



Developing Story Card Media to Cultivate Environmental Love in Early Childhood in Kindergarten

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Abstract

Instilling a love for the environment from an early age is an important part of character building for children, but its implementation in early childhood education institutions still requires the support of interesting learning media, in accordance with the characteristics of child development, and able to connect environmental messages with meaningful learning experiences. This condition encourages the need to develop media that can facilitate interactive learning so that children can more easily understand and apply environmentally conscious behavior in everyday life. This study aims to develop story card media as a means to foster a love for the environment in early childhood in kindergartens in Cibitung District. The study used the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The subjects were children aged 5–6 years at Rainbow Kids Kindergarten and Husnul Khotimah Kindergarten. The results of expert validation showed a feasibility level of 98.6% for the material aspect and 85.3% for the media aspect, both of which are categorized as very valid. The practicality test by teachers obtained a score of 90% with a very practical category. The effectiveness test results showed an increase in environmental awareness, from 71% in the pre-test to 93% in the post-test. These findings demonstrate that story cards are valid, practical, and effective in fostering environmental awareness in children aged 5–6 years. This medium can also be an alternative for early childhood education teachers in integrating environmental awareness character education through engaging, contextual, and developmentally appropriate learning activities.

INTRODUCTION

Early childhood education (PAUD) is the main foundation in character formation and child development during the golden age. This period is the most strategic stage because almost all children's cognitive, social-emotional, language and moral potential develops very rapidly.

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(Alfaridzi et al., 2024). Stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. The learning process at PAUD level must be carried out in a meaningful, enjoyable and appropriate way to the child's developmental stages (Yudelnilastia et al., 2025). Before primary education. It is a developmental effort aimed at children from birth to six years of age. This is carried out through educational stimulation to foster physical and spiritual growth and development, ensuring children are prepared to enter further education, which is provided through formal, non-formal, and informal channels (Rahmi, Ramadhan, et al., 2026).

The current global environmental situation is increasingly concerning, marked by increasing waste volumes, declining air quality, and ongoing ecosystem degradation. In Indonesia, the composition of household waste, particularly plastic, is high and poses a serious challenge to environmental management (K.L.H.K., 2023). In this context, early childhood education serves as a crucial foundation for fostering environmentally conscious behavior from an early age, as this period is a critical time in the development of children's values, attitudes, and habits (U.N.E.S.C.O., 2023). Children who are instilled with environmental values from an early age are expected to grow into a generation responsible for environmental sustainability and able to play an active role in maintaining ecosystem balance in the future. (U.N.E.S.C.O. & U.N.I.C.E.F., 2024)

Environmental awareness in early childhood can be demonstrated through the development of simple behaviors, such as disposing of trash properly, maintaining a clean classroom, caring for plants, and using resources wisely. However, in practice, environmental awareness learning is often delivered verbally and lacks concrete experiences. This is despite the fact that children aged 5–6 are in the preoperational stage according to Piaget's cognitive theory, where they more easily understand concepts through visual symbols, stories, and hands-on activities (Putri & Eliza, 2021). Learning approaches that are not aligned with children's developmental stage can actually reduce the effectiveness of value instillation and weaken the internalization of desired character traits.

Several studies have shown that environmental literacy and environmental awareness levels in early childhood education institutions are still relatively low. Research by (Fitri & Hadiyanto, 2024) found that environmental literacy skills in children aged 4–6 are still low, necessitating the need for more engaging and effective learning approaches. This lack of environmental awareness at an early age has implications for children's daily behavior, such as littering and a lack of responsibility for environmental cleanliness (Adnan et al., 2025). If this condition is not intervened early, this behavior has the potential to persist into adulthood and exacerbate environmental problems in the future (Ruwaida et al., 2025).

The integration of environmental education into early childhood education programs in Indonesia still faces various challenges, including a lack of age-appropriate learning media and limited engaging materials (Maruddani et al., 2025). Current methods are limited to verbal reinforcement and less interactive printed books. Children are unable to consistently implement environmentally conscious behaviors, such as disposing of trash properly or caring for plants, even after receiving instruction from teachers. This situation emphasizes the need for innovative learning media that are more concrete, engaging, and appropriate to children's developmental characteristics. (Rahmi et al., 2025; Rahmi, Srianita, et al., 2026)

Story- and visual-based learning media have proven effective in helping children understand moral and social values. Storytelling can enhance children's imagination, empathy, and engagement in the learning process (Wulandari et al., 2021). Research by (Kiasatina & Hapidin, 2022) demonstrated that visual story-based

learning media for fostering environmental awareness was highly feasible and significantly improved children's environmental awareness scores. Research by (Fauziah & Rahman, 2021) also demonstrated a significant increase in environmental awareness indicators after using illustrated story cards. However, these previous studies have not specifically developed story cards that integrate environmental stories with systematic

METHODS

This study employed a Research and Development (R&D) method with a quantitative approach. According to (Sugiyono, 2022), the R&D method is a research method used to produce a specific product while simultaneously testing its effectiveness. The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation), adapted from (Rayanto & Sugianti, 2020). The ADDIE model was chosen because it provides a systematic and flexible framework for developing learning media.

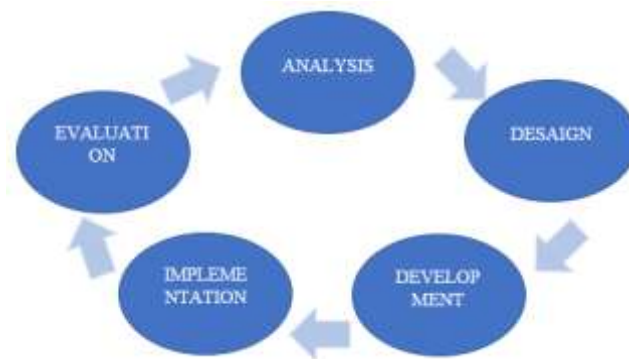


Figure 1. ADDIE Development Model Diagram

The research was conducted at two private kindergartens in Cibitung District, Bekasi Regency, West Java: Rainbow Kids Kindergarten (Permata Muktiwari Residence Block D3 No. 1, Muktiwari Village) and Husnul Khotimah Kindergarten (Jl. Perum Kirana Cibitung Block F1 No. 13, Wanajaya Village). The research was conducted from February to May 2026, encompassing the analysis phase (February 26–April 2, 2026), design and development (January–April 2026), and implementation (May 4–18, 2026). The study population was all kindergarten teachers and students aged 5–6 years in Cibitung District. The sampling technique used was purposive sampling. The sample consisted of 20 teachers from both institutions and 45 Group B students (20 small group students at Rainbow Kids Kindergarten and 25 large group students at Husnul Khotimah Kindergarten).

The research instruments consisted of three types. First, a validation sheet was used to assess the appropriateness of the media and materials by experts using a Likert scale of 1–5. The media validation sheet consisted of 15 items covering aspects of appearance, readability, and ease of use. The material validation sheet consisted of 15 items covering basic competency requirements, systematic arrangement, and readability. Second, a practicality sheet was completed by 20 teachers, covering 15 items covering aspects of ease of use, time, presentation, and language. Third, an effectiveness observation sheet was used to measure children's environmental attitudes through 12 behavioral indicators (planting trees, watering trees, conserving water, and disposing of waste).

Data analysis techniques: To determine the relationship between pre-test and post-test scores, a paired sample t-test was conducted if the data were normally distributed. If the data did not meet the assumption of normality, analysis continued

using the Wilcoxon Signed Rank Test. Testing was conducted at a 5% significance level ($\alpha = 0.05$).

The research instruments included an expert validation sheet, a teacher practicality sheet, and an environmental attitude observation sheet. The instrument's content validity was assessed by media and material experts before use in the implementation phase. Instrument reliability was tested using the Cronbach's Alpha coefficient to determine the internal consistency of each instrument. An instrument is considered reliable if the Cronbach's Alpha value is ≥ 0.70 . Specifically for observation sheets involving more than one observer, interobserver consistency was analyzed using Cohen's Kappa, with a value ≥ 0.61 indicating a good level of agreement.

RESULT AND DISCUSSION

Analysis

Based on observations and interviews conducted from February 26 to March 5, 2026, in several kindergartens in Cibitung District, it was found that learning related to environmental attitudes is still carried out conventionally using printed books and verbal habits that tend to be command-based. Children are not yet accustomed to maintaining cleanliness, watering plants, and using water sparingly. Curriculum analysis shows that the development of environmental attitudes refers to the 2013 Curriculum with basic competencies KI-1 (being grateful for God's creation) and KI-2 (caring for the environment, discipline, responsibility).

Table 1. Analysis of Environmental Attitudes Based on the 2013 Curriculum

No	Aspect	Instrument
1	Environmental Attitudes	a. Habit of disposing of trash properly b. Maintaining the cleanliness of the classroom and school environment c. Caring for plants d. Saving water e. Not damaging school facilities

Sumber : *Kurikulum Merdeka*

In addition, IGTK survey data on 130 kindergartens in seven sub-districts of Cibitung District shows that the achievement of the implementation of the Pancasila Student Profile Strengthening Project (P5) on the theme of environmental love ranges from 63–74%, which indicates that there is still significant room for improvement through innovative learning media.

Table 2. Data on P5 Implementation in Kindergartens in Cibitung District

No	of Villages in Cibitung District	Number of Kindergartens	Persentase %
1	Wanasari	24	74%
2	Wanajaya	21	70%
3	Sukajaya	15	64%
4	Cibuntu	11	63%
5	Muktiwari	22	70%
6	Sarimukti	18	65%
7	Kertamukti	19	65%
Total		130	

Sumber : *IGTK Kabupaten Bekasi*

Based on the results of the needs analysis, it can be concluded that the development of innovative learning media capable of supporting the implementation

of the Pancasila Student Profile Strengthening Project (P5) on the theme of environmental stewardship is necessary. The developed media is expected to enhance children's understanding, attitudes, and positive habits toward the environment, while also serving as a supporting tool for teachers in implementing more effective, engaging, and curriculum-compliant learning (Hedefalk et al., 2020). Therefore, the development of environmental stewardship learning media is crucial to address the learning needs of Kindergartens in Cibitung District and to support the achievement of attitudinal competencies within the Pancasila Student Profile, particularly the critical attitude dimension in preserving the environment or environmental stewardship.

Design

The story design stage was based on the needs analyzed in the 2013 curriculum, specifically regarding children's environmental stewardship. Based on the analysis of environmental stewardship education in the 2013 curriculum, the core competency for developing children's environmental stewardship is maintaining cleanliness in activities with family, teachers, and friends. Based on this curriculum analysis, the researchers designed a story card for the value of environmental stewardship based on the children's needs. The story card design can be seen in the following image:



Figure 2. Design of story card materials and media

The researcher designed a story for environmental education using stories to be developed into story cards, including planting and watering plants, disposing of trash properly, and conserving water (Wahyuni & Pratiwi, 2025). The stories the researcher developed explain the cause and effect of children's behaviors, enabling them to understand each behavior. Based on these stories, children are able to draw examples and experiences from each behavior.

Development

Based on the analysis, the researcher designed 15x20 cm story cards made of laminated art paper containing four stories on the theme of environmental love: (1) Planting Trees, (2) Watering Plants, (3) Saving Water, and (4) Disposing of Trash. Each card features one side with brightly colored images featuring children demonstrating positive behaviors toward the environment, and the other side contains a short narrative with a moral message. The media was designed using the Canva app with attractive fonts, colors, and characters that are appropriate for children aged 5–6 years. The selection of bright colors and illustrations related to children's daily lives was done to increase appeal and ease of understanding.

After the initial product was developed, validation was conducted by three expert validators. The results of the material and media validation are presented in the following table.

Table 3. Summary of Expert Validation Results

No	Validator	Item Validation	Validation Percentage	Maximum Value/Category
1	Media Expert	1 - 16	85,3%	Valid
2	Material Expert	1-16	98,5%	Very Valid

The material validation results obtained a percentage of 98.5% (very valid) and media validation 85.3% (very valid). Both validators suggested adding instruction cards to help teachers using the media for the first time easily understand how to use it. Revisions were implemented according to the validators' suggestions before the media was implemented in the field. The instrument validation results indicated that the observation instrument was suitable for use without revision. A small group trial of the instrument was conducted with 20 students at Rainbow Kids Kindergarten from April 4–30, 2026. The trial results showed that the children enthusiastically listened to the story, enjoyed the bright images and colors on the story cards, and were able to distinguish between right and wrong behavior through the cause-and-effect flow presented in the story. Teachers also expressed that they found it very helpful in conveying the value of environmental stewardship in a concrete and enjoyable way. The results of the small group validity test showed an average score per item ranging from 3.85–4.60 with a significance level of 0.444 (N=20).

Implementation

The implementation took place at Husnul Khotimah Kindergarten (TKIT) with 25 students over three weeks (May 4–18, 2026). In the first week, the children were introduced to story cards and read stories about environmental stewardship. In the second week, the focus shifted to utilizing story cards in the learning process with intensive mentoring. In the third week, a comprehensive evaluation was conducted to measure the effectiveness of the media. A comparison of pre-test and post-test results showed significant improvement, as shown in the following figure.

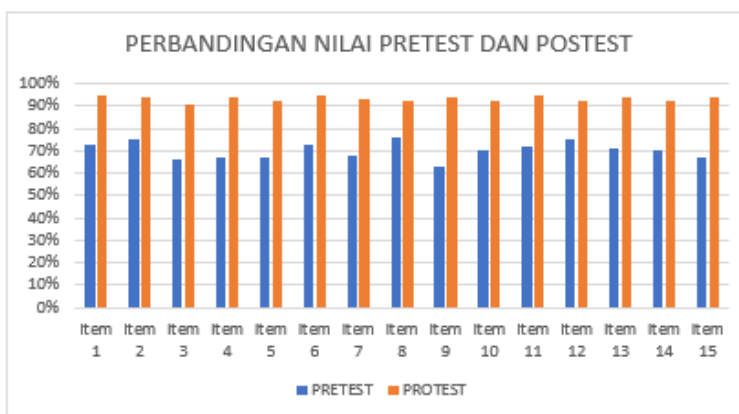


Figure 3. Comparison Chart of Student Ability Scores

Pre-test results showed an average percentage of children's environmental attitudes of 71%. After learning using story cards, post-test scores increased to 93%. Descriptively, there was a 22 percentage point increase, indicating that the use of story cards has the potential to support the development of environmental attitudes

in early childhood. Improved achievement was seen in almost all observation indicators, with the highest scores being for disposing of waste properly and maintaining a clean environment, which reached 95% in the post-test. These findings indicate a change in observational outcomes after the use of story cards, although this study only presents a descriptive analysis based on a comparison of pre- and post-test percentages.

The practicality test was conducted by 20 teachers from Rainbow Kids Kindergarten and Husnul Khotimah Kindergarten. The assessment covered four aspects: ease of use, time efficiency, presentation, and language. The summary results showed a total score of 1,315 out of a maximum score of 1,500, resulting in a practicality percentage of 90%, categorized as very practical. These results indicate that the story cards are easy for teachers to use, have good presentation, use easy-to-understand language, and are suitable for implementation in kindergarten learning activities.

Table 4. Summary of Practicality Test Results by Teachers

No	Indicator	Item/Item	Percentage Practicality	Category
1	Ease of Use	1-4	90%	Very Valid
2	Time	5		
3	Presentation	6-11		
4	Language	12-15		

Thus, the story cards are suitable for use as a learning medium to support the implementation of the Pancasila Student Profile Strengthening Project (P5) on the theme of environmental love in kindergarten (Lickona, 1991). This medium not only helps improve children's understanding and attitudes of environmental love but also facilitates teachers in conducting engaging, interactive, and meaningful learning.

Evaluation

The evaluation phase was conducted to assess the feasibility and effectiveness of the story card media in fostering environmental stewardship in early childhood. The evaluation was conducted formatively at each stage of development and summatively after the product's implementation in the field. The validation results showed that the story card media had a very high level of feasibility. Material validation achieved a percentage of 98.6% and media validation a percentage of 85.3%, both of which are in the very valid category. Input from the validator, including the addition of a user manual card, was incorporated into the product revision, making the media easier for teachers to use. Furthermore, the results of a small group trial with 20 children at Rainbow Kids Kindergarten (TKIT) demonstrated that the story card media captured children's attention, increased engagement in learning, and helped them understand environmental stewardship through the stories presented. The children showed high enthusiasm for the images, colors, and storyline that illustrated the cause and effect relationships of each behavior.

This was followed by an analysis of the implementation results with 25 students at Husnul Khotimah Kindergarten. The comparison of pre-test and post-test scores showed an average increase from 71% to 93%, a 22 percentage point increase. These findings demonstrate that story cards are effective in improving understanding and fostering environmental attitudes in early childhood. The indicators that saw the highest improvement were disposing of waste properly and maintaining a clean environment, with scores reaching 95%. Furthermore, a practicality test involving 20 teachers from Rainbow Kids Kindergarten and Husnul Khotimah Kindergarten achieved a score of 90%, categorized as very practical.

Teachers assessed the media as easy to use, time-efficient, engaging in engaging presentations, and using language easily understood by young children. Based on these evaluation results, it can be concluded that the story cards developed meet the criteria of validity, practicality, and effectiveness for use as a learning tool for environmental education in early childhood. This media is able to improve children's understanding, attitudes, and positive habits toward the environment and supports teachers in implementing more engaging and meaningful learning. (Sunariyanto & Sriyanto, 2025)

Discussion

The development of story cards produced a product that met the criteria for validity, practicality, and effectiveness as a learning medium for fostering environmental stewardship in children aged 5–6 years (Mutiah, 2020). Expert validation results indicated that the media received a highly valid rating, both in terms of material and media. The high level of material validity indicates that the story content, illustrations, and activities presented align with the learning objectives and indicators for the development of environmental stewardship in early childhood. These results demonstrate that the developed media aligns with the content, learning objectives, and developmental characteristics of the students. These findings align with research by (Fauziah & Rahman, 2021), which found that illustrated story cards can support the development of environmental stewardship in kindergarten children.

The media's effectiveness was evident in the increase in observations of children's environmental stewardship after learning using story cards. The achievement percentage increased from 71% in the pre-test to 93% in the post-test, representing a 22 percentage point increase. This increase indicates that the use of story cards can support more meaningful learning compared to learning that relies solely on verbal explanations. The indicators that saw the highest increases were behaviors related to disposing of waste properly and maintaining a clean environment. (Bandura, 1977) These findings support the research of (Kiasatina & Hapidin, 2022), which stated that story-based visual media can improve environmental awareness in early childhood.

Theoretically, these research results can be explained through Constructivism, developed by Jean Piaget. In the preoperational stage, children more easily understand concepts through images, symbols, and concrete experiences (Piaget, 1952). Story cards utilize illustrations and storylines that are close to everyday life, helping children develop an understanding of environmentally conscious behavior (O.E.C.D., 2021). Furthermore, the characters in the stories serve as behavioral models that can be observed and imitated, in accordance with Albert Bandura's Social Learning Theory. The teacher's role as a facilitator during storytelling activities also reflects Lev Vygotsky's Zone of Proximal Development, a learning process that develops through social interaction and gradual assistance. (Vygotsky, 1978)

In addition to being effective, story cards were also categorized as very practical based on teacher assessments. These results indicate that the media is easy to use, It has an engaging presentation, uses easy-to-understand language, and is suitable for daily learning activities in kindergartens. Therefore, story cards are not only suitable for use at the research site but also have the potential to be implemented in other early childhood education institutions with similar student characteristics and learning objectives. (Rahmawati, 2023)

CONCLUSION

This study aimed to develop story cards to foster environmental stewardship in 5-6-year-old children in a kindergarten in Cibitung District using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The results showed that the developed media met the criteria of being highly valid based

on assessments by material experts (98.6%) and media experts (85.3%), highly practical based on teacher assessments (90%), and demonstrated an increase in children's environmental stewardship from 71% in the pre-test to 93% in the post-test. These findings indicate that story cards are suitable for use as a learning medium to support the development of environmental stewardship in early childhood.

Theoretically, this study reinforces the view that illustrated story-based learning media can support learning that aligns with the characteristics of early childhood cognitive and social development. The presentation of messages through illustrations, characters, and storylines provides a concrete learning experience that helps children understand and internalize environmental values in the context of everyday life. Practically, story cards can be an alternative for early childhood education teachers to integrate environmental character education into engaging, interactive, and developmentally appropriate learning activities. Schools can also utilize this media as an easy-to-use learning resource that supports activity- and story-based learning.

This study has limitations because it involved samples from two kindergartens in Cibitung District and evaluated the use of the media over a relatively short implementation period. Therefore, further research is recommended that involves a larger sample size, covers more diverse areas, develops broader environmental story themes, and uses an experimental design with a comparison group and inferential statistical analysis to obtain stronger evidence regarding the effectiveness of story cards.

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