E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.5 No.1 2025 Page: 23-35

IMPROVING COGNITIVE ABILITIES USING PROBLEM BASED LEARNING MODEL, DEMONSTRATION METHOD AND SMART BOX MEDIA IN GROUP B

Dewi Ayu Anggraini[1], Ratna Purwanti[2]
Lambung Mangkurat University[12]
*Email: dewaayuanggraini.app@gmail.com[1], ratnapurwanti@ulm.ac.id[2]

Abstract
The purpose of this research is to describe teacher activity, analyses children activity and the cognitive development. The approach of this research uses approach qualitative with types of classroom action research, implemented with 4 meetings, the research setting in group B consisted of 14 children. Data collection techniques used observation, documentation and interviews. as well as assessment of cognitive development outcomes. The analysis of this research data applies technique descriptive analysis and cross tabulation which is described through tables, graphs and interpretation through presentation. This study aims to describe teacher activities, children's activities and cognitive aspects in classifying object based on color, shape and size using problem-based learning model, demonstration method and smart box media. The results of the study showed that teacher activities with very good category, children's activities are getting very active category and cognitive development results get the category developing very well
Keywords: Cognitive, classifying object based on color, shape and size, problem-based learning, demonstration method, smart box media

INTRODUCTION

Education in essence is interactions that occur between educators and students to achieve the ongoing educational goals. Education is defined as conscious and systematic efforts made by parents to provide children with purposeful knowledge, skills and habits for reach level better life or for avoid difficulties in the future. Education is very important for anticipate and respond challenge forward because education will produce capable power develop good attitudes, skills, knowledge and habits (Najili et al., 2022). The results of education that change can be seen from the personalities of education service users (students) (Purwanti, R., Suriansyah, A., Bachri, A. A., 2025). Educators in early childhood education must build on a child's potential to address future creative problems (Irma, Asniwati, Ratna Purwanti, 2023; Sitti Sarah, Darmiyati, 2023).

Early childhood education programs are an effort coaching for children since born until by 6 years and is carried out through stimulation education that helps growth and development so that children are ready to enter further (Tanu, 2017). Early childhood education is education that focuses on stimulation on coordination motor skills, intelligence emotional, cognitive (power) thought, religion and morals, language (communication), and art (Kurniawan et al., 2022). Early age is a good time to be given stimulation (Norsafitri, A., & Purwanti, 2024).

Aspects of early childhood development that play a very important role important that is aspects of cognitive development because cognitive development helps children have the ability for think critically, thinking logical, solving problem, giving reasons, and find connection because consequence as well as help children in other stages of

development (Nafsia & Ngura, 2022). This is in line with Purwanti et al. (2021) development of cognitive aspects is very important for children's achievements, especially For Children's knowledge about the world in the future and cognitive development greatly influences the level of children's intelligence.

According to Juniati & Hazizah (2020) the age of 5-6 years is a sensitive period for children, so the need for stimulation for its development No obstructed. One of the stimulations required is that is ability pre-math.

Concepts in pre-mathematics that must be understood by early childhood, one of them about pattern. Pattern is compiling series colors, parts, objects, sizes that can be repeated. As for the pre-mathematics concepts that must be developed in early childhood besides the concept of patterns that is classification. Classification is one of the the first step in the learning process think logical child. In the process, children will find clear rules for grouping things certain according to color, shape, or size (Laily et al., 2019).

Minister of Education and Culture Regulation Number 137 of 2014 states that the basic competencies for cognitive aspects for children aged 5-6 years, one of which is that is classify object based on color, shape and size. This classifying activity can help children understand object real better. Ability classifies very important thing for child development. This ability is needed for help children learn about having things in common similarities and differences.

The reality that occurred in group B of Rahmatul Kindergarten Muarifin Banjarbaru said that the ability classify object based on color, shape and size have not yet developed as expected. This can be seen from the results of observations and interviews conducted, namely Still low children's abilities so that they have not developed well. Of the 14 children (7 boys and 7 girls) only 3 children were able to understand related learning with classify object based on color, shape and size with category Developing According to Expectations (BSH), 4 children with category Beginning to Develop (MB), and 7 children with Undeveloped (BB) category.

This is due to Because lack of stimulation consequence from learning system that is still nature monotonous, models, methods and media are lacking varies so that learning to be No interesting for children. In addition, children are less participating and less focus when the teacher explains because the child is busy play alone so that the child becomes not enough understand the learning given by the teacher.

If matter the if not addressed immediately, the child's ability to classify will decrease. object based on color, shape and size do not develop optimally. This will affect activities academic and every day. Classification activities are very important for children because help them learn think logical and sharpening their ability to managing information, such as seeing similarities and differences objects that can give children new knowledge.

For overcome problem mentioned, it is necessary there is fun learning for children with play while learning so that children are able classify object based on color, shape and size, namely using problembased learning models, demonstration methods and smart box media.

problem based learning model is learning carried out by teacher provide learning media that enable children to process material the independently Problem based learning (Arifudin et al., 2021) is a learning that accommodates children to use skills think level tall (Sari et al., 2023). Through the problem-based learning

model, children will participate in a way active and independent in efforts for increase their ability to think critically (Kholida & Suprianto, 2020; Sherina Maulidia & Wahyudi, 2022).

Demonstration method is a method of presentation lessons that involve showing and showing to student a process, situation, or object certain that are currently studied, both directly and in a way imitation. Amalia & metroyadi, 2023; Mujahaddah et al., 2021) stated that the use of the demonstration method It is hoped that children can understand with easy steps implementation when carrying out activities.

Media smart box is a medium used by teacher in learning activities as intermediary delivery of information to children in the form of box on each side there is A a game consisting of from classify object based on color, shape and size as well with 3 variations. Smart box media is made of from material designed cardboard as interesting as possible to be attractive to children and oriented towards fun learning. This is in line with opinion Suryadi (2020) that learning media can enhance children's learning process.

The purpose of this research is for describe teacher activities, children's activities, and children's cognitive development results in classifying object based on color, shape and size using problem-based learning models, demonstration methods and smart box media.

METHOD

This research uses approach qualitative with Types of Classroom Action Research (CAR). Kunandar (2012) stated that the approach qualitative is data that contains information in descriptive form in the form of a written sentence for describe related events with research. The approach used is analysis qualitative, analysis qualitative is data presented in the form of words, sentences, pictures, posters and so on.

Classroom Action Research is research to improve or enhance quality of learning, CAR has 4 stages that is planning, implementation, observation and reflection (Fitria et al., 2019).

The subjects of this study were students in group B of Rahmatul TK. Muarifin Banjarbaru with total of 14 children, consisting of of 7 boys and 7 girls. The teacher's activities were said to be successful in implementing learning activities classify object based on colors, shapes and sizes using problem-based learning models, demonstration methods and smart box media if to obtain score ≥26 (i.e. score 26-32) with “very good” category. Children's activities are said to be successful if in a way individual child obtains score 13-16 percentage 82% or classically reaches ≥80 % with very active category. The results of a child's cognitive development are said to be successful if in a way individual children get a minimum score of 7 with BSH category and classically reaches ≥80 % with BSH category.

RESULTS AND DISCUSSION

From the data analysis of this research, the learning process in improving cognitive abilities using problem-based learning models, demonstration methods and smart box media in group B of Rahmatul TK the Banjarbaru Muarifin was carried out as many as 4 meeting. At each meeting, teacher activity, child activity and cognitive development results increased. The increase in teacher activity in the implementation of the learning process can be seen in the following table.

E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.5 No.1 2025 Page: 23-35

Table 1. Teacher Activity Results

Meeting	Score	Percentage	Category
1	19	59.3%	Pretty good
2	24	75%	Good
3	31	96.8%	Very good
4	32	100%	Very good

From the table above, it is stated that teacher activity has increased at each meeting. Supporting factors from increasing teacher activity at each meeting that is with existence reflection to activities carried out by teacher to evaluate How far is the success in learning and what is the factor from lack said, which in turn will result in this deficiency made into as material repair for next meeting.

Children's activities from Meetings 1-4 obtained results as in the following table:

Table 2. Results of Children's Activities

Meeting	Percentage	Category
1	35.7%	Less Active
2	57.1%	Quite Active
3	78.6%	Active
4	100%	Very Active

It can be concluded that children's activities have increased at each meeting and have achieved success indicators. This is because the teacher has carried out the learning process optimally so that at the meeting The 4th has reached the success indicator. Children's development achievements in classifying object based on color, shape and size are shown in the following table:

Table 2. Results of the child's development

Meeting	Percentage	Category
1	35.7%	BB
2	50%	MB
3	71.4%	BSH
4	100%	BSB

Based on the table above, the child's development achievements in classifying object based on color, shape and size have reached the success indicators. This is because the activities carried out by teacher and children are able to increase cognitive ability in classifying object based on color, shape and size.

The following graph shows trend from third factors studied namely teacher activities, children's activities and children's cognitive development results:

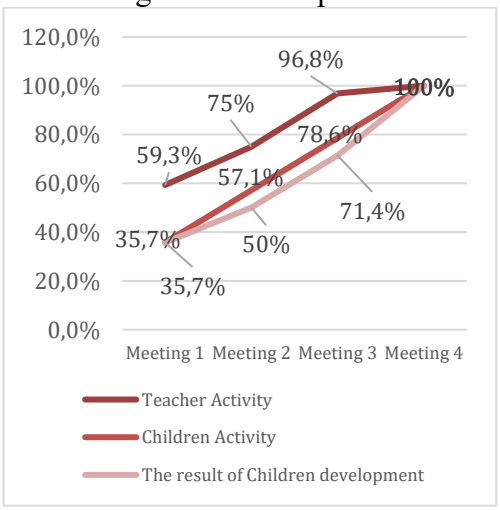

Figure 1. Trend of Teacher Activity, Children Activity and Children Development Result

Based on the trend above, it can be seen that overall aspects studied namely teacher activities, children's activities, and children's cognitive development results have increased. This due to the learning carried out by teacher in each meeting the more get better from previously because teacher always reflect on learning.

The learning activities carried out by the teacher will walk well when the teacher reflects on each cycle as a form of effort repair from shortcomings in the meeting previously. Quality improvement the teaching carried out by the teacher will be very influential on the results of children's learning activities and the results of children's development.

Teacher activities are activities carried out by teacher during the learning process. In this process, teacher have the task of give knowledge (cognitive), attitudes and values (affective), as well as (psychomotor) skills to children. Teacher also have a responsibility to see whatever happens in the classroom as an aid to the child's development process. Delivery of lesson materials just one of them from many teacher activities because learning is a dynamic process that follows child phases and development (Sopian, 2016).

Teacher as facilitator expected to be able to manage environment learning that allows children to participate in various activities, exploring and being active No learn only from books so that children get experience fun learning. This is where the role of teacher in class management is required For creative in developing learning strategies and models Darmiyati, 2020). Teacher must have work commitment, becauce work commitment is an exchange correlation between individuals and the work organization, binding individuals to the organization in exchange for salary and other rewards (Purwanti, Suriansyah, et al., 2024).

Teacher as leader in learning refers to the ability to influence, motivate, and mobilize others to achieve certain goals, Leadership is part of management and also an important aspect, understand complex dynamics and design leadership strategies (Halimatussa'diyah et al., 2024; Purwanti, Aslamiah, et al., 2024). Teacher performance refers to behavior when teaching in class. Behavior is something that is very important in creating a conducive teaching and learning atmosphere (Hayati et al., 2024; Purwanti, Aslamiah, et al., 2024; Purwanti, Suriansyah, et al., 2024).

This is in line with opinion Suriansyah & Aslamiah (2011) where kindergarten teacher has an important and strategic role in optimizing the child's development process towards towards a conducive and appropriate direction. For this reason, teacher who have creativity are needed. For make variations in learning model strategies, methods, or media. In line with research Agusta & Noorhapizah (2020) in his research he said that to increase teacher skills in the 21st century, a teacher must capable think critical and also think creative in the learning process teaching so that the objectives of learning development are achieved optimally. Fatimah, S., & Purwanti, R. (2024) 21st century skills need to be mastered and applied by education practitioners, namely teachers.

Learning using the problem-based learning model, demonstration method and smart box media has advantages that can increase teacher activity at each meeting. among them is the first step for the teacher is to convey the learning objectives. In this step, the indicators implemented by the teacher are to convey competencies with simple language.

Problem-based learning model has the advantage that is with done delivery of the competencies to be achieved, then learning will be more focused and help the initial learning activity process (Munawar, M. H., Suriansyah, A., & Purwanti, R., 2024; Najah, N., Suriansyah, A., & Purwanti, R., 2024; Putri, E. A., Suriansyah, A., & Purwanti, R., 2024; Purwanti, R.,2023; Suriansyah, A., & Purwanti, R; Safitri, R. W., Suriansyah, A., & Purwanti, R., 2023; Wangi, E. S., Suriansyah, A., & Purwanti, R, 2024).

The teacher shows a related video with the material. In this aspect, the teacher shows videos according to the material. theme that is about tools communication. Advantages from the steps of this model are: by delivering the material with show videos about tool communication, then

children will find it easier to understand the material that will be taught.

The teacher divides the children into a number of groups. The teacher's activities in this step are: divide children into groups in a way heterogeneous arrange position of each group, confirming activities that will be implemented, and provide reinforcement or re- explanation related to material that the child has not understood. advantages from this model namely with divide the children into a number of group then the child's focus will be better maintained so that learning becomes more focused and supports the learning process.

The teacher demonstrates method play smart box. In this aspect, teacher can provide example step using smart box media with details. Advantages from this model namely with demonstrate step complete the smart box, then it will give easier understanding for children carry out learning.

The teacher gives chance to the child to completing the smart box media. In implementing learning at this step, children are given the opportunity for be active in learning to complete the smart box media that has been provided where children classify object based on shape, color, and size. The advantages of this model are: with given to him chance for complete it yourself, then the child will have experience directly, and the child will active in learning.

The teacher guides and monitors the child's activities. Activities in carrying out learning are that the teacher monitors the child's activities and the teacher guides training to children and guiding children who are experiencing difficulties. The advantages of this model are: with provide guidance and monitor children's activities, then it will give impact positive to children's communication in learning.

The teacher gives conclusions related to the results of children's activities. In learning, teacher invite children to interesting conclusion from the activities carried out and show the results of the smart box that has been completed. Advantages From this model, teacher can find out level achievement understanding and development of children through questions and answers and training children to communicate in conveying his opinion.

The teacher did reflection on the results of children's activities completing smart box. In this aspect the teacher provides chance to children to express their feelings while doing activities. The advantages of this model are: by doing reflection towards learning activities, children will be enthusiastic and interested in learning.

From the description above it can be concluded that a teacher is determining factor in success or failure a learning. This is because because teacher are people who interact directly with children so they can act as learning planner or designer. As teacher planners are asked for capable understand in a way comprehensive regarding the applicable curriculum, child characteristics, facilities and available resources so that make components in preparing a learning plan (Sumriah & Purwanti, 2022). Teacher are a critical component of learning success (Adriyani, Darmiyati, 2024; Ramadhani, Tasya Amelia, Purwanti, 2024).

Teacher must capable create active, fun and useful learning activities are one of them that is with Using the problem-based learning model, demonstration method and smart box media, children will be interested with the media used so will make it easier for children to understand learning and increase teacher activity in learning activities.

Based on the results of the children's activities studied show good results in his meeting, which always experiences an increase in each the meeting until achieve the expected indicators. This is because learning activities carried out by teacher are interesting children's interest in customized learning with his needs.

Early age is a time when the need laying the first foundation in developing children's abilities are good in general physical, motor, cognitive, language, social, emotional, self- concept, discipline, art, moral and religious values. Therefore, it is necessary conditions and stimuli that are appropriate to children's needs so that children's growth and development are achieved optimally. Mubarak et al., (2022) children tend to like activities and new things where they are faced with challenges of course in terms of games, this is driven by his high curiosity for try new. In line with Fitriana & Novitawati (2021) Children are happy people play, however the way a child plays there must be learning inside game.

This is in line with Iryanti & Maimunah (2023) problem-based learning capable improve children's learning activities because children can participate directly in learning activities. This is in line with Reza & Hananik (2022) The use of demonstration methods can increase children's activity because the intertwining interaction or communication between students and educators can support optimal child activity in learning.

Learning using problem-based learning models, demonstration methods and smart box media have superiority namely capable increase children's activity at each meeting. The first factor is that children understand the learning objectives. By understanding the learning objectives, children can truly master his knowledge and understand more Meaning from the material taught by the teacher.

The children pay attention teacher's explanation in conveying the steps activity finish smart box. With the child listening Instructions directly when the teacher demonstrates settlement smart box can help children develop ability observe in a way careful and precise.

The children are able to finish smart box. When the child is able completing the tasks given by the teacher then the child is involved in learning. Superiority from this model the child is able to responsible, focused, and independent in completing smart boxes and capable follow steps settlement correctly.

The children make conclusions about learning together with the teacher. Children are free to express themselves in conveying their feelings and experiences while participating learning activities. excellence from this model, namely the child is able understand learning, believe self and courage to express his opinion.

Thus, it can be concluded that children have their own characteristics and they have high curiosity.

This is where the role of the teacher as facilitator use give learning model facilities that can provide chance for children to be more active, such as problem-based learning models, demonstration methods and smart box media which are designed for make learning more fun and get children involved active in activities study. The result research found that problem based learning can improve student activity (Azizah, W., & Purwanti, R., 2023; Doni, M., & Purwanti, R.2023; Irham, M., & Purwanti, R., 2023; Khairinor, R., & Purwanti, R., 2024; Mulpiani, N., & Purwanti, R., 2023).

Based on the results of the research on children's cognitive development at meeting 1, it was 35.7% with Undeveloped category (BB), then at the 2nd meeting it increased to 50% with category Starting to Develop (MB) and at the 3rd meeting it

increased to 71.4% with category Developing According to Expectations (BSH), and at the 4th meeting it increased to 100% with category Very Well Developed (BSB).

This is in line with previous research which also conducted research on the application of the problem-based learning model for increase children's cognitive abilities. The results of the study obtained that is there is an increase in cognitive abilities in children research (Iryanti & Maimunah, 2023; Sarah & Darmiyati, 2023) Previous researchers also found that using combination of demonstration methods capable improve children's cognitive development outcomes (Nisa & Rachman, 2022; Hikmah & Sulistiyana, 2021). Wijayanti & Mas'udah (2019) found that using the box media smart (smart box) capable increase children's cognitive abilities.

Observed indicators from child development milestones achieved No off use of innovative and creative learning models, methods and media so that it can improve cognitive abilities in children (Sumriah & Purwanti, 2022). From the description it can be concluded that with Using problem-based learning models, demonstration methods and smart box media, children's cognitive development will increase.

CONCLUSION

It can be concluded that teacher activities are very good, children's activities are very active and children's cognitive development results BSB.

REFERENCES

Agusta, A. R., & Noorhapizah. (2020). The Exploration Study of Teacher' Knowledge and Ability on Application of Critical Thinking and Creative Thinking Skills on Learning Process in Elementary School. Advances in Social Science, Education and Humanities Research,

Amalia, R., & metroyadi. (2023). Developing The Values Of Religion In Prayer Practice Using Talking Stick, Demostration Simulation, And Drawing. Journal (Early Childhood and Family Parenting Journal, 3(2), 18–25.

Arifudin, O., Hasbi, I., Setiawati, E., Lestariningrum, A., Suyatno, A., Puspita, Y., Nugroho Catur Saputro, A., Ma, M., Harianti, R., Ahmad Hardoyo Sidik, N., & Rismawati, N. (2021). Konsep Dasar Pendidikan Anak Usia Dini. Widina Bhakti Persada.

Adriyani, Darmiyati, H. (2024). Classroom Management for Improving Children's Literacy. *E-Chief Journal (Early Childhood and Family Parenting Journal)*, *4*(1), 42–51.

Aisyah, Siti, Agusta, Akhmad Riandy, Santika, Viona, Patriamurti, Yudhita Dwi, Princess, S. V. (2024). Teacher's Learning Strategy for Recognizing the Children's Concept of Numbers. *E-Chief Journal (Early Childhood and Family Parenting Journal)*, *4*(1), 30–41.

Azizah, W., & Purwanti, R. (2023). Meningkatkan Aktivitas, Motivasi Dan Keterampilan Menulis Simple Present Tense Menggunakan Model Lecture Pada Sekolah Dasar. Jurnal Pendidikan Sosial Dan Konseling, 1(3), 598-607.

Damiyati, D. (2020). Meningkatkan Kemampuan Matematika Awal Anak Usia Dini Melalui Model Direct Instruction Kombinasi Model Make A Match Dan Pemberian Tugas. Jurnal Inovasi, Kreativitas Anak Usia Dini.

Doni, M., & Purwanti, R. (2023). Meningkatkan Aktivitas Dan Hasil Belajar Siswa Muatan Ips Menggunakan Model Merdeka Di Sekolah Dasar. Bestari: Jurnal

Pendidikan dan Kebudayaan, 4(2), 106-119.

Fitria, H., Kristiawan, M., & Rahmat, N. (2019). Upaya Meningkatkan Kompetensi Guru Melalui Pelatihan Penelitian Tindakan Kelas. Abdimas Unwahas, 4(1).

Fitriana, & Novitawati. (2021). Mengembangkan Kemampuan Aspek Kognitif Melalui Kombinasi Model Make A Match, Metode Bermain Angka Dan Media Papan Flanel Pada Anak Usia Dini. Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD), 1(1), 25–30.

Hikmah, N., & Sulistiyana. (2021). Developing Fine Motor Using Demonstration Method, Assignment And Mozaic Technique Al-Amin Martapura Kindergarten. Journal (Early Childhood and Family Parenting Journal), 1(2), 18–24.

Halimatussa'diyah, H., Aslamiah, A., & Suriansyah, A. (2024). Boarding School-Based Character Education Management (Case Study at MAN Insan Cendekia Tanah Laut). *International Journal of Social Science and Human Research*, *7*(07), 4982–4990.

Hayati, R. P., Suriansyah, A., Purwanti, R., & Agusta, A. R. (2024). Implementasi model cakap berbasis project based learning untuk meningkatkan keterampilan berbicara berbantuan media visual. *Jurnal Ilmiah Pendidikan*, *14*(3), 334–351.

Irma, Asniwati, Ratna Purwanti, C. C. (2023). Effectiveness of Teacher's Learning Strategy for Children's Motivation, Religious and Moral Value Aspect. *E-Chief Journal (Early Childhood and Family Parenting Journal)*, *3*(2), 1–8.

Irham, M., & Purwanti, R. (2023). Meningkatkan Aktivitas, Motivasi dan Hasil Belajar Matematika Menggunakan Model Piring Antik Pada Siswa Sekolah Dasar. Jurnal Pendidikan Sosial Dan Konseling, 1(3), 858-865.

Iryanti, D. E., & Maimunah. (2023). Mengembangkan Kemampuan Mengenal Bentuk, Warna Dan Ukuran Menggunakan Model Problem Based Learning Dan Media Puzzle Shape Pada Anak Usia 4-5 Tahun. Jurnal Inovasi, Kreativitas Anak Usia Dini (JIKAD), 3(3), 20–31.

Juniati, W., & Hazizah, N. (2020). Permainan Sorting Color Dalam Meningkatkan Kemampuan Klasifikasi Pra-Matematika Di Taman Kanak-Kanak Islam Budi Mulia Padang. Jurnal Golden Age, Universitas Hamzanwadi, 04(1), 143–151.

Khairinor, R., & Purwanti, R. (2024). Meningkatkan Keterampilan Berpikir Kritis Siswa Menggunakan Model Bambu Pada Muatan Matematika di Kelas V SDN Kuin Selatan 1. Jurnal Pendidikan Sosial Dan Konseling, 2(2), 578-585

Kholida, S. I., & Suprianto. (2020). Ketercapaian Hasil Belajar Mahasiswa Pada Mata Kuliah Strategi Pembelajaran Melalui Model PBL Dengan Berbantuan Aplikasi Zoom Dan Di Whatsapp Messenger Masa Pandemic Covid-19. PROSIDING Seminar Nasional Pendidikan Fisika FITK UNSIQ, 2(1).

Kunandar. (2012). Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru. Jakarta : Raja Grafindo Persada.

Kurniawan, A., Ningrum, A. R., Hasanah, U., Dewi, N. R., Muhammadiah, M., Putri, N. K., Putri, H., Uce, L., & Machmudah. (2022). Pendidikan Anak Usia Dini. PT. GLOBAL EKSEKUTIF TEKNOLOGI.

Laily, A., Jalal, F., & Karnadi, K. (2019). Peningkatan Kemampuan Konsep Matematika Awal Anak Usia 4-5 Tahun melalui Media Papan Semat. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 3(2), 396.

Mubarak, A. F., Noor, W. N., Widat, F., Wafiroh, K., & Hayati, N. (2022). Upaya Guru dalam Membangun Kecerdasan Intrapersonal pada Anak Usia Dini. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(4), 3782–3792.

Mujahaddah, Effendi, R., & Rafianti, W. R. (2021). Mengembangkan Aspek Sosial Emosional Menggunakan Model Demonstration, Model Number Head Together dan Permainan Tradisional Pada Anak Usia Dini. Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD), 1(1), 1–7.

Mulpiani, N., & Purwanti, R. (2023). Meningkatkan Aktivitas dan Hasil Belajar Muatan IPA Menggunakan Model PENA Pada Siswa Sekolah Dasar. Pendas: Jurnal Ilmiah Pendidikan Dasar, 8(3), 465-481.

Munawar, M. H., Suriansyah, A., & Purwanti, R. (2024). Meningkatkan Aktivitas Belajar Dan Keterampilan Komunikasi Menggunakan Model Pandir. Didaktik: Jurnal Ilmiah PGSD STKIP Subang, 10(3), 351-378.

Najah, N., Suriansyah, A., & Purwanti, R. (2024). Meningkatkan Kemampuan Bekerjasama Siswa Menggunakan Kombinasi Model Pembelajaran PENTAS Pada Muatan IPA Kelas IV SD. Jurnal Teknologi Pendidikan Dan Pembelajaran| E-ISSN: 3026-6629, 2(2), 635-643.

Nafsia, A., & Ngura, E. T. (2022). Pengembangan Lembar Kerja Anak untuk Aspek untuk Perkembangan Kognitif Anak Usia Dini. Jurnal Pendidikan Tambusai , 6(1), 843–848.

Najili, H., Juhana, H., Hasanah, A., & Arifin, B. S. (2022). Landasan Teori Pendidikan Karakter. JIIP (Jurnal Ilmiah Ilmu Pendidikan), 5(7), 2614–8854.

Nisa, N. F., & Rachman, A. (2022). Mengembangkan Kemampuan Kognitif Meggunakan Model Pokemon Pada Kelompok B TK Cahaya Abadi Hulu Sungai Tengah. Jurnal Inovasi, Kreativitas Anak Usia Dini (JIKAD), 2(2), 41–49.

Purwanti, R., Mukarramah, M., & Huljannah, M. (2021). Improving Children's Cognitive Using The Talking Stick Model And Flanelboard Media In Group B TK Pertiwi. Journal (Early Childhood and Family Parenting Journal), 1(2), 35–42.

Purwanti, R., Suriansyah, A., Bachri, A. A., & M. (2025). Case Study: Values and Beliefs of Excellence-Based Quality Leadership in a Junior High School. *In 2nd International Conference on Environmental Learning Educational Technologies (ICELET 2024)*, 155–165.

Purwanti, R., Aslamiah, A., & Suriansyah, A. (2024). The Leadership School Principal in the Implementation of Local Character Education. *International Journal of Social Science and Human Research*, *7*(07), 4974–4981.

Purwanti, R., Suriansyah, Aslamiah, Novitawati, & Rahmiyani. (2024). the Correlation of Work Commitment, School Principal Supervision and Teacher Performance in Kindergartens in Liang Anggang District. *International Journal Education, School Management and Administration*, *2*(1), 27–35.

Purwanti, R. (2023). Meningkatkan Aktivitas Dan Hasil Belajar Muatan Ppkn Menggunakan Model Patri Pada Siswa Sekolah Dasar. Pendas: Jurnal

Ilmiah Pendidikan Dasar, 8(3), 568-585.

Putri, E. A., Suriansyah, A., & Purwanti, R. (2024). Meningkatkan aktivitas dan motivasi belajar siswa menggunakan model pembelajaran bacatur pada muatan IPAS kelas IVA di SDN Mawar 7 Banjarmasin. Jurnal Teknologi Pendidikan Dan Pembelajaran| E-ISSN: 3026-6629, 1(4), 729-746.

Reza, N. A. R., & Hananik, I. (2022). Mengembangkan Kemampuan Motorik Halus Menggunakan Model Demonstration Dan Metode Pemberian Tugas Di Kelompok A RA Muslimat NU Pasayangan Martapura. Jurnal Inovasi, Kreativitas Anak Usia Dini (JIKAD), 2(1), 10–19.

Safitri, R. W., Suriansyah, A., & Purwanti, R. (2023). Meningkatkan Keterampilan Berpikir Kritis dan Hasil Belajar Muatan IPS Menggunakan Model Games. Journal on Teacher Education, 5(1), 159-171.

Sarah, S., & Darmiyati. (2023). Development Of Science In Cognitif Aspects Through Problem Based Learning (PBL), Demonstration, Direct Instruction, And Experiment Method In Group B. Journal (Early Childhood and Family Parenting Journal) ISSN, 3(2), 9–17.

Sari, R., Jannah, F., Prihandoko, Y., & Fitri Rahmaniah, N. (2023). International Journal of Curriculum Development, Teaching and Learning Innovation Improving Children's Critical Thinking Skills In Elementary School Through The Development Of Problem Based Learning And HOTS Models. International Journal of Curriculum Development, Teaching and Learning Innovation, 1(2), 52–59.

Sherina Maulidia, D., & Wahyudi, M. D. (2022). Developing Children's Religious And Moral Values In Recognizing Good And Bad Behavior By Using A Combination Of Problem Based Learning (PBL) Model And Talking Stick Model With Pop Up Book Media In Group B. Journal (Early Childhood and Family Parenting Journal, 2(2), 1–10.

Sopian, A. (2016). Tugas, Peran dan Fungsi Guru dalam Pendidikan. Jurnal Tarbiyah Islamiyah , 1(1), 1–1.

Sumriah, & Purwanti, R. (2022). Mengembangkan Aspek Kognitif Anak Mengenal Benda Berdasarkan Fungsinya Melalui Demamapapa Di Kelompok B TK Negeri Barambai. Jurnal Inovasi, Kreativitas Anak Usia Dini (JIKAD), 2(2), 31–40.

Suriansyah, A., & Aslamiah, D. (2011). Strategi Pembelajaran Anak Usia Dini (Pertama). Comdes.

Suriansyah, A., & Purwanti, R. (2023). Meningkatkan Aktivitas dan Hasil Belajar IPA Menggunakan Kombinasi Model Problem Based Learning (PBL), Somatic Auditory Visualitation Intellectually (SAVI), dan Talking Stick dengan Metode Bernyanyi di Sekolah Dasar. el-Ibtidaiy: Journal of Primary Education, 6(2), 248-261.

Suryadi, A. (2020). Teknologi dan Media Pembelajaran Jilid I. In Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini (Issue 2). Sukabumi : Jejak Publisher.

Tanu, I. K. (2017). Pentingnya Pendidikan Anak Usia Dini Agar Dapat Tumbuh Dan Berkembang Sebagai Generasi Bangsa Harapan Di Masa Depan. ADI WIDYA: Jurnal Pendidikan Dasa, 2(2).

Wangi, E. S., Suriansyah, A., & Purwanti, R. (2024). Meningkatkan Aktivitas Belajar dan Keterampilan Memecahkan Masalah Menggunakan Model PINTAR pada Muatan Matematika Kelas IV SDN Berangas Barat 2. Jurnal Teknologi Pendidikan

Dan Pembelajaran| E-ISSN: 3026-6629, 2(1), 326-336.

Wijayanti, M. P., & Mas'udah, D. (2019). Pengaruh Media Kotak Pintar Terhadap Kemampuan Mengenal Lambang Bilangan 1-10 Kelompok A Di TK Bahrul Ulum Dukuh Menanggal V-B/21 Surabaya. Jurnal PAUD Teratai, 8(2).