



Jurnal Ilmiah Pendidikan Citra Bakti

p-ISSN 2355-5106 || e-ISSN 2620-6641

<https://jurnal.citrabakti.ac.id/index.php/jil>



IMPLEMENTATION OF INTERACTIVE FLAT PANEL TECHNOLOGY IN ENGLISH LANGUAGE LEARNING FOR CHILDREN AGED 5–6 YEARS

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Article History

Received:
June 9, 2026

Accepted:
July 22, 2026

Published:
August 26, 2026

Abstract

This study aimed to describe the implementation of Interactive Flat Panel media in introducing English to children aged 5–6 years and to identify the challenges encountered during its implementation. A descriptive qualitative approach was employed using observation, interviews, and documentation as data collection techniques. The participants consisted of one principal, two classroom teachers, and eight children aged 5–6 years. English learning activities were conducted in three classroom sessions using the Interactive Flat Panel to introduce fruit-related vocabulary through videos, songs, picture-matching, and interactive games. The findings indicate that the use of the Interactive Flat Panel created a more interactive, engaging, and enjoyable learning environment. Children became more attentive, actively participated in classroom activities, and demonstrated greater confidence in pronouncing simple English vocabulary. Observation data also showed improvements across all six indicators of English-speaking ability, with the average achievement increasing from 37% during the initial observation to 78% after the implementation, representing an overall improvement of 41%. The greatest improvements were observed in children's confidence to speak in front of their peers and their ability to associate vocabulary with corresponding pictures or objects. Several challenges were identified, including teachers' limited familiarity with some IFP features, unstable internet connectivity, and the limited confidence of some children when speaking English independently. Within the context of this study, which involved a single kindergarten, eight participants, and three instructional sessions, the findings suggest that the Interactive Flat Panel has the potential to support English language introduction by increasing children's engagement, participation, and opportunities for verbal interaction in early childhood classrooms.

Keywords: Interactive Flat Panel, English introduction, early childhood education, speaking ability, learning media

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan penerapan media Interactive Flat Panel (IFP) dalam pengenalan bahasa Inggris kepada anak usia 5–6 tahun di TK Dharma Wanita 2 serta mengidentifikasi tantangan yang muncul selama pelaksanaannya. Pendekatan deskriptif kualitatif digunakan dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Partisipan terdiri atas satu kepala sekolah, dua guru kelas, dan delapan anak usia 5–6 tahun. Kegiatan pembelajaran bahasa Inggris dilakukan dalam tiga kali pertemuan di kelas dengan menggunakan Interactive Flat Panel untuk mengenalkan kosakata buah melalui video, lagu, mencocokkan gambar, dan permainan interaktif. Hasil penelitian menunjukkan bahwa penggunaan Interactive Flat Panel mampu menciptakan suasana belajar yang lebih interaktif, menarik, dan menyenangkan. Anak menjadi lebih fokus, aktif berpartisipasi dalam aktivitas kelas, dan menunjukkan kepercayaan diri yang lebih besar dalam melafalkan kosakata bahasa Inggris sederhana. Data observasi juga memperlihatkan peningkatan pada enam indikator kemampuan berbicara bahasa Inggris, dengan rata-rata capaian meningkat dari 37% pada observasi awal menjadi 78% setelah penerapan, sehingga terdapat peningkatan sebesar 41%. Peningkatan terbesar tampak pada kepercayaan diri anak untuk berbicara di depan teman sebaya serta kemampuan mereka mengaitkan kosakata dengan gambar atau objek yang sesuai. Beberapa tantangan yang ditemukan antara lain keterbatasan guru dalam memahami sebagian fitur IFP, kestabilan koneksi internet yang kurang baik, serta masih terbatasnya kepercayaan diri beberapa anak ketika diminta berbicara bahasa Inggris secara mandiri. Dalam konteks penelitian ini, yang melibatkan satu lembaga TK, delapan partisipan, dan tiga kali sesi pembelajaran, temuan tersebut mengindikasikan bahwa Interactive Flat Panel berpotensi mendukung pengenalan bahasa Inggris dengan cara meningkatkan keterlibatan anak, partisipasi, dan kesempatan berinteraksi secara verbal di kelas pendidikan anak usia dini.

Kata kunci: *Interactive Flat Panel*, pengenalan Bahasa Inggris, anak usia dini, media pembelajaran, kemampuan berbicara

Background

Early childhood is a critical period for language development, during which children rapidly acquire communication skills through meaningful learning experiences and social interactions. Language development during this stage forms the foundation for later cognitive, social, and academic achievement. Therefore, early childhood learning environments should provide developmentally appropriate, engaging, and interactive activities that encourage children to actively use language in authentic contexts. English has become an increasingly important language in the context of globalization and international communication. In early childhood education, the objective of English learning is not to achieve linguistic mastery but to introduce children to basic vocabulary and simple expressions through enjoyable activities such as songs, storytelling, games, and classroom interaction. Early exposure to English can foster positive attitudes toward language learning while supporting children's communication skills and readiness for future education.

The rapid development of educational technology has created new opportunities to improve teaching and learning in early childhood classrooms. Interactive digital technologies enable teachers to design learning experiences that combine visual, auditory, and kinesthetic elements, thereby increasing children's engagement and participation. Among these technologies, the Interactive Flat Panel (IFP) has emerged as a multifunctional touchscreen device that integrates the functions of a digital whiteboard, multimedia presentation system,

and interactive learning platform. Through videos, animations, educational games, digital drawing tools, and touchscreen interaction, the IFP provides opportunities for children to actively engage with learning materials.

Previous studies have consistently demonstrated that digital learning technologies, including tablets, interactive whiteboards, multimedia applications, and touchscreen devices, can enhance young children's vocabulary acquisition, motivation, engagement, and language development. More recent studies have also reported that Interactive Flat Panels (IFPs) provide opportunities for richer classroom interaction by integrating multimedia resources, digital games, and touchscreen activities that support children's language and cognitive development (Setiawan, 2025; Farihah et al., 2025). However, the existing literature has primarily focused on evaluating learning outcomes or reviewing the potential benefits of IFP technology, while limited attention has been paid to how IFP is implemented in authentic early childhood English classrooms. In particular, empirical evidence describing teachers' instructional practices, children's classroom participation, and implementation challenges during English language introduction for children aged 5–6 years remains scarce. Furthermore, no previous study has documented the implementation of Interactive Flat Panels in English learning activities at Dharma Wanita 2 Kindergarten during the 2025/2026 academic year. Therefore, further investigation is needed to provide an in-depth understanding of how IFP is implemented in this specific educational context.

Despite the increasing adoption of Interactive Flat Panels in schools, empirical research investigating their implementation in introducing English to children aged 5–6 years remains limited, particularly within Indonesian early childhood education settings. Existing studies have primarily examined learning outcomes associated with digital media but have provided limited evidence regarding how Interactive Flat Panels are implemented in classroom practice, how teachers integrate their interactive features into English learning activities, and how young children respond to this technology. Furthermore, no previous study has documented the implementation of Interactive Flat Panels in English learning activities at Dharma Wanita 2 Kindergarten during the 2025/2026 academic year. This gap highlights the need for research that provides an in-depth understanding of the implementation process within an authentic classroom context. Therefore, this study aims to describe the implementation of the Interactive Flat Panel (IFP) in introducing English to children aged 5–6 years at Dharma Wanita 2 Kindergarten and to identify the challenges encountered during its implementation. Specifically, this study addresses two research questions: (1) How is the Interactive Flat Panel (IFP) implemented in introducing English to children aged 5–6 years at Dharma Wanita 2 Kindergarten? and (2) What challenges emerge during its implementation?

The study focuses on the use of Interactive Flat Panel-based visual media during English learning activities for children aged 5–6 years. The investigation emphasizes the planning, implementation, and utilization of the IFP in classroom learning, as well as children's basic English-speaking abilities, including identifying simple vocabulary, imitating pronunciation, responding to simple instructions, and demonstrating confidence in speaking English. The study also examines the suitability of digital visual materials presented through the IFP with the developmental characteristics of young children, such as attention, participation, interest, and comprehension. This study does not compare the effectiveness of the IFP with other instructional media and does not employ experimental or quantitative hypothesis testing.

The originality of this study lies in its investigation of the Interactive Flat Panel (IFP) as the primary instructional medium for introducing English to children aged 5–6 years within an authentic early childhood education setting. Unlike previous studies that have mainly examined other forms of digital media or focused on learning outcomes, this study explores the implementation process, teachers' instructional strategies, children's participation, and the challenges encountered during classroom practice. By providing empirical evidence from a real kindergarten context, this study contributes to the growing literature on technology-enhanced English language learning in early childhood education and offers practical insights for educators seeking to integrate interactive digital technologies into developmentally appropriate classroom instruction.

Method

This study was conducted at Dharma Wanita Kindergarten, which has integrated technological facilities into its learning activities, particularly the Interactive Flat Panel (IFP). The research site was selected based on the availability of interactive learning media relevant to the focus of the study, namely the introduction of English to children aged 5–6 years. The study was carried out in February 2026, covering the stages of preparation, implementation, data collection, and data analysis. The research schedule was adjusted to the school's academic calendar to ensure that the study did not interfere with regular learning activities.

The participants of this study consisted of the principal, two teachers, and eight children aged 5–6 years, including three boys and five girls. All children enrolled in the selected classroom were involved in the study because the class size was limited and met the required research criteria. The participants were selected because they were at a developmental stage where language skills could be stimulated through English learning activities supported by interactive media.

This study employed a descriptive qualitative approach with a field research design. The approach was chosen to obtain an in-depth understanding of the implementation of Interactive Flat Panel-based visual media in English language learning and the challenges encountered during its implementation. Data were collected through observation, interviews, and documentation. Observations were conducted directly during classroom activities to examine how teachers utilized the Interactive Flat Panel and how children responded to its use. Interviews were conducted with the principal and teachers to gather information regarding the implementation process, children's language development, and challenges encountered during the learning activities. Documentation was used to support the observational and interview data in the form of photographs, activity records, and instructional documents.

The primary research instrument was an observation checklist designed to assess the English language abilities of children aged 5–6 years. The checklist was developed based on indicators of early childhood language development, including the ability to identify simple vocabulary, imitate the pronunciation of words or phrases, respond to simple instructions, and demonstrate confidence and willingness to speak in English. In addition, interview guidelines were prepared for the principal and teachers to explore information regarding the implementation process, benefits, and challenges associated with the use of the Interactive Flat Panel in English language learning. Prior to data collection, the instruments were reviewed and consulted with the academic supervisor and classroom teachers to ensure their relevance to the research objectives and the developmental characteristics of young children.

Data were analyzed using the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. During the data reduction stage, information collected from the field was selected, organized, and focused on the implementation of the Interactive Flat Panel and children's English-speaking development. In the data display stage, findings from observations, interviews, and documentation were presented in a narrative form to facilitate interpretation. Finally, during the conclusion-drawing stage, the researcher identified patterns and formulated conclusions based on the findings that emerged throughout the research process.

To ensure the trustworthiness of the data, source triangulation and technique triangulation were employed. These procedures involved comparing data obtained from observations, interviews, and documentation to verify consistency and accuracy. Through these triangulation strategies, the findings were expected to be valid, reliable, and credible.

Results and Discussion

Result

The implementation of English learning using the Interactive Flat Panel (IFP) was conducted over three instructional sessions with the theme *Fruits*. Classroom activities incorporated videos, songs, animated images, touchscreen-based games, and teacher-guided vocabulary practice. Data were collected through classroom observations conducted by the researcher using a structured observation checklist.

The observation checklist consisted of six indicators of children's English-speaking ability: (1) identifying simple vocabulary, (2) imitating word or phrase pronunciation, (3) responding to simple questions or instructions, (4) confidence in speaking English in front of peers, (5) matching vocabulary with pictures or objects, and (6) active participation in speaking activities. Each indicator was rated using a four-point developmental scale: 1 = Not Yet Developed (BB), 2 = Beginning to Develop (MB), 3 = Developing as Expected (BSH), and 4 = Very Well Developed (BSB).

The researcher completed the observation checklist during classroom activities, while the classroom teacher assisted in confirming the observation results to improve data credibility through investigator triangulation. Observations were conducted twice: before the implementation of the Interactive Flat Panel (pre-observation) and after the completion of the three instructional sessions (post-observation).

During the first instructional session, the teacher introduced English vocabulary related to fruits using songs and animated videos displayed on the Interactive Flat Panel (IFP). Children learned vocabulary such as *apple*, *banana*, *orange*, *grape*, and *watermelon* through repetition and imitation activities. They subsequently participated in touchscreen-based picture-matching games. Observation results indicated that the IFP effectively attracted children's attention and encouraged active classroom participation, although several children remained hesitant to pronounce English words independently.

The second instructional session focused on reviewing previously introduced vocabulary through songs and interactive picture-guessing activities. Compared with the first session, children demonstrated greater confidence and participated more actively during vocabulary practice. Several children were able to identify simple vocabulary independently, particularly apple and banana, while others still required teacher encouragement before responding orally.

During the third instructional session, children demonstrated noticeably greater participation and confidence. Interactive touchscreen activities, including picture matching and picture guessing, enabled children to practice vocabulary repeatedly while interacting directly

with the IFP. Most children successfully identified and pronounced fruit vocabulary and voluntarily answered the teacher's questions in English.

Overall, classroom observations indicated improvements across all six observation indicators following the implementation of the Interactive Flat Panel. Children became more capable of identifying simple vocabulary, imitating pronunciation, responding to simple classroom instructions, and demonstrating confidence during speaking activities.

Table 1. Observation Results of English-Speaking Skills among Children Aged 5–6 Years

No.	Indicator	Pre-Observation	Post-Observation	Improvement
1	Ability to identify simple vocabulary	42%	81%	39%
2	Ability to imitate the pronunciation of words/phrases	38%	78%	40%
3	Ability to respond to simple questions/instructions	35%	76%	41%
4	Confidence in speaking in front of peers	30%	72%	42%
5	Ability to match vocabulary with corresponding pictures/objects	40%	83%	43%
6	Active participation in speaking activities	37%	79%	42%
Average		37%	78%	41%

Based on the table above, improvements were observed across all indicators of children's English-speaking abilities following the implementation of the Interactive Flat Panel (IFP). The average achievement increased from 37% during the pre-intervention stage to 78% during the post-intervention stage, representing an overall increase of 41%. The most notable improvements were found in children's confidence to speak in front of their peers and their ability to match English vocabulary with corresponding images or objects. These findings suggest that interactive visual media can enhance children's self-confidence while facilitating their understanding of word meanings.

The results indicate that the Interactive Flat Panel (IFP) can create a more engaging, interactive, and developmentally appropriate learning environment for young children. Visual elements such as images, animations, and direct touchscreen interaction provide opportunities for children to actively participate in the learning process rather than remaining passive recipients of information. Consequently, the IFP not only supports children in imitating English pronunciation but also encourages verbal participation and communication throughout the learning activities.

Interview and observation data identified several challenges during the implementation of the Interactive Flat Panel. First, unstable internet connectivity occasionally interrupted video playback, reducing the continuity of learning activities. Second, teachers had not yet mastered all interactive features available on the IFP and sometimes required technical assistance from the school operator or principal. Finally, several children remained reluctant to speak English

independently and continued to require encouragement and gradual guidance from the teacher throughout the learning process.

Discussion

The findings of this study demonstrate that the implementation of the Interactive Flat Panel (IFP) contributed positively to the introduction of English among children aged 5–6 years. The improvement observed across the six speaking indicators suggests that integrating visual, auditory, and touchscreen-based activities created a learning environment that encouraged active participation and verbal interaction. Rather than functioning merely as a presentation tool, the IFP enabled children to interact directly with learning materials through games, vocabulary matching, and pronunciation activities, making English learning more meaningful and developmentally appropriate.

These findings are consistent with those reported by Neumann (2020), who found that touchscreen-based digital technologies promote vocabulary acquisition and language development by providing multisensory learning experiences. Similarly, Sung et al. (2016) concluded through a meta-analysis that interactive digital devices significantly improve learning performance and student engagement because learners actively participate in instructional activities. In the present study, children showed increasing confidence and participation throughout the three instructional sessions, indicating that direct interaction with the touchscreen facilitated both attention and verbal expression.

The findings also support the work of Setiawan (2025), who argued that Interactive Flat Panels have considerable potential for English language learning because they integrate multimedia presentations, interactive games, and collaborative classroom activities. However, Setiawan's study primarily provided a thematic review of existing literature, whereas the present study offers empirical evidence from classroom implementation in an early childhood education setting. This study therefore extends previous knowledge by illustrating how IFP-based activities were implemented during English learning and how children responded throughout the instructional process.

Furthermore, the present findings are comparable to those reported by Fariyah et al. (2025), who found that the use of Interactive Flat Panels enhanced children's language and cognitive development by encouraging active participation in digital storytelling and interactive learning activities. While their study examined broader aspects of language and cognitive development, the present research specifically focused on introducing English vocabulary and speaking skills among children aged 5–6 years. Consequently, the findings contribute additional evidence regarding the potential of IFP to support early English language learning within authentic classroom settings.

Despite these positive findings, several implementation challenges were identified. Technical issues, particularly unstable internet connectivity, occasionally disrupted multimedia activities, while teachers' limited familiarity with some IFP features reduced opportunities to maximize the technology's interactive potential. These findings reinforce previous studies emphasizing that successful technology integration depends not only on the availability of digital devices but also on teachers' digital competence and pedagogical readiness. In addition, several children remained hesitant to speak English independently, indicating that technological innovation alone cannot fully address individual differences in language confidence and that continuous teacher guidance remains essential.

Several limitations should be considered when interpreting the findings of this study. First, the study involved only eight children from a single kindergarten, limiting the transferability of the findings to other educational contexts. Second, the research employed a descriptive qualitative design without a comparison or control group; therefore, improvements in children's English-speaking abilities cannot be attributed exclusively to the implementation of the Interactive Flat Panel. Third, the intervention was conducted over only three instructional sessions, which restricted the opportunity to examine the long-term impact of IFP on children's language development. Future research is therefore recommended to involve larger participant groups, multiple early childhood education institutions, longer implementation periods, and comparative or mixed-method research designs to provide stronger evidence regarding the effectiveness of Interactive Flat Panels in early childhood English education.

Conclusion

Based on the findings of this study regarding the implementation of the Interactive Flat Panel (IFP) in introducing English to children aged 5–6 years at Dharma Wanita 2 Kindergarten during the 2025/2026 academic year, it can be concluded that the use of the Interactive Flat Panel contributes to creating a more interactive, engaging, and enjoyable learning environment for young children. The IFP was utilized through various learning activities, including watching educational videos, singing English songs, repeating vocabulary, and participating in interactive games such as picture-guessing and picture-matching activities on the touchscreen display. The combination of visual and audio features effectively captured children's attention, resulting in higher levels of enthusiasm and active participation throughout the learning process.

The implementation of the Interactive Flat Panel also supported the development of children's English language skills, particularly in identifying simple vocabulary, imitating pronunciation, and improving their confidence and willingness to speak English in front of teachers and peers. Most children were able to actively participate in the learning activities and

demonstrated noticeable progress in their engagement and language performance during the instructional sessions.

Despite these positive outcomes, several challenges were identified during the implementation process. These included unstable internet connectivity, which occasionally interrupted the playback of instructional videos, and teachers' limited familiarity with some advanced features of the Interactive Flat Panel. Consequently, teachers sometimes required assistance from school staff or the principal to operate the technology effectively. In addition, a number of children still exhibited shyness and lacked confidence when asked to speak English independently in front of the class.

Overall, the findings suggest that the Interactive Flat Panel (IFP) has considerable potential as an innovative learning medium for introducing English to young learners. Its interactive audiovisual features can enhance children's engagement and participation while supporting the development of basic English language skills in early childhood education settings.

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