



Transcending Boundaries: Effective and Enjoyable Early Childhood Teaching and Learning

Faradina Milla Maula¹, Putri Faidah Khasanah²

Universitas Negeri Yogyakarta, Indonesia¹

Al-Azhar University, Cairo, Egypt²

Email Correspondence: faradinamilla.2022@student.uny.ac.id

Abstrak:

Penelitian ini bertujuan untuk menggali dan menganalisis pendekatan-pendekatan baru dalam strategi belajar mengajar pada pendidikan anak usia dini, serta mengetahui tantangan dan hambatan yang dihadapi guru dalam menerapkannya di TK Khubbul Wathon Gresik. Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan desain bibliometric, metode pemetaan sistematis dan eksplisit. Data dikumpulkan melalui wawancara semi terstruktur, observasi, dan dokumentasi untuk mengidentifikasi strategi belajar mengajar yang efektif dan tantangannya bagi guru. Hasil penelitian menunjukkan bahwa peran guru dalam pendidikan anak usia dini merupakan kunci keberhasilan proses pengajaran dan pembelajaran. Selain itu, keberhasilan ini akan jauh lebih optimal dan maksimal jika dikaitkan dengan partisipasi yang terkoordinasi antara kepala sekolah, guru, dan orang tua. Penelitian ini juga menyoroti kreativitas dan inovasi guru dalam proses belajar mengajar anak usia dini. Penelitian ini memberikan kontribusi terhadap kemajuan metode pembelajaran baru untuk mengembangkan soft skill dasar anak yang dapat digunakan dan dikembangkan di pendidikan tinggi di masa depan.

Kata Kunci: *Anak Usia Dini; Pengajaran; Pembelajaran; Kurikulum Merdeka*

Abstract:

This research aims to explore and analyze new approaches to teaching and learning strategies in early childhood education, as well as find out the challenges and obstacles faced by teachers in implementing them in the Khubbul Wathon Gresik kindergarten. This research uses a qualitative case study approach with a bibliometric design and systematic and explicit mapping methods. Data was collected through semi-structured interviews, observation, and documentation to identify effective teaching and learning strategies and their challenges for teachers. The research results show that the role of teachers in early childhood education is the key to the success of the teaching and learning process. Apart from that, this success will be much more optimal and maximal if it is associated with coordinated participation between school principals, teachers, and parents. This research also highlights teacher creativity and innovation in early childhood teaching and learning. This research contributes to the advancement of new



learning methods to develop children's basic soft skills that can be used and developed in higher education in the future.

Keywords: Early Childhood; Learning; Teaching; Emancipated Curriculum

Introduction

Early childhood education is still a significant topic today. Early childhood education plays a very important role in forming the basis of individual development. This age range is a crucial phase where children experience very significant growth and learning. The teaching methods applied during this period have a very significant impact on aspects of cognitive, social, emotional, and language development in children. Furthermore, it is important to remember that children at an early age are very vulnerable to the influence of their surrounding environment (Baharun et al., 2022; Formen & Waluyo, 2023; Mustajab et al., 2021; Rosidah et al., 2024). Therefore, the environment, including the role of parents, teachers, and schools, has a valuable opportunity to provide a very broad educational influence and help students develop profound positive attitudes.

According to the results of a national survey conducted by the Ministry of Health & Labor in Japan in 2019, it was found that around 45.8% or around 2,679,651 children aged preschool (0 – 6 years) and around 48.1% or around 943,470 children attended a childcare center, known as “*Hoikusho*” in Japanese. These percentages highlight the importance of an appropriate environment and positive experiences during the early years of a child's life. This habit is an important foundation for children's cognitive development, as stated by the Center on the Developing Child at Harvard University in 2016. Therefore, the early preschool years can be considered a very important period in the basic formation of children's cognitive and social-emotional abilities. that will influence his entire life (Douglass, 2019).

This is reflected in several policies implemented by the Ministry of Education in various countries. This policy has the main objective of improving the quality of learning. Many countries such as Ghana (Ministry of Education Republic of Ghana, 2019), Finland (Finnish National Agency for Education, 2019), Singapore (Singapore Ministry of Education, 2023), China (Li & Chen, 2017), and India (Government of India, 2020), along with many others around the world, are experiencing increasing interest in active and engaging learning approaches in the context of early childhood education. South Korea, for example, revised its national curriculum for early childhood emphasizing the importance of “child-centeredness and play” (Korea Institute of Child Care and Education, 2019). In this revision of the curriculum, the previous teacher-focused learning shifted to be more oriented toward the individual needs of children and their playing experiences. Furthermore, in line with this policy, Indonesia is also not left behind in efforts to improve the quality of learning. The latest policy issued by the Indonesian Minister of Education regarding an “emancipated curriculum” is one of the concrete



steps in achieving national education goals (Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023).

Emancipated curriculum policy provides teachers with more flexibility to develop the uniqueness of each child, design learning experiences that are appropriate to their developmental stage, and encourage creativity and innovation in learning. Apart from that, in the current learning context, attention that focuses on students can also minimize situations of boredom that children may feel due to less interesting learning experiences (Amalia et al., 2022; Kinanti et al., 2020). Early childhood education is considered a place where children can learn while playing, with full fun and freedom (Mundir et al., 2022; Mustajab et al., 2020). This allows children to express and develop their talents, interests, and creativity, while also gaining knowledge, and skills and developing behavior in a fun learning environment (Umiarso et al., 2021).

Engaging children in the learning process can provide them with opportunities to explore, and designing learning experiences appropriate to their stage of development can also form a strong foundation for children's future success and well-being (Buil et al., 2019). Over the past two decades, research in the fields of developmental psychology and early childhood education has demonstrated the importance of developing socio-emotional abilities, in addition to cognitive abilities (Hamzah et al., 2023; Heckman et al., 2006; Id'ha Tutfi Ulkhatiata & Purnama, 2023). These findings have significant implications, not only for researchers but also for early childhood education policymakers in each country. This active learning process cannot be separated from the role of a teacher. These social relationships can continue to develop through continuous communication.

Educator professionalism has very important significance in encouraging the implementation of learning (Baharun et al., 2020; Faizin et al., 2021). In addition, teachers must also have the ability to analyze real situations that occur in society. Teachers act as intermediaries between concepts and reality, producing functional and useful impacts from the knowledge they obtain (Zafiri et al., 2019). This phenomenon is often referred to as competence. The basic competence of teachers is based on the level of awareness of their potential and the main characteristics they possess. These competencies form the basis of skills in implementing teaching in the classroom. Based on Law of the Republic of Indonesia No 14 Year 2005 about Teacher and Lecturer (*Undang-undang Nomer 14 tahun 2005 tentang Guru dan Dosen*), Chapter IV mentions several aspects of teacher competence, including pedagogical, professional, personality, and social competence. By mastering these four competencies, a teacher can create a fun learning.

The importance of a pleasant, intimate, understanding, and curious atmosphere in the learning process has great benefits for student development. Through interactive and harmonious communication this can also be an example in student interactions with friends and their daily environment (Baharun & Intania, 2020; Mundry et al., 2021). However, the facts on the ground show a different matter. The problems that many authors encounter are related to the quality of teaching in early childhood education,



including the quality of teachers, provision of resources, and a supportive learning environment. In addition, at this level, many parents target their children's reading, writing, and arithmetic abilities. This is inconsistent with the concept of learning and teaching early childhood (Achurra et al., 2022; Aditya & Andrisyah, 2023; Aljojo et al., 2019; 'Aziz et al., 2024; Belmonte & Alonso Roque, 2021; Campbell & Speldewinde, 2022; Infurna, 2021).

The main goal of Early Childhood Education is to provide a pleasant learning experience and build a healthy developmental foundation for children. The activities carried out there are focused on developing social, cognitive, motor, and language skills through games. As they develop, children will begin to hone their reading, writing, and arithmetic (*calistung*) skills at a higher level of education after passing through the early childhood stage (Aljojo et al., 2019; Novo et al., 2017). Therefore, in this article, we aim to provide an in-depth understanding of the importance of teaching and learning strategies in early childhood education so that they can contribute to forming a solid foundation for a bright future for future generations. In this research, we will also reveal two key aspects which are also research questions, namely effective teaching and learning methods and the challenges faced by early childhood educators in implementing learning in schools. Thus, it is hoped that the results of this research can complement the development of early childhood learning and become basic material for increasing understanding regarding the choice of effective learning and teaching strategies for early childhood education.

Method

Participants in this research consisted of educators, educational staff, and parents at the Khubbulwathon Kindergarten School, located in Gresik Regency, East Java, Indonesia. Data collection was carried out through various methods, including document collection, conducting interviews, and observation. To carry out in-depth interviews, researchers used questionnaires to record qualitative research data. This research utilizes observation data, interview guides, and documents as tools, following a research design that follows a bibliographic approach using systematic and explicit mapping methods. This research is a qualitative case study that aims to investigate how teachers explore students' understanding and use semi-structured interviews as an instrument to collect data regarding learning methods (Arbaugh et al., 2010). Researchers follow a series of specific procedures to obtain articles that are highly relevant and related to their research.

First, they conducted a search using the keywords "early childhood" AND "teaching" AND "learning" in the search column in Scopus, with a period limit between 2010 and 2022, to identify relevant articles. Through this search process, they managed to collect a total of 667 articles related to this topic. In the second stage, researchers verified the articles to ensure they were in line with the research focus, namely related to the field of social sciences, and after this selection, 553 articles remained. After going through a further verification process, they narrowed the selection by only considering openly available articles (open access), resulting in 262 articles or journals that were deemed



relevant and closely related to the theme of teaching and learning in early childhood. the selection was not enough, the author assessed and narrowed it down again by selecting the suitability of the title with the keywords applied, thus eliminating 117 works so that the final result was 85 articles. Several filters are applied, as seen in Figure 1. This particular article used as a reference is one of the sources chosen by researchers to study learning methods in Early Childhood Education.

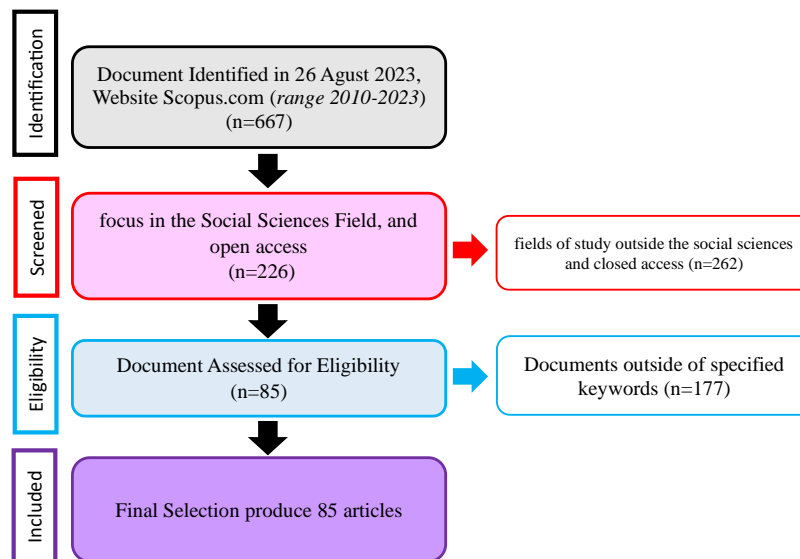


Figure 1: Data Identification Graph

In this research, researchers used qualitative research methods. Information was collected through semi-structured interviews and supplemented with specific guidelines(Akyol et al., 2009a). They need to have a thorough understanding of the material, ensuring the depth and scope of the interview. This approach allows early recognition of the data. To identify patterns, researchers analyze and classify data into themes(Akyol & Garrison, 2008). This stage involves reducing irrelevant data and focusing on information that fits the themes that have been identified (Akyol et al., 2009b). During the process of translating and analyzing data, researchers pay attention to groups or groupings of items that are used together. This assists in shifting focus to higher-level themes during the investigation (Arbaugh et al., 2010). This activity is carried out to ensure that all relevant data extracts are included in the scope of the themes that have been found (Díaz et al., 2010).

During the data reduction process, the collected data is organized and prepared for analysis. This facilitates efficient and comprehensive data collection, which contributes to obtaining significant results (Elihami & Melbourne, 2023). Furthermore, the following steps involve presenting the reduced data systematically and understandably, enabling the researcher to conclude. By examining relationships, similarities, or differences in the data, solutions to existing problems can be identified.



Result and Discussion

Fun teaching and learning methods for early childhood

To collect information for this research, researchers conducted observations, documentation, and interviews with school principals, teachers, and parents at Khubbulwathon Kindergarten in Cerme-Gresik. From conversations with the principal, it was revealed that this kindergarten adopts a curriculum-based approach. Currently, they are implementing both the 2013 Curriculum and the Emancipated Curriculum. Although in general, their learning process has focused on the Emancipated Curriculum, several elements of the 2013 Curriculum are still maintained, especially in searching for references for learning themes or topics. Teachers use learning experiences from the 2013 Curriculum and develop them per the guidelines contained in the Emancipated Curriculum. At Khubbulwathon Kindergarten, learning has been organized and integrated through a variety of new methods applied to a variety of different learning themes.

The findings of this research explore methods for developing 21st-century skills in new learning approaches (Campbell & Speldewinde, 2022; Rahiem, 2021). This approach has a significant impact on the application of the 3C competencies (contextual, collaboration, and character) in the school environment. In this context, the main goal of education is to provide students with skills and knowledge that are relevant to everyday life, while encouraging them to become creative, innovative individuals ready to contribute to society. Efforts to increase student engagement and develop soft skills can be successfully carried out by integrating learning activities that are in line with the objectives of the emancipated curriculum. The learning approach within the 3K framework reflects a significant change in the educational paradigm, which is able to adapt to the demands and realities of today's times.

Previous research confirms that learning has true value when it contributes to increasing an individual's awareness and intelligence (Achurra et al., 2022; Owojori & Gbenga-Akanmu, 2021). In line with this view, Cengiz & Altındağ (2022) and Holmes et al. (2020) emphasize that effective and efficient learning must have clear objectives, be practical, progressive, and reach the appropriate stage. This aims to ensure that students can adapt to change, make a positive contribution to society, and improve the quality of their personal lives and the surrounding environment. Understanding students' abilities and skills can be done with various teaching methods, each method is adapted to the achievement of the abilities you want to improve (Chen & Tippett, 2022; Mangwaya et al., 2016). Based on the results of the interview on August 29, 2023, the principal stated that the learning methods that are often applied in Khubbulwathon kindergarten are practice and project-based. Every activity carried out must produce work that can be realized.

Competency abilities can be developed and improved through public speaking methods, this method can be practiced during flag ceremonies. The ceremony leaders are drawn from students who are selected on a rotating basis so that every child can get the same opportunity. Apart from that, Khubbulwathon kindergarten students are also often



delegated to take part in competitions outside of school, both individually and in groups, to increase their independence, collaboration, and contextuality. Apart from that, students also actively practice problem-solving, both through daily assignments and interactive games. Collaboration and character skills are carried out by holding social projects (Du Preez & West, 2022; Su & Zhong, 2022). Students collaborate to carry out social activities, for example, raising and distributing funds for a sick friend. Each child is invited to visit a sick friend's house, pray, and provide support, this can encourage children's sense of empathy and character in joint activities. As for the stage to evaluate students' basic abilities and skills related to the three selected soft skills, a survey was carried out using a questionnaire.

This survey can also be used to explore effective learning strategies used by teachers in the teaching and learning process at school. The process of developing soft skills in the 3C context at Khubbulwathon Kindergarten is illustrated visually in Figure 2.

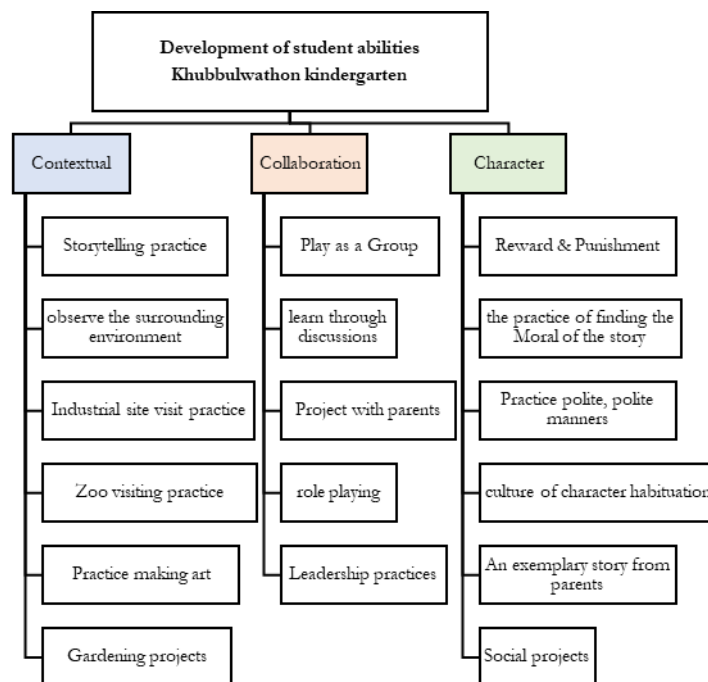


Figure 2. The learning strategy for developing 3C soft skills

Source: Results of data analysis from interviews with school principals and teachers

In the second stage of the interview conducted on September 3, 2023, the Principal of Khubbulwathon Kindergarten revealed that students' understanding of the 3C context can be identified and improved through student participation in learning activities at school. Furthermore, examples of activities that include contextual competence, collaboration, and character are also provided. Observation findings show that students actively participate in learning independently (without waiting for their parents), Besides that students are also seen helping each other among friends and collaborating in completing assignments during the learning process. These observations align with



insights gained from interviews with classroom teachers. The teacher mentioned that students can actively solve problems and resolve conflicts with their peers. The strategy often used by teachers is direct practice, allowing children to develop self-expression, creativity, and independence in creating their works of art.

Apart from that, parents also emphasized that once a week the school carries out routine activities, namely inviting children to care about the surrounding environment, such as cleaning parks, involving children in social activities, caring for and loving other living creatures, and making small projects. Through these activities, children can develop a sense of social and contextual responsibility towards the environment, understand character values, and help them develop independence and problem-solving (Catalano et al., 2023). This is the same as the learning objectives and concepts in the emancipated curriculum. Integrating student activities with the surrounding social life has very important benefits, Apart from that, learning can also be fun and interesting so that children can learn while playing and grow into individuals who are more independent, contextual, collaborative, and have noble character.

Therefore, the main role of the teacher is to facilitate learning for students, because this approach is student-centered. Students' basic abilities and skills come into play when a child is involved in problem-solving (Canihuante et al., 2023; Luo et al., 2023). For example, during the learning process, when questions arise, the teacher provides an illustration or stimulus to encourage student independence to solve the problem. This is especially seen in practical activities and projects, where students are given an overview of the implementation of the activity and are then expected to be able to explore and develop it according to their respective creativity. With strong communication skills, students collaborate frequently and freely express their points of view during group assignments. They can understand and confidently articulate their thoughts to their peers. Effective communication allows students to interact more easily with others.

This study examines global learning outcomes by analyzing student ability achievements that are standardized and recognized internationally and regionally. The three basic soft skills developed by the school are further categorized into 6 developmental aspects, namely religious and moral values, physical-motor, cognitive, language, social-emotional, and arts. Of the six aspects of student development that are improved at school, the language aspect has the lowest success rate. Through the results of interviews with teachers and reinforced by the school principal, it was revealed that of the six aspects of student development, many problems were found in language skills. Until now, schools have not been able to find effective strategies to improve and develop children's language skills. This is proven in the observation process, there are still many early childhood students who say rude things to older people, apart from that, the practice of using Indonesian properly and correctly has not been implemented optimally. Most children still have difficulty choosing the right diction. The school principal has made



efforts and carried out supporting activities to overcome these language weaknesses, but the results obtained have not optimally achieved the standard learning objectives.

Furthermore, this was also conveyed by the class teacher that one of the weaknesses in children's language skills is influenced by the surrounding environment. The duration of a child's stay at school is approximately only 3-4 hours and the rest depends on their surrounding environment, so schools cannot control the influence of that environment. Research findings show that the surrounding environment influences children's understanding and development concepts (Alavi & Taghizadeh, 2013; Cheung & Zhang, 2020). The family, as a child's first environment, plays a central role in shaping their norms, values, language, and social skills. The surrounding environmental conditions also play a role in children's development, helping them understand social dynamics, empathy, and interaction skills. Therefore, it can be concluded that the teaching and learning strategies used by teachers are effective and efficient in improving children's development abilities, but these strategies are not optimal only in the aspect of language understanding. The findings of this research show that to support children's optimal development, it is important to create a supportive, stimulating and supportive environment in all aspects of their development.

Challenges in learning and teaching early childhood

The emancipated curriculum has an approach that gives teachers more freedom in designing learning, presenting several challenges in the learning and teaching process. First of all, teachers need to deeply understand the content of the emancipated curriculum, as well as the objectives and competencies expected of each subject, which can be a challenge if the curriculum is still new and there are minimal reference sources. Furthermore, learning planning becomes a more independent responsibility, requiring more time and effort in designing relevant and interesting learning activities according to students' needs and interests. More flexible assessment is also emphasized, requiring additional skills in designing good assessment instruments. The integration of technology in learning is also important, with teachers having to understand and integrate technology in the learning process (Tena et al., 2020).

In addition, additional support and training may be required by teachers to implement the emancipated Curriculum effectively. Good classroom management is also key in ensuring all students are engaged and benefit from learning (Aditya & Andrisyah, 2023; Aslan et al., 2022). Teachers must also explain to parents about the emancipated Curriculum approach and invite them to participate in their children's education. Adapting to individual student development is becoming increasingly important, with teachers having to be able to adapt their approach to meet each student's unique needs. Evaluation and continuous improvement are also an integral part of the teaching process in the emancipated Curriculum. In facing this challenge, teacher commitment, adaptability, and professionalism are needed, while getting adequate support from the school, government, and community to ensure the successful implementation of the emancipated Curriculum (Xie et al., 2022).



Based on the results of interviews with the school principal, it was concluded that the implementation of teaching and learning in the emancipated curriculum was very enjoyable, teachers were given the freedom to provide understanding to students, and learning proceeded comfortably because it was by the children's wishes and interests. In determining the activities that children will carry out at school, the teacher offers several choices, the final decision that will be the result is based on the students' voices, in this way children feel comfortable and happy in participating in learning so that they can increase their understanding of the knowledge and skills conveyed. The principal further explained that the Khubbulwathon kindergarten experienced problems implementing learning and teaching. This obstacle comes from intrinsic factors or within the teacher, high flexibility in learning is the main obstacle for teachers who are not creative and innovative.

Teacher creativity in the Emancipated curriculum plays an important role in improving the quality of learning. In this approach, giving teachers more freedom, there are various ways in which teachers can apply their creativity to maximize students' learning experiences (Hong et al., 2020). First, teachers can use their creativity in selecting learning materials that are relevant and interesting for students, utilizing various resources such as textbooks, articles, and online materials. In addition, teachers can design interesting learning by integrating creative elements such as games, art projects, or simulations that allow students to be actively involved in the learning process. Teachers can also show creativity in designing various assessment methods (Belmonte & Alonso Roque, 2021; Rojo-Ramos et al., 2021). Thus, if teachers do not have creativity and are not innovative, this can be a big obstacle in the learning process.

The observation process carried out by researchers showed that the atmosphere and conditions during the learning process in the classroom varied. This depends on the teacher's innovation in designing learning, a class that is fun is a class filled or taught by a creative teacher, Conversely, researchers also observe classes that are chaotic in the learning process, the class atmosphere becomes crowded because of the teacher's limited skills in mastering learning. This was reinforced by the researcher again in interviews with class B1 teachers who explained that as long as teachers have creativity, learning will run smoothly, therefore teachers need to understand learning topics and carry out preparation and planning before starting learning with children at school. A different opinion was expressed by the class A2 teacher that learning the emancipated curriculum was a little confusing because teachers were required to follow all the children's various wishes.

The results of the researcher's interview with one of the students' parents show that the implementation of learning depends closely on the teacher. The class will run well if the teacher can lighten the atmosphere and let the learning flow, and when the teacher is unable to direct the child's focus then the class becomes very crowded, Parents also complain that in kindergarten schools a lot of game strategies are used. Parents worry that if they play too much their children will not focus on learning (Kulaksız & Toran, 2022; Pérez-Ferra et al., 2020; Zoupidis et al., 2022). This is also a complaint from school



principals and other teaching staff, he stated that many parents think that the play strategy implemented by the school does not contain the meaning of learning, even though it is clear that in the emancipated curriculum concept, early childhood education is focused on learning by playing. Games are implemented in schools as a method of conveying knowledge so that it is easier for students to understand. This difference in conception has also been experienced by schools in several country (Višnjić-Jevtić, 2021). Parents consider that the games used by teachers do not contain aspects of knowledge.

Therefore, this challenge is no longer an internal school challenge but has become a general obstacle that must be resolved immediately. The importance of understanding parents and teachers in efforts to develop students' understanding is very important, this can increase the success of programmed activities (Cassim & Moen, 2020; Infurna, 2021; Puig Gutiérrez et al., 2019). Various solutions that have been carried out and implemented in Khubbulwathon Kindergarten to minimize differences in perception include holding regular meetings with student parents, socializing learning in the context of an emancipated curriculum, consolidating through community leaders or committees, and others. However, these differences in understanding and perspective have not been fully overcome, parents simply assume that school is a place where learning and playing can be done at home. This is also a limitation in this research. Therefore, it is the task of a teacher to choose learning strategies that are acceptable to students and parents, so that teaching and learning objectives can still be conveyed well.

Conclusion

In this research, effective learning strategies for early childhood include direct play methods, project-based, creative use of teaching materials, and interesting stories. Playing allows children to learn while interacting and communicating with the surrounding environment, and interesting props and creative teaching materials can increase children's interest. In addition to learning strategies, teachers face many different challenges when teaching young children. They must have a thorough understanding of early childhood development to design appropriate learning styles. In addition, managing groups of early childhood children with different levels of academic and behavioral readiness is also a challenge. Assessing early childhood progress is also complicated because achievement measurements tend to be qualitative and based on observation. Lack of resources and support in terms of training and appropriate learning materials is also a challenge that needs to be overcome. Apart from that, the research results also show that teacher creativity and innovation in managing the teaching and learning process is the key to successful learning. In this context, it is important to continue to develop teachers' abilities to meet the individual needs of early childhood, and efforts to increase support and resources for teachers will help overcome the many challenges in the early childhood teaching and learning process.



References

- Achurra, A., Zamalloa, T., & Uskola, A. (2022). Early childhood pre-service teachers' readiness for using drawing as a science teaching strategy. *Journal of Baltic Science Education*, 21(6), 911–927. <https://doi.org/10.33225/jbse/22.21.911>
- Aditya, B. R. & Andrisyah. (2023). Digital Transformation in Early Childhood Education: Teachers' Self-regulated Model for Digital Learning. *International Journal of Information and Education Technology*, 13(2). <https://doi.org/10.18178/ijiet.2023.13.2.1811>
- Akyol, Z., & Garrison, D. R. (2008). The Development of a Community of Inquiry Over Time in an Online Course: Understanding the Progression and Integration of Social, Cognitive and Teaching Presence. *Online Learning*, 12(3). <https://doi.org/10.24059/olj.v12i3.66>
- Akyol, Z., Garrison, D. R., & Ozden, M. Y. (2009a). Development of a community of inquiry in online and blended learning contexts. *Procedia - Social and Behavioral Sciences*, 1(1), 1834–1838. <https://doi.org/10.1016/j.sbspro.2009.01.324>
- Akyol, Z., Garrison, D. R., & Ozden, M. Y. (2009b). Online and blended communities of inquiry: Exploring the developmental and perceptual differences. *The International Review of Research in Open and Distributed Learning*, 10(6), 65. <https://doi.org/10.19173/irrodl.v10i6.765>
- Alavi, S. M., & Taghizadeh, M. (2013). Cognitive presence in a virtual learning community: An EFL Case. *International Journal of E-Learning & Distance Education/Revue Internationale Du e-Learning et La Formation à Distance*, 27(1).
- Aljojo, N., Munshi, A., Almukadi, W., Alanaya, I., Zainol, A., Albalawi, H., Alharbi, G., Almadani, N., Almohammadi, E., Kadu, A., Abdulghaffar, N., Almohammadi, E., Kadu, A., & Abdulghaffar, N. A. (2019). The design and implementation of an Arabic pronunciation application for early childhood. *Journal of Technology and Science Education*, 9(2), 136. <https://doi.org/10.3926/jotse.486>
- Amalia, A., Baharun, H., Rahman, F., & Maryam, S. (2022). Enhancement School Competitiveness Through A Literacy Culture Based on Local Wisdom. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 2325–2333. <https://doi.org/10.31004/obsesi.v6i3.2094>
- Arbaugh, J. B., Bangert, A., & Cleveland-Innes, M. (2010). Subject matter effects and the Community of Inquiry (CoI) framework: An exploratory study. *The Internet and Higher Education*, 13(1–2), 37–44. <https://doi.org/10.1016/j.iheduc.2009.10.006>
- Aslan, S., Li, Q., Bonk, C. J., & Nachman, L. (2022). An Overnight Educational Transformation: How did the Pandemic Turn Early Childhood Education Upside Down? *Online Learning*, 26(2). <https://doi.org/10.24059/olj.v26i2.2748>
- 'Aziz, H., Sudrajat, A., Suparno, Purnama, S., & Putri, I. K. C. A. (2024). Embedding Effective Communication in Early Childhood Learning in Schools: Experience from Early Childhood Teachers. *Child Care in Practice*, 1–20. <https://doi.org/10.1080/13575279.2024.2333721>
- Baharun, H., Bali, M. M. E. I., Muali, C., & Munawaroh, L. (2020). Self-Efficacy Sebagai Media Peningkatan Profesionalisme Guru di Madrasah: Self-Efficacy, Professionalism, Teacher. *Risâlab, Jurnal Pendidikan Dan Studi Islam*, 6(2), 344–357. https://doi.org/10.31943/jurnal_risalah.v6i2.158
-



- Baharun, H., & Intania, I. (2020). Interaksi Simbolik dan Imaji Religious Dalam Membangun Citra Pondok Pesantren Nurul Jadid. *Atthulab: Islamic Religion Teaching and Learning Journal*, 5(1), 71–85. <https://doi.org/10.15575/ath.v5i1.7317>
- Baharun, H., Wahid, A. H., Qodriyah, K., Wahyuni, S., & Fatmawati, F. (2022). Building a Literacy Culture Based on Local Wisdom through Women’s Leadership. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2533–2543. <https://doi.org/10.31004/obsesi.v6i4.2044>
- Belmonte, C. N., & Alonso Roque, J. I. (2021). Análisis de la implementación de los espacios de aprendizaje en el aula de Educación Física Infantil (Analysis of the implementation of learning environments in the Early Childhood Physical Education class). *Retos*, 42, 841–850. <https://doi.org/10.47197/retos.v42i0.86325>
- Buil, P., Roger-Loppacher, O., & Tintoré, M. (2019). Creating the Habit of Recycling in Early Childhood: A Sustainable Practice in Spain. *Sustainability*, 11(22), 6393. <https://doi.org/10.3390/su11226393>
- Campbell, C., & Speldewinde, C. (2022). Early Childhood STEM Education for Sustainable Development. *Sustainability*, 14(6), 3524. <https://doi.org/10.3390/su14063524>
- Canihuante, C. Z., Zamora, P. G., & Ortiz, J. J. G. (2023). Leadership in Chilean early childhood education during the pandemic: Experiences and meanings. *Educação e Pesquisa*, 49, e263089. <https://doi.org/10.1590/s1678-4634202349263089eng>
- Cassim, N., & Moen, M. (2020). Contribution of teaching assistants to quality education in Grade 1 classrooms. *South African Journal of Education*, 40(1), 1–9. <https://doi.org/10.15700/saje.v40n1a1719>
- Catalano, H., Albulescu, I., Stan, C., Mestic, G., & Ani-Rus, A. (2023). Child-Centered Approach through Slow Education Principles: A View to Child Personality Development in Early Childhood. *Sustainability*, 15(11), 8611. <https://doi.org/10.3390/su15118611>
- Cengiz, G. Ş. T., & Altındağ, A. (2022). A Different Approach to Evaluation in Early Childhood Curriculum: Learning Stories. *Sustainability*, 14(18), 11218. <https://doi.org/10.3390/su141811218>
- Chen, Y.-L., & Tippett, C. D. (2022). Project-Based Inquiry in STEM Teaching for Preschool Children. *Eurasia Journal of Mathematics, Science and Technology Education*, 18(4), em2093. <https://doi.org/10.29333/ejmste/11899>
- Cheung, P., & Zhang, L. (2020). Environment for Preschool Children to Learn Fundamental Motor Skills: The Role of Teaching Venue and Class Size. *Sustainability*, 12(22), 9774. <https://doi.org/10.3390/su12229774>
- Díaz, S. R., Swan, K., Ice, P., & Kupczynski, L. (2010). Student ratings of the importance of survey items, multiplicative factor analysis, and the validity of the community of inquiry survey. *The Internet and Higher Education*, 13(1–2), 22–30. <https://doi.org/10.1016/j.iheduc.2009.11.004>
- Douglass, A. L. (2019). The Role of Relationships: An Exploratory Study of Early Childhood Educators Earning a Bachelor’s Degree. *SAGE Open*, 9(1). <https://doi.org/10.1177/2158244019837830>
- Du Preez, H., & West, J. (2022). Early childhood student-teachers’ experiences of blended learning using Community of Inquiry as theoretical framework. *Perspectives in Education*, 40(4), 135–151. <https://doi.org/10.38140/pie.v40i4.6186>
-



- Elihami, E., & Melbourne, Mohd. (2023). The Development Teacher Role and Counseling at Madrasah Ibtidaiyyah. *Jurnal Pendidikan Islam*, 9(1), 29–40. <https://doi.org/10.15575/jpi.v0i0.19454>
- Faizin, F., Farisi, Y. A., & Wafi, A. (2021). Peningkatan Kinerja Guru Melalui Penguatan Kecerdasan Spiritual di Sekolah. *MANAGERE : Indonesian Journal of Educational Management*, 3(1), 85–95. <https://doi.org/10.52627/ijeam.v3i1.126>
- Finnish National Agency for Education. (2019). *National core curriculum for early childhood education and care*. <https://www.oph.fi/en/statistics-and-publications/publications/national-core-curriculum-early-childhood-education-and>
- Formen, A., & Waluyo, E. (2023). Storytelling Podcast as an Alternative Learning Tool for Early Childhood Education: A TPACK-Based Reflection. *Al-Athfal: Jurnal Pendidikan Anak*, 9(1), 29–38. <https://doi.org/10.14421/al-athfal.2023.91-03>
- Government of India. (2020). *National Education Policy 2020*. Ministry of Human Resource Development, Government of India.
- Hamzah, N., Suratman, B., & Rahngang, R. (2023). Linguistic Habitus: The Use of Arabic To Early Childhood In Parenting (Millennial Muslim Parents). *AWLADY : Jurnal Pendidikan Anak*, 9(2), 119. <https://doi.org/10.24235/awlad.v9i2.11137>
- Heckman, J. J., Stixrud, J., & Urzua, S. (2006). The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior. *Journal of Labor Economics*, 24(3), 411–482. <https://doi.org/10.1086/504455>
- Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., Arseneault, L., Ballard, C., Christensen, H., Cohen Silver, R., Everall, I., Ford, T., John, A., Kabir, T., King, K., Madan, I., Michie, S., Przybylski, A. K., Shafran, R., Sweeney, A., ... Bullmore, E. (2020). Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7(6), 547–560. [https://doi.org/10.1016/S2215-0366\(20\)30168-1](https://doi.org/10.1016/S2215-0366(20)30168-1)
- Hong, J.-C., Ye, J.-H., Ho, Y.-J., & Ho, H.-Y. (2020). Developing an inquiry and hands-on teaching model to guide steam lesson planning for kindergarten children. *Journal of Baltic Science Education*, 19(6), 908–922. <https://doi.org/10.33225/jbse/20.19.908>
- Id'ha Tutfi Ulkhatiata, & Purnama, S. (2023). The Effect of Lego Games on Improving Children's Creativity Development. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 7(4), 177–186. <https://doi.org/10.14421/jga.2022.74-03>
- Infurna, C. J. (2021). What Makes A Great Preschool Teacher Best Practices and Classroom Quality in an Urban Early Childhood Setting. *International Electronic Journal of Elementary Education*, 13(2), 227–239. <https://doi.org/10.26822/iejee.2021.186>
- Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023). *Implementasi Kurikulum merdeka, 6 strategi/dukungan KEMENDIKBUDRISTEK*. Kemendikbudristek. https://paudpedia.kemdikbud.go.id/download/2022/ikm/sosialisasi/Materi1_PengantarIKM.pdf
- Kinanti, A., Purnama, S., & Rohinah, R. (2020). Metode Eksperimen: Upaya Meningkatkan Keterampilan Proses Sains Pada Kelompok B2 RA Masyithoh X Karangmojo Gunungkidul. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(1), 31–40. <https://doi.org/10.14421/jga.2020.51-04>
- Korea Institute of Child Care and Education. (2019). *Understanding the 2019 Revised Nuri curriculum [Issue Brief No.14]*. <https://repo.kicce.re.kr/handle/2019.oak/4098>
-



- Kulaksız, T., & Toran, M. (2022). Development of pre-service early childhood teachers' technology integrations skills through a praxeological approach. *International Journal of Educational Technology in Higher Education*, 19(1), 36. <https://doi.org/10.1186/s41239-022-00344-8>
- Li, H., & Chen, J. J. (2017). Evolution of the early childhood curriculum in China: The impact of social and cultural factors on revolution and innovation. *Early Child Development and Care*, 187(10), 1471–1483. <https://doi.org/10.1080/03004430.2016.1220373>
- Luo, W., Berson, I. R., & Berson, M. J. (2023). A Social Media Analysis of the Experiences of Chinese Early Childhood Educators and Families with Young Children during COVID-19. *Sustainability*, 15(3), 2560. <https://doi.org/10.3390/su15032560>
- Mangwaya, E., Blignaut, S., & Pillay, S. K. (2016). The readiness of schools in Zimbabwe for the implementation of early childhood education. *South African Journal of Education*, 36(1), 1–8. <https://doi.org/10.15700/saje.v36n1a792>
- Ministry of Education Republic of Ghana. (2019). *Kindergarten curriculum (KG 1&2)*. <https://nacca.gov.gh/wp-content/uploads/2019/06/KG-Curriculum.pdf>
- Mundir, A., Baharun, H., Soniya, S., & Hamimah, S. (2022). Childhood Behavior Management Strategy based on Fun Learning Environment. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2583–2595. <https://doi.org/10.31004/obsesi.v6i4.2063>
- Mundiri, A., Bali, M. M. E. I., Baharun, H., Holidi, M., Ervansyah, F., Abbas, A. R., Abdullah, D., & Erliana, C. I. (2021). Indigeneity and the Plight of Managing Behaviour; A Collaborative Instructional Model Based on Digital Classroom. *Turkish Online Journal of Qualitative Inquiry*, 12(4).
- Mustajab, M., Baharun, H., & Iltiqoyah, L. (2020). Manajemen Pembelajaran melalui Pendekatan BCCT dalam Meningkatkan Multiple intelligences Anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1368–1381. <https://doi.org/10.31004/obsesi.v5i2.781>
- Mustajab, M., Rozi, F., Baharun, H., & Maulidiya, H. (2021). The 'Sekolah Sak Ngajine' Program; The Habit of loving the Qur'an from an Early Age based on Tilawati. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1667–1776. <https://doi.org/10.31004/obsesi.v6i3.1837>
- Novo, M.-L., Alsina, A., Marbán, J.-M., & Berciano, A. (2017). Connective Intelligence for childhood mathematics education. *Comunicar*, 25(52), 29–39. <https://doi.org/10.3916/C52-2017-03>
- Owojori, M. G., & Gbenga-Akanmu, T. O. (2021). Government commitments and teaching strategies for effective quality early childhood education in South Western Nigeria. *International Journal of Child Care and Education Policy*, 15(1), 13. <https://doi.org/10.1186/s40723-021-00090-w>
- Pérez-Ferra, M., Quijano-López, R., & García-Martínez, I. (2020). Impact of Educational Habits on the Learning of 3–6 Year Old Children from the Perspective of Early Childhood Education Teachers. *Sustainability*, 12(11), 4388. <https://doi.org/10.3390/su12114388>
- Puig Gutiérrez, M., Cruz-Guzmán, M., & Rodríguez-Marín, F. (2019). Prospective early childhood teachers' difficulties in analysing children's ideas about the natural and



- social environment. *South African Journal of Education*, 39(2), 1–10. <https://doi.org/10.15700/saje.v39n2a1608>
- Rahiem, M. D. H. (2021). Storytelling in early childhood education: Time to go digital. *International Journal of Child Care and Education Policy*, 15(1), 4. <https://doi.org/10.1186/s40723-021-00081-x>
- Rajo-Ramos, J., Manzano-Redondo, F., Barrios-Fernandez, S., García-Gordillo, M. A., & Adsuar, J. C. (2021). Early Childhood Education Teachers' Perception of Outdoor Learning Activities in the Spanish Region of Extremadura. *Sustainability*, 13(16), 8986. <https://doi.org/10.3390/su13168986>
- Rosidah, S., Zulaeha, I., & Formen, A. (2024). Cultivating Critical Thinking Skills in Early Childhood through Inquiry-Based Learning Models Grounded in Teachers' Experiences. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 9(1), 159–169. <https://doi.org/10.14421/jga.2024.91-14>
- Singapore Ministry of Education. (2023). *Nurturing Early Learners (NEL) Framework*. <https://www.moe.gov.sg/preschool/curriculum>.
- Su, J., & Zhong, Y. (2022). Artificial Intelligence (AI) in early childhood education: Curriculum design and future directions. *Computers and Education: Artificial Intelligence*, 3. <https://doi.org/10.1016/j.caeai.2022.100072>
- Tena, R. R., Lopez-Lozano, L., & Gutierrez, M. P. (2020). Types of Use of Technologies by Spanish Early Childhood Teachers. *European Journal of Educational Research*, volume-9-2020(volume-9-issue-2-april-2020), 511–522. <https://doi.org/10.12973/eu-jer.9.2.511>
- Umiarso, U., Baharun, H., Zamroni, Z., Rozi, F., & Hidayati, N. (2021). Improving Children's Cognitive Intelligence Through Literacy Management. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1588–1598. <https://doi.org/10.31004/obsesi.v6i3.1817>
- Višnjic-Jevtic, A. (2021). Parents' perspective on a children's learning. *Journal of Childhood, Education & Society*, 2(2), 117–125. <https://doi.org/10.37291/2717638X.20212266>
- Xie, S., Wu, D., & Li, H. (2022). The Relationship between Chinese Teachers' Emotional Labor, Teaching Efficacy, and Young Children's Social-Emotional Development and Learning. *Sustainability*, 14(4), 2205. <https://doi.org/10.3390/su14042205>
- Zafiri, M., Konstantinidou, A., & Pliogou, V. (2019). The Application of Differentiated Instruction in Reading and Writing to a Boy with Autism in Early Childhood Education. A Case Study. *Universal Journal of Educational Research*, 7(12), 2609–2626. <https://doi.org/10.13189/ujer.2019.071208>
- Zoupidis, A., Tselfes, V., Papadopoulou, P., & Kariotoglou, P. (2022). Study of Kindergarten Teachers' Intentions to Choose Content and Teaching Method for Teaching Science. *Education Sciences*, 12(3), 198. <https://doi.org/10.3390/educsci12030198>
-