

Implementation of Digital-Based Learning in the Independent Curriculum at Elementary School in Bima City

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Article Info

History Articles

Received:

5 January 2023

Accepted:

10 February 2023

Published:

30 April 2023

Keywords:

Digital Learning,

Independent

Curriculum,

Elementary School

Abstract

Learning in the era of industrial revolution 4.0 demands a change from conventional learning systems to modern digital-based learning systems. The need for human adaptation to new technology is very necessary. This research aims to analyze the implementation of learning and the results of implementing digital-based learning in the independent curriculum at elementary school level in Bima City. The benefit of research is that it can be used as a reference and evaluation for the education sector regarding the implementation of digital-based learning in the independent curriculum. This research is qualitative research using phenomenological studies and subjective research types. The data collection techniques used in this research consist of interview, observation and documentation techniques. The triangulation technique used in this research consists of two, namely technical triangulation and source triangulation. Data analysis techniques consist of data collection, data reduction, data presentation, and data verification. The results of this research are that the implementation of digital-based learning in the independent curriculum has been effectively implemented. Every school, even every class, has a different way of implementing it. However, there are several obstacles faced, namely the number of LCD is still insufficient, the internet network is less stable, and there are several teachers who experience difficulties in creating digital-based learning devices. These obstacles are not an obstacle for teachers because every teacher have effective strategies. The strategy used to overcome these obstacles is by using a smartphone or using an LCD in rotation, using a personal quota, and continuing to upgrade oneself. The benefit of research is as a reference and evaluation regarding the implementation of digital-based learning in the independent curriculum.

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INTRODUCTION

Education is a crucial element in people's lives because education is an element that influences the order of human life (Amrullah et al., 2020). Along with the rapid development of the times, all aspects of life are experiencing many changes, including in the field of education. Learning in the era of industrial revolution 4.0 demands a change from conventional learning systems to modern digital-based learning systems (Anita et al., 2022). The rapid pace of development of science and technology has had a significant influence on the fabric of life (Heryani et al., 2022).

In the current digital era, science and technology are developing very rapidly. This development has the impact of increasingly opening up the dissemination of information and knowledge to and from all over the world beyond the boundaries of distance, place, space and time. The reality of human life in the digital era like today will always be related to the existence of technology. This system is developing rapidly and widely, substantially influencing the supporting components of education (Herdiani, 2020).

The need for human adaptation to new technology that has developed is mandatory, one of which is through educational programs. This is done with the aim of ensuring that the next generation is not left behind in the use of technology. That way, technology and education are able to develop together along with the new generation as the successor to the old generation. Several ways to adapt can be realized in the form of training or in various educational programs such as digital-based learning. This program is a forum and opportunity for teachers and students to be able to develop according to the times (Siswanto, 2020).

The convenience offered in the current era of digitalization provides opportunities for anyone who needs and wants it. This in the realm of education has a positive impact that can be felt by teachers and students. Furthermore, according to the opinion of (

Citraningsih & Wiranata, 2022) digital-based learning can explore abilities in utilizing digital. Learning activities can now be carried out anywhere and at any time as long as the location provides internet service and a stable signal so that digital-based learning activities can take place (Amadea & Margareta, 2020).

The Merdeka Curriculum is present in the current era of digitalization, so it is designed to be simpler and more flexible, it is hoped that it will make teachers focus on essential material and students will be more active according to their interests (Aji & Putra, 2021). The availability of opportunities to implement digital-based learning in the independent curriculum not only provides convenience for teachers but also provides new challenges. Teachers experience difficulties in adapting to implementing digital-based learning in the independent curriculum, this is due to limited facilities and ability to operate digital devices (Sasmita & Darmansyah, 2022).

Existence technology Which develop very fast No compare straight with ability Teacher For make use of it . Even ability digital Which owned by Teacher Still lost Far with ability digital Which owned by learners. Matter This can seen from ability learners in utilise technological developments, students are very adept at operating digital devices and very easy to adapt (Kuncoro et al., 2022).

Independent curriculum is a curriculum concept that demands independence for students. Independence means that every student is given the freedom to access the knowledge obtained from formal and non-formal education. This curriculum demands creativity from teachers and students (Manalu et al., 2022). The existence of an independent curriculum is a reorganization of the national education system in Indonesia, which (Yamin & Syahrir, 2020) states that this statement is in order to welcome change and progress in the nation so that it is able to adapt to changing times.

Apart from educational policies related to the implementation of digital-based learning in the independent curriculum, teachers need to

improve their skills in using digital devices because with the involvement of digital devices it will be easier for teachers to obtain new information or knowledge that can be used during learning activities (Aditya, 2021). Teaching is a professional profession where teachers are required to try as much as possible to carry out their work as well as possible in educating as a professional, so the teacher's job as an educator, instructor and coach must be to be able to have an impact on their students (Marbawi & Hamdiah, 2022) .

This implementation is more or less influenced by the perceptions and interpretations of teachers, according to (Megawati et al., 2022). The aim of independent learning is so that teachers, students and parents can have a pleasant atmosphere. It is hoped that from this freedom of learning, teachers and students can be free in thinking so that this can be implemented as teacher innovation in delivering material, not only that, it will also be easier for students to be free to learn, innovate and be creative in learning (Hutabarat et al., 2022).

The progress that has occurred creates challenges for teachers to adapt to situations that are easy, fast and digital. Teachers who are unable to adapt to this speed will be automatically eliminated and labeled as technologically illiterate. In contrast to students who were born and grew up with technology (digital natives), teachers who were born and grew up without the sophistication of today's digital technology have twice the burden compared to students who are familiar with this sophistication (Rahma et al. ., 2023).

The times that are changing so rapidly mean that teachers inevitably have to have strategies to improve their skills and hone their creativity so that they can adapt to the times. One of the skills that teachers must have is digital literacy. Digital literacy in the learning context can be interpreted as the ability to access, analyze, create, reflect and utilize digital devices (Harjono, 2019) .

The implementation of digital-based learning does not necessarily run smoothly. This problem requires teachers to be able to adapt the

use of technology by using effective strategies that can overcome various problems in implementing digital-based learning (Kuncoro et al., 2022) .

Teachers' abilities must be maximized. Empowering teacher abilities is something that is very significant, strategic and comprehensive for a better Indonesian education sector because teachers have the most important role in implementing the curriculum. Based on the results of initial observations that have been carried out, data has been obtained that there are still many elementary schools in Bima City that are not yet able to implement digital-based learning in the independent curriculum. Currently schools are still focused on adapting to the use of the independent curriculum, therefore digital-based learning is not yet very focused.

The first aim of this research is to analyze the implementation of digital-based learning in the independent curriculum which includes planning, implementation and evaluation of learning activities. The second objective is to analyze the results of implementing digital-based learning in the independent curriculum at elementary school level in Bima City, including effectiveness, obstacles and strategies. The benefit of research is that it can be used as a reference and evaluation for the education sector regarding the implementation of digital-based learning in the independent curriculum.

METHOD

This research is qualitative research using phenomenological studies and subjective research types. This research focuses on analyzing the implementation and results of implementing digital-based learning in the independent curriculum. Qualitative research is used to understand phenomena that occur regarding what is experienced by research subjects such as behavior, perception, motivation, actions, etc. holistically, and by means of descriptions in the form of words and language, in a special natural context and with utilize various natural methods (Suyatno, 2019) .

This research was conducted in three locations, namely SDN 2 Suntu Kota Bima, SDN 19 Rabangodu Utara Kota Bima, and SDIT Insan Kamil Santi Kota Bima, which is in NTB Province. The data collection techniques used in this research consist of interview, observation and documentation techniques. The informants in this research were 15 people consisting of school principals and class IV and V class teachers who had used digital-based learning and an independent curriculum. The triangulation technique used in this research consists of two, namely technical triangulation and source triangulation. Then proceed with data analysis techniques using the interactive model from Miles & Huberman. The steps taken consist of data collection, data reduction, data presentation and data verification (Purnasari & Sadewo, 2021).

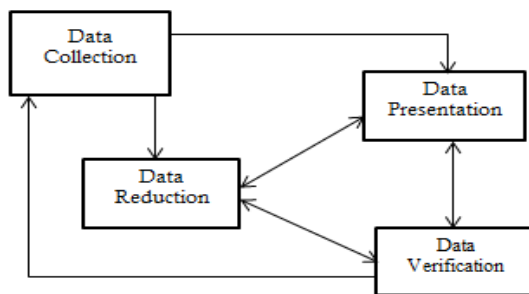


Figure 1 Data Analysis Componen

The first stage is data collection, at this stage data collection is carried out at three research locations using interview, observation and documentation techniques. After the data is obtained, it continues with the second stage, namely data reduction, at this stage the data from the three research locations is selected, focused and simplified. The third stage involves presenting the data, namely by compiling the data systematically or simultaneously so that the data obtained can explain or answer the problem being studied. Next, the final stage is drawing conclusions related to the research that has been carried out.

RESULTS AND DISCUSSION

Digital-based learning can advance school reform by increasing equity and access to educational opportunities, increasing the effectiveness and productivity of teachers and administrators, providing learner-centered learning to ensure college and career readiness for all students and turning teachers into educational designers. Currently, through the use of technology, digital-based learning can be used anywhere, anytime, at school, at home, or when traveling, because digital technology has advantages and convenience for matters related to short distance learning or distance learning. So that improving the quality of education in a society that is in fact becoming familiar with digital technology and communication via digital-based social media is easier to realize.

In this modern era, learning with a digital touch is very necessary to prepare students to face the challenges of increasingly rapid developments. The role of digitalization in learning activities in the independent curriculum helps teachers to create more interesting and meaningful learning for students and makes it easier for teachers to realize predetermined learning outcomes. (Septiana & Hanafi: 2022).

Implementing digital-based learning requires teacher abilities which include several aspects consisting of the ability to operate digital devices, basic internet skills, the ability to obtain information, frequently used information sources, and the ability to use information effectively. Teachers must have these five abilities to make it easier to implement digital-based learning. Apart from that, the availability of facilities and infrastructure that can support the continuity of digital learning is also very much needed so that implementation results are more optimal (Nahdi & Jatisunda, 2020).

Based on the results of the research that has been conducted, it is clear that these aspects of teacher ability have been fulfilled by elementary school teachers in the three locations where the research took place. These aspects are always applied in learning activities. School principals and teachers have a complex understanding of digital-based learning and an independent curriculum. The school principal

always provides opportunities and supports teachers to continue to develop their abilities so that they are able to carry out learning according to the nature of the times.

Digital-based learning in the independent curriculum is implemented in three stages that is; 1) Learning planning stage , at this stage the teacher will design, create and provide the learning tools needed when implementing learning activities, 2) Learning implementation stage , at this stage the teacher will implement learning based on the learning tools that have been created at the planning stage. 3) Learning evaluation stage , at this stage the teacher will assess the students' learning outcomes.

Digital-based learning can be carried out using applications that can be accessed to make it easier for teachers and students to carry it out. There are many applications that can be used for learning activities, one of which is the application provided by the government, namely the Merdeka Mengajar application. This application will primarily help schools in the freedom to change stage to obtain learning tools distributed by teachers throughout Indonesia who have successfully developed learning tools to be implemented in their classes. There are many features in the Merdeka Mengajar application that can be used to make things easier teachers implement digital-based learning in the independent curriculum (Efendi: 2019).

Implementation of Digital Based Learning in the Independent Curriculum

Every elementary school in Bima City which is the research location, consisting of SDN 2 Suntu Kota Bima, SDN 19 Rabangodu Utara Kota Bima, and SDIT Insan Kamil Santi Kota Bima, is able to implement digital-based learning well and optimally according to what is expected. Every school, even every class, has varied, creative and innovative ways of implementing it, both at the planning, implementation and learning evaluation stages.

If we look at the vision, mission, goals and indicators of the three schools, digital-based learning programs in the independent curriculum are included in them. The

implementation of digital-based learning in the independent curriculum is strongly supported and given space to continue to develop in line with current developments. The digital-based learning program is not just a mere discourse to beautify the school's vision, mission and goals, but this program is actually implemented every day, even in almost every class. This program is proven by the efforts of each school to provide adequate facilities and infrastructure to implement digital-based learning programs in the independent curriculum. Apart from that, schools also always strive to improve the quality of teachers so that they are able to carry out digital-based learning. The qualities possessed by teachers greatly determine the realization of success in learning activities. A teacher must have a strong will to continue learning to improve one's quality, because learning lasts a lifetime.

Implementing digital-based learning can not only be carried out in the ICT laboratory room, but can be carried out in every class. The school has provided adequate classrooms, digital devices that can help teachers to carry out digital-based learning in the classroom such as LCD, projector screens, choke rolls, speakers, microphones, electricity and wifi networks that can be used at any time, even though there are several devices digital which is still used interchangeably because there are not as many as there are groups consisting of dozens to dozens of groups. Apart from being carried out in class, digital-based learning can also be carried out outside of class using a smartphone or laptop with the help of an internet network. So the implementation becomes more flexible.

Apart from digital devices prepared by schools, it is not uncommon for many teachers to purchase and prepare personal digital-based learning devices. Likewise with students, they also participate in supporting digital-based learning programs by bringing smartphones or laptops to school to use during learning activities. They do not depend on digital devices provided by the school. This is done so that digital-based learning activities can continue to be carried out. In an effort to minimize excessive

use of smartphones, teachers will collect students' smartphones when they are no longer used for learning activities. The use of smartphones during learning activities is also carried out with strict supervision from the teacher to avoid unwanted things outside the interests of the learning activities.

At the learning planning stage, teachers often look for lesson materials from the ministry of education and culture's textbooks, google books, google, youtube, wikipedia. After the learning materials are obtained, the teacher will arrange the learning materials more systematically so that they are easily understood by students, then the teacher will design teaching modules and LKPD using the Microsoft Word application and the Canva application. Learning material obtained from various sources will be included in the teaching module. Teachers use learning models that suit the characteristics and learning styles of students after going through the diagnostic assessment stages. The teaching module that has been created will then be saved in hard copy form which is bound or recorded, apart from that it is also made in soft copy form which is saved on a smartphone, laptop or computer. Apart from that, data is also secured on Google Drive or a flash disk as a precaution when data stored on a smartphone, laptop or computer is lost.

At the planning stage the teacher also creates or prepares interactive learning media in the form of PPT, video, audio, images which can be accessed via a link or downloaded by the teacher first. The learning media used contains lesson material that has been packaged attractively so that it is easy for students to understand. Teachers also design learning evaluations such as exercises, homework, mid-semester assessments and final semester assessments using Google Forms, Google Classroom and Smart School applications. Using applications is very effective because it can make it easier for teachers to check students' work results.

The implementation of digital-based learning in each school and even each class always varies. As a practical teacher and has

obtained a certificate from google, the head of SDN 19 Rabangodu Utara Kota Bima has succeeded in designing and opening an interesting digital-based learning application, the application is named the smart school application. The smart school application can only be used by that school. This application was designed as an effort to optimize the implementation of digital-based learning in the independent curriculum. This application has been installed on every smartphone belonging to teaching staff and students at SDN 19 Rabangodu Utara Kota Bima so that it can be accessed by all teaching staff and students using their respective accounts. The smart school application contains teacher data, student data, materials, media, and even learning evaluations. Socialization of the use of the smart school application was carried out directly by the school principal as the resource person. This application is very actively used to help implement digital-based learning in the independent curriculum in this educational unit.

As the first generation driving school which has many driving teachers and always innovates in the field of education, SDIT Insan Kamil Santi Bima City has implemented an independent curriculum and digital-based learning creatively and innovatively. Each class has a different way of implementing digital-based learning. Implementation of digital-based learning using interesting applications such as Zoom, Google Meet, YouTube, Telegram, WhatsApp, Canva, PPT, education-based online games, digital-based textbooks containing explanations and barcode scanning using the erlangga book reader application. Teachers also use digital devices such as laptops, smartphones, computers, speakers and microphones so that voices can be heard clearly so that what the teacher says can be heard and understood by students well. This school is also active on various social media such as facebook, instagram and youtube. School principals and teachers also routinely upload learning videos on the school's YouTube and use them as references and inspiration for other schools.

The implementation of digital-based learning at SDN 2 Suntu Kota Bima is also implemented optimally. As a model school and a school that is often used as a sample at the elementary school level in Bima City. SDN 2 Suntu Kota Bima also has many active teachers who really support digital-based learning in the independent curriculum. This school is able to implement digital-based learning in varied ways in each class. Some use the canva application, microsoft withboard, youtube, whatsapp, telegram. The learning media used are video, audio and PPT. Teachers in each class teach using laptops, smartphones, speakers, microphones and a stable internet network. Twice a week the teacher holds online coaching classes via zoom meetings or Google Meet.

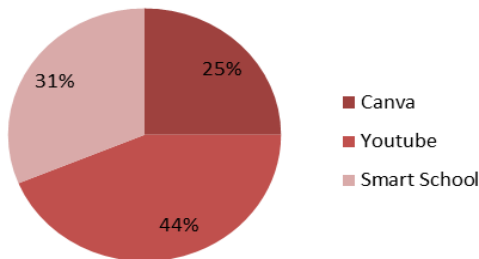


Figure 2. Learning Implementation Application

When implementing digital-based learning, teachers use several applications that can support learning activities. Based on the data that has been obtained, there are three applications that are often used, namely Canva, youtube, and smart school. If you look at the percentage of the pie chart above, YouTube application usage occupies 44%. This shows that the YouTube application is used more often in learning activities compared to the Canva application which occupies 25% and the smart school application which occupies 31%.

Teachers and students together create more active, creative, innovative and productive learning. Not only that, the independent curriculum will also change learning methods which were originally carried out in the classroom and changed to learning outside the classroom. Learning outside the classroom will provide greater opportunities for students to discuss with the teacher. Learning outside the classroom will shape students' character, both in

terms of the courage to express opinions during discussions, the ability to socialize well, and become competent students so that the students' character will automatically become more formed (Prastyo & Inayati, 2022).

Learning evaluation in the three schools can be carried out on a digital basis, the method used is almost the same, namely through Google Forms, Google Classroom and the Smart School application. Both in the form of practice questions, homework, mid-semester assessments and end-of-semester assessments. Evaluation results can also be seen directly through the application. Each student's learning results will be sent to a WhatsApp group containing the student's parents so that parents can also find out about their child's learning progress while at school so that there is good communication and mutual support between parents and teachers.

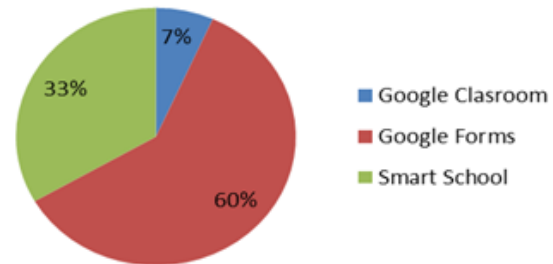


Figure 3. Learning Evaluation Platform

During learning evaluation activities there are three platforms used. If you look at the percentage of the pie chart above, Google Forms occupies 60% as the first most used, Smart School occupies 33% and Google Classroom occupies 7%. This shows that the Google Forms platform is mostly used when evaluating learning.

Results of Implementing Digital-Based Learning in the Independent Curriculum

The results of the implementation of digital-based learning in the independent elementary school level curriculum in Bima City have been effectively implemented. Teachers are able to apply digitalization at the planning, implementation and evaluation stages of learning. Students are very enthusiastic about participating in every learning activity that

presents or involves digital technology in it. The implementation of digital-based learning in the independent curriculum is in accordance with its objectives, namely changing the teaching system from conventional to digital format, welcoming education 4.0 which integrates cyber technology, preparing human resources (HR) that are creative and in line with current demands and encouraging a new revolution in the world. education that is not limited to learning activities in class (Efendi, 2019)

Regardless of the implementation results which have been effectively implemented, there are several obstacles that teachers still experience when implementing digital-based learning in the independent curriculum, namely the problem of an unstable internet network so that when the observation activity took place there were 5 teachers who used personal internet quotas. , the number of LCD does not match the number of classrooms and there are teachers who still have difficulty preparing digital-based learning devices.

Obstacles in implementing digital-based learning in the independent curriculum are not a barrier for teachers to implement it. This is because every school principal and teacher has effective strategies to overcome these obstacles. The strategy that can be used is that if the internet network experiences problems then teachers and students will use personal internet quotas, the number of LCD that do not match the number of classrooms can be overcome by rotating use or digital-based learning which initially uses LCD can be replaced by using smartphones so that more flexible and teachers who are still experiencing difficulties in setting up digital devices can be guided by colleagues, take part in online training via webinars and be active in teacher working group activities that have been formed in each school, within the community will be discussed regarding the obstacles that arise. faced by teachers during learning activities, apart from that, training activities are also held to improve teacher competence so that it is more optimal.

The results of implementing digital-based learning in the independent curriculum can be

viewed from the obstacles faced. Therefore, it is necessary to have strategies that must be carried out by teachers as a process for making plans that are useful to help focus and help achieve the expected results. The use of strategies can overcome obstacles that occur in the implementation of digital-based learning in the independent curriculum which limit, hinder or prevent goal achievement. So that the results of the implementation can be effective in accordance with what is expected (Alimuddin, 2023).

This research found that the implementation of digital-based learning in the independent curriculum can increase teacher competency. This is due to the demands of the times which make teachers want to continue learning and upgrading themselves. Apart from that, it was also found that there was an increase in student learning outcomes. Students are very enthusiastic and interested when implementing digital-based learning so that there is an increase in learning outcomes.

Based on the results of research conducted by (Purnasari & Sadewo, 2021) it is stated that digital-based learning at the elementary school level generally cannot be implemented. This is different from this research, based on the three research locations, the results showed that the elementary school level in Bima City was able to implement digital-based learning in the independent curriculum effectively.

CONCLUSION

The implementation of digital-based learning in the independent curriculum has been carried out at the planning, implementation and learning evaluation stages. Every school, even every class, has varying ways of implementing it. The results of the implementation of digital-based learning in the independent curriculum at the elementary school in Bima City have been effectively implemented. Digital-based learning makes it easier for teachers to realize predetermined learning outcomes. Students are very enthusiastic when carrying out digital-based learning, resulting in an increase in learning

outcomes. Teachers also experience increased competence due to the demands of current developments which require them to continue learning to adapt. However, there are several obstacles that teachers still face, namely internet networks, a lack of LCD, and some teachers who have difficulty creating digital-based learning devices. These obstacles do not become a barrier for teachers to continue implementing digital-based learning, because teachers have prepared various strategies that can be used to overcome them, such as using personal internet quotas, using personal LCD or using smartphones, and continuing to upgrade themselves by learning independently, take part in online and offline training.

ACKNOWLEDGMENT

The author would like to thank the principal, teachers and students of SDN 2 Suntu Kota Bima, SDN 19 Rabangodu Utara Kota Bima, and SDIT Insan Kamil Santi Kota Bima as well as the reviewers who have helped the author until the publication of this research journal.

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