

Development of a Three-Dimensional Media Simulation Game Model to Develop Children's Morals in Kindergarten: A Preliminary Study

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ABSTRACT

Learning media development is a way to solve an early childhood learning problem in improving children's moral behavior. The purpose of this study was to determine the needs of teachers in developing a three-dimensional media simulation game model in kindergarten to improve children's moral aspects. The method used in this research is a qualitative method using interviews and observations as research instruments. There are several important points in the findings of this study, namely (1) children's moral abilities are still lacking, (2) the ability of teachers to package material about children's morals in kindergarten is also lacking, and (3) teachers need a game model for children that is interesting and fun. Therefore, it is necessary for teachers to design a three-dimensional media simulation game model that can improve children's moral abilities.

INTRODUCTION

Moral comes from the Latin "mores", which means procedures, habits and customs. Borba, (2008:4) says that "Moral intelligence is the ability to understand right from wrong: Moral intelligence is built on seven core virtues- empathy, conscience, self-control, respect, kindness, tolerance and justice-that help children deal with the inevitable ethical challenges and pressures of later life".

Ibung (2009:3) suggests that morals relate to right and wrong, good and bad, beliefs, self and social environment. The moral side of a child's life is needed so that the child's inner voice can distinguish what is right and what is wrong, so that the child can fend off bad influences from outside. Moral behavior is behavior that conforms to the standard norms of a particular social group. Moral behavior is controlled by concepts that have become habitual for members of a culture and that determine the expected behavior patterns of all group members (Fikriyati, 2013). Moral itself is related to the standards of a group, namely rules or values based on the customs of an area that are generally accepted (Mini, et al, 2001).

LITERATURE REVIEW

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norms (Mini, et al. 2001). Based on the above studies, it can be concluded that morals are the same as moral or can also be interpreted as a set of principles or standards of behavior. Moral development in early childhood is related to character education taught at school. Character education provides an opportunity to develop moral behavior in children.

Factors that Influence Children's Moral Development

Children and adolescents in the early stages of moral development make decisions on their behavior, there are several conditions that make differences in the development of moral reasoning and behavior. Hildayani (2011:12.9) suggests that factors that influence moral development are the use of reasoning, interaction with peers, examples of moral and prosocial behavior, and moral issues and dilemmas. Adults help children's moral development when they see that children are trying to hurt and oppress others with their behavior. For example, teachers will describe how certain behaviors will hurt others, both physically and emotionally. Another approach is to explain the views, desires, or motives of others. Children can learn a lot about morality in their interactions with peers. This is seen in playgroup activities where there are issues related to cooperation, sharing and negotiation. Sibling conflicts with playmates often arise as a result of physical threats, indifference to others' feelings.

Children are more likely to display moral and prosocial behavior when they see others behaving in a morally appropriate manner. For example, if parents are friendly and show concern for others, their children tend to do the same. Children develop moral abilities when they are faced with moral dilemmas that they cannot overcome according to their moral development. Therefore, it takes reasoning and understanding until they eventually gain the ability to behave in accordance with higher moral development.

The factors that inhibit the moral aspect proposed by Ibung (2009) are the lack of parental example, the need for both parents to work, the busyness of various jobs, and the separation of parents. There are several reasons why children misbehave, namely: to attract attention, fight for power and leadership, show weakness and inability, revenge for feeling wronged or unloved, ignorance and curiosity, desire to be independent and boredom (Ahmad, 2006). Efforts to instill and develop moral behavior need to be done by introducing, teaching, and shaping children's attitudes and behavior; starting from attitudes and ways of dealing with other people, how to dress and look, how and how to eat and how to behave according to the rules required in a particular environment or situation (Hidayat, 2006). Preschool age is a very appropriate age in instilling moral values in children, because at this age it allows the development of the concept of right and wrong in children. Moral cultivation is done since a child is still early, especially in the golden years of a child (0-5 years). Because it is during this time that children absorb very well the various things that are taught to them, store in their memory, process and then make the information part of their personality.

The Importance of Moral Development in Early Childhood

Shaping children's morals can be done early, even when children enter their first year of age. With moral knowledge, children are invited to think and build good ethics and character. Parents have an important role in developing children's morals from an early age. Parents and teachers at school can work together in developing early childhood morals. Children are taught about social interaction and differences in the community environment. In order for children's moral development to develop optimally, it must be stimulated by an active environment (Utami, et al. 2013).

Children will develop naturally with various stages of the process, which at each stage requires appropriate stimulation and motivation so that changes are expected in all aspects / dimensions regularly and progressively. The positive aspects obtained by a child when learning morals, namely the child can learn what the social environment expects from its members, the child can know what is capable, permissible and good to do and which ones are not capable, not permissible and not good to do and learn to experience guilt and shame, and have the opportunity to interact with the environment. The formation of this behavior serves to instill habituation of attitudes and behaviors based on religious and moral values so that children can live in accordance with the values upheld by society, instill good manners and train children to be able to distinguish good and bad attitudes and behaviors so that they consciously try to avoid reprehensible actions (Ibung, 2009).

Three-dimensional Media Simulation Game

Definition of Three-Dimensional Media Simulation Game

Play is an essential demand and need for kindergarten children. Play activities in kindergarten use the approach of playing while learning, learning while playing. Moeslichatoen (1999: 32) suggests that play is an activity that is inherent in the world of children, because play is the nature of children. In addition, play is a mirror of child development where through play children learn to control themselves, understand life and understand their world. Freud in Sujiono (2013) states that play is not the same as work, but children consider play as something serious. Early childhood does not distinguish between playing, learning and working. In general, children really enjoy playing and will continue to do so wherever they have the opportunity, so play is one of the ways early childhood learns, because through play children learn about what they want to know and are ultimately able to recognize all the events that occur around them.

Solehuddin (in Masitoh, 2006) suggests that in essence play can be seen as an activity that has practical value, meaning that play is used as an activity that is voluntary, spontaneous, focused on the process, intrinsically rewarding, fun and flexible. Play activities can be used by children to explore their world,

develop their potential. By playing, children have the ability to understand concepts naturally without coercion, understand, create and manipulate symbols and experiment with social roles.

Based on the definition that has been mentioned, it can be seen that play brings an element of fun and pleasure when doing it. In general, children really enjoy playing and will continue to do so wherever they have the opportunity. Play is a characteristic of early childhood. Almost all of a child's time is utilized for play, except when sleeping and when sick, because play is a basic and important activity for children. Play for children has the same value as work and learning for adults. So, play is a very important activity for early childhood because play contributes to all aspects of child development including physical, cognitive, language, art, social emotional and moral and creativity (Montolalu, 2012).

Sadiman, et al (2012: 76) say that "Simulation is a simplified model of reality. Besides having to reflect the actual situation, the simulation must be operational". Simulation as a game where the players act as decision makers, acting as if they were actually involved in an actual situation. Simulation games combine the elements of games and simulations, namely the existence of settings, players, rules, goals and presentation of actual situation models. Simulation games are one of the kinesthetic media whose use and function require touch between teachers and students or need deep feelings so that the learning message can be received properly. In summary, it can be stated that the link between play and simulation is a game that involves students in problems that are similar to actual situations (Mappasoro, 2013).

The word media comes from the Latin *medius* which literally means 'middle', 'intermediary' or 'introduction'. The keyword media is an intermediary, namely an intermediary from the source of information to the recipient of information to channel the information to be conveyed. Media is not only a tool for teachers to teach but also a means of channeling messages from teachers to students (Arsyad, 2014).

Heinich, Molenda & Russel (in Sanjaya, 2012) suggest that the classification and types of media that can be used in learning activities are media that are not projected, which consists of reality, models, graphics and displays. Models are three-dimensional media that are representations of real objects. Model media is a three-dimensional media that is often used in learning in kindergarten, which is an imitation of some real objects, while inanimate image media are images that are presented photographically or like photographic, for example images of people, animals, places or other objects that have to do with the material / content of the theme. Spatial media is a mathematical construct that has content or volume. The types of spaces that are commonly known as learning media are: blocks, cubes, prisms, pyramids, cones, tubes and balls (Kustandi & Sutjipto, 2011).

Based on the above study, it can be concluded that it is necessary to make various efforts to present play activities that are conducive to child development. Parents and teachers need to understand the nature of play and games which includes the meaning of play, various types of games, good play requirements, early childhood play development and how to design play activities and educational play tools. In addition, parents and educators should be able to act as good play companions or 'friends' for children, namely as facilitators and motivators so that they can direct educational play activities (Masnipal, 2013).

The learning process has two very important elements, namely learning methods and media. These two aspects are interrelated. The selection of one particular learning method will affect the type of learning media that is appropriate. Simulation games with three-dimensional media are game activities that describe ongoing processes that involve children in problems that are similar to the actual situation using three-dimensional media in the form of building space media on each side of which there are pictures of right and wrong behavior. Images can provide very meaningful value, especially in forming new understanding, clarifying new understanding, strengthening understanding of a particular concept. Image media can cause attraction for children, so that it can make children more happy to learn and provide better learning outcomes, through this three-dimensional media, children do a simulation game that is very fun so that it makes children not feel bored (Sadiman, et al, 2012).

Play can provide maximum benefits to children if the conditions are met. Utami (2013: 126) suggests that there are 5 conditions for playing for early childhood, namely: 1) *Play time*, 2) *play things*, 3) *play fellows*, 4) *play space*, and 5) *play rules*. Hosnan, (2014: 121), suggests that in choosing / making media to be able to obtain good results in accordance with expectations, it must consider the following requirements: durable (made from materials that are strong enough), shape and color attract students' attention, simple and easy to manage, the size is in accordance with the teaching and learning space, the demonstration must be able to become the basis for the growth of abstract thinking concepts for students and if possible the props can have many benefits in the learning process.

Suyanto & Jihad (2013:110) suggest that the criteria for using media depend on several things, namely learning objectives, subject matter, teaching and learning strategies and classroom conditions. The best way for children to learn is through play. In an effort to develop morals in early childhood, teachers can create fun learning activities and use varied learning strategies. One strategy for developing moral behavior in early childhood is through simulation games with three-dimensional media. From the above opinion, it can be concluded that simulation games with three-dimensional media are one of the parts of play activities in accordance with the dimensions of children's social

development, namely cooperative play where children actively mobilize relationships with other children to discuss, plan, and carry out play activities.

According to McConkey & Hewson in Sujiono (2013), there are six characteristics of play activities in children that need to be understood by stimulators, namely: play arises from within the child, play must be free from binding rules, activities to be enjoyed, play is a real or actual activity, play must be focused on the process rather than the outcome and play must involve the active role of the player. A teacher must understand the characteristics of play in learning. Through three-dimensional media simulation games if used appropriately in the sense that they are in accordance with the characteristics of children, learning becomes optimal.

METHODOLOGY

The location of this research was in kindergarten in Majene Regency. The subjects in this study were two kindergartens in Majene Regency, namely Aisiyiah Amanah Lutang Kindergarten, Majene Regency and Batu Pole Tamo Kindergarten, Majene Regency. The implementation time is even semester in February to May 2015. The object of the researcher's interview in the application of the three-dimensional media simulation game model is the class teacher at Aisiyiah Lutang Kindergarten in Group B. The implementation of the interview was carried out by researchers by choosing certain days outside the day of learning. The time of the interview was conducted outside of class time, namely during recess. The reason researchers chose the day and time outside the implementation of contextual integrated thematic learning, so that the implementation of the interview did not interfere with the learning process at Aiyiyah Lutang Kindergarten.1. The initial descriptive approach is to collect data about the existing initial conditions which include: (1) The condition of existing learning methods as a comparison material or basic material for the product to be developed, (2) the condition of users, such as schools, teachers, kindergarten principals, students and other users, (3) the condition of supporting and inhibiting factors for the development and use of the product to be produced. In the design stage, a descriptive approach is used in describing the planning of the initial format of the product.

RESEARCH RESULT

The preliminary study is the initial research activity in preparation for development. This stage consists of three steps, the first is a literature study, the second is a field survey and the third is the preparation of the initial product. Literature study is conducted to see the basics of the concept or theory of the product to be developed, namely the three-dimensional media game simulation model in improving children's morale.

This activity is carried out to collect data on children's morals in kindergarten. Planning, by formulating research objectives, formulating test subjects and locations, costs, energy, time, and other supporting facilities, formulating researcher qualifications and forms of participation in research and focus group discussions with experts such as experts in learning in PAUD.

The initial stage undertaken to obtain an overview of the implementation of learning in kindergartens was to conduct a preliminary study in the form of observations and provide findings/responses in ten PAUD institutions in East Banggae Sub-district, Majene District. The questionnaires/responses were particularly focused on the knowledge aspect of the learning process.

related to the development plan of the three-dimensional media simulation game model. The following data was obtained:

Table 1. Model Requirements Identification Analysis

No.	Question	%	
		Yes	No
1.	Do you understand the implementation of the three-dimensional media simulation game model development to develop children's morale?	0	100
2.	Have you so far recognized the implementation of the development of a three-dimensional media simulation game model to develop children's morale?	0	100
3.	Is the RKH that you make enough to support learning activities in the classroom?	40	60
4.	Have you ever read a module on the implementation of the development of a three-dimensional media simulation game model to develop children's morale?	0	100
5.	Do you still not understand how to develop an effective RKM/RKH for early childhood?	20	80
6.	Do you have any other ideas/opinions to develop a three-dimensional media simulation game model to develop children's morale?	10	90
7.	Are there facilities/infrastructure that support learning to develop a three-dimensional media	0	100

	simulation game model to develop children's morals?		
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Based on Table 4.1 analysis of the results of identifying the needs of the model above, 100% of respondents do not know and understand the implementation of the development of a three-dimensional media simulation game model to develop children's morals. Likewise, with the module regarding the implementation of the development of a three-dimensional media simulation game model to develop morale, 100% of respondents have never read the module. There are 10% who know how to make an RKH that supports learning activities in the classroom. The remaining 60% do not know how to make an RKH that supports learning activities in the classroom. And 90% of respondents who did not have other ideas/opinions for develop a three-dimensional media simulation game model to develop children's morals. Then only 10% of respondents have other ideas/opinions to develop a three-dimensional media simulation game model to develop children's morals. And finally, 100% of PAUD teachers do not have the facilities/infrastructure that supports learning the development of three-dimensional media simulation game models to develop children's morals.

After conducting a needs analysis, the researcher also conducted a study in the form of reviewing theories (books on moral and child development psychology, journals, research reports, reports on the implementation of training, and regulations governing learning in PAUD, especially kindergarten) accompanied by expert consultation and peer discussion.

At the preliminary study stage, the following studies were conducted to develop the learning model:

Theoretical Review

The initial stage is to conduct a theoretical review / review of early childhood moral theory, as well as regulations of the Minister of Education and Culture related to learning implementation guidelines that must be carried out in PAUD institutions.

Based on the results of direct interviews with PAUD teachers who have been visited by researchers and the results of observations of children at Aisyiyah Amanah Lutang Kindergarten, Majene Regency, it is found that the moral learning applied is still in the form of lectures and questions and answers, not yet implemented through play, meaning that children still hear an understanding of morals without doing it directly. From these initial findings, it shows that the condition of children in terms

of morals is still very lacking. In addition, learning tools, especially regarding moral books in kindergartens are still lacking and the lack of teacher ability in packaging material. There is also a lack of information about children's morals in kindergarten, so this is a big challenge in the implementation of teaching and learning activities for kindergarten teachers on how to develop a three-dimensional media simulation game program.

Looking at the learning conditions that occur in schools today, especially the moral problems faced by kindergarten children, especially in Aisyiyah Amanah Lutang Kindergarten and Batu Pole Tamo Kindergarten, it is necessary to develop a learning model in the process of implementing children's morals in general. To be able to implement integrated learning in PAUD, teachers must require adequate provision and insight into the learning approach.

In developing the three-dimensional media simulation game model, it is important to understand that the implementation of the three-dimensional media simulation game model requires the teacher's ability to apply learning materials in the classroom. Every teacher who applies the three-dimensional media simulation game model must first understand what material is taught and how to apply it in the learning environment in the classroom when with children. Thus it is expected that the three-dimensional media simulation game model will improve children's morale.

Based on the theoretical studies that have been carried out, the three-dimensional media simulation game model where the learning materials are arranged are connected to real life situations in children's daily lives. This means that children are required to be able to capture the relationship between learning experiences at school and real life, so that the material they learn will be meaningful for children's moral development so that it will not be easily forgotten.

The development of a three-dimensional media simulation game model in Group B Kindergarten is:

1) Teacher task analysis

In this analysis, the researcher observes how the teacher compiles/does lesson planning, namely how the teacher compiles a set of lesson plans, how the teacher organizes learning activities, how the teacher manages the class, and assesses learning outcomes.

Lesson planning is an important stage that must be carried out by a teacher to achieve learning objectives. In lesson planning, teachers determine the goals to be achieved, how to achieve them, the time allocation needed to achieve these goals, the tools and materials needed to achieve these goals, and the evaluation tools needed to evaluate children's

development. Therefore, lesson planning serves as a guideline for teachers in preparing, implementing and evaluating.

In ECD programs, lesson planning must be prepared systematically and contain components of learning objectives, learning activities, tools/materials and learning resources as well as evaluation to meet the target achievement of the scope of development and level of developmental achievement. Learning planning for PAUD includes annual planning, semester program, Weekly Activity Plan (RKM) and Daily Activity Plan (RKH).

2) Learner analysis

This analysis aims to get an overview of the characteristics of students in group B (5- 6 years old). The characteristics of students include the prior knowledge that children have from the environment that must be recognized by a teacher. Information that obtained in group B students (aged 5-6 years), which is related to the moral development of children who are very lacking, indicated by the daily behavior of children is still far from the expected level of developmental achievement.

Information obtained on group B students (aged 5-6 years), namely related to moral development, children are very lacking, especially on indicators of recognizing good and bad actions. Based on the observations of researchers, children behave without knowing that there are rules in behavior. The behavior that often arises is that children do not know how to speak politely both to friends and to elders, children do not know to tidy up and do not know to queue with frequent children barging into the line. This happens because children do not know which behavior is wrong and which behavior is right, in addition children also do not understand why the behavior is right and why the behavior is wrong.

3) Analysis of learning materials

The analysis conducted is to identify the content/learning materials to be learned by students. Analysis of the content/learning materials to be learned by students is the learning material in the even semester of the 2014/2015 academic year, in accordance with the Minister of National Education Regulation (Permendiknas) No. 58 of 2009 concerning PAUD Standards.

In the process of analyzing the material in addition to determining the objectives to be achieved also by taking into account the characteristics of students, so that in the analysis of learning materials can be determined the boundary line between indicators that need to be taught and those that do not need to be taught. After reviewing the

literature on children's moral values in kindergarten, it will be developed in the development of a three-dimensional media simulation game model, the indicators generated based on material analysis appear in Table 2.

Table 2. Results of Analysis of Children's Moral Learning Materials

Developmental Attainment Level	Indicator	Learning Activities	Learning Resources
Understand noble behavior (honest, helpful, polite, respectful, etc.)	Use polite and courteous language	Perform a three-dimensional media simulation game	Module book, three-dimensional media, RKH
	Take turns or queue	Perform a three-dimensional media simulation game	Module book, three-dimensional media, RKH.
	Putting his/her shoes on the shoe rack putting back learning tools or toys that have been used.	Perform a three-dimensional media simulation game	Module book, three-dimensional media, lesson plan.

4) Analyze learning objectives

The learning objectives are intended to formulate the learning objectives to be achieved through three-dimensional media simulation games. Based on the results of related sources in the form of interviews and questionnaires by Aisyiyah Amanah Lutang Kindergarten teachers, the objectives to be achieved after students carry out the learning process of three-dimensional media simulation games are:

1. So that children can speak politely;
2. So that children can tidy things up;
3. So that children can patiently wait for their turn / queue.

This objective then became the basis for developing instruments and designing a three-dimensional media simulation game model at Aisyiyah Amanah Lutang Kindergarten, Majene Regency.

The following Table 3 describes the conditions of moral learning as a need for learning models.

Table 3. Data on the Condition of Children's Moral Learning as a Need for Learning Models

No.	Expected Condition	Real Condition	Needs
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1.	Daily activity plans that support moral learning	There are obstacles in developing daily activity plans that support moral learning due to lack of resources.	The existence of a product in the form of a book on moral learning in kindergarten
2.	The existence of media or teaching aids to support moral learning	There is no media about moral learning that attracts children's interest, because the existing media is only in the form of display pictures.	The existence of media that attracts children's attention so that it can support moral learning
3.	The commitment of leaders and teachers in developing moral learning	Lack of commitment between leaders and teachers in developing moral learning	There is commitment between leaders and teachers in developing moral learning

Based on Table 3, data on the condition of children's moral learning as the need for the learning model above, it appears that the real conditions in the field are still far from the expected conditions, so a product is needed in the form of a book on moral learning in kindergarten, the existence of media that attracts children's attention so that it can be used as a learning model.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion that can be drawn from this research and development is based on the results of observations and interviews at Aisyiyah Kindergarten and Batu Pole Tamo Kindergarten, it appears that children who have a farmer and fisherman background have morals that are still lacking and the method used in learning moral values is the method of talking. The three-dimensional media simulation development model is the development of a dice media where through a dice game, children's morals increase.

Based on the results of the research that has been done, the suggestions expected by Researchers to several parties, PAUD institutions should always motivate teachers to create learning media that will be applied in each PAUD institution, so that learning can be varied and not monotonous with only one type of learning method. It is

hoped that parents will not fully delegate their children's education to teachers, but there must be good cooperation where parents continue to guide children at home, especially inguiding their children.

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