

Motoric Learning Management in Kindergarten in Pekalongan, Indonesia

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Abstract: This study aims to explain the practice of fine motor learning management carried out, identify the obstacles faced by teachers and education personnel in implementing fine motor learning management, and analyze the role of the school environment in supporting fine motor learning management at TK Aisyiyah Wuled, RA Wuled, and BA Wuled, Tirta District, Pekalongan Regency in January 2024-June 2024. This study is expected to contribute to the development of early childhood education theory, as well as become a basis for further research on the effect of fine motor learning on child development. This study uses a qualitative method with in-depth interview techniques, participatory observation, and documentation studies. Interviews were conducted with teachers, principals, and parents, while participatory observation was conducted during learning activities. The results of the study indicate that fine motor learning management at TK Aisyiyah Wuled, RA Wuled, and BA Wuled is carried out by considering the stages of child development and using an approach that focuses on active learning, creativity, and innovation. The main obstacles faced by teachers and education personnel are lack of time to prepare materials, lack of human resources, and high costs to purchase needed goods. A conducive school environment such as adequate facilities, parental support, and environmental safety contribute to the success of fine motor learning management. This study provides practical benefits in the form of recommendations for improving teaching practices, improving the quality of early childhood education, supporting policy making, and empowering school communities. The results of the study also provide new perspectives on the real challenges in implementing fine motor learning in early childhood education environments.

Keywords: Management, Motoric Learning, Wuled Village Kindergarten

A. Introduction

Education is one of the most important elements in human life, functioning as the main pillar in forming individuals, families and society at large (Germain, 2024; Popkewitz, 2018; Sholeh, 2018). Through education, a person's attitudes and behavior are formed and perfected, targeting physical, intellectual and moral development to achieve ideal maturity (Khaidir & Suud, 2020; Ravi, 2022; Tesema &

Fathoni, 2023). Education, according to Langeveld, is described as guidance from adults to younger people, aimed at achieving complete maturity (Hoencamp et al., 2024; ter Avest, 2023). Early childhood education plays a strategic role in forming individual character and abilities from an early age (Essa & Burnham, 2019; Watini & Efendy, 2018). Early childhood, which covers ages from birth to 6 years (Geserick et al., 2018; Tinanoff et al., 2019), is in the golden age phase, a crucial period where they are very responsive to educational stimuli that contribute to physical, cognitive, language, social-emotional growth, as well as religious and moral values (Fajri & Zakiyah, 2022; Untung et al., 2023). Learning in kindergarten is designed to meet children's needs with an active, innovative, creative, effective, fun and happy thematic approach, as well as a focus on developing life skills in a conducive environment (Duriani et al., 2021; Li, 2023).

In the kindergarten environment, a child-centered educational approach is very relevant because children at this age tend to learn through imitation and direct interaction with their environment. Friendly, loving and caring teachers are often seen as substitutes for parents in schools, underscoring the important role of kindergarten in supporting children's growth and development (Sayers, 2021). Investment in early childhood education is an investment in the future of individuals and the nation, designing a generation that is not only successful academically, but also develops into balanced and mature individuals socially and emotionally. Early childhood education adopts the principle of "play while learning", recognizing that children learn best in enjoyable conditions and through activities they enjoy (Alfaeni & Kurniati, 2023; Livingstone, 2022).

However, in our country, the management of fine motor learning in Kindergarten (TK) faces a number of significant challenges (Pranoto et al., 2022; Rachmaprilia & Bachri, 2022). One of the main issues is the lack of adequate resources and facilities to support learning activities specifically designed to develop children's fine motor skills. In addition, there is still a gap in knowledge and skills among educators regarding effective teaching methods to stimulate fine motor development. Limited access to quality professional training for kindergarten teachers is also an obstacle in implementing best practices in fine motor learning. Awareness and support from parents is often minimal, so learning efforts at school cannot always be continued or strengthened at home. This problem, if not addressed immediately, can hinder the development of children's potential to the fullest in the early stages of their education (Helm et al., 2023; Hirsch, 2019; Piirto, 2021).

According to Suharsimi Arikunto (2008), the concept of educational management combines the terms "management" and "learning", with "management" referring to administration and management in general (Halmaida et al., 2020). RW Morel stated that management is an integral function in an organization that emphasizes identifying and setting goals as well as deploying resources strategically to achieve goals with efficiency and effectiveness. Appropriate educational strategies play a key

role in improving children's fine motor skills through regular practice and structured learning (Dapp et al., 2021). Parapat (2020) explains a three-phase learning approach, which includes detailed preparation of learning, building a conducive learning environment at the implementation stage, and comprehensive evaluation of learning outcomes to improve future teaching strategies.

Several previous studies have shown the effectiveness of learning management in various kindergartens. The results showed that the VFB group experienced a significant increase in arm-body angle values between the fourth and fifth lessons, an increase in self-assessment scores between the first and second and fourth and fifth lessons, and a significant decrease in amotivation between the first and fifth lessons (Potdevin et al., 2018). The study found that the management of physical education planning, implementation, and evaluation based on the 2013 Curriculum in State Junior High Schools in Medan City was classified as very strong, with scores of 88%, 83.3%, and 83.3% respectively (Alim et al., 2022). The study found that students' willingness to use LMS positively impacted their engagement in learning for sustainability during the COVID-19 pandemic, with perceived closeness, peer references, and subjective well-being significantly influencing perceived ease of use and perceived usefulness, which in turn affected their intention and actual usage of LMS for student engagement (Alturki & Aldraiweesh, 2021).

Based on surveys and interviews conducted on February 2, 2024, February 5, 2024, and February 10, 2024 with kindergarten heads in Wuled Village, Tirto District, Pekalongan Regency, it is known that the fine motor development of children aged 5 to 6 years at Aisyiyah Wuled Kindergarten, BA Wuled, and RA Wuled are still very lacking. This is especially true for tasks that require finger manipulation or fine movements. This deficiency is caused by fine motor activities which are limited to free hand coloring with crayons and practicing finger tracing with a pencil. The teaching methodology used is not diverse and fails to attract children's interest, resulting in them being disengaged and reluctant to participate in activities. The following are details of the initial pre-survey findings regarding children's fine motor development at Aisyiyah Wuled, BA Wuled, and RA Wuled Kindergartens.

In the context of early childhood learning in the three kindergartens, the development of children's fine motor skills is crucial. Effective learning management in this case becomes an inevitable necessity. Proper organization and management in the fine motor learning process will make a significant contribution to improving children's abilities. The importance of fine motor learning management can be understood from several points of view. First, good management will help organize and plan learning activities that are appropriate to the level of children's fine motor development. In this way, each learning activity can be designed taking into account individual abilities and needs, thereby enabling children to develop optimally. In addition, effective learning management also includes the use of appropriate methods and approaches to facilitate fine motor development. Selecting the right

materials and equipment, as well as adapting learning activities to children's learning styles, will strengthen their learning process. Fine motor learning management also pays attention to the role of teachers and educational staff in supporting children's development. The training and guidance provided to educators will increase their understanding of the importance of fine motor development as well as effective strategies in achieving this goal. Through good fine motor learning management, the learning environment at Aisyiyah Wuled, RA Wuled, and BA Wuled Kindergartens can be formed into a place that is conducive to children's growth and development. Support from all parties, including teachers, parents and the community, will also strengthen the implementation of this learning management.

The uniqueness of research on fine motor learning management in three kindergartens in Wuled Village lies in its holistic and diverse approach in overcoming the challenges faced in developing fine motor skills in early childhood. This research not only explores traditional issues such as lack of resources and facilities, but also considers knowledge and skills gaps among educators, as well as lack of support from parents. By combining elements of educational management and effective learning strategies, this research aims to make a significant contribution to improving the quality of fine motor learning in Wuled Village Kindergarten and encouraging the formation of a learning environment that is conducive to children's overall growth and development.

Based on this description, the gap in this research lies in the significant gap between expectations and reality in the management of fine motor learning in Wuled Village Kindergarten. Although the importance of fine motor learning is recognized, most children experience retardation in fine motor skills, while effective learning management in this regard is still lacking. Lack of diversification in teaching methods, limited resources and facilities, as well as gaps in knowledge and skills among educators are the main factors in this gap. Therefore, in-depth research is needed to identify core problems and formulate appropriate strategies to improve fine motor learning management in kindergarten.

This study aims to explain the practice of fine motor learning management carried out, identify obstacles faced by teachers and education personnel, and analyze the role of the school environment in supporting fine motor learning in Aisyiyah Wuled Kindergarten, RA Wuled, and BA Wuled, Tirto District, Pekalongan Regency. Early childhood education plays a strategic role in shaping individual character and abilities from an early age. Learning in kindergarten is designed to meet children's needs with an active, innovative, creative, effective, and fun approach. Good learning management can help organize and plan learning activities that are in accordance with children's fine motor development. There are still limitations in understanding effective teaching methods to stimulate fine motor development. In addition, there is a gap in knowledge and skills among educators regarding optimal

learning management strategies. Limited access to quality professional training is also an obstacle to implementing best practices.

Based on a survey and interviews with kindergarten principals in Wuled Village, it is known that the development of fine motor skills in children aged 5-6 years in Aisyiyah Wuled Kindergarten, BA Wuled, and RA Wuled is still very lacking. Fine motor activities are limited to coloring activities with crayons and tracing exercises with pencils. The teaching methodology used is not diverse and fails to attract children's interest, causing them to be uninvolved in activities. This study offers a holistic and diverse approach to address the challenges in developing fine motor skills in early childhood. By combining elements of educational management and effective learning strategies, this study aims to improve the quality of fine motor learning in Wuled Village Kindergarten. This study is expected to provide practical recommendations to improve teaching practices, improve the quality of early childhood education, support policy making, and empower school communities. By understanding the real challenges in implementing fine motor learning, this study can also provide new perspectives for the development of early childhood education theory. This study identifies the gap between expectations and realities in the management of fine motor learning in Wuled Village Kindergarten and offers strategies to overcome this problem in order to optimally improve child development.

B. Methods

This study uses a qualitative methodology that emphasizes an in-depth understanding of a particular phenomenon rather than producing generalizable conclusions (Aspers & Corte, 2021; L. Haven & Van Grootel, 2019; Lejeune, 2019). The focus of this study is to investigate and observe the management of fine motor skills learning in TK Aisyiyah Wuled, BA Wuled, and RA Wuled in Wuled Village, Tirto District, Pekalongan Regency. With a descriptive-analytical and naturalistic approach, this study aims to explore insights that can contribute to the development of a more comprehensive theoretical framework regarding early childhood education management.

The researchers were directly involved in the data collection process, collaborating with related parties such as school principals and teaching staff to gain a comprehensive understanding of fine motor skills learning management practices. The study was conducted in three kindergartens in Wuled Village, Tirto District, Pekalongan Regency, from February to July 2024. Research informants included school principals, teachers, and education personnel who had a deep understanding of teaching practices in the kindergartens. The selection of informants was carried out carefully through preliminary interviews to ensure the quality and accuracy of the data collected.

Data collection techniques in this study included observation, interviews, and document analysis. Observations were conducted using a participatory and covert approach, where the researcher was involved in the daily activities of the kindergarten while observing and documenting key elements. Structured interviews were conducted with the principal, teachers, and other stakeholders to dig deeper into the challenges and practices of fine motor learning management. Document analysis involved examining administrative records, supervisory reports, and relevant visual documentation.

Data validity was ensured through triangulation, which combines information from multiple sources and methods to ensure the accuracy and consistency of findings. Other validation techniques included persistent observation and peer validation, where research findings are checked and discussed with other researchers or experts to obtain additional input and verification. These steps help ensure that the data collected accurately reflects reality and is relevant to the context of the study. Data analysis was conducted using an interactive approach that involved systematic collection, condensation, presentation, and drawing conclusions. This process began with data collection through the various techniques mentioned, followed by data reduction into more focused and in-depth transcripts. The data were then presented in a structured and informative format, using tables, diagrams, or graphs to enhance clarity.

C. Results and Discussion

Fine Motor Learning Management in Aisyiyah Wuled, RA Wuled, and BA Wuled Kindergartens, Tirto District, Pekalongan Regency to Support the Development of Students' Fine Motor Skills

At Aisyiyah Wuled Kindergarten, Tirto District, Pekalongan Regency, children's fine motor development is supported through adequate facilities such as educational games and tools, as well as diverse and creative learning approaches. Collaboration between schools and parents is also considered very important, with parental participation in school activities and support to continue learning at home. Despite challenges such as limited resources and communication with parents, strong commitment from all parties helps Aisyiyah Wuled Kindergarten support the holistic development of children. This approach is in accordance with educational management theory which integrates the concepts of management and learning by Suharsimi Arikunto (2008) as well as management as an integral function in organizations which emphasizes identifying and setting goals as well as deploying resources strategically. Aisyiyah Wuled Kindergarten also applies learning principles that involve various aspects, in accordance with Oemar Hamalik's research, and focus on early fine motor skills training through deliberate activities, as suggested by Ahmad Susanto and Janice J. Beaty (Purnama et al., 2020).

In practice, Aisyiyah Wuled Kindergarten shows conformity with the principles of the Independent Curriculum in a creative and diverse learning approach. This school provides adequate facilities, invites parental participation, and implements systematic planning in learning activities. Challenges such as limited resources are overcome through good cooperation between all relevant parties. At BA Wuled, the development of children's fine motor skills is supported through programs that stimulate creativity and fine motor skills, both through manual activities and integration with other subjects. Collaboration between a team of teachers who specialize in early childhood education, collaborative activity planning, and ongoing development evaluation are the main pillars. Active support from parents and an individual approach also helps BA Wuled in preparing children for the next stage of education with strong basic skills. The management approach at BA Wuled is in accordance with Onisimus Amtu (2011) educational management principles which emphasize planning, organizing, directing and monitoring. Merdeka's flexible and adaptive curriculum supports learning that stimulates creativity and fine motor skills. Collaboration between the teacher team and continuous evaluation of progress is in line with the concept of dynamic management, where continuous monitoring of learning objectives is the main focus.

Field data from BA Wuled shows that there is conformity with learning management theories that support children's fine motor development. Programs that stimulate creativity, collaboration between teacher teams, and parental support reflect the principles expressed by Ahmad Susanto, Sudarwan Danim, Syamsu Yusuf LN (2016), and Ahmad Rudiyanto (2016). Continuous developmental evaluation in accordance with the principles emphasized in child development theory. The implementation of fine motor learning management at RA Wuled aims to support the development of students' fine motor skills through an active approach and the use of the natural environment and fun games. Teachers are actively involved in creating a supportive environment, facilitating developmentally appropriate activities for children, and providing necessary guidance. Periodic evaluations are carried out to monitor children's development and the challenges they face. Collaboration between schools, parents and communities is very important in supporting fine motor learning. The approach at RA Wuled is in accordance with Onisimus Amtu (2011) educational management theories which emphasize organizing, mobilizing and monitoring in creating an optimal learning environment. Field data shows that the approach used through fun games and natural environments supports the principles of children's independence and exploration in developing fine motor skills. The teacher's role in fine motor learning management is in accordance with educational management theory, where the grouping and allocation of resources is carried out systematically to achieve predetermined goals.

Field data from RA Wuled shows agreement with Ahmad Susanto's research on fine motor skills. The learning management approach at RA Wuled not only provides opportunities for children to develop fine motor skills through varied and fun

activities, but also pays attention to the developmental stages outlined in the theory. Collaboration between schools, parents and communities supports holistic interactions in fine motor learning. Fine motor learning management at RA Wuled also includes the use of the natural environment and games as physical stimulation, regular evaluations, attention to genetic factors, prenatal and postnatal conditions, as well as overall environmental and educational stimulation. The theories outlined by Ahmad Rudiyanto (2016) and Amri (2013) state that the role of teachers in managing and optimizing fine motor learning provides an important foundation in supporting children's fine motor development (Triyono, et al., 2019; Nurjanah et al., 2023).

Obstacles Faced by Teachers and Education Staff in Implementing Fine Motor Learning Management in Aisyiyah Wuled, RA Wuled, and BA Wuled Kindergartens, Tirto District, Pekalongan Regency

Based on the results of interviews with Kindergarten Principal Aisyiyah Wuled, Teacher Fitriana Nailatus Za'adah, and Teacher Riska Anita, several of the main obstacles faced in implementing fine motor learning management are limited resources, especially teacher time and energy. This makes it difficult for teachers to give individual attention to each child. Apart from that, challenges in collaborating with parents are also in focus, where parents' busy lives and gaps in understanding regarding the importance of their role in supporting learning outside the school environment are the main obstacles. Nevertheless, schools continue to strive to overcome these obstacles by optimizing the use of time, involving more parents, improving communication, and designing efficient learning strategies to achieve fine motor learning goals optimally.

In the research context, the constraints of limited resources are in accordance with the concept of educational management which combines aspects of administration and learning, as stated by Suharsimi Arikunto. The challenges of collaborating with parents are in accordance with the teacher's role as a motivator and informant for parents, as suggested by Amri. Efficient learning management is also a challenge, which is in accordance with the learning planning concept presented by Oemar Hamalik. Teachers need to understand learning outcomes, carry out diagnostic assessments, develop learning objectives, and develop teaching modules so that learning time can be used efficiently.

Interviews show that the main obstacles at BA Wuled are limited facilities and lack of special training in fine motor development. Limited facilities such as lack of equipment and materials can hinder student creativity and learning. Although efforts have been made through the preparation of a School Action Plan (RAS) and collaboration with external parties, further steps are still needed to improve the quality of fine motor learning. The lack of special training for teachers is also a challenge, although schools are considering providing special training and submitting proposals for assistance to related parties. Constraints related to limited

facilities are in accordance with Suharsimi Arikunto's (2008) concept of educational management which includes administrative and learning aspects. The lack of special training for teachers reflects the importance of the concept of learning planning according to Oemar Hamalik Hamalik. Efforts through the preparation of RAS and collaboration with external parties are in line with Ahmad Susanto's concept of fine motor skills. With RAS, schools can efficiently manage fine motor aspects of learning.

At RA Wuled, environmental obstacles such as bad weather and environmental safety are the main challenges in implementing fine motor learning management. These factors often interfere with the smooth running of the outdoor learning process and affect student motivation. The school team continues to try to find solutions by having backup plans for indoor activities and coordinating with related parties to ensure environmental safety. Apart from that, the difficulty in measuring children's progress objectively is also a challenge, especially in learning approaches that encourage children's independence and exploration.

A structured education management and learning planning approach can help school teams manage the situation more efficiently. Understanding the development of children's fine motor skills and implementing learning strategies that are in accordance with theories about fine motor skills will help teachers and educational staff overcome difficulties in measuring children's progress objectively. Integration between field data and relevant theories shows that an in-depth understanding of the concepts of educational management, learning planning, fine motor skills, and fine motor development is very important in overcoming the obstacles faced in implementing fine motor learning management in the three kindergartens. With strong commitment, teamwork, and application of theoretical concepts, the school team is optimistic that it can overcome these obstacles and provide better education for students at TK Aisyiyah Wuled, BA Wuled, and RA Wuled.

The Role of the School Environment in Supporting Fine Motor Learning Management in Aisyiyah Wuled, RA Wuled and BA Wuled Kindergartens, Tirto District, Pekalongan Regency

From interviews with Anita Anugerah Sastra, Riska Anita, and Fitriana Nailatus Za'adah from Aisyiyah Wuled Kindergarten, it appears that the school environment plays a very important role in supporting children's fine motor learning management. A specially designed and well-structured school environment is able to provide the right stimulus for children to develop their fine motor skills. Various educational games and activities that are integrated into daily activities in the classroom are an effective means of supporting this development. Collaboration between teachers, parents and schools is key in creating an environment that supports children's overall development. Despite obstacles such as limited resources

and effective communication, schools continue to strive to maximize children's fine motor learning potential and create positive and meaningful learning experiences.

Field data collected from interviews as well as relevant theories in the field of education and learning management show that the school environment at Aisyiyah Wuled Kindergarten is designed to support children's fine motor learning management. This is in accordance with Suharsimi Arikunto's concept which emphasizes the importance of organizing, directing, planning and monitoring in achieving educational goals. The design of conducive learning spaces, the use of appropriate learning materials and equipment, and the provision of supporting facilities reflect an effective educational management approach. Close collaboration between teachers, parents and schools is also important in creating an environment that supports children's development. Despite obstacles such as limited resources and communication, ongoing efforts are made to create an environment conducive to children's fine motor learning. Interviews with Casrokhah, Principal of BA Wuled, and Tahmilna Rizqi, Teacher of BA Wuled, illustrate that the school environment plays a very important role in supporting children's fine motor learning at BA Wuled. Despite limited facilities, the school strives to create a comfortable, safe and stimulating environment for children. These efforts include ensuring classrooms and play areas are equipped with appropriate facilities for fine motor development, as well as holding skills development programs for teachers and parents. With a stimulative environment, children become more active and engaged in learning, which in turn improves their fine motor skills. Challenges such as limited resources are overcome with creativity and close collaboration with parents and the community.

The BA Wuled context shows that the role of the school environment as the main foundation in supporting fine motor learning management is reflected in the concrete efforts made by school principals, teachers and educational staff. Despite limited facilities, the school strives to create an environment that stimulates and supports children's fine motor development. Research by Suharsimi Arikunto (2008) and RW Morel emphasizes the importance of organizing and planning in achieving educational goals. At BA Wuled, these efforts are reflected in ensuring that classrooms and play areas are equipped with appropriate facilities for fine motor development, despite limited resources. This step shows the integration between educational management concepts and real implementation in the field. Interviews with Dewi Listiani, Principal of RA Wuled School, and Alfa Ilmiatunnafiah, Teacher of RA Wuled, show that the school environment has a crucial role in supporting fine motor learning management at RA Wuled. Well-designed environments that integrate nature with the curriculum help children develop fine motor skills through fun and natural activities. Focusing on safety, comfort and fine motor stimulation in various activities, both indoors and outdoors, are important points in creating optimal learning experiences for young children at RA Wuled.

Field data shows that the school environment at RA Wuled is designed to support children's fine motor learning management. Environmental design that is integrated with the curriculum and pays attention to children's fine motor development needs is in line with educational management theories which emphasize the importance of organizing, planning and directing in achieving educational goals. By carefully planning learning facilities and equipment that support fine motor development, as well as close collaboration with parents and the community, RA Wuled is able to create a learning environment that not only facilitates fine motor development, but also ensures alignment with the curriculum and children's developmental needs. The school environment at Aisyiyah Wuled, BA Wuled, and RA Wuled Kindergartens plays a very important role in supporting children's fine motor learning management. With good environmental design, close collaboration between teachers, parents and the community, and continuous efforts to overcome limited resources, these three schools can create optimal learning experiences for children, supporting their fine motor development, and achieve overall educational goals.

D. Conclusions

TK Aisyiyah Wuled, BA Wuled, and RA Wuled demonstrate a strong commitment to supporting the development of children's fine motor skills through adequate facilities, creative approaches, and close collaboration with parents. Despite facing limited resources, these three schools have succeeded in creating a supportive and optimal learning environment through creativity and collaboration. TK Aisyiyah Wuled emphasizes collaboration between schools and parents, while BA Wuled focuses on integrating manual activities with other subjects and active parental support. RA Wuled utilizes the natural environment and fun activities to encourage children's independence and exploration. Collaboration between schools, parents, and communities is the main basis for providing a positive impact on children's overall development, answering research questions about fine motor learning management practices, obstacles faced, and the role of the school environment in supporting such learning.

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