The Use of Rotary Wheel Media as a Role Selection Tool in the Role Center at Paud Islam Hidayatullah Semarang

Penggunaan Media Roda Putar sebagai Alat Pemilihan Peran pada Sentra Peran di Paud Islam Hidayatullah Semarang

Dahniar Ramadhanty[1*], Neneng Tasuah[1]
[1]Universitas Negeri Semarang, Indonesia
[*]E-mail: dahniar2000@students.unnes.ac.id

Abstract

Learning media is a tool to support the course of learning activities in the classroom. With the media, it can help solve existing problems. The problem can be found in students who do not want to play a role in the role center and tend to play alone because the role obtained is the educator's choice. This research used learning media as a role-selection tool for a rotary wheel media game. The rotary wheel is a game media that can be used to support learning activities in the classroom. The rotary wheel game is used before center play activities begin. This research method uses qualitative research with observation and documentation techniques. Researchers conducted learning activities using the rotary wheel media as a role selection tool in the role center of Play Group 1 at PAUD Islam Hidayatullah Semarang City. Researchers make Rotary wheel media manually with various tools and materials. How to use the rotary wheel media is by rotating the rotary wheel, then after the wheel stops, the students will get a role from the media to play in the role center. Rotary wheel media has various advantages and disadvantages. Based on the conclusion, there are positive changes from students after using the rotary wheel media. After the existence of the rotating wheel media game as a role selection tool, students are very enthusiastic and willing to play roles in the role center.

Keywords: media, spinning wheel, role center

Abstrak

Media pembelajaran merupakan sebuah alat untuk mendukung jalannya kegiatan pembelajaran di kelas. Dengan adanya media, dapat membantu jalan keluar dari permasalahan yang ada. Permasalahan yang di dapat berupa peserta didik yang tidak mau bermain peran di sentra peran dan cenderung memilih untuk bermain sendiri, dikarenakan peran yang didapat adalah pilihan dari pendidik. Penelitian ini dilakukan dengan tujuan penggunaan media pembelajaran sebagai alat pemilihan peran menggunakan permainan media roda putar. Roda putar merupakan media permainan yang dapat digunakan untuk mendukung jalanya kegiatan pembelajaran di kelas. Permainan roda putar digunakan sebelum kegiatan bermain sentra dimulai. Metode penelitian ini menggunakan penelitian kualitatif, dengan teknik observasi dan dokumentasi. Peneliti melakukan kegiatan pembelajaran dengan menggunakan media roda putar sebagai alat pemilihan peran pada sentra peran Kelompok Bermain 1 di PAUD Islam Hidayatullah Kota Semarang. Media roda putar dibuat secara manual oleh peneliti, dengan berbagai alat dan bahan yang beragam. Cara penggunaan media roda putar yaitu dengan memutarkan roda putar, kemudian setelah roda berhenti peserta didik akan mendapat sebuah peran dari media tersebut untuk dimainkan di sentra peran. Media roda putar memiliki berbagai kelebihan dan kekurangan dari penggunaannya. Berdasarkan kesimpulan, terdapat perubahan secara positif dari peserta didik setelah penggunaan media roda putar berlangsung. Setelah adanya permainan media roda putar sebagai alat pemilihan peran, peserta didik sangat antusias dan mau untuk bermain peran di sentra peran.

Kata Kunci: media, roda putar, sentra peran.

1. Introduction

Early Childhood Education or PAUD is an educational facility that facilitates early childhood learning activities by playing and using many toys to stimulate children's development. Referred to Law number 20 of 2003 concerning the National Education System regarding Early Childhood Education written in Chapter 1 Article 1 paragraph 14 with the words "Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education." The concept of PAUD is active learning activities while playing with fun. It is adapted from the characteristics of active children exploring their environment, so play activities can be said to be part of the child's learning process. Children's learning must be designed so that children feel unburdened in achieving their developmental tasks (Huliyah, 2016).

Learning activities in PAUD in Indonesia have established three groups of Early Childhood Education that are adjusted based on the child's age. Among them are daycare centers (TPA) containing children aged 2-3 years, playgroups (KB) containing children aged 3-4 years, then Raudahtul Athfal (RA) and kindergartens (TK) filled with children aged 4-6 years (Meuthia & Suyadi, 2021). Adjusting the age group of children can maximize the provision of educational stimulation to them, including at the Playgroup level. So that educators can maximize existing learning activities with support from parents and schools.

In the implementation in school institutions, Early Childhood Education learning activities have various learning models, including the center model or Beyond Center and Circle Time (BCCT). According to Widiastuti et al., (2019), cited in Nuryani (2012) explains that BCCT is a learning concept that shows experiences in the real world to be present in the classroom and supports children to get links between knowledge, experience, and understanding with their daily lives, then children will also find experiences independently without the influence of teachers in the classroom. The center learning model has several activities: the role center, beam center, nature center, art center, worship center, preparation center, etc. From these centers, there are several activities. These centers have their benefits and goals so that after playing activities in the center, children get real experiences that can be applied to their daily lives (Farida, 2017).

Each institution uses a variety of learning center models, and role centers are one example. Because the role center can optimize children's cognitive development to think creatively and imaginatively, according to Piaget's statement that children are imaginative individuals (Hasanah, 2020), at the role center, children can play various roles such as being a trader, buyer, doctor, soldier, farmer, father, mother, child, and various other roles. According to Putri & Suryana (2022), quoting from Albrecht and Miller (2000), the development of learning programs for early childhood should be related to play activities that prioritize children's freedom to explore and move while adults (parents and educators) should play more of a facilitator role when children need help in solving the problems they face, especially when children are in the center. Exploratory play activities in children at school can be done with themselves, with their friends, or using a game media.

According to Nurhafizah (Syawalia et al., 2022), positive learning media can provide opportunities for children to gain and increase their knowledge directly. Learning media is a tool for conveying information about the world of education where the source of information is educators, and the recipients are students who can influence the effectiveness of the learning process (Safira, 2020). The functions of learning media for role centers include supporting children's play scenarios and building children's confidence and positivity, and children can focus

more on exploring their surroundings (Parapat et al., 2022). As educators, teachers can develop a learning media tailored to each institution's needs so that students can participate actively in existing learning activities.

From the observations made by researchers in the field, some students are less enthusiastic and do not want to play roles according to what the educator has explained and directed. These learners are just silent and play according to their wishes. Educators realize that some learners are less enthusiastic when playing in the role center because the role in the theme is not to their liking. That way, researchers help educators find a way out so that students can be interested in choosing roles and playing them with pleasure. Based on this explanation, researchers are interested in providing learning media in the form of rotating wheel media as a role selection tool in the role center of Play Group 1. The purpose of using rotating wheel media is as a role selection tool in the role center so that all students can get roles evenly through engaging game media. It is hoped that students can play the roles they get with enthusiasm and pleasure.

2. Literature Review

2.1 Learning Media

The world of early childhood is always related to play activities because by playing, children can get a positive influence, one of which is excitement. According to (Khadijah & Armanila, 2017), the definition of play is a fun activity that is useful for developing the various potentials of children as a whole, including aspects of social, emotional, and personality development. By playing, children can optimize the rate of internal and external stimulation, which allows them to actualize this potential in solving problems they face in real life, either through their self-awareness or with the help of others.

Play activities can be done with themselves, family, friends, or teachers. By playing, children usually need game tools to support their activities. According to (Nurlaili, 2018), game tools can develop a child's potential according to their needs. Using learning resources and game tools or learning media can fulfill the development and growth of the child. Besides being used for playing by children at home, media can also support the course of learning activities at school. Through learning, media can be an intermediary for knowledge to gain knowledge through play activities (Safira, 2020).

Learning media is not only an object designed by the teacher; it is a broad medium. All objects can be learning media if they have educational value for children. According to (K. Dewi, 2017), playing using learning media is very important for early childhood because the use of learning media can improve all aspects of development from within the child. According to (Nurrahman, 2018), the role of learning media is also significant in the learning process because children will use their sensory organs to learn actively. Learning activities will be more effective with the help of learning media.

2.2 Rotary Wheel Media

Learning media can be in the form of various objects, one of which is a rotary wheel. Research (Fadhilah et al., 2021) explained that the rotary wheel media can be designed in a fun and exciting way for children so that children's skills and intelligence can be maximally stimulated. The rotary wheel media can help children introduce games that are easy for them to play. The rotary wheel is also considered easy for children to play with because its use is only rotated.

Rotary wheel media can be a medium to improve children's cognitive abilities. In the concept of numbers in research (Pratiwi, 2019) at Tkn Pakunden 1 Blitar City. The study explained

the increase in children's cognitive abilities to 85.6%, previously 38.1%. That way, a fun rotary wheel game can affect children's cognitive enhancement. According to (Zurlita et al., 2022), rotary wheel media can introduce geometric shapes to early childhood. It can also improve children's cognition of the rotary wheel game.

Research conducted by (Owen et al., 2019) in a journal entitled Detecting Wheel-spinning and Productive Persistence in Educational Games describes that the adaptation of the rotating wheel allows more innovative development as the needs of students. For the benefits, teachers can provide timely information for students who need help. (Owen et al., 2019) also explained that the game could detect groups of children who are struggling with students' knowledge, motor skills, and academic abilities.

The use of spinning wheels can support early childhood language development. Rotary wheel media can also act as an exciting learning medium for children. (Kristina dkk., 2020) They have explained that the spinning wheel can be a facility to educate verbal linguistics in group B children. Research (A. C. Dewi & Marini, 2022) also explained that the daily spin board media can improve children's listening skills and develop as expected. Meanwhile, according to research (Simbolon, 2019), the spinning wheel game improves children's reading skills, helps them recognize letters and string words easily, and has fun.

Apart from verbal linguistics, listening, and reading, the rotary wheel media can also be used to learn foreign languages. As in research (Hs & Suriningsih, 2021), the rotary wheel can be an android application for learning Arabic vocabulary in kindergarten. Spin wheel media can also be used for all grade levels, as in research (Sari & Manuaba, 2022), which uses spinner words to increase student interest in learning Indonesian. Thus, from the many models of spinning wheel games as a companion to various lessons, researchers chose to be able to develop spinning wheel media as a role selection tool in role centers.

3. Research Methods

In this research method, researchers used qualitative research. Qualitative research emphasizes aspects of an in-depth understanding of a problem rather than looking at problems for generalization research, with in-depth analysis techniques that examine a case because one problem will be different from another (Siyoto & Sodik, 2015). The data collection techniques used were observation and documentation. Researchers also conducted interviews at the beginning of the activity to discover the problems in the field. In addition, researchers applied data analysis techniques based on the model from Miles and Huberman by going through data reduction, data presentation, and drawing conclusions or verifying the problems (Hardani et al., 2020). The research was conducted at PAUD Islam Hidayatullah Semarang City with research subjects from Playgroup 1. The steps taken by researchers are: (1) observation in the field, (2) reducing data from the information obtained, (3) presenting research data in a matrix about the effect or influence, namely researchers trying to describe the phenomenon before and after the use of rotating wheel media, (4) finally, making conclusions from the data obtained.

4. Results and Discussion

4.1. Research Results

Based on the analysis of the problems found in Playgroup 1 PAUD Islam Hidayatullah Semarang, researchers designed a game media in the form of a rotary wheel to facilitate the selection of roles in the role center. From the results of observations and interviews conducted by researchers, it can be obtained that in the play activities at the Role Center of Play Group 1,

educators always provide one-way footholds in the form of reading stories from picture books that match the theme of the time before the start of play activities. The teacher also chooses a role for the child by being appointed. However, some learners are less enthusiastic about footholds that are only in the form of stories, so when starting activities in selecting roles, some learners do not want to choose roles according to what the educator has explained and directed. Learners are only silent and play according to their wishes, not according to the role scenario, because the role they get is one they do not like. That way, the researcher makes the rotating wheel media as a medium to support the selection of roles by students, especially in the role center, to attract attention from them so that effective learning can be created in the center.

The making of the rotating wheel media requires a variety of tools and materials. The tools needed include a saw, a long ruler or meter, sandpaper, a drill, enough bolts, paper tape, a black marker, a paintbrush, a tinner, scissors, and double tape. At the same time, the materials needed are 2 meters of wood blocks, 60 cm x 60 cm plywood, 1 cm diameter wood with a length of 1 meter, primary wood paint, cable ties, small clear plastic folders or clips, as many as six pieces, and colorful origami paper.

The steps of making the rotating wheel media are as follows: 1) Cut the plywood into a circle with a diameter of 60 cm, then sand the edges of the plywood until it is clean; 2) Draw a line in the center of the spinner, so that the spinner circle line is divided into 8 parts; 3) Cut the wooden beam with a length of 80 cm as many as 2 pieces, as the base and pole of the rotary wheel; 4) Then cut the remaining wood to become the legs of the rotary wheel media; 5) Sand the wood carefully until everything becomes smooth and there is no visible wood residue; 6) Attach the rotary wheel legs using drills and bolts, adjust so that the media legs can be balanced; 7) Attach the swivel wheel media pole using bolts and drills as well; 8) Attach the plywood to the rotary wheel pole using bolts; 9) After all the wood is attached to the rotary wheel, prepare the tools and materials for painting; 10) Paint one by one part of the rotary wheel circle, don't forget to attach paper tape around what you want to color to make it neater; 11) After the circle has been painted, then continue to paint the pole and legs of the spinner with black; 12) Dry the spinner in the sun until it dries completely; 13) Attach a small piece of wood to the marker in each different color; 14) After the marker is attached, attach the cable ties that function to stop the rotation rate of the rotary wheel later; 15) Prepare a small plastic folder and origami paper according to the color on the rotary wheel; 16) Attach a plastic folder to each color section using double-sided tape; 17) Insert origami paper into each plastic folder adjusted to the background of the color section; and 18) Finally, the rotary wheel media is ready to be played by children.

Figure. 1. Rotary wheel media results

They are using the rotating wheel media in the KB 1 role center as a game media in choosing roles. The media use includes researchers filling in each color chart of the rotary wheel with the writing of the role that will be played by KB 1 students according to the theme that week. Before playing with the rotary wheel, the researcher reads the rules so that students can play in an orderly and patient manner. Then, each learner can take turns going forward to rotate the rotary wheel media with the desired firmness. If the rotation has stopped and shows the color chart of the designated role, then the learners can act out the role in the role center. If the learner gets a double role like other friends, it can rotate the rotary wheel until it gets a role many learners can play.

The application of the rotating wheel media in Teaching and Learning Activities was carried out by KB 1 in the role center with the theme "Recreation." The rotating wheel media contains six role writings in each part: Father, Mother, Brother, Sister, Seller (3 people), and Visitor (6 people). Procedures in Teaching and Learning Activities using the rotary wheel media include: 1) Educators open the center with greetings, movements and songs, and prayers; 2) Educators introduce the rotary wheel media to students; 3) Educators continue to read picture stories to students as an initial foothold of the center; 4) After finishing the story, students read and explain the rules of the game in using the rotary wheel media; 5) Furthermore, students can come forward one by one to choose a role by rotating the rotary wheel media; 6) After all students get a role with the rotary wheel media, they can play the role in the role center.

Figure. 2. Implementation of the spinning wheel media in KB 1

4.2. Discussion

Rotary wheel media is a learning media that can assist teaching and learning activities in PAUD. Rotary wheel media can be considered round media and is made of wood, plywood, paint, and flannel cloth (Zurlita et al., 2022). According to (Inayah and Prayogo, 2023), the rotary wheel media is included in visual media, which has a sense of sight to observe some of the information on the rotating wheel board. The rotating wheel media implemented in the role center is considered to help learners choose roles and play them well because all learners can choose roles with exciting and new game media for them.

The rotating wheel media as a role selection for KB 1 learners in the role center is considered very effective because several children were previously less interested in playing roles. After the existence of the rotary wheel media, all learners are very happy and enthusiastic about choosing roles using the rotary wheel media. In addition, the rotating wheel media game in the role center also determines the role to be evenly distributed. So that children who have never gotten a role will get the role from the rotary wheel media game. Previously, the educator only asked the students who wanted to play a role in that day's learning. Alternatively, educators only appoint roles for learners who are considered passive and do not want to express their wishes. Then, learners who get the role will play according to the scenario. However, learners who do not want the role obtained from the educator will play themselves outside the learning.

Then, the existence of a rotating wheel media provided by researchers as a role selection tool in the KB 1 role center is considered to have a good effect on learning activities. All learners can play the rotating wheel media in sequence until they get an even role. Some learners initially did not want to play a role at all because they felt that the role appointed by the educator was prevalent. After playing with the rotating wheel media, these learners are very accepting and enthusiastic about playing the role they get. Learners are more interested in playing the role of the results of the wheel rotation they obtained. In this case, educators can further optimize stimulation for learners when playing a role because all learners have participated in playing the existing role scenario.

The advantages of the rotary wheel media game include: (1) Attractive to students because it has a variety of colors; (2) Can be used for an extended period; (3) Easy to use and harmless; (4) Provides an opportunity for all students to play it; (5) Can be used for all centers, because there is a container in the form of a plastic folder that can be filled with various writings or images; and (6) There is an element of play so that students can play while learning. According to (Simbolon, 2019), the advantages of intelligent wheels are that they can encourage students to participate in play while learning, arouse enthusiasm, train memory, and thinking speed, and train understanding in solving problems for students. Meanwhile, the disadvantages of the rotary wheel media game are: (1) Making media is very complicated, requires very diverse material tools, and requires much money; (2) The media is easily jammed if it is not appropriately rotated; (3) The game is still played manually; (4) Requires more energy, space, and time for educators; and (5) Requires a long time to play it.

This research is descriptive and qualitative, describing data through various support opinions from previous research. This research discusses rotating wheel media as a role selection tool at the role center at PAUD Islam Hidayatullah Semarang. The results of the study showed that there were good changes in students. Using the rotary wheel media greatly supports learning activities in the KB 1 role center so students can get roles evenly. They can play in the role center with pleasure and enthusiasm because their role is based on the rotary wheel media as an intermediary for selecting the role.

5. Conclusion

Based on the results of the description above, it can be concluded that using the rotating wheel media as a role selection tool at the role center is considered feasible as a supporting medium for footholds before role-playing. The rotating wheel media functions as a role selection tool so that all learners get roles evenly. Some changes are seen positively towards learners after the use of the rotary wheel media takes place. Previously, some learners were reluctant to play a role because they felt that the role appointed by the educator was not attractive to them. However, after the existence of the rotary wheel media game as a role selection tool, these learners are enthusiastic about playing the rotary wheel and want to accept the role they get. Thus, all children in KB 1 can play in the role center well, according to the scenario told by the educator.

6. Reference

Dewi, A. C., & Marini, T. (2022). Implementasi Media Daily Spin Board Untuk Meningkatkan Kemampuan Menyimak Anak Usia4-5 Tahun Di TK Pelangi Padang Pariaman. *Jurnal Ad-Diniyyah*, *9*(1), 106–120. https://ojs.stit-diniyyahputeri.ac.id/index.php

Dewi, K. (2017). Pentingnya Media Pembelajaran Untuk Anak Usia Dini. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, *1*(1), 81–96. https://doi.org/https://doi.org/10.19109/ra.v1i1.1489

Fadhilah, N., Mustaji, & Jannah, M. (2021). Pengaruh Media Roda Putar Terhadap Kemampuan Mengenal Pola Dan Motorik Halus Anak Usia Dini. *Cetta: Jurnal Ilmu Pendidikan*, *4*(3). http://jayapanguspress.penerbit.org/index.php/cetta

Farida, Si. (2017). Pengelolaan Pembelajaran PAUD. *Jurnal Pemikiran, Penelitian Pendidikan dan Sains*, *5*(2), 189–200. http://journal.uim.ac.id/index.php/wacanadidaktika

Hardani, Auliya, N. H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif* (H. Abadi, Ed.; 1 ed., Vol. 1). CV Pustaka Ilmu. https://www.researchgate.net/publication/340021548

Hasanah, N. (2020). Implementasi Model Sentra Bermain Peran Pada Anak Kelompok B Di TK IT Al-Hasna. *Jurnal Golden Age, Universitas Hamzanwadi*, *04*(1), 167–181.

Hs, A. I., & Suriningsih, W. M. (2021). Pengembangan Media Pembelajaran Berbasis Permainan Roda Putar Pada Pembelajaran Kosakata Bahasa Arab Di Taman Kanak-Kanak. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, *4*(2), 291–303. http://ejournal.radenintan.ac.id/index.php/al-athfaal

Huliyah, M. (2016). Hakikat Pendidikan Anak Usia Dini. *Jurnal Pendidikan Guru Raulatul Athfal*, *1*(1), 60–71.

Inayah, N., & Prayogo, M. S. (2023). Penerapan Media Permainan Spin Roda Berputar Untuk Meningkatkan Hasil Belajar IPA di MI Al Islamiyah Pasuruan Tahun 2022-2023. *Ijsl - Indonesian Journal of Science Learning*, *4*(1), 12–19. https://doi.org/10.15642/ijsl.v4i1.2324

Khadijah, & Armanila. (2017). *Bermain Dan Permainan Anak Usia Dini* (M. Y. Nasution, Ed.; 1 ed., Vol. 1). Perdana Publishing.

Kristina, T., Elan, & Rahman, T. (2020). Desain Media Roda Putar Untuk Memfasilitasi Kecerdasan Verbal Linguistik Anak Pada Kelompok B. *Jurnal PAUD Agapedia*, *4*(2), 314–323.

Meuthia, N., & Suyadi. (2021). Penggunaan Media Permainan Dadu Untuk Meningkatkan Kemampuan Kognitif Anak Usia Dini. *PAUDIA : Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini*, *10*(2), 354–363. https://doi.org/10.26877/paudia.v9i1.8905

Nurlaili. (2018). Sumber Belajar Dan Alat Permainan Untuk Pendidikan Anak Usia Dini. *Al Fitrah Journal Of Early Childhood Islamic Education*, *2*(1), 229–241.

Nurrahman, A. (2018). Peran Serta Media Pembelajaran Dalam Memfasilitasi Belajar Anak Usia Dini. *Jurnal Pendidikan Anak*, *7*(2), 101–105. https://doi.org/https://doi.org/10.21831/jpa.v7i2.24453

Owen, V. E., Roy, M.-H., Thai, K. P., Burnett, V., Jacobs, D., Keylor, E., & Baker, R. S. (2019). Detecting Wheel-spinning and Productive Persistence in Educational Games. Dalam *ERIC - Institute of Education Sciences*. http://files.eric.ed.gov/fulltext/ED599202.pdf

Parapat, A., Lubis, S. I. A., & Tumiran. (2022). Peran Permainan Edukatif Dalam Pembelajaran Anak Usia Dini di PAUD Ummul Habibah Kelambir V Medan. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, *9*(9), 3408–3419. https://doi.org/10.31604/jips.v9i9.2022.3408-3419

Pratiwi, N. (2019). Peningkatan Kemampuan Kognitif Melalui Permainan Roda Putar Pada Anak Kelompok A Di Tkn Pakunden 1 Kota Blitar. *Jurnal Pendidikan : Riset dan Konseptual*, *3*(3), 229. https://doi.org/10.28926/riset_konseptual.v3i4.145

Putri, A. D., & Suryana, D. (2022). Teori-Teori Belajar Anak Usia Dini. *Jurnal Pendidikan Tambusai*, *6*(2), 12486–12494.

Safira, A. R. (2020). *Media Pembelajaran Anak Usia Dini* (Caremedia, Ed.; 1 ed.). Caremedia Communication.

Sari, N. K. R. A., & Manuaba, S. (2022). Pengembangan Media Pembelajaran Spinner Word Berbasis Kontekstual Pada Muatan Bahasa Indonesia Siswa Kelas III Di Sekolah Dasar No. 9 Benoa Kabupaten Badung. *JPDK: Jurnal Pendidikan dan Konseling*, *4*(2), 310–315.

Simbolon, R. (2019). Penggunaan Roda Pintar Untuk Kemampuan Membaca Anak. *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, *02*(02), 66–71. http://journal.unpak.ac.id/index.php/jppguseda,

Siyoto, S., & Sodik, M. A. (2015). *Dasar Metodologi Penelitian* (Ayup, Ed.; 1 ed., Vol. 1). Literasi Media Publishing.

Syawalia, G. F. F., Rahman, T., & Giyartini, R. (2022). Media Pembelajaran Yang Digunakan Untuk Perkembangan Motorik Halus Anak Usia 4-5 Tahun (Studi Literatur). *PAUDIA : Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini*, *11*(2), 510–521. https://doi.org/10.26877/paudia.v9i1.11919

Widiastuti, A., Pusari, R. W., & Diyah, D. P. (2019). Analisis Metode Pembelajaran Beyond Center and Circle Time (BCCT) Terhadap Perkembangan Sosial Anak Usia 3-4 Tahun. *PAUDIA : Jurnal Penelitian dalam Bidang Pendidikan Anak Usia DiniPAUDIA : Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini*, *8*(1), 110–117.

Zurlita, L., Yuhasriati, Fauzia, S. N., Wati, I., Rizka, S. M., Suhartati, & Nessa, R. (2022). Pengembangan Media Roda Putar Untuk Meningkatkan Kemampuan Mengenal Bentuk Geometri Pada Anak Usia Dini. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini (JIM PAUD)*, *7*(2), 57–68.