



Development of Children's Creativity Through Traditional Games *Ba-a-anakan and Ba-ka-kapalan*



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Abstract

From the purpose of this study, it can be seen about early childhood in developing creativity using traditional games ba-a-anakan and ba-ka-kapalan Creativity is a topic that has wide appeal, even creativity is often discussed in fields, one of which is education. This type of research is library research, sources of journals, books, documentation, internet and theoretical libraries that are the object of the research, namely the development of creativity through traditional games for young children. After the data is collected through data collection techniques, the next step is to analyze the data. The results of this research with literature study that children's creativity can develop through traditional games. In the traditional game of ba-a-anakan creativity will be honed because it invites children to imagine playing their role as a mother who has children and the traditional game of ba-ka-kapalan in playing micro roles, requires imagination from children to develop conversation. Imagination will affect creativity and artistic value in children. so that the role of the family environment and the school environment is very much needed to develop children's creativity through traditional ba-a-anakan and ba-ka-kapalan games.

Dari tujuan penelitian ini dapat diketahui tentang anak usia dini dalam mengembangkan kreativitas menggunakan permainan tradisional *Ba-a-anakan* dan *Ba-ka-kapalan*. Kreativitas merupakan topik yang memiliki daya tarik luas, bahkan kreativitas sering dibahas didalam bidang-bidang salah satunya bidang pendidikan. Jenis penelitian ini kepustakaan (library reaserch) sumber jurnal, buku, dokumentasi, internet dan pustaka teori yang menjadi objek dalam penelitian adalah pengembangan kreatifitas melalui permainan tradisional pada anak usia. Setelah data terkumpul melalui teknik pengumpulan data, selanjutnya adalah menganalisis data tersebut. Hasil penelitian dengan studi literatur ini bahwa kreativitas anak dapat berkembang melalui permainan tradisional. Dalam permainan tradisioanal *ba-a-anakan* kreativitas anak akan terasah karena

mengajak anak untuk berimajinasi memerankan peranan mereka sebagai seorang ibu yang memiliki anak dan permainan tradisioanal *ba-ka-kapalan* dalam bermain peran mikro, diperlukan imajinasi dari anak untuk mengembangkan percakapan. Imajinasi akan mempengaruhi kreativitas dan nilai seni dalam diri anak. sehingga peran lingkungan keluarga serta lingkungan sekolah sangat diperlukan untuk pengembangan kreativitas anak melalui Permainan Tradisional *ba-a-anakan* dan *ba-ka-kapalan*.



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INTRODUCTION

All children born into the world have been perfected with various abilities, one of which is the creative ability or the ability to create. However, these various abilities will not develop properly without a supportive environment and help from the individuals around them. For this reason, it is necessary to develop creativity that can provide the best service for all aspects of early childhood development (Mulyasa, 2016).

Children who are able to carry out creative activities in realizing the results of their thoughts through various kinds of work and it can be said that the child is a creative child. Children who are able to create are creative children. Creative children like to have ideas to be able to create a work. The work is good and new, of course, besides that it is also made based on the knowledge of children in learning and the results of children's experiences (Kurniawan, 2017).

Education at an early age is education that is fundamental in nature, of course, aims to create better human beings and have self-respect. Thus, the government must make PAUD institutions a priority in creating education in the State of Indonesia. The main purpose of education is to stimulate children's abilities from a young age and prepare them for life and adapt themselves to the environment (Susilo, 2016).

In the plan to help realize children's creativity, children must be taught and stimulated according to skills according to the wishes and abilities of the child. Give children the opportunity to develop their abilities well. Educators, be they parents or families and teachers need to produce learning conditions that can trigger children's creative thinking and skills, and prepare adequate facilities and infrastructure. In addition, educators must give attention and support to children, so that the abilities and talents that exist in children can develop as well as possible and optimally.

The world of play is often the world of children, so by playing children's educational institutions can provide learning that can stimulate the child's soul. Games in early

childhood have an effect on the child's self-development both for the development of creativity, the development of social emotional aspects and so on.

According to Rachmawati and Kurniati, what is called creativity is an act related to the mind and character of a person who can create effective ideas, ways, methods or new products that are flexible, imaginative, aesthetic, merging, successional, discontinuous and capable of distinguishing in various ways. field for problem solving (Rachamawati & Euis, 2017).

Plucker and Beghetto believe that problematic beliefs about creativity stem from a fundamental problem with how creativity is defined. However, most researchers involved with creativity agree that at least two criteria must be met: 'novelty' and 'usability'. The combination of these two elements serves as the keystone for many discussions and definitions of creativity. The working definition of creativity in the context of this paper is Plucker and Beghetto "Creativity is the relationship between the ability and the way an individual or group produces new and functioning results or goods as defined in several counter-social texts.

Creative thinking involves complex activities of cognitive skills and abilities, personality and motivational factors, styles, strategies and metacognitive skills). Developing a sound knowledge base involves the procedural and process skills that are the learned cognitive structures. The creative thought process draws from all areas of the human mind and consciousness. In particular, creative insight develops through a complex process involving multiple mental processes and structures that combine to generate new ideas.

Malaguzzi explains that "creativity becomes more visible when adults try to pay more attention to a child's cognitive processes than the results they achieve in various areas of doing and understanding" (Leggett, 2017).

Creativity is usually thought to include two basic components: originality and usability, both of which play an indispensable role in solving practical problems in the real world. Originality requires creative products that must be new, unique, and unconventional Usability, on the other hand, requires creative ideas that must be applied to real objects for practical implementation. And for children's creativity, researchers argue that elements such as fantasy, imagination, curiosity, and originality are also important in addition to these factors.

Creativity develops over time, and preschool is believed to be the golden age of creativity because of its specialization in child development. Neuroscience studies reveal that it is during childhood that development is most intensive. The newborn's brain has about one hundred billion neurons, but only a quarter of them are connected and neurons begin to make connections from birth to age three. From birth to age five, brain development builds the foundation of abilities for future growth of creativity, including self-control, stability emotions, social skills, and moral sense Among older children, there is evidence that the neurodevelopment that accompanies the growth of

creative thinking occurs in grades three through four As the brain's ability to evolve and adapt to environmental changes (developmental neuroplasticity) is greater stronger in early childhood than at other stages of life.

Although children have a natural instinct to create, due to the specificity of this important early stage of development, a stable and supportive environment in the early childhood years is necessary for creativity to develop. theoretical and empirical that can affect the development of children's creativity.

Many games can develop children's creativity, for example, traditional games. Traditional games can help children to be creative while playing. Children are called creative if they are able to express themselves and create something in the game. there is nothing wrong if teachers or parents introduce children to traditional games *ba-a-anakan* and *ba-ka-kapalan* because in playing traditional games *ba-a-anakan* and *ba-ka-kapalan* children's creativity will develop.

METHODS

A study conducted by this author focused on creativity in children. Research on creativity in early childhood is a research with library research method which is the object of this research is the theory of creativity in children, where the data taken comes from observation and excavation of documents, such as using books, articles, historical stories as the data source of this research (Ikhwan, 2021).

This study focuses on the study of creativity in early childhood in education, in this study the researcher wrote to search for data sources and then analyze data, in this study in data analysis using content analysis. The data obtained from the literature research were analyzed to obtain a conclusion that is valid and relevant to the research conducted. Content analysis is a method used in getting the final conclusion from research using a method through the characteristics of messages that are carried out in an actual and systematic way (Moleong, 2019).

RESULT AND DISCUSSION

Creativity can be defined in various ways depending on who and how to respond. The term Creativity in everyday life with special achievements in creating something new (Adi, 2011). Clark Moustakis states that creativity is the experience of expressing and actualizing individual identity in an integrated form in relationships with oneself, with nature, and with others (Munandar, 2012).

Judging from several aspects of life, the development of creativity is very important important. Many problems and challenges of life according to adaptability creative in seeking imaginative problem solving. The creativity good will give birth to a solutif mindset that is skilled in existing problems, as well as the ability to make plans in

looking for a problem solution. Goldener states that creativity is an activity organized, comprehensive and imaginative brain towards an original result (Hurlock, 2007).

Early childhood is said to be a creative period and it is believed that the creativity shown by children is an original form of creativity with the frequency of appearances as if uncontrolled. Education for early childhood must be packaged through an interesting game that can lead to creativity and can develop all aspects of child development (Nuryati, 2019).

Play provides opportunities for children to develop their creativity. He can experiment with his new ideas whether using play equipment or not. Once the child feels able to create something new and unique, he will do it again in another situation. Creativity provides children with immense personal pleasure and satisfaction and rewards that have a real influence on their personal development (Nurmayani, 2018).

Traditional games are not just games that just for fun. But game traditional culture can build children's creativity and also train children's motor skills, children's attitudes, and also children's skills (Arwani et al., 2022). In accepting the attitude of social change in our society, it must be open and dynamic to the times and world developments (Ahmad, 2016).

Please note that Indonesia is very rich with various cultural heritages, one of which is traditional games. Besides being fun, traditional games can also develop children's creativity. Traditional games are carried out based on the customs and norms that exist in society. Norms that are passed down from generation to generation are believed to give the players a feeling of calm and pleasure. In general, the traditional games of each region in the archipelago have the differences and peculiarities of each region. If the younger generation is not familiar with various types of traditional games, this traditional game may be lost (Siti Nur Hayati & Hibana, 2021).

Traditional games are cultural relics from ancestors and nations that should be preserved. Therefore, it has become a must for the next generation to continue to preserve and maintain the existence of traditional games. Each region in the archipelago has its own traditional games with the peculiarities of the region they have. For this reason, it is necessary to carry out socialization of traditional games on an ongoing basis. This aims to prevent the destruction of traditional games in Indonesia (Anggita, 2019).

Developing the creativity of early childhood in the traditional game of ba-a-anak is an example of a game that can develop children's creativity because it can invite children to imagine playing their role as a mother who has children. The Ba-a-child game comes from the word "child" by getting the prefix "ba" in the Banjar language is the process of repeating the preposition "a" which means children's play using dolls. There is also a bakakapal game where this game can develop children's creativity and art because it

requires imagination from the child to develop skills. Imagination will affect children's creativity and artistic value in children (Izatil & Pratiwi, 2016).

Traditional games can make children creative when playing, if the child is able to express himself and create a form in playing then the child is called creative. Forms of traditional games provide choices that are rich in cultural values, traditional games have become something that is very rare even today if not maintained and developed it is almost extinct. In increasing the creativity of early childhood, traditional games are very influential because the world of children is the world of play. Increased creativity in early childhood where educators have their own path to increase children's creativity through traditional games. Using traditional games makes children creative when they play, if children are able to express themselves and create a form in the game, the child is said to be creative (Mutmainna, 2018).

In early childhood literature, although the core principles of creativity (i.e., originality and value) also apply, children's creative novelty may be exclusively useful in their personal social contexts rather than in society at large. Moran, Sawyers, Fu, and Milgram suggest that traditional definitions of creativity in adulthood can extend to preschoolers if researchers ignore the requirement that original and unconventional ideas must also be relevant to society. Thus, Amabile argues that creative output is original when compared to the child's existing framework of cognition and behavior, and is valuable when it is meaningful to the child (Frith et al., 2019).

Environmental factors can affect a person's creativity including, the educational environment can be classified into formal and informal parts. Although formal education such as schooling provides the most direct approach to developing children's abilities, it usually suffers from convergent thinking and one-way delivery of information, as well as evaluating student performance against established standards and As indicated by, although this type of education can help children children get high grades in elementary school, overfeeding can actually hinder their creative development (Gong et al., 2020).

According to Peny Husna Handayani, Apiek Gandamana, and Farihah, the first environment is the family and is the main in the child's growth and development process, so that all family members, especially parents, need to pay attention to activities, behavior, and patterns of care for children if they want to develop children's creativity. The development of children's creativity in the family is very important because it will help the child's growth and development, both in aspects of the development of thinking, art, language, physical motoric, and religious moral values of children (Husna Handayani, 2017).

Considering that what children first know is a family area, so this area should provide a conducive atmosphere so that children can learn safely. The arrival of parents during the child's early childhood is a very important matter in the form of increasing children's creativity in the future. From the family area, children will get all the basic skills from

all fields, both in the field of learning, social and especially in forming children who are creative at heart. A person who is very close to the child and shares a very large influence on the development of the child's character is a parent. In this case, parents have a very big position on the development of early childhood. Therefore, the development of creativity possessed by early childhood depends on how parents introduce their children to everything that can stimulate the development of a child's creativity. Another study shows that the role of the teacher can shape creativity. Kaycheng said that creativity can be increased through social modeling, reinforcement, and the classroom environment. The position of the teacher is very important in the development of creativity. In practice, social modeling, reinforcement, and classroom ecology are designs that require a mentor. Thus, in carrying out social modifications, namely treatments that focus on developing creativity carried out by a role model and coaching (Soh, 2017).

The development of early childhood creativity describes a significant ability that prospective educators and educators must know. The correct description of the teacher on the development of creativity in early childhood will lead teachers to make educational designs that are suitable for the development of children which will result in education that can improve all aspects of development for early childhood. Learning that does not pay attention to the development of children's creativity will make children bored or frustrated. If children are bored and frustrated, teachers will also get bored and frustrated when teaching. The rationale for this is that knowledge about the development of early childhood creativity theoretically and instantly is one of the components of a teacher's pedagogical competence.

Not only with modelers, another way to develop creativity is with a contextual approach to learning. Cheng found that creativity related to environmental sustainability can be improved by implementing education using a curriculum using simple daily themes (Cheng, 2019). Another level of creativity that is often shunned is failure. Failure is often referred to as something that is not good and leaves a bad view. Failure is considered an anxiety that must be abandoned at this stage of one's life. Meanwhile, failure is part of a person's creative process. Thorley revealed that in a creative process failure is an unavoidable part. Failure is one of the stages that must be passed in the creative process. Failure to respond efficiently will lead to creativity (Runco, 2020).



Figure 1. *Ba-a-anakan* game

Ba-a-anakan comes from the word "child" by using the prefix "ba" (banjar language) which means playing with a kind of doll. This game can be played by children at home or on the terrace.

This *Ba-a-anakan* game is generally played by girls. But it can also be played by boys. This game can be played by children aged 4-9 years. Game tools to play this game, ancient children often made their own children by folding the sarong. But you can also use dolls sold in the market. How to play like a child: Children/dolls are arranged on a small stool or on a sarong. While sitting, the players joked like they were in a certain event. They talked to each other as if they were mothers talking about their children. In the game, they get to know each other, ask how they are, ask each other's names and so on. The length of time this game can be played by children with an unlimited duration of time, until they feel tired. However, if it is included in the learning process to make it more effective and prevent children from feeling bored, the game can be done with a duration of about 15-20 minutes. The *Ba-a-anakan* s game can develop children's creativity because it invites children to imagine playing their role as a mother who has children (Izatil & Pratiwi, 2016).

Pleasant experiences as a way and a path in exploring are the essence of early childhood learning. For this reason, existence is not only a form of meaningless simulation, but is capable of bringing children to the horizon of actual and factual exploration. Playing as a representation of the drama of children's lives can certainly be an effective stage in optimizing children's abilities, especially in the dimension of self-awareness or self-awareness development (Rahmalina, 2017).



Figure 2. *Ba-ka-kapalan* Games

Ba-ka-kapalan comes from the word “Kapal”, which means playing the ships. It's called calluses because it's not a real ship, just a toy ship made of paper. This game can be played by children both indoors and outdoors.

This *ba-ka-kapalan* game can be played by children aged 3 to 7 years, this game is individual. If in the learning process, it can be included in the type of micro role playing. The game tool uses a square sheet of paper that has the same length and width, which is about 20 cm. The color of the paper is free, it can be white or colored, according to the needs and availability of materials. The way to fold the paper so that it becomes callused is as follows: Prepare a piece of HVS paper/a notebook. Fold the paper in half, fold the sides as shown in the picture, then fold the bottom. The bottom is opened as in the picture. Then the two bottom sides are folded up. Then open the bottom like no 5 to be like in the picture. Then drag right and left the top to open it. How to play after the ships have been made, attach a rope in front of the ship, so that the ships can move. Then how to play, just pull the rope according to the child's wishes where he wants to walk.

This game can be played by children with an unlimited duration of time, until they feel tired. However, if it is included in the learning process, to be more effective and prevent children from feeling bored, the game can be done with a duration of about 10-15 minutes. In playing *ba-ka-kapalan* can develop children's creativity, because playing requires imagination from children to develop conversation.

Imagination will affect creativity and artistic value in children. Traditional games can train a child's creativity, anything can be used together. Orange peels that can be made into cars, boats or banana fronds that can be used as horses or rifles, and many more can be done. Traditional games can help children's brain development to be smarter and

more creative in lessons at school and in their daily lives (Ardini & Lestarinigrum, 2018).

One way children can grow and develop properly and correctly is to encourage creativity because creativity is a space or area that must be created in early childhood. By developing children's creativity, it can be used to create potential qualities that exist in children and to coordinate children's psychological interactions. Early childhood development Body development must be coordinated towards appropriate physical, intellectual, social, language and creativity to create the right framework for building the overall personality. Early childhood is a child who really experiences a process of rapid development and progress which is a formative leap. Adolescence or early childhood needs to be a creative period, and the form of creativity shown by early childhood is recognized as a unique and original type of creativity with an uncontrollable frequency (Mayar et al., 2022).

Early childhood creativity will be seen when children play without obstacles and are able to put themselves out there. Gradually, children's creativity will be attracted to every movement that children make, because children are active individuals and are rarely quiet. Creativity incorporates another example setting that combines data and information obtained by early childhood from meetings and experiences both from school and outside of school. Creativity has a predetermined reason or purpose, for example an early child makes leaf work, we may present various types of leaves to the child (Damayanti, 2014).

CONCLUSION

Based on the explanation described above, it can be said that creativity is owned by children from birth. The way that can be used properly and correctly in an effort to make children grow and develop is to develop creativity, but the development of creativity cannot be obtained without effort. Creativity is a skill that is acquired through continuous practice. The traditional game of *ba-a-anakan* and *ba-ka-kapalan* can develop children's creativity. In the traditional *ba-a-anakan* game, children's creativity will be honed because it invites children to imagine playing their role as a mother who has children and the traditional *ba-ka-kapalan* game in micro-role playing, requires imagination from children to develop conversation. Imagination will affect creativity and artistic value in children.

In developing children's creativity, the family environment and school environment are effective ways to develop children's creativity. Realizing the importance of education in early childhood, because the role of parents and teachers in educational institutions greatly affects children's creativity. So it is necessary to collaborate between families and educators to develop early childhood creativity by playing traditional games of *ba-a-anakan* and *ba-ka-kapalan*, so that the role of the family environment and school

environment is needed to develop children's creativity through traditional games of ba-a-anak and calloused.

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