaller peningkatannya compared the group experiment1. This shows that there is a difference between the average results of the postes between groups experiment1 and experiment groups2.

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