



Application of the Talking Stick Learning Model to Improve Early Childhood Physical Motor Skills

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Abstract

The Talking Stick *learning model* is interpreted as a learning model for playing sticks, designed to measure the mastery of learning materials, foster learning motivation and create a fun learning atmosphere for students by using sticks. This research focuses on the Application of the *Talking Stick Learning Model* by Utilizing Used Goods to Improve Physicalmotor Skills in Early Childhood. The purpose of this study is to find out the Application of *the Talking Stick Learning Model* by Utilizing Used Goods to Improve Children's Physicalmotor Skills after early childhood. The type of research used is a type of qualitative research with a case study approach. The results of the study are as follows: 1) The Talking Stick learning model is implemented in early childhood, where teachers provide direct guidance. The application of *the talking stick learning model* is carried out in the process of activities that can improve children's oral language skills in the future. As for the inhibiting factors in Talking Stick learning that "one of the disadvantages of Talking Stick is that when students do not understand the lesson, then students will feel anxious and worried when Talking Stick in his hands. Meanwhile, the Supporting Factors are to test students' readiness in mastering the subject matter, practicing reading and understanding the subject matter quickly, according to the material that has been delivered and to be more active in learning because students never know that the stick will be their turn.

Keywords: Talking Stick Learning, Improving Physicalmotor, Early Childhood

Introduction

Early Childhood Education (PAUD) In essence, it is an education that is organized to facilitate the growth and development of children as a whole or emphasize the development of all aspects of the child's personality, therefore, PAUD provides opportunities for children to develop their personality and potential to the maximum (Rozana et al., 2020). The factors that

affect the learning system are teachers. Teachers play an important role in determining the quality of the teaching that has been planned (Wanda et al., 2023). Teachers as educators need to strive for a learning process that can create an active, effective and fun atmosphere, so that in the end it can improve learning outcomes. In line with the growth and development of Early Childhood (Ayuni et al., 2023), it is inseparable from the motor and language physics that children will be said to develop if they are good at speaking and able to move by involving their physicality, increasing children's physical abilities when they are 0-6 years old, very involving their motor physicality, no wonder if children like to play without getting tired, physical activities will also increase curiosity and make children will pay attention to objects, Catch him, try him, throw him, hold him, and knock him down (Herlan, 2023). *Talking Stick* is a learning model where the application is that students will use sticks in a learning activity, the first thing the teacher does is take a stick and give it to students and after that the teacher asks the student a question, this learning method focuses on the students so who holds the stick, he will answer the questions asked by the teacher (W. Maharani, 2019).

This learning model teaches children to be more active and full of broad insights. Learning model *Talking Stick* It can be interpreted as a learning model of playing sticks, which is learning designed to measure the level of mastery of learning materials, foster learning motivation and create a fun learning atmosphere for students by using sticks, learning with a model *Talking Stick* encouraging students to dare to express their opinions (Safitri, 2018). Become a learning model *Talking Stick* is a medium that increases student activity and stimulates students to be better at speaking. From the description above about the learning model *Talking Stick* is one of the right learning models for playing and learning in Early Childhood because children are very fond of wood, sticks and the like, so there can stimulate children to be more active and good at talking (Icha Amelia et al., 2023). By applying an effective learning model in children's motor learning, the activeness and creativity of a teacher are needed, the learning model *Talking Stick* by using used items to improve motor physics in children where children sing while spinning sticks there are various learning such as geometric shapes, fruit pictures and colors, with which the teacher will guide PAUD children how to play using talking sticks (*Talking Stick*) in the development of learning models. (Alannasir, 2023)

Literature Review

Learning Methods

The Learning Model is a form of learning that is drawn from beginning to end which is presented specifically by the teacher in the classroom, in the learning model there is a strategy for achieving the competence of the student with approaches, methods and learning techniques, as for some models including: Picture, Numbered Heads Together, Numbered Heads, Jigsaw, Problem Based Integration, Mind Mapping, Make-A Match, Databate Pole Playing, *Talking Stick*, exchanging pairs, Snowball Throwing, Word Guessing and many more types of learning models that are fun to apply in the world of education (Rahman, 2018).

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Talking Stick Learning Model

Learning Model *Talking Stick* is a learning model in which in its application students will use a stick that contains their roles, what educators need to do is take a stick and give it to students and give it to students and give their roles to persta didik, the Learning model *Talking Stick* is a Learning Model based on learning to play while learning which will provide stimulus for students to be more active (Octavia, 2020).

Talking Stick (talking stick) is a method originally used by Native Americans to get everyone to talk or express opinions in a forum (intertribal meeting), as stated by Carol Locust (Wahyuningsih, 2020). Talking sticks have been used for centuries by Indian tribes as a fair and impartial listening tool. Councillors often use the talking stick to decide who has the right to speak. When the meeting leader begins to discuss and discuss the problem, he must hold a talking stick. The wand will move to another person if it wants to talk or respond to it. In this way, the talking stick will move from one person to another if the person wants to express their opinion. (Habibah & Abidin, 2023)

When everyone gets their turn to speak, the baton is then returned to the chairman/chairman of the meeting. From the explanation above, it can be concluded that *Talking Stick* is used as a sign that someone has the right to vote (speak) which is given in turns/alternately. *Talking Stick* is one of the cooperative learning methods. (Kaharu et al., 2023)

Learning with a learning model *Talking Stick* can encourage students to be brave in expressing their opinions. Learning model *Talking Stick* is a learning model that provides opportunities for students to be able to work together in learning learning materials with other students, thus students will be more active in learning activities (Lidia et al., 2018).

Early Childhood Education (PAUD)

Early childhood education (PAUD) has an important role in shaping the character of moral and noble children and creating, innovative, and competitive children (Purnama Sari & Candra Sayekti, 2023). Early Childhood Education (PAUD) is not only about improving knowledge and skills related to the scientific field but more deeply about preparing them so that they will be able to master various challenges in the future. Early Childhood Education (PAUD) is not only a process of filling the brain with as much information as possible, it is also a process of growing, nurturing, encouraging and providing an environment that allows children to develop their potential as optimally as possible (Noor, 2020).

Early Childhood Education (PAUD) In essence, it is an education that is organized to facilitate the growth and development of children as a whole or emphasize the development of all aspects of the child's personality, therefore, PAUD provides opportunities for children to develop their personality and potential to the maximum (Ayu & Junaidah, 2018). The factors that affect the learning system are teachers. Teachers play an important role in determining the quality of the teaching that has been planned. Teachers as educators need to strive for a learning process that can create an active, effective and fun atmosphere, so that in the end it can improve learning outcomes.(Veronika et al., 2023)*Physical Motor*

Physical Motor is defined as the development of the element of maturity and movement control (Helmy et al., 2023), the progress of development which is controlled by large muscles functions to carry out basic body movements coordinated by the brain such as running, walking, dancing and stretching, and also relieves the control of physical movements through the activity of the nerve center, syarsaf veins and muscles. The main function in motor development is the ability of the child to move and control his body parts (Sudirjo & Alif, 2018).

Physical motor is the achievement of gross motor skills and fine motor skills as well as sensory capacity for gross motor mastery trained to maintain balance and stability of movements such as running and jumping or for fine motor mastery with children manipulating small objects such as scissors and merrings (Yuni, 2022). Based on this, motor development in children is very important in shaping a child's personality and supporting the child's overall development, but the environment is also one of the factors that affect physical, motor and language. (N. P. Maharani & Hedayani, 2024)

Research Method

The type of research used is the type of qualitative research. Qualitative research prioritizes the observation of phenomena and researches more into the substance of the meaning of the phenomenon. The analysis and sharpness of qualitative research are greatly affected by the strength of the words and sentences used. Where this qualitative research uses a case study approach. Case studies are an in-depth qualitative research approach regarding individual groups, institutions, and so on in a certain period of time.

The procedures for this research include; 1). Carry out observations of where the research will be conducted. 2) Use used goods to prepare all tools and materials to implement the Talking Stick learning model. 3) carry out research, 4) make an analysis of reporting the results of the research that has been carried out. Data collection techniques include; Observation, interviews, documentation. While the instruments in this study include; First, the researcher that from all the data that the researcher collects, the researcher will draw conclusions based on his or her personal perspective. Therefore, when conducting qualitative research, researchers must be validated. Because according to Sugiyono, qualitative researchers as human instruments function to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions about their findings. Second, stationery that does not have to be a ledger but also a diary or sheets that can record data. But unlike other tools, this stationery works at unexpected moments. So, a researcher must always carry his notebook and ballpoint pen when making observations. And third, a document that conducts qualitative research has a data collection method called literature study. Namely by studying documents or literature related to the focus of research as comparative material or exploring what is being researched.

Data analysis in this research and development includes descriptive analysis of quantitative data and quantitative data analysis. Qualitative data analysis is expressed in words and symbols. Meanwhile, quantitative data is data in the form of assessments collected through

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assessment questionnaires or test responses of learning model products *Talking Stick* related to the improvement of children's physical, motor and language which was then analyzed by quantitative analysis of percentage descriptive (Hermawan, 2019)

Result

Implementation of Talking Stick Learning and Steps to Apply the Talking Stick Learning Model for Early Childhood in Improving Children's Motor Physique

The Talking Stick *learning model* is one of the cooperative learning models. There, it is stated that the talking stick method is a learning method or model carried out with a stick's help. *Talking stick* is the English word for talking stick. In this model of learning, students who hold sticks are required to answer questions given by the teacher. This *Talking Stick learning model* is believed to encourage students to be more courageous in expressing their opinions. Students feel happy when learning because the stick is usually rolled from one student to another accompanied by cheerful music.

In *Talking Stick* learning, students can be given a punishment such as singing, dancing, writing poetry or other punishments that are educational if they cannot answer questions, this has the purpose of motivating students so that they learn more actively. The Talking Stick learning model is very suitable for Early Childhood Education because training students to speak can also create a fun classroom atmosphere and make students active.

The application of this talking stick learning model is very thick with game elements. However, the *talking stick method is used in learning* because there are certain goals to be achieved. The product resulting from the development of the *Talking Stick* learning model using ordinary sticks becomes a Talking Stick learning model that is suitable for early childhood by utilizing used goods to make teachers more creative in utilizing used goods and after being validated by several validators and has been revised to become a good product until this product is said to be suitable for use.

The Talking Stick *learning model* implemented in Group B children is using sticks made directly by Group B children where the teacher gives direct guidance. The steps to apply the *Talking Stick* learning model for early childhood in improving children's motor physique in Group B children are to design product designs where several principles are used as the preparation of the design of the *Talking Stick* learning model by utilizing used goods such as sticks. The results of the interview that has been carried out to one of the children of Group B regarding the application of the *Talking Stick* learning model stated that: "I am very happy to make a toy like this which has an elongated shape and has a ribbon because it can be decorated"

The interview concluded that a child felt very happy using the *Talking Stick* learning model in the learning process of physical improvement so that they felt very happy. I think this is one of the right learning models for playing and learning in Early Childhood because children really like wood, sticks and the like, so it can stimulate children to be more active and good at talking, therefore I will develop the *Talking Stick* learning model for Early Childhood.

The application of an effective learning model in children's motor learning requires the activeness and creativity of a teacher, therefore I developed a talking stick learning model by using used items to improve motor physics in children where children sing while spinning sticks that have various kinds of learning such as geometric shapes, fruit pictures and colors, with which the teacher will guide PAUD children how to play by using. In the development of this learning model, the author wants the children's physical, motor and language to run very well in terms of fine motor and gross motor, judging from how the child is able to move the stick by rolling to one child and the other while singing and recognizing the shapes and words on the stick.

Overview of the Implementation of Talking Stick Learning by Utilizing Used Goods in Improving Motor Physique in Children

Talking Stick is a group learning activity that involves the use of a stick. The group that holds the stick first is required to answer questions from the teacher after they have studied the main material. This activity was repeated continuously until all groups had their turn to answer questions from the teacher.

Talking Stick is a learning model where the application is that students will use sticks in a learning activity, the first thing the teacher does is take a stick and give it to the students and after that the teacher asks the student a question this learning method focuses on the students so who holds the stick then he will answer the questions asked by the teacher (W. Maharani, 2019). This learning model teaches children to be more active and full of broad insights.

Learning model *Talking Stick* It can be interpreted as a learning model of playing sticks, which is learning designed to measure the level of mastery of learning materials, foster learning motivation and create a fun learning atmosphere for students by using sticks, learning with a model *Talking Stick* encouraging students to dare to express their opinions (Safitri, 2018). Become a learning model *Talking Stick* is a medium that increases student activity and stimulates students to be better at speaking.

One of the cooperative learning models is *Talking Stick*, *Talking Stick* In the classroom, of course, it involves the role of teachers and students who are carrying out learning activities (Widyastuti, 2018). Students will be given the opportunity to listen to the subject matter presented by the teacher and read the textbook, in this case *Talking Stick* making students independent to focus on learning that takes place before being given questions by their teachers. One step of the learning model, *Talking Stick*, is when the teacher takes the stick and gives it to the student. The teacher gives a question, *and the student who holds the stick must answer it. So that with the application of this learning model, it can stimulate children to try to* Attract the attention of children express their ideas or feelings through speaking. It can be concluded that the learning model *Talking Stick* namely learning using the help of a stick and who holds the stick will be given questions and answered them.

In addition to practicing speaking, this learning will create a fun atmosphere and keep students active. *Talking sticks* are part of cooperative learning models. A number of studies have shown that students who regularly practice cooperative learning are better able to master

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interpersonal skills. The syntax of the talking stick learning model is that the teacher prepares a stick, presents the main material, students read the material, the teacher takes the stick and gives the stick to the student and the student who gets the stick answers the question from the teacher, the stick is given to other students and the teacher asks another question and so on so that it can improve the motor physique of early childhood, especially in Group B children.

Physical Motor is the development of the element of maturity and movement control, the progress of development which is controlled by large muscles functions to perform basic body movements coordinated by the brain such as running, walking, dancing and stretching, and also controlling physical movements through the activities of the nerve center, syarsaf veins and muscles. The main function in motor development is the ability of the child to move and control parts. The physical improvement of the motor skills of Group B children increased when Talking Stick learning had been carried out so that children's language, speaking and listening skills were better than before, therefore *Talking Stick* learning was very well carried out in the early childhood education learning process.

With the application of the talking stick learning model, it will be able to improve children's language skills, especially in spoken language, because the application of this model can increase the confidence of children's thinking skills, develop the ability to ideas or ideas with verbal words. From the activities experienced by children in a learning activity, it can stimulate students' interest and attention to speak. This learning will create a fun atmosphere and make students active, making it easier for children to achieve the goals of oral language learning activities.

The talking stick learning model is applied in the process of activities that can improve children's oral language skills in the future. The success in this study is in accordance with the study of theories in the learning model of talking stick, serial stick media and oral language skills. Adequate learning is difficult to expect to be realized in the learning process that leads to the achievement of optimal learning outcomes without using the right media.

Inhibiting Factors and Advantages of the Talking Stick Method

The inhibiting factor of *the Talking Stick method* is in the form of a Talking Stick shortcoming, namely when the Stick is in one of the students who does not understand the subject matter, the early childhood will feel anxious and worried if they cannot answer the questions given. The weakness of the *Talking Stick method* can also make the heart of early childhood feel like a dig dug, all children are not ready to accept the questions given, if the teacher is not biased to condition the class well, it will trigger a commotion.

The advantages of *the Talking Stick method* are a) testing the readiness of students, this method helps test students' readiness in understanding the subject matter and actively participating in learning, b) training students to understand the material quickly: through *Talking Stick* learning, students are invited and understand the material faster because they must be ready to speak when it is their turn, c) spur students to be more active in learning: this interactive learning concept motivates students to be more active in learning, because they must actively participate in learning, d) students dare to express their opinions: this model also

encourages students to dare to express their own opinions, which can help improve their speaking skills and confidence. The results obtained after carrying out the research show that students are able to pronounce sentence structures with a complete structure, have a lot of vocabulary to convey their ideas, and are fluent in answering complex questions.

Overall, this study confirms that the application of the *talking stick* type model has a positive and significant impact on children's speaking skills development. These findings provide a solid basis for integrating this method in educational curricula in kindergartens and similar institutions, hoping that it will help create a more proficient generation in speaking and communicating. In addition, these findings also underline the importance of considering approaches in the teaching-learning process. Methods such as *talking sticks* emphasize cooperation, active participation, and effective student communication. This is not only relevant for the development of speaking skills, but also for the formation of broader social skills.

Conclusion

The conclusion of the results of the research that the researcher has carried out is as follows.

1. The Talking Stick *learning model* implemented in Group B children at Az-Zaitun Parepare Kindergarten is using sticks made directly by Group B children at Az-Zaitun Parepare Kindergarten where the teacher gives direct guidance. The steps to implement the *Talking Stick* learning model for early childhood in improving children's motor physique in Group B children at Az-Zaitun Parepare Kindergarten, namely designing a product design, several principles are used as a preparation for the design of the *Talking Stick* learning model by utilizing used goods.
2. The talking stick learning model is applied in the process of activities that can improve children's oral language skills in the future. The success in this study is in accordance with the study of theories in the learning model of *talking stick*, serial stick media and oral language skills. Adequate learning is difficult to expect to be realized in the learning process that leads to the achievement of optimal learning outcomes without using the right media.
3. The inhibiting factor in learning *Talking Stick* is that "one of the disadvantages of *Talking Stick* is that when students do not understand the lesson, then students will feel anxious and worried when *the Stick* is in their hands. Meanwhile, the Supporting Factors are to test students' readiness in mastering the subject matter, practicing reading and understanding the subject matter quickly, according to the material that has been delivered and to be more active in learning because students never know that the stick will be their turn. The results obtained after carrying out the research were Talking Stick Learning using used items to improve the Motor Physique of Group B children At Az-Zaitun Parepare Kindergarten, students are able to pronounce sentence structures with a complete structure, students have a lot of vocabulary to convey their ideas and ideas and students are fluent in answering complex questions.

Declaration of conflicting interest

There is no conflict of interest in this work.

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