



Nature Based Learning Strategies for Building Environmental Awareness in Early Childhood

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Abstrak:

Pembelajaran berbasis alam merupakan pembelajaran yang memiliki strategi paling efektif dalam mengembangkan metode pembelajaran pada anak usia dini. Guru harus memiliki inovasi baru dalam menerapkan model pembelajaran seperti kegiatan outing class. Kegiatan outing class yang dimaksud adalah kegiatan diluar maupun didalam ruangan dengan memanfaatkan lingkungan dan alam sebagai objek utamanya. Metode penelitian ini menggunakan metode deksriptif dengan pendekatan kualitatif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi di RA Tarbiyatul Banin Banat 1 Jetak. Hasil penelitian ini membuktikan bahwa kegiatan outing class memberikan banyak perubahan terhadap anak-anak baik dalam segi perkembangan, pertumbuhan, kreativitas, kemandirian maupun pola pikir anak terhadap lingkungan dan alam sekitar. Diharapkan dengan adanya penelitian ini, mampu memberikan wawasan dan pengetahuan terhadap guru pendidikan anak usia dini dalam membangun kesadaran lingkungan khususnya di Taman Kanak-Kanak melalui proses pembelajaran berbasis alam.

Kata Kunci: Strategi Pembelajaran, Pembelajaran Berbasis Alam, Outing Class, Anak Usia Dini

Abstract:

Nature-based learning is a learning that has the most effective strategy in developing learning methods for early childhood. Teachers must have new innovations in implementing learning models such as outing class activities. The outing class activities in question are activities outside or inside the room by utilizing the environment and nature as the main objects. This research method uses a descriptive method with a qualitative approach. Data collection techniques are carried out through interviews, observations, and documentation at RA Tarbiyatul Banin Banat 1 Jetak. The results of this study prove that outing class activities provide many changes to children both in terms of development, growth, creativity, independence and children's mindsets towards the environment and the surrounding nature. It is hoped that this research will be able to provide insight and knowledge to early childhood education teachers in building environmental awareness, especially in Kindergartens through nature-based learning processes.

Keywords: Learning Strategy, Nature Based Learning, Outing Class, Early Childhood

Introduction

Early childhood development (0-6 years) is the best and most effective period for child development for learning. The child's physical brain is considered to be able to reach 90% during its development, children can go through various stages of development and



growth, especially in the world of education. Early childhood education generally includes thinking skills and intelligence, physical motor growth and development, creativity skills, mental and emotional intelligence, and language skills and being active in communicating (Pristikasari et al., 2022; Sukatin et al., 2020). Early childhood certainly experiences a sense of curiosity and various other uniqueness that is created during the growth period with support from various aspects such as social, emotional, cognitive, physical motor, language and art so that it is expected to be able to influence future life. Thus, in order for the formation of child development to be more mature, it should be balanced with good education and learning as well as the interests and needs of children during their growth and development so that they can develop comprehensively (Aprilia & Trihantoyo, 2018).

The early childhood growth and development stage is a golden age for children where they experience significant development during their growth period or is called a fundamental period in building and forming children's intellectual character. This can be proven through the behavior of children who have a higher curiosity so that an effective learning method is needed to form children's learning traits such as nature-based learning (Yantik et al., 2022). Nature-based learning methods are learning that involves children to think scientifically by understanding the surrounding phenomena to produce questions and answers and accurate information from the questions expressed so as to obtain conclusions. This learning method can integrate learning materials with the natural environment around, nature-based learning is not just learning outside the environment or nature, but we can also utilize nature which can then be practiced in the classroom but with various learning models (Mukaromah, 2020; Riawati et al., 2022). Through this learning method, it is hoped that children will not only think about something but will be able to do something from nature-based learning so that they can hone more scientific thinking about the environment as well as environmental awareness.

Nature-based learning certainly has various models in its application, one of the effective learning styles to be carried out in the nature learning process is outing class. Outing classes are defined as a learning method by utilizing the environment or nature which is generally carried out outside the room or classroom, this activity aims to provide children with knowledge and experience of the natural environment so that children are able to think scientifically by understanding the surrounding phenomena, are able to interact directly with nature, and are able to develop their potential to increase awareness of the environment (Maryanti et al., 2019; Tobroni et al., 2022). Through this outing class activity, children can explore and express themselves during the activity, this can certainly make learning more effective and enjoyable because children will not feel bored and tired of the various learning media provided. Children will actually have a lot of knowledge and broader insights from the way they interact, explore, and make observations so that they are expected to be able to obtain children's naturalistic intelligence towards the outdoors.

Discussion on children's naturalistic intelligence, nature-based learning methods have various models or methods in their application, one example is the research conducted by Andriani & Maulina (2024), which carried out nature-based learning with the loose parts method, namely a learning method that utilizes natural materials to improve and hone children's language skills in group A at Aletha Christian Kindergarten Pontianak. This learning resulted in many significant changes in children including the level of participation and interest in learning, in addition, children were directly more active and enthusiastic about nature learning that involved natural materials such as twigs, shells, leaves or stones as their learning media so that they were able to produce a story, create works, and



compose sentences to develop language skills. In addition, there is also a learning method at the Nazhirah Islamic Kindergarten in Bandar Lampung carried out by Hartati (2022), which applies nature-based learning media by visiting or field trips to the zoo and planting trees to utilize the outdoors as a learning object, place of learning or learning material. In general, the natural environment can foster intrinsic intelligence in children so that children are able to have a wealth of knowledge about nature such as getting to know more animals, plants, and natural phenomena. From the two studies, it can be concluded that nature-based learning methods can be carried out with various learning media, educators can create these methods not only outdoors but can also implement them in the classroom by utilizing natural materials as their media. Outdoor learning is also no less beneficial, it can provide its own pleasure for students because children are able to exercise freedom by exploring nature as a medium and object of learning.

Through the learning methods that have been described, the researcher is interested in conducting research using different methods, namely outing class where children can play and learn about natural objects and the surrounding environment. This outing class learning system has a slight difference with the field trip concept, this study has its own research gap, especially discussing nature-based learning strategies to build environmental awareness in early childhood. Through this research, it is expected to provide insight for readers and educators to make reference materials or evaluations of learning media that have not been implemented in early childhood education.

Method

This study uses a descriptive qualitative research method that aims to provide an in-depth and systematic analysis of nature-based learning strategies implemented at RA Tarbiyatul Banin Banat 1 Jetak. The main objective of this study is to answer what strategies are used in fostering environmental awareness in early childhood implemented by teachers. RA Tarbiyatul Banin Banat 1 Jetak located on Street KH. Chusnan Ali, Jetak Village, Montong District, Tuban Regency, East Java Province, which is an early childhood education institution that integrates nature-based learning into its curriculum. Through observation, interview, and documentation techniques, this study describes how teachers design, implement, and evaluate learning activities that directly involve children with nature in order to build responsibility for the environment. This study seeks to collect, analyze, and present data systematically and objectively to provide a detailed and accurate picture of the learning strategies implemented by teachers.

Result and Discussion

The Profile of RA Tarbiyatul Banin Banat 1 Jetak in Implementing Nature-Based Learning

RA Tarbiyatul Banin Banat 1 Jetak is an early childhood education school located on Street KH. Chusnan Ali, Jetak Village, Montong District, Tuban Regency. RA Tarbiyatul Banin Banat 1 Jetak is a private school with 61 students and has been accredited B. Based on the results of observations conducted at the educational institution, the learning method applied is still the same as the general method, namely conducting learning activities in the classroom with tables and chairs so that it can be called the most popular method among Kindergartens. Generally, children can only listen and see the explanation of the material delivered by the teacher so that their knowledge cannot be directly detected whether they



clearly understand what the teacher is saying and the material given. In addition, this condition can also hinder their less than optimal thinking potential because they do not directly know the form and existence of the knowledge provided by the teacher. Therefore, the role of teachers must certainly provide new innovations related to the learning methods applied to help children to better understand and have a high interest in the subject of learning. Early childhood education is a phase of children's education to have fun and is required to form children's characteristics so that they can understand how their learning method style is so that they have a scientific mindset and the potential to stimulate the development of early childhood.

This condition can be proven from the results of an interview conducted by one of the teachers of RA Tarbiyatul Banin Banat 1 Jetak who said that there was an incident when the teacher asked questions to children regarding the types of objects in the surrounding environment, from the questions only about 5 children were able to answer the questions and 10 children had not fully responded well to the questions given. This can be caused because the learning concept that was previously applied was still conventional and the minimal involvement of children to play and get to know objects in nature directly. In addition, the delivery of theories given by teachers to children also had an impact on the lack of interest of children because they felt bored and fed up with activities that were only carried out in the classroom. Children should need activities outside the classroom to explore and express themselves freely towards nature to create a more active mindset because of the many events and phenomena that occur directly. This learning method is expected to be able to produce two-way communication between teachers and children so that it is hoped that teachers will get feedback from the activities carried out in the classroom.

One of the learning methods that is stated to be effective to be implemented is implementing outing class activities. Outing class activities are learning activities carried out outside the classroom with the aim of increasing knowledge and love of nature, creating creativity and learning motivation, developing the potential of naturalist intelligence and fostering children's social sense towards the environment and society. This learning method is also able to align learning materials with natural environmental materials. One example that can be taken from this activity is camping or field trips, through these activities children can form their own characteristics by fostering a sense of independence, self-confidence, training physical endurance and socialization and teaching how to communicate and work together with a team.

In addition, obstacles were also experienced by teachers of RA Tarbiyatul Banin Banat 1 Jetak where the school experienced minimal costs when implementing learning programs such as field trips, considering the accommodation costs which are certainly not cheap to spend. However, from these obstacles, researchers are interested in providing solutions by utilizing school facilities such as school yards to carry out activity programs such as gardening, planting flowers around the yard, introducing various objects in the school environment. In addition, teachers can also invite them to walk around the surrounding villages to visit one of the farms or agriculture to introduce various professional activities carried out in the field. Thus, the solution to the problem provided is expected to be able to help the school to minimize the obstacles that occur and can facilitate nature-based learning programs so that they continue to be developed and improved further with various innovations in existing learning media.



Strategies for Nature-Based Learning through the Outing Class Method

The concept of learning in education must certainly have a new innovation in implementing learning strategies, one of the effective learning innovations for early childhood is outing class. Outing class is a learning method that functions to bring children closer to real life, namely the community environment, educators can invite children to play and learn outdoors by planning activities or learning activity objectives so that they can improve aspects of child growth and development (Kamila & Hidayaturrochman, 2022). Outing class activities are generally carried out by carrying out field trips, nature exploration or camping. Field trips can be carried out with various activities such as visiting zoos, playgrounds, beaches and other tourist attractions, in addition this learning method can also apply strategies by visiting several professional places such as companies, police stations, health centers, fire departments and others. Learning as described is expected to be able to provide a lot of knowledge to children, so that they are able to explore nature and the environment being visited, in addition this activity also has a positive impact on interest in nature and their potential to improve scientific thinking. Moreover, the learning applied to RA Tarbiyatul Banin Banat 1 Jetak is still not optimal and is considered less effective so that innovation is needed related to the concept of learning, especially implementing nature-based learning strategies. This learning strategy is not only beneficial for children's knowledge but also beneficial for children's health, because these activities spend more time outside school so that they can be in direct contact with sunlight which can produce sweat from each child's body so that the body becomes healthier and fitter (Azizah et al., 2023; R. L. Rahmawati & Nazarullail, 2020).

Outing class activities are referred to as effective learning activities to be applied to children, this activity strategy can be started by implementing learning through several themes such as professions, environment, nature, plants, and animals. One form of other outing class activities is outbound. Outbound is an outdoor activity that involves team or individual activities as self-development, in addition this activity can also be done by visiting certain agencies. Outbound activities also function as training psychomotor skills of early childhood because this activity requires the outdoors as its main object, this learning activity usually applies adventure activities or challenges that trigger children's attraction to be more enthusiastic and excited in following it. Children can also play many games by bringing out various ideas from their creativity both as a team and individually (Destriani et al., 2023). Outing class is not only valid outdoors, but outing class can also be implemented in the classroom with various innovations such as utilizing natural materials as the main raw materials. Because basically, outdoor activities certainly also require quite a lot of money to facilitate the learning program, thus educators can make other innovations by utilizing public facilities such as school yards, school parks, vegetable gardens or livestock pens owned by local residents and so on. So that nature-based learning continues to run optimally even though it does not travel to a place so that it saves more time (Nisa et al., 2024; Utami, 2020).

The outing class activity is designed to provide many experiences for children, not only just having fun but also having goals and benefits so that it is hoped that it will have a significant impact on the development of early childhood (Irmawati et al., 2025; R. L. Rahmawati & Nazarullail, 2020). The following are the goals and benefits of planning a nature-based outing class activity strategy.



Table 1. Objectives and Benefits of Outing Class Activities at RA Tarbiyatul Banin Banat 1 Jetak

No	Objective	Benefit
1.	Outing class activities are able to provide learning to children about their potential and how they express themselves according to the rules of the game.	Raising children's awareness of the environment and nature
2.	This activity is expected to be able to identify and understand the various strengths and weaknesses of each child's personality	Increase knowledge and broader insight into the social environment and society
3.	The outing class program is expected to have an impact on children's behavior towards an attitude of mutual respect and appreciation	Minimize children who experience a phase of saturation with theoretical learning methods
4.	Through outing class activities, children are expected to have high enthusiasm and interest so that they are more enthusiastic about participating in learning	Increasing awareness in preserving the natural environment
5.	Outing class can also train children's independence towards the social environment of the community so that they have a sense of empathy for others	Helping to bring out children's creativity in expressing opinions, ideas and works
6.	This program also trains children's language or communication skills and helps to bring out various creative ideas when building a project.	Increasing children's naturalistic intelligence as an aspect to develop children's potential skills
7.	Outing class activities are expected to help children form better intellectual and personality characters.	To serve as a reference for teachers in planning nature-based learning models using the outing class method.

As a teacher, not only have ideas related to activity planning, but also must have a strategic location plan so that it is considered capable and feasible to be used during the outing class activity. Educators can create a school environment as an object where they learn, children can be taught to grow plants by utilizing existing facilities including school gardens, school fields, school yards, and school cooperatives. In addition, if you want to do activities outside of school, teachers can look for a suitable location to develop early childhood thinking about the surrounding environment such as visits to a place including museums, nature reserves, tourism, zoos, places of worship, beaches, companies, animal pens, plantations and mountains (Anisa & Wulansari, 2023).

The Impact of Outing Class Activities on the Developmental Aspects of Early Childhood

The impact of character formation of children through outing class activities at RA Tarbiyatul Banin Banat 1 Jetak has many aspects involved such as physical motor skills,



cognitive, artistic, social emotional, language and religious and moral values (Hasanah, 2023; HMS & Rizqina, 2025; Octrianty, 2021; I. W. Rahmawati & Suryadi, 2025). *First*, the physical-motor aspect. During the activity, children of RA Tarbiyatul Banin Banat 1 Jetak were able to feel and touch objects or animals so that they could have new knowledge related to information or phenomena that they did not know before about the environment and the surrounding nature. *Second*, the cognitive aspect. RA Tarbiyatul Banin Banat 1 Jetak was able to solve problems from ongoing phenomena so that children's scientific thinking became more developed, in addition, the child's aspects in terms of grouping, understanding, and comparison became more optimal because they were caused by new ongoing experience factors. *Third*, the artistic aspect. Outing class activities can help children of RA Tarbiyatul Banin Banat 1 Jetak to hone their skills in learning art, bring out their creativity in their work, and create images obtained from outing class activities.

Fourth, the social emotional aspect. This aspect describes the students of RA Tarbiyatul Banin Banat 1 Jetak to better understand patience in controlling the emotions of each individual child and train them to provide a sense of cooperation with fellow team members or group members during the activity. *Fifth*, the language aspect. This activity helps the development of children to have a sense of curiosity so that they are able to encourage them to ask about things they do not yet know so that it is hoped that children are able to tell and retell the phenomena that occur during the outing class activity. *Sixth*, the aspect of religious and moral values. This activity has a positive impact on RA Tarbiyatul Banin Banat 1 Jetak and their daily behavior where we must have a sense of gratitude for what Allah SWT has created for his people, especially being grateful and enjoying what is given.

Based on the impacts that have been explained, providing awareness of the importance of caring for the environment, this behavior needs to be instilled in our children from an early age so that it can be applied by making a habit pattern through learning activities that can support and create this caring attitude for the environment and the outdoors. This attitude can start with small things such as getting used to throwing garbage in its place, cleaning the yard around, caring for plants, not damaging plants in the environment and it is hoped that these habits will be carried over into adulthood (Septarina et al., 2022). In addition, the outing class program can also be a strategy to improve the quality of schools in facing competition between educational institutions, so that schools are able to convince the public that these institutions have quality.

Conclusion

The findings of this research are that the outing class activities implemented by RA Tarbiyatul Banin Banat 1 Jetak are able to provide many positive changes to the learning and personality of each child themselves, both starting from development, growth, creativity, thinking skills and independence when carrying out learning activities. This activity also has a higher enthusiasm compared to learning that is only carried out with the theory of hearing and sight, so this outing class activity is considered the most effective in providing solutions to educators who do not yet have a nature-based learning model plan. The contribution of this activity also has an impact on the learning interest of RA Tarbiyatul Banin Banat 1 Jetak because it is able to help overcome the boredom of early childhood children with the learning process, so that the impact on educators is also mutually beneficial because it helps them in delivering material or plans for learning activity models that attract children's attention. This learning strategy, in addition to having an



impact on children, of course also has a good impact on schools because it can improve the school's image because the learning program presented has its own advantages. It is hoped that this research can be used as a further reference for future research and can be developed and discussed in more depth regarding nature-based learning strategies for early childhood.

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