The Effectiveness of Rewarding Through The Economic Token Method to Improve Discipline Early Children

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Abstract

The purpose of this study was to determine the effectiveness of giving rewards through the Economic Token Method in improving early childhood discipline. The methodology in this research uses descriptive quantitative, while this research method uses classroom action research. The subjects in this study were early childhood children at PAUD Nurul Jannah Kedaung Pamulang, South Tangerang, with a total of 32 students consisting of 16 male students and 16 female students. Collecting data using test instruments and observation sheets, data analysis techniques with simple statistics. The action research is provided by the teacher through collaboration between the teacher and the researcher. There are several stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The results of this study indicate that the discipline of early childhood through the provision of rewards integrated with the token method increases in each cycle. In cycle II (two) there were 2 meetings, namely: at the 2nd meeting, 83% were in the very good category. The method applied is one alternative to get serious attention both from the institution and from the teacher. Efforts and efforts are needed on the part of educational institutions, in order to improve the discipline of early childhood by revising the learning plans that are tailored to the needs of students

How to cite

Mulyati, D. S., Choiriyah, C. (2022). The Effectiveness of Rewarding Through The Economic Token Method to Improve Discipline Early Children. *Indonesian Journal of Early Childhood Education Studies, 11*(2), 98-106.

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INTRODUCTION

Early childhood is a child who is in the age range from 0 to 8 years old (Kumpulainen et al., 2020) At this time, children begin to be sensitive and sensitive to accept various efforts to develop the full potential of children (Lippard et al., 2018). The sensitive period is a period of maturation of physical and psychological functions that are ready to respond to stimulation provided by the environment (Ambarini, 2018). This period is a time to lay the foundation for developing the ability of religious values, discipline, physical or motor, language, cognitive, social emotional, self-concept, independence, morals, and art (Howes et al., 2008). The development of these abilities requires conditions and stimulation that are in accordance with the needs of the child so that the child's growth and development is achieved optimally.

Minister of Education and Culture Regulation Number 37 of 2014 Article 1 Paragraph 10 concerning National Standards for Early Childhood Education, that PAUD is a coaching effort that is shown to children from birth to the age of 6 years through educational plans, to help physical and spiritual growth and development. so that children have preparation in entering further education (Listriani et al., 2020). Early Childhood Education (ECE) is a form of education that focuses on physical growth and development (fine and gross motor coordination), emotional social intelligence (religious attitudes and behavior), intelligence in thinking power and creativity, as well as language and communication intelligence (Fadlillah, 2017). The implementation of ECE is held by providing learning facilities that are in accordance with the stage of growth and development of children (Rahayu et al., 2022). The ECE learning process is emphasized on the development of thinking processes and creative processes that are in accordance with the level of intelligence that children have. One of the important potentials to be developed in children to support the development process is the development of discipline (Afnida & Suparno, 2020).

Law Number 20 of 2003 CHAPTER 11 Article 3 that: "National education functions to develop capabilities and shape the character of a dignified nation in the context of educating the nation's life, aiming to help develop the potential of students to become human beings who believe and fear God Almighty have noble character, are healthy, knowledgeable, capable, creative, independent, become democratic and responsible citizens" (Machmud & Alim, 2018). The loss of character education values is very concerning, character education shapes the character of students to become mature individuals (Ainiyah, 2013). To realize the achievement of this character program, it is necessary to have synergy between parents and teachers in the school, to find the right pattern for implementing character values. As for one of the character values developed by actions that show orderly behavior and obey various provisions and regulations (Arnott & Yelland, 2020).

The value of discipline is very important for humans so that in the future other good values will appear. The importance of mastering these disciplinary character values is based on the reason that there are many violations of student behavior without regard to disciplinary norms (Wright & Domke, 2019)). For example, students don't come to school on time, don't tidy up play equipment, when they're praying, joking with their friends, even when the learning process is in progress (Nuraini, 2013). The occurrence of undisciplined behavior in the school shows that there have been serious problems in disciplinary character education and shows that the knowledge related to the characters that students get at school has not had a positive impact on changes in students' daily behavior (Gage et al., 2019).

So far, character education can create new problems for which there must be an alternative solution in solving these problems. Thus, efforts are needed for prevention and mitigation, and this is where the importance of school discipline is (Ariyana et al., 2018). With the lack of discipline problems that occur in schools, then one method of giving rewards (award). The first is a verbal reward in the form of praise from the teacher, where praise is given when students can take part in teaching and learning activities in class in an orderly manner. Rewards are not only verbal, but there are also non-verbal ones, one of which is the token economy method (Gerde et al., 2017). The token economy is a form of behavior modification designed to increase desired behavior and reduce unwanted behavior, by using tokens (signs) (Resnick, 1987). Each student receives a token quickly after demonstrating the desired behavior, the token is then collected and can be exchanged with an object or other meaningful object. It can be interpreted that the token economy is a system of strengthening behavior that is managed or changed (Xu et al., 2018).

The results of research by Corby et al. (2021) regarding the use of economic tokens as reinforcement in increasing student participation in classroom learning, and showing a significant

difference after the use of economic tokens, it appears that students are more enthusiastic and participate in learning taking place. These results indicate that the token economy motivates students to be more disciplined in the learning process. In the field of education, Loukatari et al. (2019) state that what is needed in handling children's behavior can be based on the principle of operant conditioning. These programs demonstrate at least short-term success in improving social and academic behavior. In this treatment, children's behavior is monitored from home and school, they are given reinforcement to behave as expected, for example staying in their chairs and pursuing their tasks. Point systems and star boards are common components of these programs (Pellegrino & Hilton, 2013). Younger kids get points and younger kids get stars for certain behaviors, kids can then exchange their points and stars for prizes. The focus of this operant program is to improve academic work, complete homework or learn specific social skills (Smith et al., 2016).

Based on the results above, it is identified that the Economy token can be used to increase student participation in learning that takes place. This Economy Token can also be used in early childhood. If for students who are older, the Economic token used is in the form of points or giving candy, but for groups of early childhood it can be something interesting. Such as cards, star boards and others. It is a shared hope that discipline can be realized in people's daily lives, starting at an early age. Therefore, the researcher aims to see the effectiveness of giving rewards through the token economy method in improving early childhood discipline in ECE Nurul Jannah Kedaung Pamulang, South Tangerang.

METHOD

This research method is Classroom Action Research (CAR) is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The subjects in this study were early childhood children at ECE Nurul Jannah Kedaung Pamulang, South Tangerang, with a total of 32 students consisting of 16 male students and 16 female students. Collecting data using test instruments and observation sheets, while data analysis with descriptive statistics is simple data analysis, namely data obtained from test results and observation sheets are processed to get the percentage of application of the Token method to improve discipline in early childhood.

The action is given by the teacher or direc-

tions from the teacher are carried out by students (Arikunto, 2004). This research was conducted through a collaborative process between teachers and researchers. There are several experts who propose action research methods with different charts, but in general there are four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection (Safitri & 'Aziz, 2019).

This classroom action research procedure consists of pre-research and cyclical action research (Tokmak et al., 2013).

Pre-research is an initial reflection before the first cycle of action research is carried out, namely: a) Develop a school objective data collection format; b) Develop a grid of observation sheet instruments, observation instruments, assessment instruments or initial tests; c) Collecting school objective data using the research format of observation, interviews and documentation; dan d) Analyzing school objective data to be used in planning actions and discussing results.

Cycle Action Research, Based on the evaluation results of research data analysis, preliminary test results, and collaboration team discussions, learning tools can be designed for teaching materials. It can be explained that in the implementation of CAR research for each cycle it must be adjusted to the learning design. This is done so that the class action research carried out does not get out of the discussion.

The success of this research is based on benchmarks, namely: increasing student learning outcomes, through the class average score reaching the minimum completeness criteria (KKM) = 70 and the student learning completeness level reaching 80%.

.According to Supriyadi (2018) that there are four stages that are commonly passed, namely: planning, implementing, observing and reflecting on the following Kemmis and Tanggart Models.
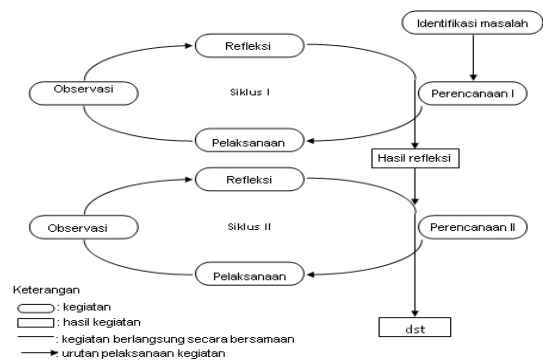
Figure 1. Research design of Kemmis and Tanggart models

RESULT AND DISCUSSION

Pre-cycle data analysis

In terms of the percentage of discipline in early childhood based on pre-cycle data, 30% of students can still practice in learning from the total number of students and there are still many students who do not reach the Minimum Completeness Criteria (KKM = 70). The achievements obtained by students still have not reached the KKM and student learning conditions are still using conventional models, researchers are encouraged to apply the token method to improve discipline in early childhood.

Data Analysis Cycle I

In the first cycle (one) using a test instrument to see the percentage of the extent to which there is an increase in early childhood discipline. The data for the acquisition of the increase can be seen in Table 1 as follows.

Table 1. Recapitulation of Increase Value in Cycle I

Siklus	Hari/ Tanggal	Pertemuan	(%)
Pra Siklus	Jumat/29 Februari 2022	Pra Siklus	30%
Siklus 1	Jumat/22 April 2022	Pertemuan 1	40%
Siklus 1	Senin/25 April 2022	Pertemuan 2	51%

Table 1 shows that the percentage increase in early childhood discipline at the pre-cycle stage is 30% based on the researcher's interpretation of the practice values and conditions in the classroom. In the first cycle (one) which was carried out for 2 meetings, the response to an increase in children's discipline at meeting 1 was 40% in the sufficient category and at meeting 2 it increased to 51% in the sufficient category, although there was a slight increase at the 2nd meeting but this has not been categorized as having increased successfully because the minimum success indicator is 80% with KKM = 70 as a benchmark. The diagram of improving children's discipline from pre-cycle to cycle 1 is presented in the image below:
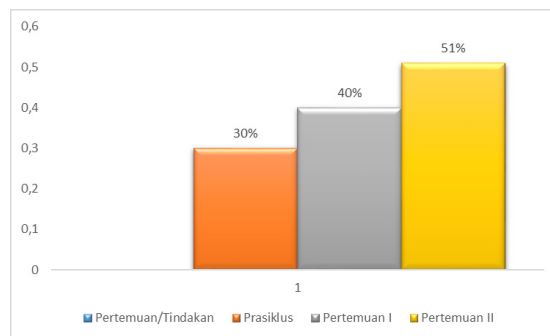

Figure 2. Graph of Children's Discipline Improvement From Precycle to Cycle I

Based on the histogram diagram above, it can be seen that the increase in early childhood discipline increased by only a few percent, starting from the pre-cycle of 30%, the first cycle (one) at the 1st meeting by 40% and the 2nd meeting by 51% this increase is still within enough category and still far from the success indicator that is set at (80%).

The reflection of the results of the first cycle research (one) based on the evaluation of the data analysis of the research results of the first cycle (one) can be reflected or recommended as follows: a) The appreciation of the initial activities has not been maximized; b) Exploration activities have not been good in learning materials; c) Information about the next material is still delivered orally; dan d) The application of the Token method is still not effective. Reflection or evaluation results on the data analysis are recommended in order to maximize appreciation, strengthen exploration activities, deliver further learning materials in writing, and convey more meaningful messages in cycle 2 (two).

In addition to seeing an increase in early childhood discipline, this increase occurred due to the learning methods applied by researchers as classroom teachers at each meeting. Therefore, the researchers also reviewed the good improvement with the implementation of the token method, so that it could help improve discipline. The instrument in the form of an observation sheet has been adjusted based on the indicators of the token method using 5 working steps of implementing the token method with 20 proposed statements. The target is a collaborator of teachers who are in the school as filling in the observation sheet at each meeting in cycle II (two). The recapitulation of the increase value can be seen in Table 2 as follows.

Table 2. Recapitulation of Token Method Increase Value in Cycle I (one)

Siklus	Hari/Tanggal	Pertemuan	(%)
Pra Siklus	Jumat/29 Februari 2022	Pra Siklus	0%
Siklus 1	Jumat/22 April 2022	Pertemuan 1	50%
Siklus 1	Senin/25 April 2022	Pertemuan 2	60%

Table 2 above shows that the percentage increase in the application of the token method at the pre-cycle stage is 0% because at the pre-cycle stage the token method has not yet been implemented. In the first cycle (one) which was held for 2 meetings, the collaborator got a response to the increase in the application of the token method at the 1st meeting by 50% in the sufficient category and at the 2nd meeting it increased to 60% in the sufficient category, although there were a slight increase in the 2nd meeting but this has not been categorized as successful in increasing well. The researcher can conclude that the implementation of the token method has increased well. This is based on the scale that has been determined in chapter three, namely: the range of the scale is categorized as good between (61% - 80%).

The diagram of improving the implementation of the token method from pre-cycle to cycle I (one) is presented in the image below.
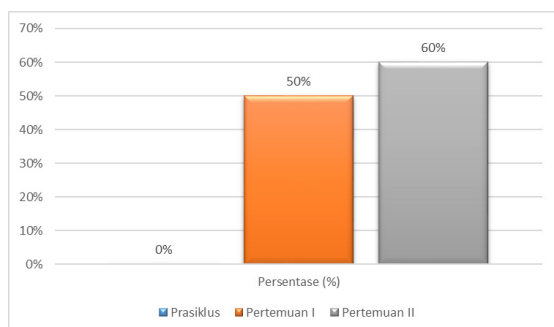

Figure 3. Token Method Improvement Graph From Precycle to Cycle I (one)

Based on the diagram, it can be seen that the increase in the application of the token method in improving discipline in early childhood appears to have increased by only a few percent, starting from the pre-cycle 0%, the first cycle (one) at the 1st meeting by 50% and the 2nd meeting by 60 % of this increase is still in the sufficient category and is still far from the success scale set, which is (61% -80%) in the good category.

The reflection of the results of the first cycle research (one) based on the evaluation of the data analysis of the research results of the first cycle (one) can be reflected or recommended as follows: a) The appreciation of the initial activities has not been maximized; b) Exploration activities have not been good in learning materials; c) Information about the next material is still delivered orally; d) Application of token method that has not been well mastered. e) Reflection or evaluation results on the data analysis are recommended in order to maximize appreciation, strengthen exploration activities, deliver further learning materials in writing, and apply the token method that must be mastered well so that it can convey a more meaningful message in cycle II (two).

Recommendations need to be continued to cycle II (two) with the composition of the implementation of representative actions with different materials in the lesson improvement plan (RPP), the steps for implementing learning carried out by teachers using concrete media must be more flexible, while the observation sheet instrument for assessing the learning process is fixed.

Cycle II Data Analysis

Cycle II (two) was held for 2 meetings or giving actions, while data on increasing early childhood discipline with the application of the token method can be seen in Table 3 as follows.

Table 3. Recapitulation of Discipline Improvement Values in Cycle II

Siklus	Hari/Tanggal	Pertemuan	(%)
Pra Siklus	Jumat/29 Februari 2022	Pra Siklus	30%
Siklus 1	Jumat/22 April 2022	Pertemuan 1	40%
Siklus 1	Senin/25 April 2022	Pertemuan 2	51%
Siklus 2	Rabu/27 April 2022	Pertemuan 1	60%
Siklus 2	Kamis/28 April 2022	Pertemuan 2	83%

Table 3 shows that the percentage increase in early childhood discipline at the pre-cycle stage is 30% in the sufficient category. In the first cycle (one), which was carried out for 2 meetings, the response to an increase in discipline at the 1st meeting was 40% in the sufficient category and at the 2nd meeting it increased to 51% in the sufficient category.

In cycle II (two) which was conducted in 2 meetings, the response to increasing early child-

hood discipline at the 1st meeting was 60% in the sufficient category and at the 2nd meeting it increased to 83% in the very good category. The results obtained in cycle II (two) experienced a very good increase at the 2nd meeting, this can be categorized as successfully increasing well because it exceeds the minimum success indicator of 80% with KKM = 70 as a benchmark. The diagram of improving early childhood discipline from pre-cycle to cycle II (two) is presented in the image below.
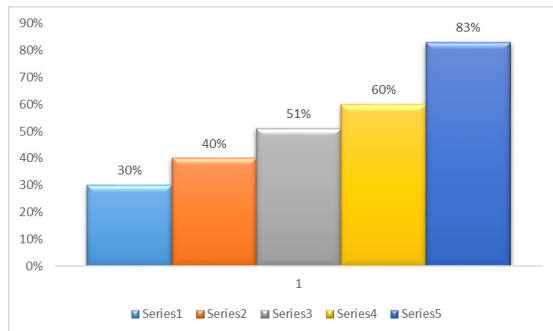

Figure 4. Discipline Improvement Graph From Precycle to Cycle II (two)

Based on the diagram above, it can be seen that the improvement of early childhood discipline seems to have increased very well, starting from the pre-cycle of 30%, the first cycle (one) at the 1st meeting by 40% and the 2nd meeting by 51%. In cycle II (two) at the 1st meeting it was 60% and the 2nd meeting was 83%, a very good increase occurred at the 2nd meeting in cycle II (two) and even exceeded the success indicator set, which was (80%)).

The reflection of the results of the second cycle of research (two) is no longer continued. This is because the results of observations and assessments of the quality of learning practices based on the results of the evaluation of data analysis and data interpretation proved that the appreciation of the initial activities was maximal; Exploration activities are good for learning materials; delivery of information about the material is quite good; and the implementation of the token method has begun to be effectively implemented.

The improvement of early childhood discipline based on the results of data evaluation has proven that it has improved very well and exceeds the success indicator of at least 80%, with the last percentage increase of 83% in cycle II (two) 2nd meeting. Recommendations do not need to be continued to the next cycle. The data on the results of increasing the application of the token method can be seen in Table 4 as follows.

Table 4. Recapitulation of Values Token Method Improvement In Cycle II (two)

Siklus	Hari/Tanggal		Pertemuan	(%)
Pra Siklus	Jumat/29 Februari 2022		Pra Siklus	0%
Siklus 1	Jumat/22 2022	April	Pertemuan 1	50%
Siklus 1	Senin/25 2022	April	Pertemuan 2	60%
Siklus 2	Rabu/27 2022	April	Pertemuan 1	70%
Siklus 2	Kamis/28 2022	April	Pertemuan 2	85%

Table 4 shows that the percentage increase in the application of the token method at the pre-cycle stage is 0%, in the first cycle (one) which was carried out 2 times, the collaborator received a response from the increase in the application of the token method at the 1st meeting by 50% in the category enough and at the 2nd meeting it increased to 60% in the sufficient category. In cycle II (two) which was held for 2 meetings, the collaborator got a response to the increase in the implementation of the token method at the 1st meeting, 70% was in the very good category and at the 2nd meeting it increased to 85% in the very good category. The results obtained in cycle II (two) experienced a very good increase at the 1st and 2nd meetings, this can be categorized as successfully increasing well because it achieved a success scale that was between (81%-100%) in the very good category. The diagram of the improvement of the token method from pre-cycle to cycle II (two) is presented in the image below.
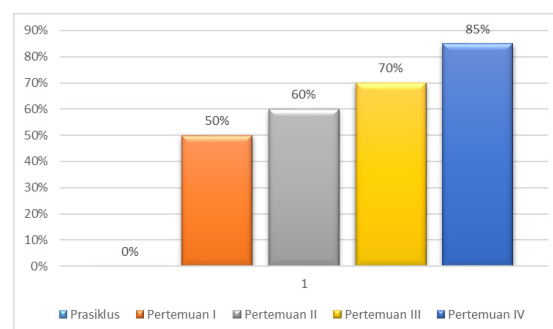

Figure 5. Token Method Improvement Graph From Pre-cycle to Cycle II (two)

Based on the diagram above, it can be seen that the increase in discipline in early childhood seems to have increased very well, starting from 0% pre-cycle, first cycle (one) at the 1st meeting by 50% and the second meeting by 60%. In the

second cycle (two) at the 1st meeting it was 70% and the 2nd meeting was 85%, a very good increase occurred at the 2nd meeting in the second cycle (two) with the success scale in the range (81%-100%) is categorized as very good.

The reflection of the results of the second cycle of research (two) is no longer continued. This is because the results of observations and assessments of the quality of learning practices based on the results of the evaluation of data analysis and data interpretation have proven that the implementation of the token method has begun to be effectively implemented. The results of the increase in the token method based on the results of data evaluation proved that it had improved very well which was on a scale range (81%-100%) in the very good category, with the last increase in the percentage of 85% in cycle II (two) 2nd meeting. Recommendations do not need to be continued to the next cycle.

Early childhood discipline was based on 2 indicators that were assessed by researchers, the results of the overall implementation of the cycle can be said to be good. This can be seen in the large percentage increase. Discipline in early childhood was reviewed for 2 cycles with 4 meetings. The results of data analysis explained that the improvement of discipline in early childhood during the study was good. This can be seen in the implementation of student learning being more active with the application of the token method as a new learning strategy, carrying out their duties with their own efforts, having the goal of wanting to achieve better than before, concentrating on lessons, having enthusiasm in learning, being able to complete their tasks properly. group, and interact well with the teacher and their discussion partners.

The implementation of learning by applying the token method has been going well. This learning is an interesting learning for students. Learning is carried out through 2 cycles where, each cycle consists of two meetings. At the beginning of the lesson, the researcher first greeted the students in a friendly manner, after that the researcher conditioned the class with the help of a collaborator taken from the teacher at the school, who would later control the researcher as well as provide suggestions and respond to the observation sheet at each meeting. The researchers started the lesson with an opening greeting and continued with the delivery of the material to be studied. Then the implementation of the token method begins to be implemented according to the steps. One of them gives instructions to form groups with the guidance of the class teacher, this lasts until the lesson is over. The next meeting the students must have sat in a group and this continues until the research is finished.

Learning while applying the token method got enthusiasm from collaborators, this is because researchers can orient students to the material well, in delivering material the researcher is able to invite students to illustrate well what the researcher conveys in everyday life examples, the delivery of material in its implementation is mutually related, gradual and students can understand it. These presentations are 5 important work steps in the application of the token method that have been carried out well by researchers in improving discipline in early childhood.

CONCLUSION

Early childhood discipline through the provision of rewards integrated with the token method increases in each cycle. In cycle II (two) there were 2 meetings, namely: at the 2nd meeting, 83% were in the very good category. It can be said that the discipline of early childhood should be given a stimulus regularly through interesting learning. The Token method applied to improve early childhood discipline shows very good results. This can be seen from the results of calculations on the observation sheet based on the 5-step process of applying the token method, an increase occurred at the 2nd meeting in cycle II (two) with a percentage of 85% being in the very good category.

The method applied is one alternative to get serious attention both from the institution and from the teacher. Efforts and efforts are needed on the part of educational institutions, in order to improve the discipline of early childhood by revising the learning plans that are tailored to the needs of students. The novelty in a method that is applied in the early childhood learning environment will be able to provide a sense of comfort in class, a strong understanding of concepts, and meaningful learning. Early childhood discipline is not solely influenced by internal and external environmental factors. Further research is needed on other factors that are thought to influence it. The aspects studied through Classroom Action Research (CAR) can also be done using different learning models.

Based on the results of this research, suggestions are then made on which schools and teachers can apply the token method as an alternative solution for teachers in developing learning strategies, especially those applied in Early Childhood Education (PAUD); Other researchers are expected to be able to carry out further research by applying the token method with other subject

matter; The token method can be combined with IT-based learning media so that learning can be more interactive between teachers and students.

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