

DOI <http://dx.doi.org/10.36722/sh.v9i1.2789>

Strengthening the Classroom Environment to Support Early Childhood Learning Activities at TK PKK Maguwoharjo

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Abstract – This research aims to strengthen the classroom environment to support early childhood learning activities by analyzing the factors of the classroom environment that do not support learning activities, as well as to identify and understand the factors that influence the early childhood learning environment at PKK Maguwoharjo Kindergarten. The research method used is qualitative, with a case study approach through direct observation and interviews with teachers and parents. The results show that several factors in the classroom environment do not support early childhood learning activities, including failures in classroom arrangement that interfere with children's focus and concentration, lack of relevant learning resources, lack of variety and diversity of learning materials, lack of social interaction and collaboration in learning activities, lack of individualized attention to children, and physical discomforts such as noise, uncomfortable temperatures, lack of natural lighting, and poor air quality. This research provides practical recommendations that can be implemented to improve the quality of the learning environment, especially in the management of the classroom environment for early childhood at PKK Maguwoharjo Kindergarten.

Keywords - Learning Activities, Early Childhood, Classroom Environmental Factors, Less Supportive Environment, Classroom Environment Management

INTRODUCTION

Child development begins at an early age, and early childhood education is an important early stage in the development process (Mukhtar et al., 2023). Early childhood is considered a sensitive period where children can absorb information and acquire knowledge (Noor, 2020). Factors that influence early childhood growth and learning are the environment in the classroom, because there are various stimuli that can stimulate or inhibit children's learning activities (Saripudin, 2019). A supportive and stimulating environment plays a crucial role in shaping the quality of early childhood learning (Setyowahyudi, 2020). In observing environmental factors, there are several indicators such as a safe and comfortable place to learn, adequate facilities, available learning resources, good interactions with educators or parents, in

supporting early childhood development and learning (Sari, 2005).

While there are factors that can support and energize children's learning, we often encounter things that can hinder early childhood learning. If the classroom environment does not meet children's learning needs, it can have a negative impact on children's cognitive, physical-motor, social-emotional development, religious and moral values, and artistic expression (Anggraini, 2015). Classroom environmental factors that are less supportive of the early childhood learning process can also reduce children's motivation, interest and curiosity in learning, and cause children to get bored, tired or stressed easily (Nugraha, 2010).

Based on the results of the observation at PKK Maguwoharjo Kindergarten, there are still challenges that must be faced in creating an optimal

learning environment for early childhood. Such as noisy, dark and stuffy classroom conditions, poorly organized classroom arrangements, limited learning media and tools, lack of toys that support children's development, the quality of interaction between teachers and students that has little effect on children's participation in learning, lack of social interaction between children and their contribution to learning activities, the outdoor classroom environment that blends with elementary schools (SD) disrupts children's concentration on learning, and the lack of teachers' efforts in improving environmental factors that affect children's learning activities.

A lack of understanding of the importance of a supportive environment for children's learning can hinder children's development and reduce their potential to learn optimally. An important contribution to children's basic development can be found in early childhood education. A supportive environment can have a significant effect on a child's cognitive, social and emotional development during the growth period, which is a particularly sensitive time for learning. So, it is necessary to analyze the factors of the classroom environment that are less supportive of the early childhood learning process, so that the causes and solutions can be identified, and the results of this study can serve as a mirror for educational institutions to see the strengths and weaknesses of their learning environment. By looking at the mirror, the institution can improve itself and become better.

This research aims to conduct an in-depth analysis of classroom environment factors that influence learning activities to strengthen the classroom environment to support early childhood learning activities. The research will involve collecting data on early childhood learning environments, including facilities, learning resources, interactions with educators or parents, and other factors that influence learning. The research will thoroughly investigate the various aspects that are important in creating an environment that supports early childhood development and learning.

This research has the novelty of exploring information and a deeper understanding of environmental factors that do not support early childhood learning. This information will form the basis for developing more effective measures or interventions to improve the quality of the learning environment for young children. Furthermore, this research can serve as a basis for developing policies,

programs and measures aimed at improving the quality of the learning environment in early childhood. Thus, children can experience optimal learning and development.

There are several studies that allude to this research. First, (Rachman, 2020) emphasized the importance of creating a learning environment for young children in the new normal, using the study visit method. The article emphasized the need to pay special attention to creating optimal learning environments for young children, especially in the new normal. Rachman also involves analyzing how learning visits to children's homes can provide a positive stimulus for children in learning activities, especially in a pandemic situation in the new normal. The emphasis would also be on customizing the learning environment so that children feel comfortable and remain engaged in the learning process despite not being physically at school.

Second, (Mayar et al., 2022) focused more on the positive influence of the surrounding environment in facilitating the development of creativity in young children. The research involved an analysis of how environments, such as home, school and social settings, can provide support and stimuli that influence the development of creativity in young children. This could include explaining the influence of environments that stimulate imagination, communication, problem solving and the development of new ideas in young children. The research applied a literature study approach by analyzing thirteen journal articles found through Google Scholar. The results showed that the surrounding environment plays an important role in facilitating the development of creativity in early childhood. Children who learn from their surroundings have the opportunity to develop creativity through various means, such as acquiring information, communicating, thinking imaginatively, creating new ideas, and developing an understanding and love for their environment.

This second research aimed to identify factors in the classroom environment that hinder student learning. This research may involve analyzing factors such as inappropriate physical environment, lack of educational resources, unsupportive social interactions or other factors that may hinder early childhood learning. Thus, the main difference between the two articles lies in their focus.

The research in this article will focus on factors that hinder learning activities or processes with the aim

of strengthening the classroom environment that supports early childhood learning activities at PKK Maguwoharjo Kindergarten.

METHODS

Qualitative research methods will be applied in this study to identify elements of the classroom environment that have an impact on learning in young children (Christensen, 2020). This research can use a case study approach as a research design (Heigham & Croker, 2009). Case studies allow researchers to gain a comprehensive understanding of early childhood learning environments and the factors that influence them. Qualitative research allows researchers to explore the subjective experiences, perceptions, and views of participants (Raco, 2010). This study used PKK Maguwoharjo Kindergarten as a research site located in Nanggulan, Maguwoharjo, Depok District, Sleman Regency, Yogyakarta Special Region Province. The selection of this location was based on preliminary observations by the researchers which showed that the location was suitable and fulfilled the data needed in this study.

The data in this study were collected through direct observation of the early childhood learning environment. Observations were made to observe the learning situation in the classroom. Then, researchers also conducted interviews with class teachers and parents. The interviews aimed to obtain data on their responses and perceptions regarding the environment that does not support children's learning activities. The main source of data in this research is obtained through observation and interviews, while secondary data such as books, journals and previous research are used as a complement. The collected data will be systematically analyzed to identify environmental factors that do not support learning activities in early childhood.

In this study, Milles and Huberman's data analysis model was used as a method to analyze the collected data. This model consists of four steps, namely data collection, data reduction, data presentation, and conclusion drawing (Miles, 1992) In the early stages of the research, the researcher conducted data collection. This involved making instruments and conducting observations and interviews with informants. Then, in the next stage, namely data reduction, researchers summarized and selected

important things related to the findings regarding the classroom environment that does not support early childhood learning activities. The data presentation stage involves presenting the results of the analysis in the form of a narrative that facilitates understanding. Finally, the conclusion drawing stage involves interpreting the results of the analysis to produce findings and conclusions that are relevant to the research objectives.

RESULTS AND DISCUSSION

Condition of PKK Maguwoharjo Kindergarten

This research was conducted at PKK Maguwoharjo Kindergarten which is located in Nanggulan, Maguwoharjo, Depok District, Sleman Regency, Yogyakarta Special Region Province. PKK Maguwoharjo Kindergarten is led by Heni Sri Widyastuti as the principal. PKK Maguwoharjo Kindergarten has 64 students, while the number of educators at PKK Maguwoharjo Kindergarten is 6 people. PKK Maguwoharjo Kindergarten there are four classrooms used to carry out the teaching and learning process (PBM), of which there are two levels namely 1A, 1B and 2A, 2B, the grade level is adjusted based on the age of the child.



Figure 1. Maguwoharjo PKK Kindergarten schoolyard.

The results of the observation at the research location, researchers found that PKK Maguwoharjo Kindergarten only has a few facilities for the children's play environment, such as several types of swings and slides. Furthermore, researchers found additional information that PKK Maguwoharjo Kindergarten is directly adjacent to Nanggulan State Elementary School, with only an iron fence as a separator between two schools that have different levels of education. This can be seen in the following Figure 2.

Classroom environment factors that are less supportive of learning activities.

Based on the findings of research conducted in classrooms, researchers found several factors in the classroom environment that do not support early

childhood learning activities, namely; There are failures in the arrangement of classrooms that can interfere with children's focus and concentration. Factors such as the lack of clear grouping, classroom coloring, and facilities such as pictures on the wall, narrow movement space, bench and table colors have a significant effect on children's learning experience. The lack of relevant learning resources was also an important finding. When classrooms lack resources such as limited learning books, a lack of educational toys, props or manipulative materials, children may experience limitations in exploring and expanding their understanding.



Figure 2. The environment of PKK Maguwaharjo Kindergarten.

Furthermore, the lack of variety and diversity of learning materials is also a focus of research. A monotonous or limited classroom environment in terms of diversity of topics and learning approaches can cause children to lose interest and motivation in learning. In addition, the lack of social interaction and collaboration in learning activities is also a limitation in learning activities. A classroom environment that does not encourage social interaction between children can be a factor that inhibits the development of children's social skills and thinking skills. Physical discomfort factors such as noise, uncomfortable temperature, lack of natural lighting, and poor air quality also affect children's physical comfort and engagement in classroom learning.

In addition to the findings mentioned above, there are other findings that are less supportive of early childhood learning activities. These include aspects such as the lack of time allocated to children's individual needs, such as children with special needs, who may struggle to receive appropriate attention. In addition, poorly integrated or excessive use of technology in the classroom can also hinder the development of children's social and cognitive skills when outside of lesson time. Thus, an in-depth understanding of these findings is crucial in the

effort to create optimal learning environments for young children.

In addition to making in-depth observations related to environmental factors that do not support children's learning activities, researchers also conducted interviews with teachers and parents of students who were there. The results of the interviews in this study revealed a series of problems related to the lack of learning experiences in the outdoor environment for students at PKK Maguwaharjo Kindergarten. A teacher revealed that the school environment directly adjacent to Nologaten State Elementary School can sometimes interfere and cause noise that disrupts the concentration and attention of children who are learning. This noise is often a significant distraction in their learning process, such as elementary school students wandering around playing in the kindergarten yard and also sometimes disturbing students from TK PKK Maguwaharjo to make them cry.

Another PKK Maguwaharjo Kindergarten teacher also said that when a student cries in the classroom environment, this can disrupt the concentration of children in learning and damage the learning atmosphere in the classroom which should be conducive. In addition to noise issues, there are also concerns about children's health. Some teachers expressed concern about children who were sick but still present in the classroom. This may interfere with the well-being of healthy students as it increases the risk of spreading disease in the classroom environment.

The results of the research at TK PKK Maguwaharjo highlight the importance of improvements in the management of the classroom environment for early childhood. In this context, more attention is needed to reduce distractions in the classroom environment, such as noise that can interfere with the learning process. In addition, a better understanding of student health is also needed. Furthermore, improving teachers' professionalism in dealing with various obstacles that may arise during the learning process is also essential (Mukarim, 2012). All of these measures are important efforts to ensure that young children can benefit optimally from their learning experiences and create an environment that is conducive to their growth and development. By understanding these findings, the subsequent discussion is expected to provide concrete solutions or recommendations for improvement to address the

identified problems in students' learning environment.

The importance of involving all individuals around children to ensure they receive a comprehensive education and learning experience should be emphasized (Suhada, 2016). The environment plays an important role in a child's growth and development, and parents have a responsibility to optimize their child's potential (Murniati, 2018). Children acquire information through sensory perception. Children learn by utilizing their senses of smell, touch, sight, hearing and tactile perception to interact with the elements around them (Mulyasa, 2012). It is important to create a comfortable learning environment where children have the freedom to interact and develop their understanding in a way that they are comfortable with (Yus, 2011).

The environment encompasses everything around us, including both tangible and intangible elements. Every aspect of the educational environment has a significant impact on increasing a child's motivation to learn (Rachman, 2020). In the context of early childhood, a playful environment includes all the elements that surround children and bring them joy (Mukarim, 2012). Children can experience learning more naturally and pursue their interests more freely. This allows for a more positive and challenging learning experience, encouraging their growth in various aspects (Isaacs, 2010).

According to Montessori, the environment has an important role as a milieu (supportive environment) in human development. Children's education requires an environment where children can develop the potentials they have from birth (Montessori, 1995). In the early childhood learning process, it is very important to introduce them to the surrounding environment through various learning activities that involve active participation in maintaining the cleanliness and beauty of the environment (Mayar et al., 2022). On the other hand, the environment can also be utilized as a source of learning that encourages creativity, develop innovation and help shape positive values towards the natural and surrounding environment (Istianti, 2018).

According to Montessori in Nurkamelia Mukhtar (Mukhtar et al., 2023), direct interaction is needed between children and the environment in learning activities. Various efforts are made to support the smooth running and goals of organizing educational institutions, thus, the learning process can run

efficiently and support the development of children (Nawati, 2011). Thus, creating a comfortable, safe and conducive learning environment for children is very important. This environment is one of the key factors in achieving success in developing children's skills and attitudes (Hidayatulloh, 2014).

Alongside the school environment, the classroom environment also plays a crucial role in influencing young children's development and learning (Choiri, 2017). This is due to the various stimuli in the classroom that can stimulate or inhibit children's learning activities while they are in the classroom (Hidayat, 2021). Children's learning environment generally consists of classrooms. Therefore, it is important to organize classrooms well so that the learning process can run optimally. This needs to be prioritized because children spend hours in the classroom learning and other activities (Afifah, 2020). The ideal classroom environment is one that is able to fulfill their needs, interests, and characteristics, while providing space for them to interact, explore, and express themselves optimally (Marlina & Solehun, 2021).

However, it is not uncommon to find classroom environments that are less supportive of early childhood learning activities, both in terms of physical, social and psychological aspects. This can certainly have a negative impact on children's development and learning (Mutmainnah, 2019). Therefore, solutions or efforts are needed to overcome factors that do not support early childhood learning activities. Supportive factors can be the best solution to any problems experienced in the classroom environment and are tailored to the needs required.

In dealing with factors that are less supportive of early childhood learning activities in the classroom environment, it is important to find effective solutions. These solutions or efforts can be grouped into two categories: steps that can be taken by teachers and actions that can be taken by the school. In the following full description, we will explain in more detail the solutions and efforts to overcome these problems.

Alternatives That Can Be Done by Teachers Conduct an initial assessment to determine the child's abilities and interests.

The initial assessment can be done using various methods, such as observation, interviews and tests.

Initial assessment aims to determine children's abilities and interests in various areas, such as language, cognition, motor, art, and social-emotional. By knowing their aptitudes and interests, teachers have the ability to plan learning that suits the needs of students (*Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Pasal 176 Ayat (1)*, 2003).

Planning learning in accordance with the potential of students.

Adjusting learning to the potential and interests of children will make it easier for them to understand and master the material. Teachers can design effective learning by applying various learning approaches, such as the play approach, scientific approach, and contextual approach (*Permendikbud Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini, Pasal 14 Ayat (2)*, 2014).

Providing time for children to rest and have fun as students need time to rest and play.

Rest and play activities can help refresh children's minds and bodies, and develop various skills. Teachers provide opportunities for students to rest and play by organizing adequate time for rest and play, and providing safe and interesting play facilities (*Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Pasal 176 Ayat (2)*, 2003).

Building a safe and fun learning atmosphere.

A fun and safe learning atmosphere will make children feel comfortable and interested in learning. Teachers can create a fun and safe learning atmosphere by using interesting and interest-provoking learning methods, as well as keeping the classroom environment clean, tidy and safe (*Permendikbud Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini, Pasal 18 Ayat (3)*, 2014).

Efforts That Can Be Made by The School Ensure the availability of adequate facilities and infrastructure.

Adequate facilities and infrastructure will support children's learning activities. Schools can ensure the availability of adequate facilities and infrastructure by providing spacious and comfortable classrooms, as well as providing a variety of interesting and useful learning equipment and materials (*Permendikbud Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini, Pasal 17 Ayat (1)*, 2014).

Develop an appropriate curriculum.

By using an appropriate curriculum, teachers can easily plan learning that suits students' needs. By involving early childhood education experts, schools can develop a curriculum that suits the needs and characteristics of young children (*Permendikbud Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini, Pasal 17 Ayat (1)*, 2014).

Providing professional educators.

Professional educators have the potential to provide quality learning for students. Schools can provide professional educators by providing training and professional development for teachers (*Permendikbud Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini, Pasal 17 Ayat (1)*, 2014).

Build collaboration between schools, parents and communities.

Schools can hold meetings with parents, conduct socialization to the community, and establish cooperation with community organizations. Collaboration between schools, parents and communities will help schools support children's learning activities (*Permendikbud Nomor 137 Tahun 2014 Tentang Standar Nasional Pendidikan Anak Usia Dini, Pasal 18 Ayat (3)*, 2014).

In order to achieve the goal of creating a conducive classroom environment, facilitating holistic development and learning for children, and encouraging active engagement of students in the learning process, it is important to develop appropriate strategies and solutions. Therefore, by implementing these measures, TK PKK Maguwaharjo can ensure the creation of a conducive and supportive classroom environment, which will greatly benefit the development and learning of children at the school, allowing them to optimize their potential in the learning process, develop various cognitive, motor, social, and emotional aspects, and grow and develop optimally.

CONCLUSION

The classroom environment plays a very significant role in early childhood learning. Certain factors in the classroom environment, such as spatial arrangement, availability of learning resources, variety of learning materials, social interaction, individualized attention and physical comfort, lack of learning experiences in outdoor environments for

early childhood, especially due to distractions caused by environmental factors such as the presence of an elementary school adjoining TK PKK Maguwoharjo, can affect children's ability to learn effectively. Thus, there is a need for improvements in the management of early childhood classroom environments, including reducing environmental disruptions, increasing understanding of student health, and improving teacher professionalism. Through these efforts, the aim is to create a more conducive and optimal learning environment for early childhood development. By implementing the necessary solutions and efforts, it is hoped that early childhood learning environments will become more conducive, allowing children to benefit optimally from their learning experiences. Cooperation between schools, teachers, parents and communities is key.

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