



# Strengthening Children's Motor Intelligence through The Learning Management System

Anita Kusumaningrum<sup>1</sup>, Fathor Rozi<sup>✉2</sup>, Hasan Baharun<sup>3</sup>, Yulis Mutiatun<sup>4</sup>, Niswaton Mardiyah<sup>4</sup>

Pendidikan Agama Islam, Institut Pesantren KH. Abdul Chalim Mojokerto<sup>(1)</sup>

Pendidikan Agama Islam, Universitas Nurul Jadid, Paiton, Probolinggo<sup>(2)</sup>

Manajemen Pendidikan Islam, Universitas Nurul Jadid, Paiton, Probolinggo<sup>(3)</sup>

Pendidikan Islam Anak Usia Dini, Universitas Nurul Jadid, Paiton, Probolinggo<sup>(4)</sup>

DOI: [10.31004/obsesi.v6i5.2484](https://doi.org/10.31004/obsesi.v6i5.2484)

## Abstract

This study aims to analyze age and understand online learning in early childhood with the help of Whatsapp video calls to improve motor intelligence. This research uses a case study type approach to get an idea of Whatsapp video call-assisted learning in improving motor intelligence in early childhood, observing and documenting learning activities at the institution. Interviews were conducted with principals, teachers, and guardians of students. This research was conducted at RA Mambaul Irfan, Asembakor, Kraksaan, Probolinggo. The results showed that the strategy for the teacher to improve motor intelligence at an early age through Whatsapp video calls was carried out through; Planning, Program Implementation, and Evaluation. This study appreciates that teacher innovation with various media can be carried out even in pandemic conditions, such as WhatsApp video call media.

**Keywords:** *learning method; card game; pre-reading culture*

## Abstrak

Penelitian ini memiliki tujuan untuk menganalisa dan memahami pembelajaran online pada anak usia dini dengan berbantuan video call WhatsApp untuk meningkatkan kecerdasan motorik. Penelitian ini menggunakan pendekatan kualitatif jenis study kasus. Guna mendapatkan gambaran tentang pembelajaran berbantuan video call WhatsApp dalam meningkatkan kecerdasan motorik pada anak usia dini, peneliti melakukan observasi dan mendokumentasikan aktivitas pembelajaran di lembaga tersebut. Interview dilakukan terhadap kepala sekolah, guru dan wali murid. Penelitian ini dilakukan di RA Mambaul Irfan, Asembakor, Kraksaan, Probolinggo. Hasil penelitian menunjukkan bahwa strategi guru dalam meningkatkan kecerdasan motorik anak usia dini melalui video call whatsapp dilakukan melalui; Pembuatan Perencanaan, Implementasi Program dan Evaluasi. Penelitian ini memberikan implikasi bahwa inovasi guru dengan berbagai media dapat dilakukan meskipun dalam kondisi pandemi seperti penggunaan media video call WhatsApp.

**Kata Kunci :** *metode pembelajaran; permainan kartu; budaya pramembaca*

---

Copyright (c) 2022 Anita Kusumaningrum, et al.

✉Corresponding author :

Email Address : [ha54nbaharun@gmail.com](mailto:ha54nbaharun@gmail.com)(Probolinggo, Indonesia)

Received 1January 2022, Accepted 29May 2022, Published 16 June 2022

## Introduction

Online learning in this era is familiar, and education is done electronically using computer-based media and a network. With the rapid advancement of technology, the learning process should involve media (Septantiningtyas, 2019). Learning technology can be anywhere and anytime; technology in education is usually called e-learning (Septantiningtyas, 2018). The term teaching through technology or electronics is not just e-learning. Still, there are many other terms such as online learning, internet-enabled learning, virtual learning, or web-based learning. E-learning is an internet application that can connect educators and students in an online learning room (Sudaryanto, 2012).

Advances in information and communication technology that present new ways in the process of distributing knowledge have shifted the function of the teacher who acts as a "sage on the stage" to become a "guide on the side." The form of information and communication technology in education that can digitize content and conventional teaching and learning systems is known as the Learning Management System or more popularly known as LMS (Prajana & Pendidikan, 2017). More and more technological communication devices are getting more sophisticated (Rusni, Ariza, Elysa Evawani Lubis, 2017). As one of the technological advances, video has had a lot of positive influence and progress on humans and their culture (akhmad busyaeri, Tamsik udin, 2016).

Education, which was initially a face-to-face method in educational institutions, has now been changed to online learning and carried out from the home to prevent and cope with the spread of the COVID-19 virus (Suhendro, 2020). Likewise, what happened in early childhood education had to stop temporarily, even though early age was a golden age where growth and development would be faster with the right stimulus.

Early childhood is a child in the age range of 4-6 years and is classified as a developmental period. Age 3-6 years is a sensitive period in children, which is a period where certain functions need to be stimulated, directed so that their development is not hampered. This period includes sensitivity to environmental regularities, exploring the environment with the tongue and hands, walking, sensitivity to small and detailed objects, and social aspects of life (Sutini, 2013).

Children involves two critical areas of motor coordination. First, gross motor skills are movements controlled by large muscles composed of striated muscles. This muscle performs basic body movements coordinated by the brain, such as walking, running, jumping, kicking, throwing, hitting, pushing, pulling, going up, and downstairs. Therefore, the movement is known as the basic movement. Second, fine motor movement is controlled by tiny muscles. This muscle functions to perform more specific body parts movements, such as writing, folding, stringing, buttoning clothes, tying, drawing, cutting, and playing with toys or objects (Aghnaita, 2017).

Physical or motor development requires nutritional intake and a healthy lifestyle to grow and develop properly, as taught by Islam which every believer chooses a simple and healthy lifestyle in matters of worship. A good lifestyle if a person is physically and mentally fit, by selecting the nature of sincerity and acceptance. Humans will obtain this good lifestyle if they can take the moderate path in any case, including in eating, drinking, doing activities, in relationships (Hadi, 2020). Like previous researchers about children's physical motor development including; The motor controls body movements through coordinated activities between the nervous system, muscles, and brain. These skills need to be trained to be effective (Agustin et al., 2018).

Furthermore (Destiyani et al., 2019) said gross and fine motor skills need to be trained in every activity children do. To build motor skills, children must perceive something in their environment that motivates them to do something and use their perception to move (Setiani, 2013). Efforts to develop the potential for motor skills and development of elementary school children as a whole require training services or in the form of a game approach to improve

motor skills (Riyanto & Kristiyanto, 2017). Exercises Movement services can be carried out by teachers and parents, of course with exciting games such as gymnastics, dancing, and sports combined with various innovative media so that children are more interested in participating.

Motoric intelligence needs to be honed at RA Mambaul Irfan, Asembakor because, based on phenomena in the field, it shows that children's motor intelligence abilities are decreasing, especially after the Covid-19 outbreak in which children do not go to school but receive online learning. Every intelligence possessed by children needs to be trained, and children's motor intelligence, which is packaged through a healthy lifestyle; a good stimulant is necessary, especially for early childhood. Learning during this pandemic requires extraordinary inspirations to appropriate for children's development. Since the pandemic of motor intelligence of RA Mambaul Irfan's child, Asembakor, has not been trained in gross and fine motor skills, it can be seen from the declining writing skills of children and being lazy when participating in online gymnastics.

The RA Mambaul Irfan Institute, Asembakor, Kraksaan, Probolinggo has implemented the government's policy by canceling teaching and learning activities in schools to prevent the coronavirus. However, the school and the parents still want the child's development to grow optimally. Educators and student guardians agreed to divert online-based learning assisted by WhatsApp media to overcome these learning problems. Through the WhatsApp application, it is expected to develop children's motor intelligence which is starting to erode.

For this analysis to be more comprehensive, as has been conveyed in the background of the problem, the researcher seeks to conduct an initial study of researchers relevant to the subject matter to be studied. The results of the research that were made comparisons as a form of research beforehand were;

Imam Ja'far Shodiq dkk menambahkan Salah satu bentuk E-leraning yang mudah dimanfaatkan lebih-lebih bagi siswa tingkat bawah yang berada dipedesaan adalah menggunakan e-learning (berbasis) whatsapp, mengingat hampir semua orang pedesaan memiliki aplikasi ini, dan aplikasi ini sangat mudah untuk dioperasikan serta sangat efektif (Imam Ja'far Shodiq, 2020).

Dwi Ismawati and Iis Prasetyo conveyed that the implementation of distance learning requires media that can distribute knowledge or as a forum in teaching and learning activities. Today, the media used as a means of distance learning uses the internet, also known as online learning, which can provide connection facilities to all corners of the world. The internet, which is not limited by distance and time, can do learning anytime and anywhere; the use of the internet as a learning tool can have a positive impact on the use of the internet with the role of educators in managing it so that learning can be carried out effectively (Ismawati & Prasetyo, 2020).

Departing from the description, this research has a novelty related to the online learning system assisted by the WhatsApp application. This research focuses on online learning in early childhood with the help of WhatsApp video calls to improve motor intelligence.

## Methodology

This study uses a qualitative method of a case study which intends to describe the problem and analyze the issues that occur. The research location is at the Raudlatul Athfal level institution, namely, RA Mambaul Irfan, Asembakor, Kraksaan, Probolinggo. Researchers collect data through several stages, such as; observation and observing directly at the research site. Interview interviewed several informants at the research site. Comment, visit the research site. Study documentation, analyzing documents related to research. This study's sources of information are interviews with principals, teachers, and guardians of students. The data analysis technique uses data reduction, data display, and conclusions or verification. Meanwhile, checking the validity of the data is done through; credibility, transferability, dependability, and confirmability so that the information is entirely accurate and credible. In

the early stages of data reduction, selecting raw data in the form of notes, then displaying the data by providing an understanding of the data to determine the next step, then concluding the data studied.

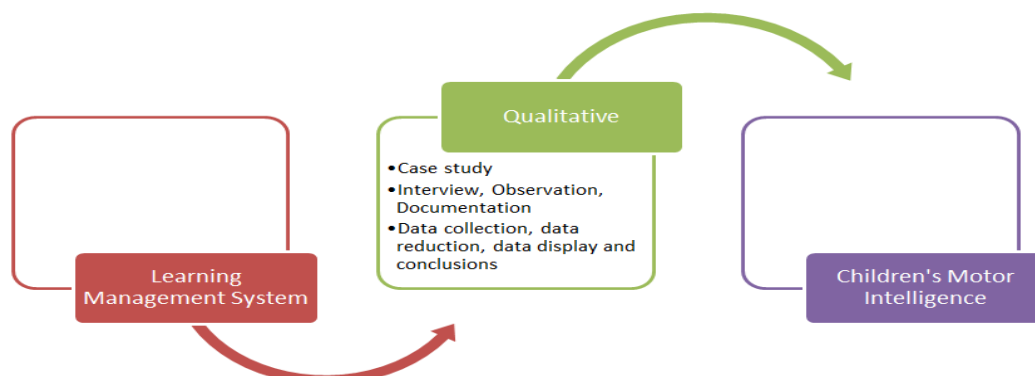


Figure 1: Research design RA Mambaul Irfan

## Results and Discussion

The results showed that online learning in early childhood with the help of Whatsapp video calls to improve motor intelligence in RA Mambaul Irfan, Asembakor, Kraksaan, Probolinggo as follows;

### Plan Making

Learning planning is an activity of projecting what actions will be carried out in a lesson, namely by arranging and responding to learning components, so that the direction of the movement (goals), side of activities (material), and how to deliver activities (methods and techniques), and how to measure them (evaluation). ) becomes explicit and systematic (Hilfi Hanifah, 2018). The Covid-19 pandemic in the world has made various efforts to break the chain of transmission. Covid-19 has forced multiple aspects of life to change. The government has decided to work from home. Learning is also required online. (Mirzon Daheri, Juliana, Deriwanto, 2020). So the foundation, together with the committee and school principals, held deliberations for consensus to make emergency learning plans for RA Mambaul Irfan, Asembakor students during the pandemic.

IF1 as the principal of RA Mambaul Irfan, Asembakor, said that the emergency conditions during the pandemic required all schools to switch from face-to-face learning to distance learning. After a coordination meeting was held by the principal and the foundation and committee, the results of student learning planning were carried out using learning tools through social media, namely the WhatsApp application. Planning online learning assisted by WhatsApp video calls (online) at RA Mambaul Irfan, Asembakor there are several steps including:

### Planning Formula

Online learning by preparing the Covid-19 Emergency Daily Learning Implementation Plan (RPPH). By still referring to the Child Development Achievement Level Standard (STTPA), Semester Programs, and Weekly Programs. The RPPH is structured more simply with the contents of habituation activities and core activities. The teacher also prepares a daily schedule which will be used as material for Covid-19 emergency learning activities.

As stated by IF2, one of the teachers, the activities carried out in each lesson are carried out online and, of course, still guided by the existing RPPH but more simplified; the teacher also makes videos starting from the opening of the main activity and closing so that the guardians of students understand about the activities to be carried out. Online learning

activities require collaboration between teachers and parents so that the expected stimulation can run optimally.

IF3 also emphasized that a teacher at this institution said, in planning learning activities during the pandemic, the school curriculum has created a Covid emergency curriculum that can assist all teachers in implementing teaching and learning activities. With careful planning, the teacher already has guidelines on activities to be carried out in distance learning or online learning so that learning activities are easier to implement for students with the help of parents.

### **Debriefing Meeting Activity Guide to Parents of Students**

This briefing was carried out so that parents could understand the procedures for online learning to be carried out at RA Mambaul Irfan, Asembakor. Children's learning activities will be carried out through an online network assisted by the WhatsApp group. Information from the school was officially conveyed through the WhatsApp group because at RA Mambaul Irfan, Asembakor already has a WhatsApp group with the students' parents.

As for the results of the meeting in the network, several points were agreed upon, namely; First, the parents decided to download the WhatsApp application on their respective Android phones. Second, the parents agreed to join the online learning program. Third, the parents are willing to accompany the child participating in the lessons shared according to the schedule.

The learning carried out at RA Mambaul Irfan, Asembakor was carried out in the form of developing all aspects of early childhood development, namely religious and moral values, social-emotional, language, cognitive, motor, and artistic development, but in this study in the aspects of gross motor and fine motor development. IF2 teacher RA Mambaul Irfan, Asembakor said that in planning learning, teachers must make lessons as enjoyable as possible and can be understood by the guardians of students because father and mother accompany knowledge at home in an indefinite period.

### **Program Implementation**

Online Learning Implementation Activities in Early Childhood Assisted by WhatsApp Video Calls to Improve Motor Intelligence at RA Mambaul Irfan, Asembakor, were carried out in several stages of learning through the following steps:

**First Step** Opening, the teacher opens by greeting students through the WhatsApp application assisted by video calls with enthusiasm and cheerfulness, greeting and inviting students to pray before studying. Initial remarks from the teacher are singing songs according to the theme to be studied according to the lesson plans; singing is a step so that children are more interested in following the lessons that the teacher will deliver next.

**Step Two** Body movement (light exercise), the teacher invites children to do light exercise by moving their hands, feet, and head. In this simple exercise, the teacher has prepared music that is adjusted to the duration of the activity in a relatively short time because of online gymnastics, which is followed by students and their guardians as companions in training children's gross motor development.

This exercise is functional and valuable to support its growth and development. Not only does gymnastics train gross motor skills, but the teacher collaborates with light sports guided by the teacher online and accompanied by parents at home. Introducing and instilling sports activities in children from an early age provides excellent benefits.

Another benefit is that children accustomed to doing sports from an early age will build their spirit of life, not being lazy. In addition to the child's body being healthy, the intimacy created between parents and children will be felt. In addition, children's intelligence will also be helped.

Exercising can foster a sense of pleasure and enthusiasm. Light exercise with music and cheerful songs helps children express their feelings; it provides opportunities to express themselves. In the online gymnastics activities, the students and guardians of RA Mambaul Irfan, Asembakor enthusiastically participated in the teacher-guided movement.

IF3, one of the teachers emphasized that in providing gross motor guidance, the teacher dealt with rolling activities every day so that children were not bored and actions were not monotonous. For example, on Monday's gymnastics, Tuesday jogging around the house, Wednesdays playing jump rope, and so on.

**The third step** is preparation; after the body movements are finished, the teacher gives instructions so that students prepare to learn tools that their father or mother assists at home in the form of pencils, colored pencils, erasers, books, drawing books, and LKA (Children's Worksheet) and others. If the learning tools are complete, then proceed to the next step.

**Fourth Step** Assignment, the teacher gives learning instructions adapted to the existing RPPH, such as drawing, coloring, collage, mosaic, emergence, pasting, and others. The teacher explains in detail the assignments that students must carry out, then the teacher asks again about things that are not understood so that the projects are delivered optimally. The teacher's works are carried out in the form of video calls and then carried out by students with the assistance and assistance of their father or mother at home or other companions at home.

**Step Five** Depositing Assignments, after the assignment is complete, the teacher asks students to deposit duties through the WhatsApp group assisted by their parents. Then the teacher will recap the results of the projects that have been completed. Teachers continue to provide motivation and enthusiasm to remain motivated to be even more enthusiastic in learning.



Figure 2. Online Assignment Deposit Documentation (Researcher documentation)

**Sixth Step** Closing session, the sixth step is closing, namely recalling by repeating the learning that the teacher conveys from beginning to end by asking students questions about the lessons learned from starting to end. After the recalling is complete, The teacher gives the learning activities that will carry tomorrow and the preparations students need to make for tomorrow's learning. After the explanation is complete and the students and guardians understand, the lesson is closed with a prayer after learning.

IF4, one of the guardians of students, said that their children are increasingly showing their gross motoric creativity and fine motor skills are growing with the WhatsApp video call learning because, with direct assignments from the teacher, children are easier to manage and want to listen to their teacher's advice than manual assignments from a piece of paper, especially during a pandemic this.

### Evaluation

The evaluation given by the teacher to the child is through observation of the assignments sent in the form of photos, videos, and sound recordings. Assessment is also carried out with parents through knowledge-sharing activities. Teachers always actively communicate with parents about children's play activities at home.

IF3, one of the teachers, revealed that by observing and sharing knowledge, the assessment results for each child to determine whether the activity had been rated as successful or still needed to be repeated. Thus the evaluation of online learning assisted by WhatsApp video calls at RA Mambaul Irfan, Asembakor, refers to early childhood development standards.

From the observations made by the researcher, the teacher evaluates the assignments sent through this WhatsApp group; The teacher assesses whether the competence has been achieved or not. In addition, the teacher can see from the child's activities whether the child has reached the expected core competencies or the child still needs to repeat. Communication with parents in sharing knowledge of notes is exceptional for teachers in giving assessments to children, whether the child is included in the BB (Not Developed), MB (Starting to Develop), BSH (Developing As Expected), or BSB (Very Well Developed) assessment from In all of this, the teacher assesses daily, weekly, monthly, and end-of-term evaluations, which will be reported to parents.

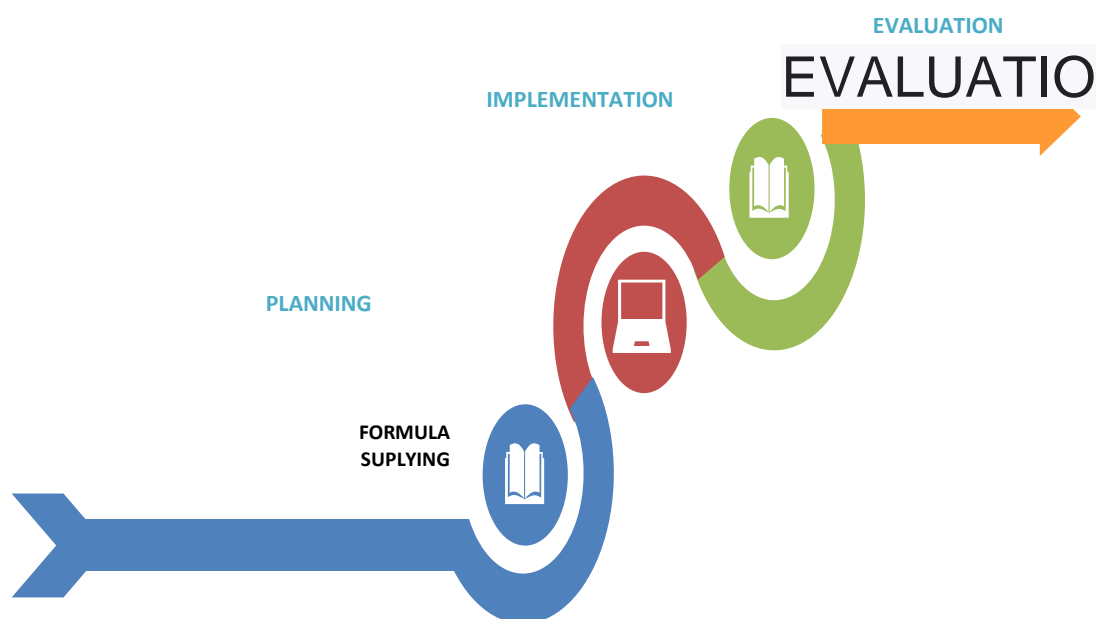


Figure 2. RA Online Learning Design RA Mambaul Irfan, Asembakor

## Discussion

Learning planning is an activity of projecting actions that will implement in a lesson, namely by arranging and responding to learning components so that the direction of the movement (objective), the side of the action (material), how to deliver activities (methods and techniques), and how to measure it (evaluation). Becomes explicit and systematic (Hilfi Hanifah, 2018).

Planning during a pandemic is based on the Ministry of Education and culture, enacted by circular letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). Based on the circular, the education unit decided to work from home (Work From Home) so that the learning process was carried out boldly or distance learning (Nuriansyah, 2020).

Early childhood education as a level of education before primary education provides services to children from birth to the age of six years by delivering stimulation in the form of providing educational stimuli to support physical and spiritual growth and development of children so that they have the skills to continue at the next level of education, namely elementary school (Hewi & Asnawati, 2020). Children will grow and develop optimally with the role of parents and a supportive environment. aspects of development such as cognitive, language, physical motor, social-emotional, moral-spiritual, and art can be stimulated in various ways so that growth and development go well (Baharun et al., 2021). Quality education in the practice of the learning process must meet all the requirements -all the needs of students or, in other words, the learning process is student-centered (Michael Johan. H Louk, 2016).

The most accessible medium of communication today is online media. Communication takes a long time to convey messages, but nowadays, everything is very close and without distance (Afnibar & N, 2020). As technology devices for communicating are getting more sophisticated, some people also use this convenience (Rusni, Ariza, Elysa Evawani Lubis, 2017). Schools also use this in implementing learning, especially during the current covid-19 pandemic.

In conditions like today, so that student learning can continue to take place optimally, educators are required to try to maximize distance learning using an online/online system, by using e-learning as a learning medium by utilizing internet access, besides that educators are also forced to change the learning model/strategy that is usually applied classically to digital (Imam Ja'far Shodiq, 2020).

At RA Mambaul Irfan, Asembakor himself uses e-learning or online learning assisted by the WhatsApp application. Many parents have this application, and it is easier to use. Whatsapp is one of the information media widely used by various groups, including teachers and parents. Submission of information through the WhatsApp group is intended so that what is conveyed by the teacher can be easily and quickly got to parents (Fitri, 2019).

In the aspect of development to be achieved at RA Mambaul Irfan, Asembakor includes six aspects of development: religious and moral values, Language, Cognitive, Motor, Social-emotional, and Art. This study focused on motor development.

Child development is all changes in children that can be seen from various aspects, including physical (motor) aspects. The development of the body through coordinated activities between the nervous system and muscles. The motor is the development of controlling body movements through joint exercises between the nervous system, forces, and brain. The engine consists of a gross motor that uses large muscles and an acceptable motor



that uses smooth muscles. The motor aspect of the development will run according to age stages. At this time, children's motor skills are developing. The motor development of each child is different because it is influenced by the brain, which functions to drive every child's movement. Increasing age will allow children's motor skills to develop (Destiyani et al., 2019).

Motor development includes gross and fine motor skills. Gross motor development is body movement using large muscles, or most of the entire body, which is influenced by the child's maturity as the beginning of the child's social intelligence and emotions (Ananditha, 2017). Fine motor skills use smooth muscles or certain parts of the body (hands and fingers) and are used to manipulate the environment. As it is known that hand control starts from the shoulder, which results in rough arm movements, becomes good elbow motion, and finally wrist and finger movements (Agustin et al., 2018).

Evaluation is carried out to make it easier for teachers to know the extent to which students can absorb programs that are already running. This evaluation is critical in developing the quality of education. Because evaluation can encourage students to be more active in continuous learning, encourage teachers to improve the quality of the learning process further and enable schools to strengthen additional facilities and the quality of student learning (Rozi & Firdausiah, 2021).

The evaluation was carried out in observing the development of students through video calls carried out by educators RA Mambaul Irfan Asembakor.

Online learning in early childhood with the help of WhatsApp video calls to improve motor intelligence during this pandemic is enough to help teachers and guardians of students continue providing learning stimulation for children's development. The WhatsApp application, which is already commonly used in the community, adds success points in online learning conducted at RA Mambaul Irfan Asembakor.

## Conclusion

Based on a literature review that researchers conducted online learning in early childhood with the help of WhatsApp video calls to improve motor intelligence, it is easy and flexible education. It has a tendency of interest for early childhood. Children's motor development continues to develop as expected with the help of WhatsApp application video calls. Implications obtained from online learning in early childhood with the help of WhatsApp video calls to improve motor intelligence, especially in RA Mambaul Irfan, Asembakor can make it easier for teachers and guardians of students to facilitate online learning activities and foster enthusiasm in students in carrying out motor activities by looking at video calls made by the teacher.

## Acknowledgment

The researcher would like to thank all those who have helped the completion of this research. To the principal, the teacher council and everyone who has participated in providing data, processing data and editing the data from this research, so that it can be published in a nationally reputable journal.

## References

- Afnibar, & N, D. F. (2020). *Pemanfaatan Whatsapp Sebagai Media Komunikasi Kegiatan Belajar ( Studi Terhadap Mahasiswa Uin Imam Bonjol Padang )*. Al-Munir: Jurnal Komunikasi Dan Penyiaran Islam, 11(01), 70-83.
- Aghnaita. (2017). *Perkembangan Fisik-Motorik Anak 4-5 Tahun Pada Permendikbud no. 137 Tahun 2014 (Kajian Konsep Perkembangan Anak)*. Al-Athfal : Jurnal Pendidikan Anak, 3(2), 219-234. <https://doi.org/10.14421/al-athfal.2017.32-09>

- Agustin, S., Nasirun, M., & D, D. (2018). *Meningkatkan Keterampilan Motorik Halus Anak Melalui Bermain Dengan Barang Bekas*. *Jurnal Ilmiah Potensia*, 03(01), 24-33. <https://doi.org/10.33369/jip.3.1.24-33>
- akhmad busyaeri, Tamsik udin, A. zaenuddi. (2016). *Pengaruh Penggunaan Video Pembelajaran Terhadap Peningkatan Hasil Belajar Mapel Ipa Di Min Kroya Cirebon*. *AL Ibtida*, 3(20), 116-137. <https://doi.org/10.24235/al.ibtida.snj.v3i1.584>
- Ananditha, A. C. (2017). *Faktor-Faktor Yang Berhubungan Dengan Perkembangan Motorik Kasar Pada Anak Toddler*. *Jurnal Keperawatan Muhammadiyah*, 2(1), 108-118. <https://doi.org/10.30651/jkm.v2i1.924>
- Baharun, H., Zamroni, Amir, & Saleha, L. (2021). *Pengelolaan APE Berbahan Limbah untuk Meningkatkan Kecerdasan Kognitif Anak*. *Jurnal Pendidikan Anak Usia Dini*, 5(2), 1382-1395. <https://doi.org/10.31004/obsesi.v5i2.763>
- Destiyani, J., Prasetyowati, D., & Purwadi. (2019). *Analisis Perkembangan Motorik Anak Pada Usia 3-4 Tahun*. *Seminar Nasional PAUD 2019*, 12(06), 48-53.
- Fitri, N. L. (2019). *Pemanfaatan Grup Whatsapp Sebagai Media Informasi Proses Belajar Anak Di Kb Permata Bunda*. *Al-Hikmah : Indonesian Journal of Early Childhood Islamic Education*, 3(2), 151-166. <https://doi.org/10.35896/ijecie.v3i2.80>
- Hadi, A. (2020). *Konsep Dan Praktek Kesehatan Berbasis Ajaran Islam*. *Jurnal Studi Agama Dan Pemikiran Islam*, 11(2), 53-70. <https://doi.org/10.34005/alrisalah.v11i2.822>
- Hewi, L., & Asnawati, L. (2020). *Strategi Pendidik Anak Usia Dini Era Covid-19 dalam Menumbuhkan Kemampuan Berfikir Logis*. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 158. <https://doi.org/10.31004/obsesi.v5i1.530>
- Hilfi Hanifah, F. A. (2018). *Manajemen Pembelajaran Bagi Anak Usia Dini Dalam Meningkatkan Kualitas Pembelajaran Di Pos Paud Dahlia 15*. *Jurnal Comm-Edu*, 1(3), 24-29. <https://doi.org/10.22460/comm-edu.v1i3.1102>
- Imam Ja'far Shodiq, H. S. Z. (2020). *Pemanfaatan Media Pembelajaran E-Learning Menggunakan Whastapp Sebagai Solusi Ditengah Penyebaran Covid-19 Di Mi Nurulhuda Jelu*. *Al-Insyiroh: Jurnal Studi Keislaman*, 6(2), 144-159. <https://doi.org/10.35309/alinsyiroh.v6i2.3946>
- Ismawati, D., & Prasetyo, I. (2020). *Efektivitas Pembelajaran Menggunakan Video Zoom Cloud Meeting pada Anak Usia Dini Era Pandemi Covid-19*. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 665-675. <https://doi.org/10.31004/obsesi.v5i1.671>
- Michael Johannes. H Louk, P. S. (2016). *Pengembangan Media Audio Visual Dalam Pembelajaran Keterampilan Motorik Kasar Pada Anak Tunagrahita Ringan*. *Jurnal Keolahragaan*, 4(1), 24-33. <https://doi.org/10.21831/jk.v4i1.8132>
- Mirzon Daheri, Juliana, Deriwanto, A. D. A. (2020). *Efektifitas WhatsApp sebagai Media Belajar Daring*. *JURNAL BASICEDU Research & Learning in Elementary Education*, 4(4), 775-783. <https://doi.org/10.31004/basicedu.v4i4.445>
- Nuriansyah, F. (2020). *Efektifitas Penggunaan Media Online Dalam Meningkatkan Hasil Belajar Pada Mahasiswa Pendidikan Ekonomi Saat Awal Pandemi Covid-19*. *Jurnal Pendidikan Ekonomi Indonesia*, 1(2), 61-65.
- Prajana, A., & Pendidikan. (2017). *Pemanfaatan Aplikasi Whatsapp Dalam Media Pembelajaran Di Uin Ar-Raniry Banda Aceh*. *Cyberspace: Jurnal Pendidikan Teknologi Informasi*, 1(2), 122-133. <https://doi.org/10.22373/cs.v1i2.1980>
- Riyanto, I. A., & Kristiyanto, A. K. (2017). *Pengembangan Model Pembelajaran Keterampilan Motorik Berbasis Permainan Untuk Anak Sekolah Dasar Usia 9-10 Tahun*. *TEGAR: Journal of Teaching Physical Education in Elementary School*, 1(1), 94. <https://doi.org/10.17509/tegar.v1i1.8679>
- Rozi, F., & Firdausiah, F. (2021). *Implementation of Role-Playing Games in Overcoming Introverted Children*. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1394-1402. <https://doi.org/10.35445/alishlah.v13i2.629>

- Rusni, Ariza, Elysa Evawani Lubis, M. S. (2017). *Penggunaan Media Online Whatsapp Dalam Aktivitas Komunitas One Day One Juz (Odoj) Dalam Meningkatkan Minat Tilawah Odojer Di Kota Pekanbaru*. JOM FISIP, 2(1), 1-15.
- Septantiningtyas, N. (2018). *Pengaruh Pembelajaran Jarak Jauh Dengan Aplikasi Google Class Terhadap Hasil Belajar*. Jurnal Pendidikan Agama Islam, Edureligia, 2(2), 1-5. <https://doi.org/10.33650/edureligia.v2i2.714>
- Septantiningtyas, N. (2019). *Pengembangan Desain Pembelajaran Pada Kelas Profesional PGMI Menggunakan Google Classroom*. Edudeena, 3(2), 101-107.
- Setiani, R. E. (2013). *Memahami Pola Perkembangan Motorik Pada Anak Usia Dini*. INSANIA, 18(03), 455-470. <https://doi.org/10.24090/insania.v18i3.1472>
- Sudaryanto, D. H. (2012). *Proses Pembelajaran Melalui Media Elektronik (e-Learning)*. Forum Diklat, 02(1), 66-71.
- Suhendro, E. (2020). *Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi Covid-19*. GOLDEN AGE Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini, 5(September), 133-140. <https://doi.org/10.14421/jga.2020.53-05>
- Sutini, A. (2013). *Meningkatkan Keterampilan Motorik Anak Usia Dini Melalui Permainan Tradisional*. Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini, 4(2), 67-77. <https://doi.org/10.17509/cd.v4i2.10386>