Learning Innovation Through Goodie Book Media to Improve Motoric Development Of Early Childhood

Tri Asmawulan[1], Junita Dwi Wardhani[2], Choiriyah Widyasari[3], Sri Katoningsih[4], Qonitah Faizatul Fitriyah[5], Zulkarnaen[6], Ilham Sunaryo[7], Isnaini Budi Hastuti[8]

[1,2,3,4,5,6,7,8] *Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia*
*Corresponding Author: ta652@ums.ac.id

Abstract The goodie book is one of the engaging children's media. The Borg and Gall model was used in this study's RnD methodology. While the data analysis technique received data in the form of data collected by professionals from the outcomes of instrument validation, particularly users, media specialists, and material experts. According to the results of material experts' evaluation, 90% of the criteria meet or exceed expectations. With a percentage of 90%, the media experts' score also demonstrated very good standards. Six pupils from group B were used in the field test of the goodie book product, and class teachers and other educators also provided feedback. The trial phase data revealed a percentage.

***Keywords*:** learning innovation; goodie book; motoric development; early childhood

INTRODUCTION

Early learning in young children is greatly influenced by media. The teacher's perception and the children's comprehension can be brought together through the usage of media (Borzekowski et al., 2019). According to Gerlach and Ely (Prommin et al., 2020), media is made up of people, objects, or events that provide the circumstances necessary for pupils to pick up new information, abilities, or attitudes (Fitriyah et al., 2021). Therefore, educators can more easily impart knowledge to their students through the media, especially for young children. The process of developing one's motor skills is known as motor development (Errington, 2004). Fine motor and large motor are the two types of motor skills (Iloeje et al., 1991). The ability to use large muscles while walking, running, and other activities is known as gross motor development (Hestbaek et al., 2017) (Alderson et al., 2023). The development of smooth or small muscle coordination is known as fine motor development and includes activities like dancing, writing, coloring, and other similar activities (Osorio-Valencia et al., 2018) (Chen et al., 2021). Early on, children acquire the ability to control their eye and muscle motions in activities requiring fine motor skills (Malina, 2004). The development of children's fine motor skills will go hand in hand with their cognitive development (Smolucha & Smolucha, 2021). Children will learn to be able to mix different talents they have gained in the past as they learn new fine motor skills (Boyd, 2018). According to (Ekawaty & Ruhaena, 2020), motor development happens at the earliest stages of childhood. It is crucial for educators and parents to train kids and provide them with stimulus in order to promote children's motor development in the best possible ways (Nuraini et al., 2020).

A learning medium that may be employed in learning activities is required to aid in the development of fine motor skills in young children (Colliver & Veraksa, 2021). Learning media serves as an intermediary medium for offering children tangible learning activities (Guo et al., 2017). Print media, including student worksheet (LKS), magazines, picture books, and storybooks, is a common form of learning material utilized in early childhood education facilities. Additionally, you can use brokers, letter boards, audio-visual material, and educational game tools (APE) (Nuraini et al., 2020). The use of media serves as a tool intermediaries for the delivery of educational content so that students can more easily accept it during the learning process; this function necessitates the use of

appropriate media and can grab students' attention (Leopold Costábile, 2020). The ability to stimulate children's interest and motivation to engage in learning activities is one of the wrong functions of using learning media in the process of learning activities (Opie et al., 2021).

However, it is clear from the reality that teachers are still not using media in learning activities to help children with their fine motor skills (Redondo, 2020). Additionally, in accordance with the findings of research by (Al-Hassan, 2018), namely in his research, it is explained that the issues that exist at the research location are connected to the fact that student worksheet and magazines are still widely used, which makes kids feel less interested and motivated to engage in educational activities. Then, according to studies (Borzekowski et al., 2019), issues can also arise because learning media is still repetitive and lacking in variety, which deters children from engaging in fine motor development (Atun-Einy et al., 2017). Based on the findings of this study, a medium is required, specifically the goodie book, to increase children's enthusiasm in engaging in educational activities (Education Review Office, 2018).

Teachers use media based on in-person observations in the field (Alison, 2008). Children utilize more picture books and crayons while learning, especially for fine motor skills. Results from interviews, observations, and the daily learning implementation plan (RPPH) documentation demonstrate this. Teachers at Al Fajar Kindergarten Dawn were questioned in August 2022 at the Al Fajar Kindergarten school. Collages, coloring pages, drawing exercises, and student worksheets (LKS) are among the fine motor development activities included in the daily learning implementation plan document (RPPH). Paper, pencils, colored pencils, crayons, as well as bits of paper and seeds, are the materials used. Apart from the fact that student worksheets (LKS) are used with children, it may be inferred from these data that kid-friendly activities are repetitive and lack variety. Children become bored and less interested in participating in learning activities when the teaching methods are not diverse since the learning is not varied (Koh & Lee, 2019). Children that are less excited to participate in activities might be identified by their behavior. In addition, it was observed that some kids refused to color when asked and instead requested other activities.

Goodie books are an example of an innovative learning medium that can be used to address this issue. This is consistent with what (Fitriyah et al., 2021) said, according to which the goodie book is one medium that may be utilized to foster children's development. A goodie book is a form of media that looks like a book made of child-safe materials, specifically flannel cloth. The activity book includes kid-friendly tasks in the form of images that work on the social-emotional, language, and cognitive growth of kids from all angles. When used with youngsters, goodie books can enhance their fine motor abilities, foster their curiosity, foster their creativity, teach them perseverance, and increase their patience. Early childhood tends to be more engaged in books with more pictures and are also more colorful than books with many of his texts (Naga Subramani & Iyappan, 2018). Children can find content in this book that will appeal to them. The goodie book is a development of the busy book, and it gets its name from the fact that it has a rope for carrying on the front, giving it the appearance of a bag. The goodie book media includes simple tasks like mazes, button insertion, and shoelace insertion. In addition to being more engaging for kids, goodie book media are also safer because they are made of flannel. This study generated Busy Book media for children ages 4-5, while this study was developed for children ages 5-6. This study is a development of prior research, namely research (Fitriyah et al., 2021). In the course of learning at TK Al Fajar, goodie book media are used, particularly in fine motor learning exercises. Therefore, the goal of this research is to create a goodie book learning medium that can be utilized as one of the learning tools for young children to promote a smooth child's motor development.

METHODOLOGY

In order to give the findings of this research an element of originality and the ability to be held accountable, it was done as a Research and Development (RnD) study, which involved developing an already-existing product from the findings of prior research (Sugiyono, 2019). The justifications for adopting this kind of R&D are based on field findings where learning media, especially those meant to boost early childhood motor development, still lacks attraction for children. The goodie book is the outcome of a design that is utilized to facilitate learning, particularly for fine motor skills. The location of this study is TK Al Fajar Juwiring. Al Fajar Kindergarten was selected because it is a reputable private school with high academic standards, which gives parents and students the confidence that their children would receive an excellent education. Principals of participating schools, two teachers, and 12 Al Fajar Kindergarten pupils in group B served as the study's subjects. Because it was simpler to see the child's response, group B was selected

Interviewing approaches, observational methods, documenting of learning planning, including learning media, and evaluation methods were all employed to gather data for this study. A rating scale sheet that includes associated question items with the outcomes and the viability of the goodie book learning media product serves

as the data collection tool in this R&D project. The feasibility assessment scale sheet for children's learning media from earlier research that is consistent with this study was used as the basis for the scoring scale in this study (Fitriyah et al., 2021). Experts have previously approved the tool for the feasibility evaluation.

RnD research on media development follows the processes outlined by Borg and Gall, with some modifications. Then taken from the Borg and Gall model data collection, initial product preparation, product validation, product revision, user validation, and trials are the steps that have been adjusted for this research. Because it serves the objective of this study, the development steps carried out by the researcher do not use all of the processes from Bord and Gall. This study's first stage involves gathering data through observation, interviews, and reading the introductory material to see how the medium is used. The evaluation findings of the growth of Kindergarten B students reveal their level of development. Afterward, product planning is the next phase based on these findings. At this point, the researchers employed fine motor aspects markers from the Standards for Child Development Achievement Levels (STPPA) for children aged five to six. Plan each activity sheet's components, colors, design, and other elements, including the materials and accessories to be used. The researcher then gathers media in accordance with the design from the previous stage, during the initial writing stage. The media is then verified by two individuals, namely media specialists and media experts. After validation, the product was updated in accordance with feedback from media and material specialists. After revision, the next stage is to test the revision with Kindergarten B students and class teachers to see how they react to an assessment tool.

In this study, triangulation approaches—where the outcomes of the three methodologies are compared—were utilized to assess the data from interviews, observations, and document analysis. The feasibility and quality of goodie book media items are then evaluated using an assessment scale by experts and users for data analysis approaches in product development. Additionally, the data is converted into quantitative data using a scale of 1 to 5, which is then tabulated and examined to determine the viability of the product. Figure 1 provides information.

FIGURE 1. research step

Media specialists, material experts, and users complete the scale assessment according to Table 1 when performing product evaluations.

Table 1. Goodie Book Product Feasibility Assessment Instrument

No	Aspect	Number of criteria	Number
1	Complete material	2	1,2
2	Depth and breadth of material	4	3,4,5,6
3	Material clarity	4	7,8,9,10
4	Media content	6	11,12,13,14,15,16
5	Design creation	4	17,18,19,20
6	Presentation	5	21,22,23,24,25

The processes in this data analysis technique are based on the outcomes of evaluations by media professionals, content experts, and consumers using a scale of 5 that is modified to the scoring guidelines in Table 2.

TABLE 2. Score guide

No	Criteria	Scale	Average score interval	100% conformity
1	Very good	5	4,2 < X	81 – 100%
2	Good	4	3,4 < X < 4,2	61 - 80%
3	Enough	3	2,6 < X < 3,4	41 – 60%
4	Not Enough	2	1,8 < X < 3,4	21- 40%
5	Very less	1	X < 1,8	X < 21%

RESULTS AND DISCUSSION

Data Collection

In this RnD research activity, information is gathered through interviews, observation, and documentation from Daily Learning Program Plan (RPPH) records. Two of the kindergarten B Al Fajar teachers were subjected to interviews. Interviews were done to learn how learning activities involving fine motor skills were prepared, carried out, and evaluated in the classroom. The findings in learning planning found in the RPPH were based on the findings of these interviews. When effective learning takes place, the teacher uses Student Worksheets (LKS) four times in a single day. When I was watching, I saw people using the worksheet a lot. Additionally, based on observations, it appears that some students are less passionate about writing and working on LKS, and they request alternate tasks from the teacher.

Product Design

The goodie book is in the shape of a square with a size of 20 x 23 cm. Products are made of cloth colorful flannel, equipped with various complementary accessories. Goodie book is equipped with a handle rope on the front so it is easy to carry. In in the Goodie Book consists of 7 activities that can be used in learning. With indicators derived from Permendikbud No. 137 regarding Standards for Child Development Achievement Levels (STPPA) in the area of development fine motor, Goodie Book Media Design contains product requirements that are tailored to early childhood development phases, particularly 5–6 years old. There is an indicator on each activity sheet in the activity book that links to the indicators in table 3.

There are various activities on each activity sheet in the goodie book learning material. In this goodie book media, button-up attire is the initial activity. In the child engages in this activity by pulling the zipper and inserting a button into the shirt hole. Beginning with the size of the large, medium, and small buttons, activity eventually moves on to tugging the dress's zipper. The second activity is doing laundry, when the kids take on the small roles of washing, drying, and hauling garments. Rope and frog is the third game. This worksheet gives the child the assignment of threading a string through the ribbon thread hole. The activity has two levels of complexity that are tailored to the child's skill level. The youngster can play with several sorts of buckles on the fourth activity sheet, which is called Hook the Gasper. Each degree of difficulty has a different sort of one of five buckles. The fifth action is braiding. Children practice weaving on this activity sheet. The beauty salon is on the sixth worksheet. The child will practice children's hair braiding tasks on this activity sheet, which are adapted to the child's degree of difficulty. The seventh exercise asks the youngster to attach a shoelace to the shoe holes on this sheet. The media design for the goodie book is shown in Figure 1-8

TABLE 3. Goodie Book Activity Indicator

No	Indicator
1	Eye and hand coordination to perform complex movements
2	Control hand movements using smooth muscles
3	Express yourself by creating art using various media
4	Carry out the work process according to the procedure
5	Doing activities that show the child is skilled at using the right and left hands in various activities

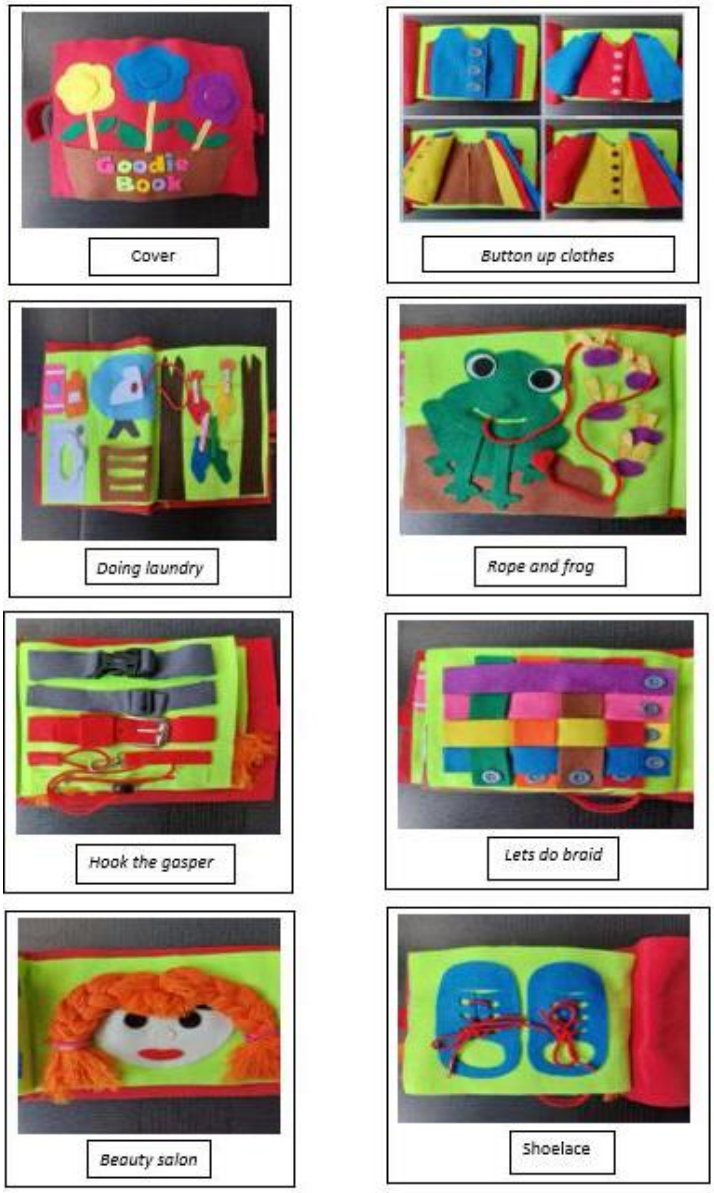

FIGURE 2. contents of the goodie book product

Eligibility Validation by Experts

A total score of 46 out of a possible 50, with an optimum percentage of 90%, indicates a very good category, according to the results of the validation by material experts, which are shown in Tables 4 and 5 along with the results of the validation by media experts.

The overall value is 68 from a maximum value of 75 with an optimum percentage of 90%, which denotes a category of very good, according to the media expert's validation results.

TABLE 4. Validation Assessment by Material Expert Goodie Book

No	Assessment aspect	Score	Max.score ideal	Ideal percentage	Information
1	Completeness of the contents of the material	9	10	90	Very Good
2	Depth and flexibility material	18	20	90	Very Good
3	Material clarity	18	20	90	Very Good
	Total	46	50	90	Very Good

TABLE 5. Validation assessment by goodie book media experts

No	Assessment aspect	Score	Max.score ideal	Ideal percentage	Information
1	Media content	27	30	90	Very Good
2	Design creation	17	20	85	Very Good
3	Presentation	24	25	96	Very Good
	Total	68	75	90	Very Good

Product Revision

When creating goodie book learning materials, revisions are made in accordance with or as a result of feedback from media and material specialists. Revisions are made in the usage of glue, the size of the box in the weaving activity, and the size of the buttonhole according to media specialists. The goodie book product was then submitted once again to material experts and media specialists after adjustments were made.

Product Feasibility Analysis by Users / Users

Table 6 demonstrates that the user's assessment yielded a total score of 108.5, which is below the maximum ideal value of 125 and falls into the 87% very good category.

TABLE 6. Rating results by users

No	Grading item	Score		Average value	Max.score ideal	Ideal percentage	Information
		I	II				
1	Completeness of the contents of the material	8	9	8,5	10	85	Very Good
2	Depth and flexibility material	16	17	16,5	20	82,5	Very Good
3	Material clarity	17	18	17,5	20	87,5	Very Good
4	Media content	26	25	25,5	30	85	Very Good
5	Design creation	18	18	18	20	90	Very Good
6	Presentation	23	22	22,5	25	90	Very Good
	Total	108	109	108,5	125	87	Very Good

Trial Stage

The trial phase of this study will come next. Limited trial stages were used in this study (Sugiyono, 2015). Six children of Kindergarten B students participated in the trial at Al Fajar Kindergarten Juwiring. Trial phases are depicted in Figure 3

FIGURE 3. Trial stages

The initial stage of employing learning material is the experimentation phase. Goodie books are used to present the media that teachers provide their students, introduce related elements, and use the product. Goodie booklets are used by teachers and students in fine motor learning exercises.

Table 7 shows the proficiency assessment data for learning through the media fine motoric goodie book for group B students at AL Fajar Kindergarten

TABLE 7. Product trial scores

No	Name	Activity sheet							Amount	Average value	Max score ideal	Ideal %	Inf
		1	2	3	4	5	6	7					
1	AR	12	11	11	12	12	13	13	84	12	105	80	G
2	KN	13	12	13	12	14	14	14	92	13,1	105	87	VG
3	AB	13	11	12	12	12	12	13	85	12,1	105	81	G
4	KS	14	12	13	14	14	13	13	93	13,3	105	88	VG
5	HN	13	13	14	12	13	14	13	92	13,1	105	87	VG
6	KY	13	14	13	14	13	14	14	95	13,6	105	90	VG
Total		**78**	**73**	**76**	**76**	**78**	**80**	**80**	**541**	**12,8**	**630**	**85,5**	**VG**

Information:
G :Good
VG : Very good

DISCUSSION

Goodie books are physical learning aids that resemble books but can be handled more easily like bags since they have handles on the covers. Flannel is used to make goodie books, which come with decorations in a variety of colors to make them more appealing to kids. It is recommended that Kindergarten B students, who are between the ages of 5 and 6, use this goodie book product in their instruction and learning. Product eligibility based on the findings of material specialists, the media, and the instructor as a user. Depending on the validation score this demonstrates that a) material specialists' validation results in an overall score of 46 points, with a possible maximum value of 50; an ideal score is 90%, which equates to a very good value. b) The validation findings from the media experts indicate a total value of 68 points out of a possible score of 75 and an optimum percentage of 90%, indicating a very good class. c) Given that the optimum percentage is 87% and the average score of two or more users is 108.5, the requirements are met very impressive. Because it complies with the percentage of media that meets requirements, validation shows that the goodie book is practical to use and can be produced as a learning outcome.

Learning activities are carried out in accordance with STPPA prior to using the goodie book, although just one STPPA indicator is emphasized. The activity in the goodie book was created using 5 indicators from the Level of Achievement Standard Child Development for children between the ages of 5 and 6 in the area of fine motor abilities. So the goodies book can help young children, especially those between the ages of 5 and 6, improve their fine motor skills. Because of the significance of early childhood development, teachers should take care of and promote fine motor abilities in their students. Therefore, in order to maximize student growth, the instructor must choose the approach and use the tool as an attractive media or intermediary that modifies the stage of the development of children's fine motor skills. The following development will be able to function smoothly when a child already understands how to coordinate his fine motor abilities at a young age, and vice versa. According to

the findings of experiments, the goodie book can make it simpler for teachers to enhance children's fine motor teaching and learning activities and concentrate more on subtle movements, like inserting a rope or engaging in finger braiding. This can help develop skills that require and have an impact on good hand coordination.

Goodie book media are portable and can be utilized in a variety of ways. Learning resources and tools are readily available, secure, useful, and simple to use. According to (Fitriyah et al., 2021), a flannel-bound book qualifies as a goodie book. In addition, (Smolucha & Smolucha, 2021) claim that media is a form of communication whose benefits include enhancing kids' cognitive and motor development. Students may become disinterested in fine motor teaching and learning activities if they are used regularly and continuously (Wilburn et al., 2020). Consequently, using goodie book medium in educational activities when pupils are offered learning exercises, boredom can be reduced by using their fine motor abilities.

A busy book on components of fine motor development for children ages 4-5 was developed in the past, and study into its viability as a learning tool revealed that (Fitriyah et al., 2021). based on scientific findings this led to the development of a research on kids between the ages of 5 and 6 whose findings might be applied to teaching fine motor skills. The findings of this study are hoped to be able to contribute to the field of early childhood education and good motor learning activities. When a teacher may use kid-friendly media during teaching and learning activities, the expected results are maximized as well.

CONCLUSION

Use of Goodie Book Media is appropriate for developing fine motor skills Children 5 to 6 years old. The viability of the Goodie Book product is based on user and restricted media usage testing validation results. According to the findings of the material expert validation, the product quality is very good (SB) at the recommended level of 90%. Following validation by media professionals, very good quality (SB) with an ideal value of 90% was attained. Six Kindergarten B students from Al Fajar Kindergarten, aged 5 to 6, participated in a small number of trials. The use of the goodie book in fine motor learning activities can be inferred from test results and tests that have been conducted. Based on the findings of the user's evaluation, a Very Good criteria score (SB) with an optimal percentage level of 87% is obtained. Therefore, results validation demonstrated that treatment medium was suitable for children's learning of fine motor skills at the age of 5 to 6.

BIBLIOGRAPHY

1. Al-Hassan, O. M. (2018). Developments of early childhood education in Jordan. Early Years, 38(4), 351–362. https://doi.org/10.1080/09575146.2018.1512562
2. Alderson, J. M., McAlevey, F., Narayan, M., & Williams, S. (2023). A Culture of Innovation in Early Childhood Education: Which Factors Shape How Teachers Use Curriculum Innovation? Early Childhood Education Journal. https://doi.org/10.1007/s10643-023-01463-1
3. Alison, H. (2008). Learning and teaching innovation: Creating an inspirational learning community. Enhancing Learning in the Social Sciences, 1(2), 1–19. https://doi.org/10.11120/elss.2008.01020006
4. Atun-Einy, O., Oudgenoeg-Paz, O., & van Schaik, S. D. M. (2017). Parental beliefs and practices concerning motor development: Testing new tools. European Journal of Developmental Psychology, 14(5), 556–604. https://doi.org/10.1080/17405629.2016.1263563
5. Borzekowski, D. L. G., Lando, A. L., Olsen, S. H., & Giffen, L. (2019). The Impact of an Educational Media Intervention to Support Children's Early Learning in Rwanda. International Journal of Early Childhood, 51(1), 109–126. https://doi.org/10.1007/s13158-019-00237-4
6. Boyd, D. (2018). Early childhood education for sustainability and the legacies of two pioneering giants. Early Years, 38(2), 227–239. https://doi.org/10.1080/09575146.2018.1442422
7. Chen, Z., Chia, A., & Bi, X. (2021). Promoting innovative learning in training and adult education–a Singapore Story. Studies in Continuing Education, 43(2), 196–207. https://doi.org/10.1080/0158037X.2020.1772224
8. Colliver, Y., & Veraksa, N. (2021). Vygotsky's contributions to understandings of emotional development through early childhood play. Early Child Development and Care, 191(7–8), 1026–1040. https://doi.org/10.1080/03004430.2021.1887166 Education Review Office. (2018). Leading Innovative Learning inNew Zealand Schools (Issue April). https://ero.govt.nz/sites/default/files/2021-05/Leading-Innovative-Learning-in-Schools-2018.pdf
9. Ekawaty, D. W., & Ruhaena, L. (2020). Stimulasi Kemampuan Motorik Anak Prasekolah oleh Ibu di Rumah. Jurnal IImiah Psikologi, 5(1), 14–24.

10. Errington, E. (2004). The impact of teacher beliefs on flexible learning innovation: Some practices and possibilities for academic developers. Innovations in Education and Teaching International, 41(1), 39–47. https://doi.org/10.1080/1470329032000172702
11. Fitriyah, Q. F., Purnama, S., Febrianta, Y., Suismanto, S., & 'Aziz, H. (2021). Pengembangan Media Busy Book dalam Pembelajaran Motorik Halus Anak Usia 4-5 Tahun. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(2), 719–727. https://doi.org/10.31004/obsesi.v6i2.789
12. Guo, K., Kuramochi, K., & Huang, W. Y. (2017). Learning and learners in early childhood curricula: Australia, Japan and China. Curriculum Perspectives, 37(1), 39–49. https://doi.org/10.1007/s41297-017-0007-9
13. Hestbaek, L., Andersen, S. T., Skovgaard, T., Olesen, L. G., Elmose, M., Bleses, D., Andersen, S. C., & Lauridsen, H. H. (2017). Influence of motor skills training on children's development evaluated in the Motor skills in PreSchool (MiPS) study-DK: Study protocol for a randomized controlled trial, nested in a cohort study. Trials, 18(1), 1–11. https://doi.org/10.1186/s13063-017-2143-9
14. Iloeje, S. O. L., Obiekwe, V. U., & Kaine, W. N. (1991). Gross motor development of Nigerian children. Annals of Tropical Paediatrics, 11(1), 33–39. https://doi.org/10.1080/02724936.1991.11747475
15. Koh, E., & Lee, S. S. (2019). Learning innovations from research to practice: dilemmas in the field. Learning: Research and Practice, 5(1), 87–92. https://doi.org/10.1080/23735082.2019.1584449
16. Leopold Costábile, S. (2020). Curriculum framework for early childhood care and education in Uruguay: recent actions and old dilemmas. Early Years, 40(4–5), 496–503. https://doi.org/10.1080/09575146.2020.1825342
17. Malina, R. M. (2004). Motor Development during Infancy and Early Childhood: Overview and Suggested Directions for Research. International Journal of Sport and Health Science, 2(5), 50–66. https://doi.org/10.5432/ijshs.2.50
18. Naga Subramani, P. C., & Iyappan, V. (2018). Innovative methods of Teaching and Learning. Journal of Applied and Advanced Research, 3, S20–S22. https://doi.org/10.21839/jaar.2018.v3is1.161
19. Nuraini, I., Sutama, S., & Narimo, S. (2020). Pengembangan Media Pembelajaran Berbasis Power Point Ispring Suite 8 Di Sekolah Dasar. Jurnal VARIDIKA, 31(2), 62–71. https://doi.org/10.23917/varidika.v31i2.10220
20. Opie, J. E., McIntosh, J. E., Esler, T. B., Duschinsky, R., George, C., Schore, A., Kothe, E. J., Tan, E. S., Greenwood, C. J., & Olsson, C. A. (2021). Early childhood attachment stability and change: a meta-analysis. Attachment and Human Development, 23(6), 897–930. https://doi.org/10.1080/14616734.2020.1800769
21. Osorio-Valencia, E., Torres-Sánchez, L., López-Carrillo, L., Rothenberg, S. J., & Schnaas, L. (2018). Early motor development and cognitive abilities among Mexican preschoolers. Child Neuropsychology, 24(8), 1015–1025. https://doi.org/10.1080/09297049.2017.1354979
22. Prommin, S., Bennett, S., Keeratisiroj, O., & Siritaratiwat, W. (2020). Instability of gross motor development during the first year in orphaned infants: a longitudinal observation study. Early Child Development and Care, 190(13), 2041–2049. https://doi.org/10.1080/03004430.2018.1555825
23. Redondo, P. (2020). First childhood education in Argentina within a Latin American Perspective. Early Years, 40(4–5), 504–515. https://doi.org/10.1080/09575146.2020.1825343
24. Smolucha, L., & Smolucha, F. (2021). Vygotsky's theory in-play: early childhood education. Early Child Development and Care, 191(7–8), 1041–1055. https://doi.org/10.1080/03004430.2020.1843451
25. Wilburn, V. G., Douglas, C. M., Chase, A., Van Antwerp, L., & Stoll, H. (2020). Understanding Early Childhood Educator Practices. Journal of Occupational Therapy, Schools, and Early Intervention, 13(2), 126–135. https://doi.org/10.1080/19411243.2019.1672605
26. Sugiyono. 2019. Metode Penelitian dan Pengembangan. Jakarta:Alfabeta