



The Effect of Educational Block Media on the Problem-Solving Skills of Children Aged 5-6 Years at RA Perwanida 4 Palembang

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Abstract

This study was motivated by the fact that some children aged 5-6 years at RA Perwanida 4 Palembang still experienced difficulties with problem-solving skills. Consequently, there was a need for learning media capable of stimulating these skills; educational building blocks were selected as one such medium. This study aimed to assess children's problem-solving skills before and after using educational building blocks and to determine the impact of this medium on the problem-solving abilities of children aged 5-6 years at RA Perwanida 4 Palembang. A quantitative approach was employed using a pre-experimental design-specifically, a one-group pretest-posttest design. The study subjects consisted of 22 children from Group B (aged 5-6 years) at RA Perwanida 4 Palembang. Data were collected through observation using an instrument comprising eight observational items. Analysis involved descriptive statistics, normality tests, homogeneity tests, and hypothesis testing via a Paired Samples T-Test using SPSS version 26. The results showed that, prior to the intervention, the children achieved a total problem-solving score of 383, with a mean score of 17.41. Following the intervention using educational building blocks, the total score rose to 633, with a mean score of 28.77. Hypothesis testing yielded a significance value (Sig. 2-tailed) of 0.000 ($p < 0.05$); thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It can therefore be concluded that educational building blocks have a significant effect on the problem-solving skills of children aged 5-6 years at RA Perwanida 4 Palembang.

[Penelitian ini dilatarbelakangi oleh masih adanya anak usia 5-6 tahun di RA Perwanida 4 Palembang yang mengalami kesulitan dalam kemampuan problem solving. Oleh karena itu, diperlukan media pembelajaran yang dapat menstimulasi kemampuan tersebut, salah satunya melalui Media Balok Edukatif. Penelitian ini bertujuan untuk mengetahui kemampuan problem solving anak sebelum dan sesudah menggunakan Media Balok Edukatif, serta mengetahui pengaruh Media Balok Edukatif terhadap kemampuan problem solving anak usia 5-6 tahun di RA Perwanida 4 Palembang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Pre-Experimental Design dan desain One Group Pretest-Posttest Design. Subjek penelitian berjumlah 22 anak kelompok B usia 5-6 tahun di RA Perwanida 4 Palembang. Teknik pengumpulan data

menggunakan observasi dengan instrumen berupa lembar observasi yang terdiri atas 8 butir amatan. Data dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, dan uji hipotesis menggunakan Paired Samples T-Test dengan bantuan program SPSS versi 26. Hasil penelitian menunjukkan bahwa kemampuan problem solving anak sebelum diberikan perlakuan memperoleh jumlah skor sebesar 383 dengan nilai rata-rata 17,41. Setelah diberikan perlakuan menggunakan Media Balok Edukatif, jumlah skor meningkat menjadi 633 dengan nilai rata-rata 28,77. Hasil uji hipotesis memperoleh nilai signifikansi (Sig. 2-tailed) sebesar $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa Media Balok Edukatif berpengaruh signifikan terhadap kemampuan problem solving anak usia 5-6 tahun di RA Perwanida 4 Palembang.]

Keywords: Educational Building Blocks, Problem-Solving Ability, Early Childhood.

Introduction

Early childhood education (PAUD) serves as a crucial foundation for shaping a child's cognitive, social, emotional, and moral development (Hutagalung & Suratman, 2019; Ramadani et al., 2025; Sulaiman et al., 2024). Children aged 5 to 6 are in a golden age a pivotal period that determines their readiness to enter the next stage of education (Septianingtiyas & Khasanah, 2023). Various studies indicate that appropriate early-childhood stimulation contributes to enhancing a child's thinking skills, creativity, and readiness to learn (Agustini et al., 2024; Muawanah & Harjani, 2024; Yani et al., 2024). From an Islamic perspective, the importance of early education is also affirmed in the words of Allah (SWT) in Surah An-Nahl [16]: 78, which explains that human beings are born knowing nothing, and that Allah subsequently bestows upon them hearing, sight, and hearts as the means to learn and develop knowledge (Alfanzari & Fitra, 2025). The verse indicates that a child's thinking potential needs to be developed through an educational process that aligns with their developmental characteristics.

According to Piaget's theory of cognitive development, children aged 5-6 years are in the late preoperational stage a phase where they begin to use symbols and language but still require concrete experiences to grasp concepts (Marinda, 2020). Therefore, early childhood learning processes should utilize tangible, manipulative media that offer children opportunities for direct exploration. A crucial ability to develop at this stage is problem-solving specifically, the capacity to identify problems, seek alternative solutions, experiment with various strategies, and evaluate the outcomes (Susanto & Wulandari, 2024). This ability is a component of higher-order thinking skills, which play a vital role in preparing children for the next level of education. The concept of problem-solving aligns with Islamic teachings that instill the values of striving (*ikhtiar*) and perseverance (Salamah et al., 2025). Surah Ar-Ra'd [13]: 11 states that Allah will not change the condition of a people until they change their own condition. This value is relevant to early childhood education, as children are encouraged to seek solutions when facing challenges, try again after experiencing failure, and learn from the experiences gained during the learning process.

However, conditions in the field indicate that the problem-solving skills of young children have not yet developed optimally. Preliminary observations of Group B (comprising 22 children) at RA Perwanida 4 Palembang revealed that 15 children struggled to arrange blocks according to a model, 13 children easily gave up when their structures collapsed, and 16 children were unable to attempt alternative solutions independently when facing difficulties. These findings suggest that the majority of the children remain reliant on teacher guidance and are not accustomed to exploring solutions on their own. This issue is likely influenced by a learning process dominated by the use of worksheets and conventional methods, thereby limiting opportunities for children to learn through direct experience (Nadila, 2021).

One alternative for developing children's problem-solving skills is the use of educational blocks. Educational blocks are a form of constructive play material that allows children to observe, assemble, modify, and evaluate their structures in accordance with their intended goals (Asmiaty et al., 2026). Through these activities, children learn to identify problems, devise solution strategies, test various possibilities, and correct errors. Constructive play-based learning also aligns with the constructivist approach, which positions the child as an active agent in constructing knowledge through real-life experiences.

Several previous studies support the effectiveness of constructive play in enhancing children's thinking skills. Research by Lestari (2020), demonstrates that puzzle play can improve the problem-solving abilities of early childhood children through activities involving pattern recognition, strategy formulation, and finding solutions to the problems encountered. Furthermore, a study by Rahmatia et al. (2021), establishes that a constructive play model utilizing building blocks is both valid and practical for enhancing children's visual-spatial skills through the direct exploration and manipulation of objects. Research by Umiyati and Isnaningsih (2024), also indicates that the use of busy jars can improve the problem-solving skills of children aged 4-5 years, particularly in terms of identifying problems, making decisions, and resolving simple challenges during learning activities.

Based on the preceding discussion, there is a gap between the ideal and the actual (empirical) state of problem-solving skills among early childhood learners. Therefore, this study aims to analyze the impact of educational building blocks on the problem-solving abilities of children aged 5-6 years at RA Perwanida 4 Palembang. The study is expected to provide empirical evidence regarding the effectiveness of educational building blocks as a constructive learning tool and to offer an innovative instructional alternative capable of enhancing the thinking skills of young children.

Method

This study employs a quantitative approach using a quasi-experimental method to examine the effect of educational building blocks on the problem-solving skills of children aged 5-6 years at RA Perwanida 4 Palembang. The research is being conducted at RA Perwanida 4 Palembang during the even semester of the 2025/2026 academic year, commencing in April 2026 and continuing until the study is completed. The research employs a One-Group Pretest–Posttest Design, in which a single group undergoes an initial measurement (pretest), receives an intervention (treatment) involving instruction using educational blocks, and subsequently undergoes a final measurement (posttest). The design is represented as follows: $O_1 - X - O_2$, where O_1 denotes the pretest, X represents the treatment using educational blocks, and O_2 denotes the posttest. This design was selected because the study involves only one group without a control group; consequently, changes in problem-solving ability are analyzed based on the difference between pre-treatment and post-treatment scores.

The study population consisted of all children in Group B at RA Perwanida 4 Palembang, totaling 65 children. The sample was selected using a purposive sampling technique, specifically Class B3, which comprised 22 children (12 boys and 10 girls). Sample selection was based on the children's age (5-6 years), the class's readiness for the experiment, and approval from the school. Data collection employed three techniques: observation, performance assessment, and documentation. Observation was used to monitor children's behavior during the pre-test, intervention, and post-test phases, utilizing an observation sheet based on problem-solving ability indicators. Performance assessment involved arranging educational blocks according to assigned tasks, with evaluations conducted using a rubric featuring a four-level developmental scale: Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB).

Documentation comprising activity photos, teaching modules, student attendance records, and assessment sheets served as supporting data to reinforce the research findings.

The research instruments consisted of an observation sheet and an assessment rubric containing eight observation items based on four problem-solving ability indicators: identifying the problem, attempting alternative solutions, selecting the appropriate solution, and completing the task. Prior to use, the validity of the instruments was tested using Pearson Product-Moment correlation, while reliability was analyzed using Cronbach's Alpha with the aid of SPSS version 26 software.

Data analysis was conducted using SPSS version 26 in three stages: descriptive statistical analysis, prerequisite testing, and hypothesis testing. Descriptive analysis was used to describe the mean, minimum, and maximum scores from the pretest and posttest results. Prerequisite testing included a normality test using the Shapiro Wilk test due to the sample size being fewer than 50 participants and a homogeneity test using Levene's Test. After the parametric statistical assumptions were met, hypothesis testing was performed using the Paired Sample t-Test at a significance level of 0.05 to determine the difference in problem-solving abilities before and after the implementation of educational block media. The hypothesis is accepted if the significance value (Sig. 2-tailed) is less than 0.05, indicating that educational block media has a significant effect on the problem-solving abilities of children aged 5-6 years at RA Perwanida 4 Palembang.

Results and Discussion

Children's Problem-Solving Ability Before Using Educational Blocks

The study was conducted at RA Perwanida 4 Palembang in April 2026, involving 22 children from group B3 (aged 5-6 years). The research process spanned 10 days, comprising two days for the pretest, six days for the intervention, and two days for the posttest. The pretest phase aimed to assess the children's initial problem-solving abilities prior to the implementation of the intervention using educational blocks. The pretest involved two activities: completing a drawing of a house and assembling a car image using geometric shapes. These activities were designed to measure four indicators of problem-solving ability: identifying the problem, attempting alternative solutions, selecting the appropriate solution, and completing the task. Observations revealed that most children still struggled to recognize errors, determine suitable shapes, and independently correct mistakes, often tending to wait for teacher assistance when facing difficulties. Nevertheless, some children began to demonstrate the ability to try various methods to complete the assigned tasks.

The pretest results indicate that the children's problem-solving ability scores ranged from 14 to 22, with a total score of 383 and a mean score of 17.41. The highest score obtained was 22, while the lowest was 14. These results suggest that the children's initial problem-solving ability falls into the moderate category, requiring stimulation through more active learning methods. The frequency distribution of the pretest results shows that 11 children (50.0%) scored within the 14-16 range, 7 children (31.82%) within the 17-19 range, and 4 children (18.18%) within the 20-22 range. These findings indicate that the majority of the children possess suboptimal problem-solving skills, particularly regarding identifying problems, attempting various alternative solutions, correcting errors, and completing tasks independently. Therefore, an intervention involving instruction using educational blocks is necessary to enhance the problem-solving abilities of children aged 5-6 years.

Children's Problem-Solving Ability After the Use of Educational Block Media

The intervention using educational blocks was conducted over six sessions. Each session was designed to progress through distinct constructive play activities: building houses, cars, towers, bridges, and other vehicles, as well as creating free-form designs with the blocks. In every activity, the teacher began by

setting the context, introducing the block shapes, explaining the learning objectives, and demonstrating examples of block arrangements. Subsequently, the children were asked to observe the examples, assemble the blocks according to instructions, attempt to correct any errors if the arrangement was incorrect, and finally complete the task independently with teacher guidance.

Observations made during the treatment sessions revealed an improvement in the children's problem-solving abilities with each meeting. The children began to demonstrate the ability to identify problems, explore various potential solutions, select the appropriate one, correct their own mistakes, and show persistence in completing tasks. While some children initially required teacher guidance, in subsequent sessions they appeared more active and confident, and were able to complete tasks with greater independence.

Upon completion of the intervention, a post-test was conducted involving tasks where children completed a drawing of a house and assembled a car shape using geometric forms. Observations revealed that the majority of the children demonstrated improved abilities compared to the pre-intervention stage. They showed a greater capacity to identify problems, select appropriate solutions, correct errors independently, and complete tasks more quickly and confidently. These findings indicate that the use of educational blocks positively influenced the problem-solving skills of 5-6-year-old children at RA Perwanida 4 Palembang.

The Effect of Educational Block Media on the Problem-Solving Ability of Children Aged 5–6 Years at RA Perwanida 4 Palembang

a. Normality Test

Table 1. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,144	22	,200 [*]	,951	22	,328
POSTTEST	,221	22	,007	,919	22	,072

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk normality test shows that the pretest data has a significance value of 0.328, while the posttest data has a value of 0.072. Both values are greater than 0.05 (Sig. > 0.05); therefore, the pretest and posttest data are considered to be normally distributed.

b. Homogeneity test

Table 2. Homogeneity Test Results

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Hasil Pretest	Based on Mean	,323	1	42	,573
	Based on Median	,284	1	42	,597
	Based on Median and with adjusted df	,284	1	40,975	,597
	Based on trimmed mean	,343	1	42	,561

The results of the homogeneity test using Levene's Test show a significance value of Based on Mean of 0.573, Based on Median of 0.597, Based on Median with Adjusted df of 0.597, and Based on Trimmed Mean of 0.561. All significance values are greater than 0.05 so the data is declared homogeneous or has the same variance.

c. Uji Paired Samples Test

Table 3. Paired Samples Test Results

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-8,68182	1,46015	,31130	-9,32921	-8,03442	-27,888	21	,000

Hypothesis testing was conducted using a Paired Samples t-Test to determine the effect of educational block media on the problem-solving skills of children aged 5–6 years. The analysis results showed a significance value (Sig. 2-tailed) of 0.000, which is less than 0.05 ($0.000 < 0.05$). Consequently, H_0 was rejected and H_a was accepted, indicating that educational block media had a significant effect on the problem-solving skills of children aged 5-6 years at RA Perwanida 4 Palembang. Furthermore, the mean difference of -8.68182 indicates an improvement in problem-solving skills after the children received instruction using educational blocks. This improvement is evident from the post-test results, which were higher than the pre-test results. These findings suggest that educational blocks provide a learning experience that encourages children to identify problems, explore various solution alternatives, correct errors, and complete tasks with greater independence.

The research results indicate that the use of educational blocks has a positive effect on the problem-solving skills of children aged 5-6 years at RA Perwanida 4 Palembang. Prior to the intervention, the children's problem-solving skills fell into the moderate category, with an average pre-test score of 17.40. Following six learning sessions utilizing educational blocks, the average post-test score rose to 28.77, demonstrating an improvement in the children's ability to identify problems, select solutions, correct errors, and complete tasks independently.

This improvement is supported by statistical test results. The normality test indicates that the pretest and posttest data are normally distributed (Sig. pretest = 0.328 and posttest = 0.072), while the homogeneity test shows the data to be homogeneous (Sig. = 0.573). Furthermore, the Paired Samples T-Test yielded a significance value of 0.000 ($p < 0.05$), leading to the acceptance of the alternative hypothesis. Thus, educational block media is proven to have a significant impact on the problem-solving abilities of children aged 5-6 years. Educational blocks provide a concrete learning experience through activities such as arranging, matching, and constructing various shapes, thereby encouraging children to think logically, explore different solutions, and evaluate their work. A play-based learning process also enhances children's engagement, concentration, and independence in completing tasks. These findings align with constructivist theory and Vygotsky's concept of the Zone of Proximal Development (ZPD), which emphasizes that problem-solving skills develop through direct experience and teacher support (scaffolding) (Saidah & Latipah, 2026; Seo et al., 2026; Ulfadhilah & Nurkhafifah, 2025; Utami & Yus, 2025).

Although several challenges arose during the study such as varying abilities among the children and easily distracted attention gradual guidance and encouragement enabled them to participate effectively in the activities. Therefore, educational blocks serve as an effective alternative learning tool for developing problem-solving skills in early childhood through play activities that are active, meaningful, and enjoyable.

Conclusion

Based on the research results, it can be concluded that the use of educational building blocks has a positive and significant impact on the problem-solving skills of children aged 5-6 years at RA Perwanida 4 Palembang. Following instruction utilizing educational building blocks, the children demonstrated improvements in their ability to identify problems, explore various alternative solutions, select appropriate solutions, correct errors, and complete tasks independently. These findings indicate that educational building blocks are effective learning tools capable of providing concrete, active, and enjoyable learning experiences, thereby supporting the development of problem-solving skills in early childhood.

The study implies that educational building blocks can serve as an alternative learning medium to foster thinking and problem-solving skills in early childhood through meaningful play activities. Consequently, teachers are encouraged to integrate educational building blocks into the instructional process to create learning experiences that are more interactive and child-centered. Future research should involve larger sample sizes, employ more robust research designs, and examine the impact of educational building blocks on other developmental domains such as creativity, critical thinking, and social skills as well as other aspects of early childhood development.

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